



Lake Washington

School District

Continuous Improvement Plans

JUANITA LEARNING COMMUNITY

2014-2015

- Bell Elementary School
- Frost Elementary School
- Juanita Elementary School
- Keller Elementary School
- Muir Elementary School
- Sandburg Elementary School
- Thoreau Elementary School
- Finn Hill Middle School
- Kamiakin Middle School
- Juanita High School
- Community School
- Discovery Community School
- Environmental & Adventure School
- Futures
- International Community School

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Bell Elementary School

Data Summary, Reflection, and Analysis:

Class of 2021- current 6th graders
2013-2014 SMART Goals
Reading Goal: 78% will be at standard
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">As a team what were you most proud of based on your students' assessment results? We were thrilled with the fact they went up 1% given the rigor of the new Wonders curriculum and all of our learning curves in using the new curriculum. 44% exceeded standard! Two specific students who struggled and who received sped instruction passed the reading MSP.As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Our current students scored low on literary comprehension, so this will be the focus this year while continuing the rigor in informational text.As a team what surprised you the most about your students' assessment results? What do you believe caused these results? How many people passed and made progress on the MSP!
Math Goal: Math Goal: 71% will be at standard
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">As a team what were you most proud of based on your students' assessment results? The entire cohort of 5th grade improved drastically on the math MSP.As a team what do you believe you can still improve on regarding the growth of your students' assessment results? The use of RTI/Data Teams will help to increase comprehension.As a team what surprised you the most about your students' assessment results? What do you believe caused these results? After receiving RTI training, our understanding of differentiation changed.
Science Goal:
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">As a team what were you most proud of based on your students' assessment results? Our efforts in science instruction (concentrated lessons on Wednesdays) seem to have a positive result.As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Being more intentional about including math standards within instruction will help student progress.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? This was the first year both 5th grade teachers taught science in a concentrated cohort (together). This level of collaboration improved our instruction.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	31.4%	49%	80.4%	28%	44%	72%
2013-4 th	38.6%	43.2%	81.8%	56.9%	17.6%	74.5%
2012-3 rd	29.2%	43.8%	73%	36.7%	38.8%	76%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	47.1%	23.5%	70.6%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal: 76%

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results? There are a lot of students who almost passed and had stronger scores than when they were in 3rd grade. 10 kids who received a level 2 were one or two questions away from getting a 3.
- As a team what do you believe you can still improve on regarding the growth of your students' assessment results? There were about 5-6 kids who could've easily gotten a 3 and passed. We will work on intentional reading strategies in Wonders to target deficits.
- As a team what surprised you the most about your students' assessment results? It was exciting to see only 2 kids received a level 1 (in the past that was higher). What do you believe caused these results? 4th grade teachers focused on questioning strategies and answering questions with text evidence from both Wonders and novel sets.

Math Goal: 76%

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results? We had over half of students pass math. There were a lot of strong 4's and that was encouraging to see since there are so many standards covered in math. Two special ed students who struggled to meet standard in previous years, passed with a solid level 3.
- As a team what do you believe you can still improve on regarding the growth of your students' assessment results? There were still a large number of students who received a 2. Many of the kids are special ed and received safety net, yet we have to do better to build skills within whole group and the small group setting.
- As a team what surprised you the most about your students' assessment results? We had a large number of students who did not pass. What do you believe caused these results? Two reasons: some students entered 4th grade very behind and the curriculum

was more rigorous this year.

Writing Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results? It was great to see that 2/3 of students passed with 3's and 4's. Six students received a level 2, but were one point away from receiving a level 3. A large emphasis was placed on writing and the results show intentional work paid off.
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? It will be important to learn the RTI process and incorporate data teams cycles.
3. As a team what surprised you the most about your students' assessment results? I had 41 students passed in 4th grade. What do you believe caused these results? The time we put into writing and the way we teach it (like a recipe). It makes it fun for the students and easier to understand.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	43.9%	26.3%	70.2%	35.1%	36.8%	71.9%
2013-3 rd	18.9	66	84.9%	37%	39%	76%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	45.6%	17.5%	63.1%			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results? Our students performed well on informational text. In the previous years, that was area where they didn't do as well.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Literary text is an area we can improve in.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- Almost half of our kids scored Level 4!
- Focused intentional teaching of Common Core Standards.

Smaller reading groups.

Math Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results? Students who were on the border line, passed the math MSP.

2. As a team what do you believe you can still improve on regarding the growth of your

students' assessment results?

We need to focus on understanding the data teams cycle process.

- As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

A lot of students struggled with math. On number sense only 46% met standard. A lot of the problems contain story problems, which struggling readers have trouble comprehending.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	22.2%	48.1%	70.3%	37%	11.1%	48.1%

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	77%	80%	70%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	71%	83%	68%
2013	60%	79%	
2012	62%		

DIBELS Reflections:

2nd Grade:

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results?
An ELL student who has greatly struggled in the past went from a 27 to a 66.
Two sped students made great progress; the male student went from a 55 to a 92, the female student went from a 26 to a 47.
We are also proud of the cohort growth as a whole. We had more kids move up from "at standard" to "above standard" than in recent years.
- As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Placing a continued focus on vocabulary development and intentional differentiation strategies in reading will help students continue to grow.
- As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
We were most surprised by the growth of the "at standard" students. We think that the more challenging differentiated seatwork and strong emphasis on vocabulary development may have contributed to these results.

1st Grade:

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results?

As a 1st grade cohort, students went from 23% intensive (BOY) to 10% intensive (EOY). Additionally, 64% who were at benchmark (BOY) went to 83% at benchmark (EOY)

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Providing students with frequent phonics assessments through Burst and Wonders curriculum help teachers' measure progress. This provided information by noting areas of weakness in phonics and foundational reading skills (phonemic awareness, smoothly blending words, etc). Additionally, using phonics resources to provide a "triple dip" in the classroom with teacher, IAs, parents, Watchdogs will be helpful. Pinpointing specific areas of reading deficits (ie. Short vowel sounds) for individuals by using small group instruction will help students fill in skill gaps as well.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

The use of the Burst program was new. It allowed us to integrate additional phonics instruction at appropriate levels. This helped our students make progress.

Kindergarten:

Using these prompts please respond by grade level teams:

1. As a team what were you most encouraged by based on your students' assessment results?

As a team we were most encouraged by how many students performed at benchmark as reported by Dibels BOY. We feel that the assessment results allow us to better tailor small group differentiated lesson plans to ensure students are developing and strengthening foundational reading skills. We are also encouraged by the availability of the August kindergarten assessments and being able to place many students with intensive results in AMK to benefit from the KISN program.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Be specific.

We believe an area of growth for kindergarten students will be phonics and word recognition. The August kindergarten assessment showed that many incoming kindergarten students were proficient in letter recognition, but not proficient in reading kindergarten-level high-frequency words.

3. What strategies will you use to support growth?

We will build on students' letter knowledge to further phonemic awareness. We will incorporate the weekly letter, phoneme, and high-frequency word into shared writing and math (such as Rainbow Writing). Students will benefit from small group instruction lead by the classroom teacher and instructional assistant. Students not at benchmark will be "double-dipped" with instruction from classroom teacher, IA, and volunteers when possible.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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	31%	41%

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

Successes:

- Push-in reading support for sped and Safetynet students
- Data analysis for 5th grade reading (RTI)
- Students in grades 3-5 developed strong text-based evidence skills by the end of the year
- Development of reading learning progressions
- Vertical evaluation of reading strategies by teams to help improve overall reading program
- KISN intervention support for struggling readers in Kindergarten

Challenges:

- Removal of using Read Well curriculum in the building
- Implementation of Wonders Curriculum
- New report card reading standards with Common Core

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	(Goal written here) Leaders hold staff accountable for improving learning	(Goal written here) The school's primary emphasis is on improving student learning
	From: 84% To: 95%	From: 83% To: 94%

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?

I selected these two goal areas because I think they are particularly critical to improve instruction. Staff members need to be able to trust one another in order to effectively collaborate. This allows an environment to focus on improving instruction and student learning. Similarly, teachers need to receive regular feedback in order to grow.

Actions I facilitated:

- Iced- I regularly visited classrooms and I sent email feedback related to instruction
- Staff meetings- I would regularly highlight staff practice
- Weekly collaboration in grade level teams regarding student progress
- Regular use of norms and an accountability protocol

- Follow through on building decisions by the BLT related to student learning
- RTI pilot implementation
- Push-in intervention model
- Professional development opportunities for staff related to literacy, whole group listening, behavior, push-in strategies, and data analysis
- Collaborative teams analyze assessment data and set individualized student goals based on the following assessments:
- Homework club after school
- Intentional differentiation strategies per unit of study at each grade level
- Links volunteers to support more exposure with reading and math

Part 2: Bell Elementary

Goals for 2014-2015:

School Performance Goals for 2014-15					
"Class of"	English Language Arts SBA SMART Goal		Math SBA SMART Goal	Science MSP SMART Goal	
2021- 5 th	71%		72%	From: 69%	To: 75%
2022 - 4 th	70%		68%		
2023 - 3 rd	73%		73%		
"Class of"	DIBELS				
2024 - 2 nd	From: 61%	To: 73%			
2025 - 1 st	From: 66%	To: 77%			
2026 - K	86%				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: (i.e. African American students will go from 67.3% proficiency in Reading to 77.5% proficiency by June of 2015 as measured by the AMO)

Action Plan: (Describe your anticipated school's efforts in this area)

Celebrations: MSP scores for reading improved in grades 3 and 5, MSP scores for math improved in grades 3 and 5, ELL students seem to progressively score higher on tests results, 90% met proficiency goals (AYPS)

Concerns: MSP scores in both reading and math declined in 4th grade, Students with low reading scores seem to be students who are struggling in other subject areas, an increase in the number of students with little parental support overall, sped students are not meeting proficiency goals in reading or math (AYPS)

Subgroup and Goal:

Since students need to read to learn by 3rd grade, we will place a focus on improving reading comprehension scores of sped education students. **Sped students will go from 42% below standard in Reading to 65% approaching standard.**

Action Plan:

Grade 2:

By May of 2015, 2 of 5 2nd grade students will move from below standard to approaching standard in reading comprehension as measured by Wonders Reading Comprehension Assessments.

Grade 3:

By May of 2015, 6 of 10 3rd grade students will move from below standard to approaching standard in reading comprehension as measured by Wonders Reading Comprehension Assessments.

Grade 4:

By May of 2015, 3 of 5 4th grade students will move from below standard to approaching standard in reading comprehension as measured by Wonders Reading Comprehension Assessments.

Grade 5:

By May of 2015, 3 of 4 5th grade students will move from approaching standard to at standard in reading comprehension as measured by Wonders Reading Comprehension Assessments.

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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 3-5	70%	80%

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

Building wide focus to support all subject areas: RTI implementation to establish consistent data analysis and responsive interventions. Staff will work to create student learning progressions and incorporate them into the learning cycle.

Perception Goals: You may choose 1 or 2 Goals in this area

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: I believe all students can learn complex concepts.	Goal: The staff feels free to express their ideas and opinions with one another.
	From: 58% To: 75%	From: 76% To: 90%

School Process Summary

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

- **Building wide focus to support all subject areas: RTI implementation to establish consistent data analysis and responsive interventions. Staff will work to create student learning progressions and incorporate them into the learning cycle.**
- Reading: Further develop & implement Wonders Reading Programs with efficacy, small group instruction, push-in safetynet model & instruction(when possible), ELL program, individualized support for special ed students (push-in when possible), Reading Buddy Program
- Math: Small group instruction, push-in safetynet model & instruction (when possible), before school safetynet program, ELL program, individualized support for special ed students, afterschool math club
- Science: Small group instruction, individualized instruction for students below standard, ELL program
- Writing: Small group instruction, push-in safetynet model & instruction (when possible), ELL program, Reflections Program

Highlight use of technology to improve student learning:

- We will use Haiku to collaborate within teams, inform parents, collect PGE evidence, and support student learning.
- We will use Teachscape to support data/evidence collection, feedback, and evaluation processes.
- We will use IXL and Headsprout reading programs to support literacy growth
- We will use Envision math program to support math progress and assessments
- We will use Wonders online digital resources and text instruction to support reading development

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

Students:

- In classrooms, Haiku will be used to communicate classroom calendars, and assignments, and important announcements (at a minimum)
- Primary students have a chance to earn a monthly lunch with the principal
- Intermediate students are planning and implementing the African Literacy Project (sending booths to Ghana and South Africa)
- 5th grade students are attending Islandwood Outdoor Camp in February.
- All students have access to after school clubs including art club, choir, Lego club, cartooniversity, and science club
- 5th grade students can participate in the Leadership Academy to develop leadership school and have an overall “voice” within the school to implement change.

Parents:

- A bi-monthly bulletin will be sent to parents
- Parents will be able to participate in volunteer activities within the classroom, playground, and library
- Parents will be able to participate in community activities including a Curriculum Night (September), Principal Pancake Breakfast (November), Multicultural Night (January), Sock Hop (March), & Talent Show (June)
- Parents will have access to parent education courses
- Parents will have access to membership, information, and activities with the PTSA

Staff:

- A weekly principal’s bulletin will be sent to staff
- Staff will have access to a shared leadership model known as the building leadership team
- Staff members will present trainings to staff
- Staff will be able to participate in team-building activities and after school events

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Robert Frost Elementary School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

Class of 2021- current 6th graders		
2013-2014 SMART Goals		
Reading Goal:		
“Class of”	Reading	
2021- 5 th	From: 76%	To: 79%
Using these prompts please respond by grade level teams:		
4. As a team what were you most proud of based on your students’ assessment results? <ol style="list-style-type: none"> a. Exceeded our goal by 1.5% - 80.4% b. Cohort data demonstrates strong growth across the board 		
5. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? <ol style="list-style-type: none"> a. Continued improvement in summarizing, main idea, inferring. 		
6. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? <ol style="list-style-type: none"> a. Several students with special needs performed at or above standard! b. Overall growth, likely due to new reading curriculum structures. 		
Math Goal:		
“Class of”	Math	
2021- 5 th	From: 65%	To: 70%
Using these prompts please respond by grade level teams:		
4. As a team what were you most proud of based on your students’ assessment results? <ol style="list-style-type: none"> a. Exceeded goal by almost 12%! b. Cohort data demonstrates strong growth across the board 		
5. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? <ol style="list-style-type: none"> a. Moved graphing/data unit up in sequence to before MSP. 		

6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
- Individual students' growth!
 - Provided additional targeted intervention and "double dip"

Science Goal:

"Class of"	Science	
2021- 5 th	From:	To: 78%

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results?
 - WOW! Exceeded our goal by 6% pts!!
- As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - Application – design piece needs beefing up.
- As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - Individual students not getting 4's in other areas, got 4's in science. Explicitly teaching vocab, repetition in writing up investigations, building up student confidence.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	32.1	48.2	80.4	39.3	37.5	76.8
2013-4 th	53.4	22.4	75.8	22.8	42.1	64.9
2012-3 rd	48.2	25.8	74.1	41.3	17.2	58.6
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	39.3	44.6	83.9			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

"Class of"	Reading	
2022 -4 th	From: 78%	To: 82%

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results?
 - The team is proud of students "on the cusp" who were able to pass the MSP
- As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - More intervention to support other students "on the cusp" who we believe can

- perform at standard based upon classroom performance and assessment
- b. Identify and consistently implement best practice intervention strategies for students working below standard.
- 6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - a. There were several students whom the team thought should have performed at a Level 4
 - b. Challenges may be a result of team's instructional learning curve with successful implementation of the new reading curriculum.

Math Goal:

"Class of"	Math	
2022 -4 th	From: 72%	To: 78%

Using these prompts please respond by grade level teams:

- 4. As a team what were you most proud of based on your students' assessment results?
 - a. Several students who had struggled throughout the year were still able to pass with a Level 3 score.
 - b. Overall students as a whole performed best in nonfiction, which may be the result of revising instructional practices in support of CCSS and new reading curriculum.
- 5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - a. As a team we are still working to improve progress of students moving from 1s to 2s and 2s to 3s.
 - b. Identify and consistently implement best practice intervention strategies for students working below standard.
- 6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - a. We had expected more growth for students moving between levels.

Writing Goal:

"Class of"	Writing	
2022 -4 th	From:	To: 64%

Using these prompts please respond by grade level teams:

- 4. As a team what were you most proud of based on your students' assessment results?
 - a. Some students made unexpected gains in writing.
- 5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - a. More focus on conventions will help with some of the students performing on the edge/between levels.
 - b. More focus on conventions, as this was an area of struggle for many students.
- 6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- a. We had inconsistent results. There were several students who have performed well with writing in the classroom who did not pass, while others who have struggled to write well in class made standard.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	40.6	28.1	68.8	28.1	37.5	65.6
2013-3 rd	23.6	54.1	77.7	34.7	37.5	48.4
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	48.4	26.5	75.0			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Using these prompts please respond by grade level teams:

4. As a team what were you most proud of based on your students' assessment results?
 - a. Very proud of the fact that 85% of my students in one class passed the Reading portion.
5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - a. More fluidity within small reading groups. Not done as much last year as we were focused on the new curriculum, adjusting to the steep learning curve for effective implementation.
6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - a. A couple of students passed that I really wasn't expecting to pass. Focus on providing flexible grouping and targeted intervention may have made a difference

Math Goal:

Using these prompts please respond by grade level teams:

4. As a team what were you most proud of based on your students' assessment results?
 - a. I do feel good about the results 75% passed. However, concerns remain regarding the remaining 1 out of 4 students NOT passing.
5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - a. Need to catch those students who seem to get it (they keep their head above water, just barely). These are the students who are often "on the cusp" and as a result may be missed for intervention, both in the classroom and for identification for services.
6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- a. No real surprises, as the team monitored student progress throughout the year and regrouped/intervened/differentiated to meet changing needs. One student did stand out, as he has gone from a L1 to L3.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	23.8	61.9	85.7	41.3	28.6	69.8

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 – 76%	1 – 71%	K – 75%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2 – 76%	1 – 71%	K – 75%
2013	1 – 44%	K – 60%	
2012	K -		

DIBELS Reflections:

Class of 2024- current 3rd graders:

Using these prompts please respond by grade level teams:

4. As a team what were you most proud of based on your students' assessment results?
 - a. Majority of students at standard
 - b. Lots of growth from all students – Some not at standard were really close to 84 wcpm
 - c. Consistently met, monitored progress, and adjusted reading groups and teaching strategies
5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - Provide more opportunities for intensive, strategic students to read with volunteers, partners
 - Provide books that match interest level of non-motivated
 - More word work activities – Wonders games, flashcards, ActivBoard, word sorts
6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - a. % of students at standard seemed low – when we looked closer at the data 4 of the students were at or close to standard in fluency but had low comprehension
 - b. Growth of students from beginning to end of year (even if they didn't make standard was significant) – Data team focus - Consistently met, monitored progress, and adjusted reading groups and teaching strategies

Class of 2025 - current 2nd graders:

Using these prompts please respond by grade level teams:

4. As a team what were you most proud of based on your students' assessment results?
 - a. Some growth across the board
 - b. Encouraged students to do their best
 - c. Boosted confidence while learning
 - d. Consistency with teaching core before reading groups in order to ensure fidelity of instruction with the new curriculum.
5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - a. Continued improvement with teaching Wonders through the use of more curriculum resources
 - b. Improved effectiveness in grouping students for Close Reading, focusing on certain skills based upon data
 - c. Breaking down assessments into smaller sections to get appropriate data which can further guide instruction and intervention plans
6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - a. High concentration of students needing more exposure to English Language
 - b. New curriculum for ELA may have led to challenges for some students' growth, as best practices with curriculum based assessments were not clearly articulated.

Class of 2026- current 1st graders:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?
 - The growth between BOY and EOY was very substantial, especially for ELL students- Primarily in the area of Letter Naming Fluency (LNF).
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - Utilizing the WONDERS Curriculum to support the areas assessed in the DIBELS.
 - Transferring PSF lessons into our Writers Workshop.
3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - Low performing students in the KINDERNET program started the year INTENSIVE and ended the year some of the highest performers in the whole grade level.
 - a. Intentional time spent practicing the skills assessed on DIBELS. Wonderful KINDERNET support strategies.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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

5th:

2. Lots of growth in all areas. Most students increased in subject scores, and more than a third went up by a level. Some students increased by 2 levels! This is true for students coming from non-English speaking homes as well as English speaking. Safety net students also saw improvement.

4th:

3. Work with conventions was evident in performance result for many students.
4. Interventions for targeted students “on the cusp” of standard were successful, as many were able to achieve a Level 3.

3rd:

5. Reading: having the kids break out into smaller groups for specific skills was very beneficial. Working in the smaller groups, kids worked mainly on vocabulary and comprehension. In these smaller groups, kids got more attention and the ones that were failing could be scooped up. Fluidity among the groups happened periodically which helped kids get different skill focus.
6. Math: Safety Net pull-out allowed the students to get small group attention on the skills being studied in class.

2nd:

- ELL – Fluency improved throughout the year
- SPED – Fluency improved throughout the year

1st:

- Growth
- Modeling
- song, chants, poems
- ELL more visual cues
- IEP-breaking assignments into smaller chunks

K:

- ELL Growth from September to June. (BRIGHT RED→BRIGHT GREEN) ☺

Challenges

5th:

- Two students declined in Reading and Math. One of them declined by a level. 2 students showed no improvement from level 1 in both reading and math. These students also had behavior struggles in class. Perhaps focusing on very low level and behavior issue students this year, we can see some growth in their scores.

4th:

- Effective strategies for reaching ELL students and students with IEPs continues to be a challenge
- Implementation of a new reading program was a challenge. Utilizing curriculum materials for intervention instruction was a challenge with limited experience with available resources and curriculum-based best practice still a work in progress.

3rd:

- Reading: New reading program. Kids AND teachers getting used to new habits. Wonders is very focused on reading and rereading passages. While the intent to find text evidence is positive, the tedium loses kids' attention very early on. Hard to excite the kids. Working with the new curriculum, I feel we lost sight of the fact that it was important to meet often to move kids around.
- Math: Kids pulled out for Safety Net missed other subjects, and yet they were still held accountable for the curriculum. For the struggling kids, that often puts them in jeopardy in other areas. Math curriculum is word intensive. Kids who struggle with reading and are ELL, this sometimes sets them up for failure.

2nd:

- ELL – Comprehension skills did not show as much growth
- SPED – Comprehension skills did not show as much growth

1st:

- Unclear assessment schedule-smaller bits
- Never enough time for searching for new pieces to use in class, printing, making copies and practicing new things we found within Wonders.
- Never enough time to teach all the pieces we want to teach.
- Not being in Sync with team on which parts are being taught.

K:

- Some ELL Half Day Students were not served in Kindernet and made limited growth.
- Attendance was poor for some intensive (ELL) students.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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 rd	NA	TBD
• 4 th	54%	60%
• 5 th	22%	27%

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Results:

Reading	From (2013):	To (2014):
• 3 rd	NA	61.9%
• 4 th	54%	28.1%
• 5 th	22%	48.2%

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

- Differentiated small-group reading instruction targeting students performing at or above standard
- Emphasizing text evidence and deeper level thinking skills and analysis
- Increased non-fiction reading
- Frequent written reflection on text
- Close reading through text evidence citation will be an ongoing growth area for all students
- Data Team PLC Collaboration for all grade levels through common planning time and LEAP/meeting schedules
- Common pacing calendars developed and followed by each grade level team
- Common formative assessments developed and utilized at each grade level
- Ongoing professional development focusing on ELA best practice and differentiation

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	The staff works in teams across grade levels to help increase student learning.	Different staff members periodically lead professional development activities for other staff.
	From: 44% To: 70%	From: 48% To: 75%

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?

Why these goal areas were selected

- Staff reviewed Perception Survey data to determine relative areas of growth.
- Through discussion of reasoning behind responses, our staff was able to clarify needs and recommend actionable goals and interventions.

Actions taken to achieve these goals

- All certificated staff assigned to a collaborative team for results-based collaboration
- Development of Specialist, Staff Meeting and LEAP schedules to include results-based Collaborative Time
- Revision of master schedule to include "sacred" grade-level instructional blocks for both literacy and mathematics aligned to intervention specialist schedules
- Development of ongoing staff and student feedback, recognition, and celebration in support of PLC Cultural Shift needs through meetings and student assemblies

- Development of 2-tiered Vertical Leadership Teams to facilitate communication and shared decision making for instruction and logistics
- Targeted training for Building Data Team members on Data Teams collaboration protocol
- Ongoing informal classroom visits with feedback
- Revision of weekly meeting schedules and LEAP calendar to provide consistent time for Data Teams
- Staff book study of The Data Teams Experience in conjunction with ongoing professional development in the Data Teams process.
- Continued professional development and guided practice in the Data Teams process for all staff
- Align collaboration efforts with TPEP collaboration expectations and new ELA curriculum and standards adoptions
- Implemented and communicated new weekly schedule for managing administrative responsibilities in alignment with guidelines from AWSP *Breakthrough Coach* training
- Provide time for teacher/peer learning walks within the building for professional development, feedback, and team building
- Promotion of shared/distributed leadership opportunities
- Revising role of Leadership Team members to explicitly include professional development planning and delivery

School's Next Steps

- Continued professional development and guided practice in the Data Teams process for all staff
- Maintaining weekly meeting schedules and LEAP calendar to provide consistent time for Data Teams
- Increased attention to deliberate PD delivery by a variety of staff
- Inclusion of staff members in leadership and PD presentation for whom have not had previous opportunities
- Continued alignment of collaboration efforts with TPEP collaboration expectations and new ELA curriculum and standards adoptions
- Provide staff training and time for teacher/peer learning walks within the building for professional development, feedback, and team building

Robert Frost Elementary School, 2014-15

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal		Math SBA SMART Goal	Science MSP SMART Goal	
2022- 5 th	69%		66%	From: 78%	To: 85%
2023 - 4 th	86%		70%		
2024 - 3 rd	76%		70%		
“Class of”	DIBELS				
2025 - 2 nd	From: 58% (BOY 2014)	To: 69% (EOY 2015)			
2026 - 1 st	From: 60% (BOY 2014)	To: 71% (EOY DIBELS 2015)			
2027 - K	From: 54% (BOY 2014)	To: 82%			

Closing the Achievement Gap - Sub-Group Goal(s):

Based on various data sources you are using within your school which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal:

Hispanic students will demonstrate growth by 15/20 percentage points by June of 2015 as measured by SBA and DIBELS in the spring of 2015.

Action Plan: (Describe your anticipated school’s efforts in this area)

- CORE Literacy professional development for all teachers
- Focus on aligning and improving literacy instruction through professional collaboration using the Data Teams process
- Literacy professional development for instructional assistants and para-educators
- Establishment of the iRead program where community volunteers work with students K-5 to provide additional Reading Fluency practice
- Coaching provided for staff on instructional intervention strategies through the site-based Title 1 Facilitator
- Ongoing professional development on the effective use of Wonders and WonderWorks ELA curriculum materials
- Instructional strategies for working with ELL students provided to teachers through building ELL teachers and district provided SIOP professional development
- Targeted instructional strategies at each grade level including the following:
 - Kindergarten will be identifying exactly what the students do not know and then teach those specific skills with everyday practice
 - First grade will have parent volunteers buddy up with students for one to one reading practice and differentiated teaching
 - Second will pre-teach and re-teach vocabulary and use intentional phonics and high frequency word work daily
 - Third will check for understanding with targeted students
 - Fourth will use pictorial and hands on support for all subject areas
 - Fifth will explicitly teach vocabulary

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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 (Level 4)	To (Level 4)
Reading		
• 4 th	62%	62%
• 5 th	28%	28%

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

- SPED and ELL intervention and review time.
- Identified students receive intervention services through Safety Net and SpEd
- Close reading in small leveled groups
- Sound and Letter card routines
- Singing and dancing
- Practice with rhymes and poems.
- Writing practice to sound out words.
- High Frequency word games
- intervention groups for focused letter sounds/names
- IA's & Parent volunteers and Link tutors pull kids to practice focused sounds and letters
- C.O.R.E professional development
- Intentionally teach fluency skills
- Timers for partner fluency
- Pre-teach comprehension and Content vocabulary
- Response journals for reading reflection
- Build background knowledge
- Decodable readers
- Think/Pair/Share
- Partner reading
- Find key details by underlining/highlighting text
- Visuals

3-5

- Teams meet regularly for professional collaboration to review student performance data, plan common instruction/assessment, and identify students needing intervention
- Break into small groups for instruction
- Flexible grouping based upon frequent assessment review
- Multiple exposures to vocabulary
- Phonics in spelling
- Complete sentences
- Text evidence
- Comparing and contrasting
- Close reading
- using leveled readers
- Assessing and moving students as needed.
- Burst instruction for level 1 readers
- Visual vocabulary cards, interactive activities related to vocabulary
- Partner read, teacher read,
- differentiated small group novel studies
- Real world tie in across disciplines for comprehension strategies
- Before school reading intervention

Highlight strategies to meet goals in math:

- Teams meet regularly for professional collaboration to review student performance data, plan common instruction/assessment, and identify students needing intervention
- Preteach vocab for ELL students
- Videos and songs to enrich lessons
- Manipulatives when needed
- Group, partner work
- Pretest to show growth after unit; assess and reteach
- Use manipulatives
- Reword test questions
- Read test questions with the students
- Flipped instruction using teacher-created online tutorials for pre-teaching and re-teaching
- Small group interventions during class time
- Focus on math facts
- Authentic problem based learning
- Homework club

Highlight strategies to meet goals in science:

- Teams meet regularly for professional collaboration to review student performance data, plan common instruction/assessment, and identify students needing intervention
- Focus on academic vocabulary
- Preteach vocab for ELL students
- Songs/videos to remember concepts
- Visuals
- Field Trips
- Science Fair
- Nature Vision lessons
- Note taking
- Vocabulary
- Read science stories
- Work in cooperative groups
- Discuss scoring together
- Fieldtrip to the Arboretum
- Nature vision sponsored by PTSA
- Science Fair – projects related to grade level standards
- Science focused clubs (PM)
- Direct instruction of investigative steps and theory/conclusion writing
- Individual, whole group, small group support on concept application

Highlight strategies to meet goals in writing:

- Teams meet regularly for professional collaboration to review student performance data, plan

common instruction/assessment, and identify students needing intervention

- Mentor texts to teach writing skills
- Plans to help organize writing
- Pebble Go (online database) for research
- Build background knowledge
- Stop light conventions
- Writing prompts with feedback
- Practicing paragraph writing and sentence writing
- Teaching conventions
- Grammar skill work
- Working on complete sentences in all subject areas
- Teaching and reviewing scoring rubrics with students
- Interdisciplinary application, connected subjects with all academic subjects
- Focus on text evidence and explaining thinking with facts and fine details
- Extended assignments:
 - Essay projects aligned with separate writing genres – connected to different core content
 - Book reports
 - Current event presentations/essays

Highlight use of technology to improve student learning:

- Headsprout Time
- Wonders Tech Game Extensions
- ABCYA.com
- Online games for supplemental practice
- Pebble Go (online database) for research
- Xtramath for math facts
- Haiku for student/parent communication and instruction
- Teaching login and navigation skills
- Keyboarding practice (Type To Learn); Typing written work
- Flipped instruction providing teacher-created online video tutorials for students for pre- and re-teaching
- Online research
- Student-created presentations across curriculum areas
- Video book reports
- Tech instruction and related project support as part of Library program

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

- Important classroom notes translated into Spanish
- Use of Haiku/email/electronic messaging to communicate with parents
- Classroom newsletter, such as What a week note – Homework, behavior, and curriculum update for the week
- Weekly Tuesday Bulletin sent to all families via email and print
- Parent volunteers utilized in all grade levels
- Watch DOGS Volunteer Program

- LINKS volunteers
- Primary buddy classes
- Special needs students integrated into classroom instruction
- SN, ELL and SPED integrated with ELA/Social Studies
- Student Leadership roles through Student Council and other classroom/school responsibilities (Lunch Ambassadors,
- Spelling and high frequency word lists sent home for practice
- Road to reading – reading log
- Field Trips
- Guest Speakers
- PTS Conferences
- Spirit Assemblies to honor students for growth and to promote school community values
- Assemblies and performances allowing students at all grade levels to perform for parents and the community
- Guest Speakers
- Open House Events (Curriculum Night, Safety Net Open House)

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Juanita Elementary School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal:
Using these prompts please respond by grade level teams: 1. As a team what were you most proud of based on your students' assessment results? Students worked hard to meet individualized reading goals and to score 85% or higher on comprehension tests. Students were well prepared in using two column notes and finding key details as well as comparing/contrasting two different text genres as emphasized in Reading Wonders. At the end of the year 19 students exceeded standard in reading, 16 were at standard and 10 were approaching standard. (5 were not at standard) 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? We can continue to supplement direct instruction with individualized support through Safety-Net, & ELL support and IEP work. We will continue to hold students accountable for independent reading both at school and at home. We will utilize parent volunteers to come and read one-one with students needing more support. We will utilize the District ELA assessments to help better prepare students in taking the SBAC. We will work on keyboarding skills and note-taking to better prepare for the SBAC. 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? The importance of support at home cannot be overlooked as there is a direct correlation between student success and the amount of family support. (i.e. taking students to the library to check out books, especially when the families can't afford them & enforcing the read at home expectations and nightly reading log completion.

Math Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

Twenty three students are above standard in the area of math and 16 are at standard. 8 were approaching standard and 4 were not at standard. We are proud of our collaboration with the Safety-Net program and of our differentiated WINN program time that focused on meeting individual student needs.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

The enVision program tends to teach math skills in isolation whereas the SBAC tests multiple skills in problem-solving. Therefore, we feel we need to supplement the District curriculum with multi-step problem solving activities.

3. As a team what surprised you the most about your students' assessment results?

What do you believe caused these results? The number of level 4 students surprised us the most. Overall, this student group was more capable in math.

Science Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We are proud that 86.3% of our students passed and of these students, 28 were at a level 4. We exceeded the state's passing average by at least 20%. We taught science together as a fifth grade team, we supplemented the FOSS curriculum with Puzzlewise and content correlated videos to teach the standards. We differentiated instruction based on student support needed with conclusion and procedure writing. Knowledge of "systems" performance improved and our students tested higher than both the District and the State.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We need to focus on designing lessons which will give students more opportunities to apply their scientific knowledge. (application) We also need to continue to teach the different domains of science.

3. As a team what surprised you the most about your students' assessment results?

What do you believe caused these results? Some students did better than we expected. We had 28 students performing at a level 4 which is more than half the fifth grade class. In our opinion, there is a direct correlation between reading skills, particularly vocabulary, writing skills, and student success on the science MSP. Most of our students who did not pass were ELL students or new to our school.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	25%*	62%*	87%*	25%*	67%*	92%*
2013-4 th	25%	62%	87%	25%	67%	92%
2012-3 rd	35%	45%	80%	27%	51%	78%
Year	Science			* MSP Data from 2012-13		
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th						

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results?**
We were most proud of the students' improvement with reading comprehension and the written response component.
- As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Last year Allen and I were learning different components of Wonders as we worked with our students. This year we both feel better prepared to lead our students toward a more fully developed understanding and response to text structure and features.
- As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
We were pleasantly surprised by the growth our students made in comprehension, and especially the written response component, which included comparing and contrasting texts. Both classes had weekly group discussions to review assessment results. We compared answers and allowed students to state and debate their reasoning behind their choices. We also modeled the appropriate format for responding to the written component, paying particular attention to answering the question and incorporating text evidence.

Math Goal:

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results?**
We are most proud that our students showed continuous improvement in all standards throughout the year.
- As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Data from assessments indicated that last years' students struggled with fractions and decimals. With a more time-generous scope and sequence this year, we plan to

incorporate more manipulatives into our lesson plans for these particular standards.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were impressed that so many of our students made continuous growth throughout the year and attribute this to the RTI model.

Writing Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We were most proud of their development in word choice, sentence fluency and conventions.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Most of our instruction this year will be directed toward helping the students develop writing skills to compare and contrast texts and their structure.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were most impressed with the students' increased use of descriptive vocabulary and imagery in their writing. We believe the increased attention to vocabulary development in Wonders piqued their interest and excitement in experimenting with words.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	20.3%*	71.2%*	91.5%*	22%*	62.7%*	84.7%*
2013-3 rd	20.3%	71.2%	91.5%	22%	62.7%	84.7%
Year	Writing			* MSP Data from 2012-13		
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	53%*	37%*	91%*			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

- All students made progress.

- More students were at standard at the end of the year than at the beginning of the year.
- Most students consistently used text evidence by the end of the year.
- All but 5 students were at standard for fluency by the end of the year (these students were either on IEPs, new ELL students, or Safety-Net Students).
- Most students used close reading strategies to analyze all types of genres.
- Most students were more confident in taking a long reading assessment.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- Helping students achieve thorough understanding of complex texts.
- Accurately and consistently identifying text evidence from multiple sources.
- Helping students identify commonalities among ideas (this is a supporting skill for finding main idea and key details).
- Teach the students how to cite evidence in written form to support an answer.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- Level 4 students being able to consistently elaborate with text evidence.
- Text evidence was used every day in class, but by the end of the year some students were still questioning whether they had to use text evidence.
- Most students were very fluent readers throughout the whole year.

For the Level 4 students, being taught what text evidence was and how to use it, the natural next step for them was to consistently use it to elaborate their work.

We believe the intense support and direct teaching by primary grades and continued intervention support in 3rd grade, strongly contributed to the fluency results.

Citing text evidence was a new skill and it was a lot of hard work, so some students preferred not to do it.

Math Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

- Strong growth by all students in the CCSS multiplication and division cluster.
- The students felt more confident and successful in doing word problems.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- Direct instruction and providing student practice with multistep story problems.
- Identifying the correct operation based on the information given in a story problem (understanding the idea of parts and wholes- especially for multiplication and division problems).
- Direct instruction and additional practice with fractions on a number line.
- Direct instruction and additional practice with equivalent fractions.

3. As a team what surprised you the most about your students' assessment results?

What do you believe caused these results?

- Some students didn't have immediate recall of addition and subtraction facts. Lack of practice contributes to this.
- Simple errors that students made due to reading questions incorrectly or incompletely. This was due to student not using strategies to underline important information or rechecking their work.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	20.3%*	71.2%*	91.5%*	22%*	62.7%*	84.7%*

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 – 93%	1 – 73.7%	K – 83.9%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2	1	K
2013	1 st – 84%	K – 73%	
2012	K – 98%		

DIBELS Reflections:**Current 3rd Grade:**

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

The majority of students showed improvement in reading. Only 2 students did not make significant progress.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

EOY results:

Red – 8%

Yellow- 15%

Green – 77%

We feel that we could rotate our reading groups more often to meet their changing needs. We plan to collaborate on finding foundational skills and Tier 2 support within the Wonders curriculum and creating different assessments to drive our instruction.

3. As a team what surprised you the most about your students' assessment results?

What do you believe caused these results?

We were surprised about a handful of students who went from standard to strategic at the end of the year. We believe if we collaborate on finding foundational skills support within the Wonders curriculum this will help our current students to progress this year.

We were surprised and excited about the majority of the students making progress. We look forward to seeing their progress in 3rd grade.

Our small reading groups benefitted these students as we adjusted instruction when needed. We were able to focus on a small group of students and meet their individual needs on a daily basis. Other items included:

- Book Bag Program
- WINN – Differentiated reading groups
- Safety Net support
- Summer Reading
- Read at home accountability (parent signs)
- Placement tests –Data Walls
- Reading Intervention Strategies (LEAP)
- Modify Instruction
- Integrate reading practice into other subjects
- Reading volunteers
- IA's working with small groups
- Peer tutoring
- Specialists (Mrs. Joseph) running small groups
- Reteaching skills using different strategies
- Accelerated Reader
- One on one tutoring

Current 2nd Grade:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

As a team, we were very proud of our students' achievement with the DIBELS Reading Assessment. Our BOY Data showed 34% of students were Intensive (red), 15% were Strategic (yellow), and 51% were at Benchmark (green). By the end of the year, our data showed 14% at Intensive, 8% Strategic, and 78% at Benchmark. The improvement for students at Benchmark BOY to Benchmark EOY was 27% - a huge improvement that our grade level is extremely proud of! Additionally, the several students who were Intensive moved up to Strategic by the end of the year assessment. Also noteworthy are the students who moved from Intensive to Benchmark by the end of the year.

Our team successfully implemented the following strategies/instructional systems:

- Differentiated reading groups including 9 teachers, IAs, parent volunteers, and community volunteers.
- Targeted sight word instruction and individualized sight word instruction for our most needy students based on ongoing formative assessment.
- Flexible grouping throughout the school year determined through collaborative work.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Our team decided to really focus on improving various components of our Walk to Read program. Areas of growth include providing more differentiated seatwork and fluency practice for a wider range of reading ability. Additionally, our team wanted to provide more targeted differentiation in the reading portions of our homework packets for this year.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised to have surpassed our CIP Goal that we set for ourselves and our students. The amount of students who reached Benchmark by the end of the year was higher than what we had anticipated at the beginning of the year. Additionally, many students went from Intensive to Benchmark by the end of the year, which is a huge accomplishment. We believe these results were due to our collaboration and dedication to our differentiated small group Walk to Read program.

Current 1st Grade:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We were most proud of our EOY DIBELS results. Out of 59 students, 55 students scored at benchmark.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

As a team, we believe that we can continue to improve on collaboration and communicating around student performance and data. We hope to take the data and focus on student needs and incorporating it into our lesson planning. In addition to students who show little growth or students who are already at benchmark or above, as a team we plan to collaborate on how we can continue to accelerate their learning.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised that we were close to 100% "at benchmark" at the end of the year. Looking back at the BOY results, we didn't think that it was possible. We believe that teamwork, time to work together, creating consistent guidelines, involving volunteers and other resources within the building added to our success.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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 *

- Low Income Students were above target for their sub group in Reading
 - AMO Reading Target was 76% and Proficiency was 76%
- Intermediate Girls scored above their male peers in Math
 - 84% of 3rd, 4th, & 5th Grade Girls met standard in Math, while only 79% of 3rd, 4th & 5th Grade boys met standard in Math

Challenges *

- Low Income Students were below target for their sub group in Math
 - AMO Math Target was 76.4% and Proficiency was 64%
- Asian Students were below target for their sub group in both Math & Reading
 - AMO Math Target was 97.2% and Proficiency was 76.9%
 - AMO Reading Target was 97.2% and Proficiency was 76.9%
- Hispanic Students were below target for their sub group in both Math & Reading
 - AMO Math Target was 75.9% and Proficiency was 75%
 - AMO Reading Target was 79.7% and Proficiency was 75%
- Students who qualify for Special Education were below target for their sub group in both Math & Reading
 - AMO Math Target was 44.4% and Proficiency was 31.8%

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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	54.6% *	60% *

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. In addition, 4th grade implemented RTI. 5th grade attempted an RTI model, but parent volunteers stopped coming. Also 5th grade had to shift RTI focus to science mid-year. We did not make our Challenge Goal. The percent of students receiving a standard of 4 on the MSP in math was 56.8%.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
	<input checked="" type="checkbox"/> Continued from previous year	<input checked="" type="checkbox"/> Continued from previous year
2013-14	Many parents are involved as volunteers at the school.	Staff routinely work together to plan what will be taught.
	From: 42% To: 50%	From: 78% To: 84%

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?
<p>For the 2013-2014 school year, staff selected goals around parent involvement and staff routinely working together to plan what will be taught. These goals were selected because they were the lowest data points in the Nine Characteristics Data and showed the most significant areas for improvement. We met our first goal and exceeded it, with 60% of staff agreeing mostly or completely that "Many parents are involved at school." Actions taken to achieve the parent involvement goal included an effort to make volunteer work more meaningful through Small RTI Reading & Math Groups and Watch DOGS. We worked closely with the PTSA volunteer recruiters to bring parents in for both academic and extra-curricular activities. Our next steps to increase parent involvement will be to creatively seek new ways for parents to get involved through activities they are comfortable doing and to continue to work closely with the PTSA Volunteer Recruitment Committee to bring more parents into the building. We did not meet our second goal, with only 60% of staff agreeing mostly or completely that "Staff routinely work together to plan what will be taught." Actions taken to achieve the goal for staff to routinely work together included grade levels and intervention specialists sharing students and taking ownership for academic success for all students at each grade level. All students received some type of leveled intervention or enrichment in either reading or mathematics during the 2013-14 school year. All grade level teams met frequently to plan for instruction and assessment. Grade levels had common agreements on major assessments, homework practice, grading practice, and entry of Skyward Events. Our next steps will be to use the LEAP PCC time to have large blocks of dedicated collaboration time, to dedicate every other staff meetings to PCC time, to work together in PGE teams to set grade level goals, develop common assessments, and to monitor and improve our instruction to increase student achievement.</p>

Juanita Elementary School 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal		Math SBA SMART Goal	Science MSP SMART Goal	
	2022- 5 th	81%		81%	From: 86%
2023 - 4 th	76%		81%		
2024 - 3 rd	70%		66%		
“Class of”	DIBELS				
2025 - 2 nd	From: 67%	To: 76%			
2026 - 1 st	From: 72%	To: 85%			
2027 - K	From: 75%	To: 86%			

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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	56%	60%

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

1. We will continue to use Puzzlewise with lessons and videos to supplement district curriculum.
2. We will provide direct instruction with repeated practice on conclusion writing and procedure writing.
3. We will continue to focus on systems.
4. We will add more application experiences.
5. We will go to Island Wood to enhance science learning.
6. We will assign Science Fair projects to give additional practice in using the Scientific Process.

Perception Goals: You may choose 1 or 2 Goals in this area

Year	Perception Goal
	<input type="checkbox"/> Continued from previous year
2014-15	Goal: <i>I believe all students can learn complex concepts.</i>
	From: 59% To: 70%

School Process Summary

Highlight strategies to meet goals in reading:

- Take home readers
- Reading in the specialists
- Scholastic News
- Book Bag Program
- WINN (What I Need Now) – Differentiated reading groups
- Book Exchange
- Read Naturally for select students
- Safety Net – Targeted Reading Intervention
- Summer Reading Program, serving 80 students
- Read at home accountability (required parent signatures)
- Initial Placement tests – Data Walls
- Reading Intervention Strategies Professional Development (LEAP)

- Modify Instruction to meet needs of students
- Integrate reading practice into other subjects
- Reading volunteers (LINKS, UW Bothell Students, community members & parents) Watch Dog dads read with small groups.
- Annual Book Fair
- Adaptive Learning Wonderworks computer program
- IAs working with small instructional groups
- Peer tutoring
- Specialists running small instructional groups
- Reteaching skills using different strategies
- Burst – Intervention for through 3rd
- Accelerated Reader for Book Bags and Summer Reading Program
- Take home flash cards and games
- One-on-one tutoring
- Leveled small group instruction

Highlight strategies to meet goals in math:

- Differentiated groups based on pretest assessment data
- Games enforcing math concepts
- Differentiated homework
- IXL for differentiated practice at home
- WINN (What I Need Now) small group math instruction
- xtramath.com practice
- Haiku links to math fact practice sites
- Daily math homework
- Reteach instruction with volunteers
- Popcorn math – students track their own progress
- Review of homework
- Enrichment games
- Safety Net targeted math intervention
- Problem solving strategies specifically taught
- Enrichment math packets

Highlight strategies to meet goals in science:

- Puzzlewise – content study for homework
- Research Science Careers
- Science Fair Projects – Grade 5
- Science Notebooks
- Use of graphic organizers

- Scientific Process (Inquiry)
- Systems focus
- Study guides
- Discovery videos that reinforce state science standards
- Field trips for real life science learning – Museum of Fought
- Team teaching science
- Guest Speakers focused on science
- In house field trips (Toymaker)
- Conclusion and procedure writing
- Island Wood Outdoor Experience

Highlight strategies to meet goals in writing:

- Friday journal letters to parents
- Peer editing
- Integrated with subject areas and technology
- Step-Up-to-Writing framework and instruction
- Wonders Curriculum reading to write
- Six Traits focus for writing instruction
- Individual writing conferences

Highlight use of technology to improve student learning:

- PebbleGo – ELA research projects
- ActivInspire Flipcharts
- IXL for differentiated math practice at home
- Headsprout – Reading in the classroom
- CDS/Cassettes
- Accelerated Reader & STAR
- Research databases
- Haiku
- Wonders Online Resources
- enVision Online Resources
- TCI Online Resources
- Type to Learn
- Foss Web
- Library catalogue
- Discovery Ed
- Weekly Readers (Scholastic)
- Digital Cameras
- Document Cameras

- Classroom Microphones
- Tumble Books
- Video cameras
- Starfall – reading
- Google translate – ELL students

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

- User-friendly directions & assistance on how to check on AR, access enVision, Haiku, Headsprout, Skyward, Starfall, databases, passwords/log-ins
- Math/STEM Night
- Share ideas with staff on how volunteers are used
- LINKS, WatchD.O.G.S., UW Bothell Students, and Parents in the classroom as volunteers
- Youth Eastside Services Counseling students in the school
- PTSA partnership
- Parent Friday Letters
- Classroom Newsletters
- Heritage projects
- Nature Vision
- Beecher's Flagship
- Art Docents
- Read Across America/ Dr. Seuss Week
- Family Dance Night
- Carnival Night
- Art & Culture Night
- All School Music Concert for families
- Arboretum clean-up
- Summer Reading Program
- PTSA School Play
- Dr. Seuss Café
- Assemblies (Veteran's Day & Martin Luther King Day)
- Jag-a-Thon
- Career week (people from community as guest speakers) Junior Achievement
- Involvement of Student Council in focus on increasing student achievement in Reading and Math
- Communication of specific CIP Goals to parents through Cat Tracks School Newsletter

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Keller Elementary

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal:
Using these prompts please respond by grade level teams: 7. As a team what were you most proud of based on your students’ assessment results? We are most proud of the growth students showed in citing text evidence in order to demonstrate comprehension. Over the course of the year, students made great progress in their abilities around close reading. The strategy that most helped students was teaching them to highlight passages (if on paper) or use sticky notes (if in a book). 8. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? Close reading and citing text evidence will continue to be a major focus this year. We are focusing on monitoring students one-on-one for understanding of directions and questions. Students must either explain orally or highlight key words and phrases from directions and questions. 9. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? Without having SBAC results, it’s hard to pinpoint surprises. Based on report card data, we were pleased that all but 11 students were at or above standard for fluency. Those who did not reach standard were all ELL or special education students with the exception of one. Fluency had not previously been a focus, so this shows the importance of adding it to our routines.
Math Goal:
1. As a team what were you most proud of based on your students’ assessment results? Based on report card data, students made a lot of progress on the four operations with fractions, which are all brand-new concepts to fifth-graders. These are difficult concepts, but by working closely with our Safety Net teacher on a daily basis, we were able to monitor students closely and respond to individual needs right away during our intervention/enrichment time four days a week. This also provided challenge opportunities for students who needed them.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Based on report card data, only 20 students out of 53 were at or above standard in measurement. This tells us that we need to spend additional time on this math strand this year, and we can also weave this into science.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Without having SBAC results, it's hard to pinpoint surprises. Looking at report card grades now, it is surprising that students did so poorly in measurement. We believe this was caused by the short period in which it was taught, and the fact that customary and metric systems were taught too quickly, too close together.

Science Goal:

4. As a team what were you most proud of based on your students' assessment results?

We are incredibly proud that 85 percent of our students passed the science MSP, with 61% exceeding standard. We believe this success was due to pushing experiment write-ups all year long, and practicing with MSP-style scenarios prior to the test.

5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Students were weakest in the systems strand, so this is an area of focus for this year. We will be sure to teach this strand as part of each of the three kits we cover, as well as look for real-life examples.

6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were pleasantly surprised that 61 percent of students scored at level 4. The group as a whole was given many opportunities to analyze experiments and to apply the design process throughout the year. Having science four days a week certainly helps with our success

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	*43.0%	*43.0%	*86.0%	*13.7%	*58.8%	*72.5%
2013-4 th	43.0%	43.0%	86.0%	13.7%	58.8%	72.5%
2012-3 rd	35.0%	49.0%	84.0%	29.4%	49.0%	78.4%
Year	Science			*SBA Pilot – reflects 2013-14 data		
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	2013-4 th	13.7%	58.8%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

Our team is proud that the majority of students improved in determining characterization and life lessons of the text given.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Our team can still improve on expanding the depth of theme and plot complexity in a given text.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Our team was surprised at the amount of enthusiasm for the texts. This was a result of an intentional focus on close reading skills, in-class collaboration, and whole class discussion.

Math Goal:

1. As a team what were you most proud of based on your students' assessment results?

Our team is proud that students are more flexible and confident in working with multi-step word problems. Students improved in identifying which whole number operation needed to be used.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Our team can improve by focusing more direct instruction time on problem solving strategies.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised that some of our struggling problem solvers made gains comprehending solving word problems due to flexible grouping, small groups, Safety Net help, and re-teaching practices.

Writing Goal:

1. As a team what were you most proud of based on your students' assessment results?

Our team is proud that the majority of fourth graders were at or above standard in writing complete sentences.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Our team can improve student growth by helping students increase the complexity of sentences while maintaining the integrity of complete sentence structure.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Our team was surprised by the growth made by struggling students. This is a result of intentional targeting of these students.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	*45.3%	*49.1%	*94.3%	*30.2%	*35.8%	*66.0%
2013-3 rd	45.3%	49.1%	94.3%	30.2%	35.8%	66.0%
Year	Writing			*SBA Pilot – reflects 2013-14 data **SBA Pilot – no data available		
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	**	**	**			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Using these prompts please respond by grade level teams:

- 7. As a team what were you most proud of based on your students' assessment results?**
The ability to cite evidence really helped boost comprehension and purposeful review of concepts using WIN time increased student performance
- 8. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Increased use of two column note taking to support more familiarity with the process and more practice with listening skills (strategies)
- 9. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
Using terminology such as metaphors and evidence seemed to really increase understanding.

Math Goal:

Using these prompts please respond by grade level teams:

- 7. As a team what were you most proud of based on your students' assessment results?**
We really saw an increase on showing thought process involved in figuring out a problem. We were also very happy that students could verbally express themselves.
- 8. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Increased push for basic fluency with basic math facts and providing opportunities for more resources and materials to support students in both intervention and enrichment
- 9. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
We were most surprised by the increase in students ability to verbally express themselves and the process they were through to solve problems.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	**	**	**	**	**	**
**SBA Pilot – no data available						

School Wide EOY DIBELS: 2013-2014 Goals			
Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 72%	1 86%	K 60%

School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2 78%	1 81%	K 80.2%
2013	1 70%	K 66.0%	
2012	K 63%		

DIBELS Reflections:
2nd Grade:
<p>1. As a team what were you most proud of based on your students' assessment results? We were most proud of the 4 students who improved in reading fluency and comprehension from a level 1 to a level 2. We are also proud of the 3 students who moved from a level 2 to a level 3 and 2 students who moved from a level 3 to a level 4.</p> <p>2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? As a team we can still improve upon meeting the enrichment needs of our level 3 students so that their reading potential can be accomplished through accessing more challenging content.</p> <p>3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? What surprised us most was that 6 students who received Safety Net services increased by one level. What I believed caused this result was the collaboration between teachers and intervention teachers so that students could better access text in the classroom after receiving instruction in Wonder Works.</p>
1st Grade:
<p>1. As a team what were you most proud of based on your students' assessment results? According to our DIBELS results, 39 kids were at benchmark at the end. Many of these students</p>

showed a lot of growth over the year. Even children who were still below benchmark showed significant growth during the year.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We believe we can still improve on bringing everyone up to benchmark through the year. We would like to improve on helping struggling students improve on phonics.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

One of our strong readers scored below benchmark because he scored highly in fluency, but did poorly on phonics. The students who scored below benchmark had DIBELS results consistent with their classwork throughout the year. These students were either on IEPs, or receiving Safety Net support. A few of them were also ELL.

Kindergarten:

1. As a team what were you most proud of based on your students' assessment results?

In analyzing results, we were pleased with the fact that the majority of students tested at benchmark by the end of the year. Additionally, several students that received KISN services moved from below benchmark to benchmark by the end of the year as well.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Things that we are implementing this year that we feel will improve growth of student assessment results include:

- Small (flexible) reading groups have been established to meet the needs of a variety of reading levels.
- A to Z leveled readers have been created to enhance reading at home. This is a new program we have implemented this year and we are confident that the home support will be valuable.
- Homework that aligns with specific reading skills we are learning in class.
- Team meetings to discuss student growth and collaborate on how to incorporate different learning strategies to improve reading skills.
- KISN, Safety Net and ELL services.
- We are utilizing volunteers to help work with small groups to work on reading skills.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We felt discouraged with some results because we would have liked to see more kids at benchmark. We felt that last year there was a group of kids that did not receive much needed small group support because regular Safety Net classes were not available. We are confident that this year will help improve assessment results since both KISN and Safety Net are available. Additionally, we feel the implementation of small group and volunteer assistance will be beneficial.

Sub-Group Analysis *

Which school-wide sub-group/s have you explicitly worked with 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 receiving Safety Net services: All but 3 students receiving Safety Net services passed the Reading MSP!

- Low Income Students were above target by 10% for their sub group in Reading
 - AMO Reading Target was 67% and Proficiency was 77%
- Special Education Students were above target by 13% for their sub group in Reading
 - AMO Reading Target was 50.3% and Proficiency was 63.4%

Challenges *

- Low Income Students were below target by 2% for their sub group in Math
 - AMO Math Target was 58.3% and Proficiency was 56.3%
- Special Education Students were below target by 8% for their sub group in both Math
 - AMO Math Target was 32.5% and Proficiency was 24.2%
- White Students were below target for their sub group in both Math & Reading
 - AMO Reading Target was 91.7% and Proficiency was 88.8%
 - AMO Reading Target was 76.4% and Proficiency was 68.5%

*SBA Pilot – reflects 2013-14 data

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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
5 th grade Math - Focus on problem-solving and reasoning strand	44%	47%
4 th grade Reading	46% at Level 4	47% at Level 4
3 rd grade Math - Percentage of third graders scoring at proficiency or higher in number sense/algebraic sense and problem solving/reasoning	NA	Increase by at least three percent by June 2013 as measured by MSP administered May 2013 and envision summative assessment.

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

Results

5th grade Math - Focus on problem-solving and reasoning strand

- Implemented enrichment strands from IXL, problem solving strategies, and enVision enrichment homework.

4th grade Reading

- Used the Comprehension Tool Box, focusing on close reading and critical thinking. We Walked to Read to provide enrichment opportunities for those at or above standard and used novel studies to teach reading strategies.

3rd grade Math - Percentage of third graders scoring at proficiency or higher in number sense/algebraic sense and problem solving/reasoning

- Implemented enrichment strands from IXL, problem solving strategies, and enVision enrichment homework.

*SBA Pilot – reflects 2013-14 data

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	All students are consistently challenged by rigorous curriculum	Teachers provide feedback to each other to help improve instructional practices
	From: 2.63 To: 3.0	From: 2.75 To: 3.0

Analysis of Perception Data
<p>Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?</p> <p>Goal #1 was chosen because as a school we do a great job of providing resources including time and materials to bring kids up to standard, but don't provide the same level of support to kids who are already at or above standard. By having this as our goal, it made us intentionally focus on Critical Question 4 when working with our PLC's. Teachers are doing a better job of providing more opportunities for enrichment and planning challenging and engaging activities. Our next steps include providing PD around challenging differentiation and collecting data to see how our efforts in providing challenge have supported academic achievement.</p> <p>Goal #2 was chosen because teachers at Keller are excited about sharing instructional strategies and getting into classes. By having this as one of our goals, it helps us intentionally focus on this effort, proving resources in of PD and time. We have had two grade levels do the peer to peer observations offered last year by the district and our goal is to have all teachers trained on peer coaching and observation and have at least one peer observation opportunity. Another next</p>

step will be that we are starting meetings by sharing instructional strategies in particular content areas so the whole school can from other grade levels. This will also be part of our PLC work and our Instructional Leadership Team.

**Keller Elementary 2014-2015
Part 2**

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15						
"Class of"	English Language Arts SBA SMART Goal		Math SBA SMART Goal		Science MSP SMART Goal	
	2021- 5 th	84%		71%		From: 85%
2022 - 4 th	63%		77%			
2023 - 3 rd	81%		75%			
"Class of"	DIBELS					
2024 - 2 nd	From: 78%	To: 83%				
2025 - 1 st	From: 81%	To: 82%				
2026 - K	From: 63%	To: 80%				

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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
5 th grade Science	58.4% (Level 4)	61% (Level 4)

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

7. We will continue to focus on systems.
8. We will provide direct instruction with repeated practice on conclusion writing and procedure writing.
9. We will go to Camp Waskowitz to enhance science learning.
10. We will add more application experiences.
11. We will continue to include summary writing kindergarten through 5th grade.

Perception Goals: You may choose 1 or 2 Goals in this area

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: Student Discipline Problems are managed well.	Goal: Teachers provide feedback to each other to improve instructional practices
	From: 68% To: 80%	From: 69% To: 80%

School Process Summary

Highlight strategies to meet goals in reading:

- ✓ Use of CDSAs to inform instruction and differentiate learning opportunities for students based on their current performance in a content area
- ✓ Pull-out and Push-in Safety Net services for qualifying students in reading K – 5
- ✓ Structured Intervention block of time (WIN - What I Need) time 4-5 days a week
- ✓ Use of Instructional Assistants for small groups
- ✓ Small group learning opportunities
- ✓ Use of the Common Core State Standards to guide instruction
- ✓ Reader's workshop with intentional time scheduled to confer with students
- ✓ Special designed instruction for special education students
- ✓ After school Homework Club provided for students struggling to complete review and practice.
- ✓ Ensure there are opportunities for students to achieve Level 4 on all assessments
- ✓ Collaborative PLC work to analyze student data

- ✓ Re-teaching of skills based on on-going formal and informal assessment data
- ✓ Enrichment opportunities through small group instruction and/or homework
- ✓ Adjusted instruction to allow students more practice or accelerate progression of skills
- ✓ Special services for qualifying students needing extra support include: Safety Net, Resource Room
- ✓ Assess struggling students with greater frequency and track progress
- ✓ Take home readers
- ✓ WINN (What I Need Now) – Differentiated reading groups
- ✓ Required reading laws in all grade levels.
- ✓ Read Naturally for select students
- ✓ Summer Reading Workshop Program, serving 69 students from 54 families
- ✓ Initial Placement tests
- ✓ Kindergarten Intensive Safety Net program
- ✓ Integrate reading practice into other subjects
- ✓ Annual Book Fair
- ✓ Burst – Intervention for through 3rd
- ✓ Leveled small group instruction

Highlight strategies to meet goals in math:

- ✓ Differentiated groups based on pretest assessment data
- ✓ Games enforcing math concepts
- ✓ Differentiated homework
- ✓ IXL for differentiated practice at home
- ✓ WINN (What I Need Now) small group math instruction
- ✓ xtramath.com practice
- ✓ Daily math homework
- ✓ Focus on foundational computation 3-5
- ✓ Family Math Games Nights
- ✓ Enrichment games
- ✓ Safety Net targeted math intervention 3-5
- ✓ Problem solving strategies specifically taught
- ✓ Math workshop with intentional time scheduled to confer with students
- ✓ Writing to Explain, story problems and analytical thinking opportunities.
- ✓ One on one support with parent volunteers
- ✓ Flexible Grouping
- ✓ Small group instruction
- ✓ Differentiated instruction
 - Challenge assignments/work
- ✓ Self-paced progress (practice and assessment) through math units following mini-lessons, like a workshop, with frequent teacher check-ins;
- ✓ challenge/enrichment opportunities such as projects;
- ✓ greater focus on problem-solving in the SBAC style/format

Highlight strategies to meet goals in science:

- ✓ Science Notebooks
- ✓ Use of graphic organizers
- ✓ Scientific Process (Inquiry)
- ✓ Systems focus
- ✓ Study guides
- ✓ Discovery videos that reinforce state science standards
- ✓ Field trips for real life science learning – Watershed, Slue
- ✓ Team teaching science
- ✓ Guest Speakers focused on science
- ✓ In house field trips (Toymaker, Science Center)
- ✓ Conclusion, summary, and procedure writing
- ✓ Camp Waskowitz Outdoor Experience

Highlight strategies to meet goals in writing:

- ✓ Peer editing
- ✓ Integrated with subject areas and technology
- ✓ Step-Up-to-Writing framework and instruction
- ✓ Writer's Workshop with time to confer each day
- ✓ Wonders Curriculum reading to write
- ✓ Six Traits focus for writing instruction
- ✓ 5th grade pen pals
- ✓ Individual writing conferences
- ✓ Reviewing multi-syllabic decoding and guiding them towards more complex vocabulary.

Highlight use of technology to improve student learning:

- ✓ Headsprout - Reading in the classroom
- ✓ Type to Learn
- ✓ TCI on-line resources
- ✓ enVision math on-line resources
- ✓ Wonders on-line resources
- ✓ Daily use of enVision using ActivInspire
- ✓ Daily Netbook Use
- ✓ Haiku Dropbox
- ✓ PebbleGo – ELA research projects
- ✓ ActivInspire Flipcharts
- ✓ IXL for differentiated math practice at home
- ✓ Foss Web
- ✓ Library catalogue

- ✓ Discovery Ed
- ✓ Weekly Readers (Scholastic)
- ✓ Digital Cameras
- ✓ Document Cameras

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

- August Conferences
- Family Math Games Night
- Family Reading Night
- LINKS and parents in the classroom as volunteers
- Youth Eastside Services Counseling students in the school
- Wraparound services at the school
- PTA partnership
- Parent Newsletter (2 x a month)
- Classroom Newsletters
- Read Across America/ Dr. Seuss Week
- Family Dance Night
- Ice Cream Social
- Talent Show
- Curriculum Night
- Grade level Music Concert for families
- Keller Pride Days (school clean up)
- Summer Reading Workshop
- Spirit assemblies
- Walk-a – thon
- McTeacher Nights
- Second Step Parent letters
- Involvement of Student Council
- Communication of specific CIP Goals to parents through The Communicator (school newsletter)

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

John Muir Elementary

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal: as measured by the Spring 2014 MSP From: 65% To: 90%
Using these prompts please respond by grade level teams: <ol style="list-style-type: none"> As a team what were you most proud of based on your students’ assessment results? Fifth grade students went from 60% at standard on the BOY DIBELS Composite Score to 71 % at standard as measured by the EOY DIBELS Composite Score. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? We believe we can still improve upon our students’ ability to explain their comprehension in the new ELA format, based on the 2015 SBA. We also believe we can still improve on students’ accuracy and fluency as measured by the DIBELS. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? Based on EOY DIBELS scores for accuracy, fluency, retell, and composite 5th grade increased the percentage of student from standard by at least 7% in every area. What surprised us most is that we still had only 62% of 5th graders at standard in reading accuracy as measured by the EOY DIBELS. Our work with before school Lexia and small group phonics instruction supported students’ growth in fluency and accuracy.
Math Goal: as measured by the Spring 2014 MSP From: 60% To: 73%
Using these prompts please respond by grade level teams: <ol style="list-style-type: none"> As a team what were you most proud of based on your students’ assessment results? Our student growth in computational fluency.

Students' growth with problem solving strategies.

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

Further success with problem solving strategies.

- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

We are still surprised at the number of students below standard with operations. We attribute our growth to our daily math spiral work and implementation of the envision curriculum.

Science Goal: as measured by the Spring 2014 MSP

From: * To: 65%

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**

Our tremendous gains in science, with a 13% increase of students at standard, based on the 2014 Science MSP.

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

We believe we can continue to habitualize the science inquiry format, with emphasis on the procedure and conclusion.

We will continue to incorporate environmental education in order to review science systems strands that have spiraled from kindergarten.

- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

Our use of weekly science homework to run through the scientific process.

The selection of Camp Orkila classes for science content review.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	71% at standard	no data	DIBELS 71%	no data	no data	no data
2013-4 th	39%	48%	87%	68%	5%	73%
2012-3 rd	30%	31%	61%	32%	20%	52%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	59%	16%	75%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal: as measured by the Spring 2014 MSP

From: 89.5% To: 90%

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
We were able to move 25% intensive readers to 8% intensive on DIBELS composite score. We are proud of our collaboration as a 4/5, Sped and SN team. We provided additional before school support for struggling students and actively pursued professional development to meet student needs (phonics) despite our large class sizes.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
We can improve upon moving additional strategic students to benchmark. We went from 64% at benchmark to 70% on DIBELS composite score.
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
We were surprised to move so many students out of the intensive classification. We believe the collaboration of classroom teachers, with safety net and sped teachers is responsible for the remarkable decrease of students intensive on the DIBELS. We were surprised more strategic students did not move to benchmark, since classroom teachers specifically targeted strategic students for in-class interventions. We feel the extremely large class size contributed to this.

Math Goal: as measured by the Spring 2014 MSP

From: 71.9% To: 72%

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
We are most proud of the increase students meeting standard in number sense.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Quick and accurate identification of students needing additional support/intervention
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
Some of our pull-out safety net groups did not display the growth we would hope for while sped students using pre-teach and re-teach showed increased growth. We would consider the sometimes irregularity of meeting of the safety net group as a possible factor. Also, perhaps the method of choosing students for this group and the area of instructional focus should have been better defined. Also, regular progress monitoring of the achievement of the group may have led to greater gains.

Writing Goal: as measured by the Spring 2014 MSP

From: * To: 70%

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
Students demonstrated growth in their ability to write reading responses that include

text evidence.

2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

We have identified a need to focus on student's abilities to compare texts.

3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

We were surprised by the text complexity of the SBAC pilot. We were surprised by the integration of reading and writing. Students were asked to create writing pieces responding to multiple sources.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	70% at standard	no data	DIBELS 70%	no data	no data	no data
2013-3 rd	26%	63%	89%	65%	6%	71%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	no data	no data	no data			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal: as measured by the Spring 2014 MSP

From: * To: 62%

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**

DIBELS-Composite score went from 59% to 71%-steady progress

2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

Seeing the percentage of students reaching benchmark in Accuracy and fluency - increase from BOY to MOY to EOY (continued growth for all students, regardless of if they were benchmark)

3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

We were surprised to see that 7% of our students who were benchmark on the DIBELS composite score at BOY slipped to strategic at EOY. In reflection, we believe that this was a result of our intense focus on the students who started the year not at benchmark and the fluency of those who slipped did not keep progressing at the required aim line.

Math Goal: as measured by the Spring 2014 MSP

From: * To: 55%

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

Almost all students made tremendous growth in multiplication fact fluency. Over half of the students met 80% or above accuracy. At the beginning of the year, 10% of the students knew 80% of their facts.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Homework sent home consistently on practicing multiplication facts
Have all students reach fluency at 80-100%

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised by the outstanding growth that many of our students did make in multiplication fact fluency, and that many students did reach 100%, we expected more students to achieve 100%. On reflection we realized that 1 of 3 grade level teachers sent home daily repeated practice and as a result more of her students did achieve the goal.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	71% at standard	no data	DIBELS 71%	no data	no data	no data

School Wide EOY DIBELS: 2013-2014 Goals			
Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 nd Grade: 86% DIBELS Next Composite	1 st Grade: 95% DIBELS Next NWF (CLS)	Kinder: 100% both DIBELS Next FSF & PSF

School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2 nd Grade: 78% DIBELS Next Composite EOY	1 st Grade: 82% DIBELS Next Composite EOY	Kinder: 92% DIBELS Next Composite EOY
2013	1 st Grade: 83% DIBELS Next Composite EOY	Kinder: 92% DIBELS Next Composite EOY	
2012	Kinder: 94% DIBELS Next Composite EOY		

DIBELS Reflections:
2 nd Grade: Goal = 86%; Actual = 78% DIBELS Next Composite
Using these prompts please respond by grade level teams: <ol style="list-style-type: none"> As a team what were you most proud of based on your students' assessment results? The above scores are based on DIBELS Next Composite scores. Our original goal was limited to Fluency scores only. Using the Fluency only data, we are proud that 82% of our students were at standard. In addition, students showed improvement in their Accuracy scores, moving from 78% to 81%. We believe that their improvement in fluency and accuracy skills aided their success on written comprehension measures. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Looking at the Composite score, we can easily see that the Retell measure had an impact on the DIBELS results. Even though the students improved in both DORF Fluency and Accuracy, the composite did not reflect this. The students' Retell scores dropped from 90% to 81% as the bar was raised from the BOY to EOY. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? We were surprised that the Retell scores did not improve along with the Fluency and Accuracy gains. Research links fluency & accuracy to comprehension. As a team we spent a great deal of time focusing on written retells. The students' ability to write a summary, identify main idea and details improved dramatically. This did not transfer to oral retells. Looking at these results we have concluded that more targeted instruction must be given to the skill of orally retelling a passage.
1 st Grade: Goal = 95%; Actual = 72% DIBELS Next NWF (CLS)
Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We did not see a dip on the middle of the year assessment when ORF was added into the composite score. We believe this is a result of systematic instruction using Wonders, Read Naturally, and enrichment materials. We utilized aid time to provide enrichment small group instruction as well as extra safety net support to help our below grade level students. This combination along with implementing Wonders with fidelity resulted in more students reading and comprehending at or above grade level texts.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We plan to increase practice with blending and segmenting nonsense words to help students gain fluency and master NWF and phoneme blending. We also see a need for further instruction on vowel combinations so that students can accurately decode more complex words.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised to see the lower percentage of students who were at standard on CLS while we had such a high percentage of students reading above standard and performing at or above standard on DIBELS. We feel that as a whole, this cohort contains higher readers than the subtests reflect based on their ability to decode and access complex texts rather than blend CLS on NWF.

Kinder: Goal = 100% (FSF) & 100% (PSF); Actual = 92% (FSF) & 98% (PSF)
DIBELS Next FSF & PSF

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

The majority of the intensive and strategic students from the BOY were benchmark by the EOY. The K team was proud that our students did achieve the team goal of 90% of the grade level being benchmark on EOY DIBELS (92%). As a grade level, we did targeted focused instruction and scaffolding the skills that were not mastered. We focused on first sound fluency and phoneme segmentation fluency. We decided that even though our goals for the past couple of years have been achieved, we want to focus on progress.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We want to take into consideration the growth of a student during the year not just whether or not the student is benchmark. Growth is an important factor that is tied with mastery. We continued to collaborate on effective strategies for our team goal. Some challenges to a benchmark would be no pre-school experiences, a birthday close to the August 31 date, ELL student, IEP, and behavioral plan. The sub-group of students who did not achieve desired results did achieve progress. Some were not at benchmark for a composite DIBELS score, but were at benchmark for a specific subtest. Some students went from an intensive need to a strategic need. We feel we can improve upon the focused differentiated instruction on those students who move into the district near the end of the school year and those with inconsistent attendance.

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

We really weren't surprised because we did continuous progress monitoring, regrouped based upon skill-like deficits, and tier 2 instruction on targeted skill deficits. Students with behavior management concerns were still not as successful as students with similar deficits without behavior management concerns.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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.

SPED Math Interventions

The school-wide sub-group we chose to work explicitly with for the 2013-2014 school year at John Muir Elementary were fourth and fifth graders with an IEP (Individual Education Plan) in the area of math problem-solving. This sub-group may be described as scoring an average of two grade levels below their same age peers on standardized tests of measurement used to qualify them as disabled and in need of specially designed instruction in the area of math under the federal IDEA.

We worked with the fourth and fifth grade general education teachers to provide these students with instruction in math problem-solving using the same curriculum as their same age peers. In addition, we used the pull-out model for a re-teach session provided by our Special Education teacher, reviewing and providing assistance and practice on the same topics provided by the general education teachers just prior to the pull-out sessions. The Special Education teacher collaborated with the general education teachers on a daily basis to ensure that areas of need were identified for individual students. The RE-TEACH portions of math lessons were used in the pull-out sessions. Just prior to end of unit assessments, pull-out sessions reviewed all RE-TEACH lessons for that unit.

Successes

The 12 end-of unit assessments showed that 25% of the sub-group moved from earning 2's and 3's (on a scale of 1 -4) to earning solid 3's and 4's by year-end. Another 50% of the sub-group moved from earning 1's and 2's (on a scale of 1-4) to earning solid 2's and 3's by year-end. The remaining 25% of this sub-group moved from earning mainly 1's to earning solid 2's by year-end. This data was kept for 6 months, and the academic gains were reflected showing gradual improvement in scores.

Student interviews were conducted by our Special Education teacher with the following quotes:

"The re-teach lessons make me more sure that I am doing a good job."

"I feel better about my math grade since doing the re-teach lessons."

"I know I will be able to graduate from special classes because I am a mathematician."

We sent out a survey to the parents of the students involved in this sub-group. While some parents still felt that the general education homework was challenging for the students and for the parents...all parents reported an uptick in student confidence, and in students' achievement. All parents supported the continuation of the RE-TEACH program.

Challenges

JME did not do the MSP in math in the spring of 2014 as we chose to be a part of the SBAC Pilot. As a result we do not have AMO data available.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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
All 3 rd , 4 th , and 5 th grade students who take the Spring 2014 MSP in the area of reading	Will increase the percentage of students achieving level 4 from 45.6	50% of the 3 rd , 4 th , and 5 th grade students will achieve a level 4 on the Spring 2104 MSP in Reading

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

In the area of reading, teachers continued to focus on reading for information and students ability to analyze text to determine main idea and key details. Also, repeated readings of short text passages were used for productive practice that allowed for immediate feedback. This allowed students the practice of doing close reading and using active reading strategies of note taking, highlighting, summarizing, and asking clarifying questions. In the intermediate grades, there was also a strong emphasis on building oral reading fluency to grade level speed and accuracy. The use of Lexia, and teaching word attack skills with multisyllabic words and foundational phonics skills was also be key instruction where data determined it to be necessary.

Successes

The students who received the targeted phonics instruction and Lexia work significantly increased their reading accuracy in classroom based assessments. The use of repeated readings of grade level text also showed improved comprehension and reading stamina in the classroom.

Challenges

The greatest challenge was that students in fifth grade showed less growth in oral reading fluency on the DIBELS, and there was a slump in DIBELS composite scores.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input checked="" type="checkbox"/> Continued from previous year	Perception Goal #2 <input checked="" type="checkbox"/> Continued from previous year
2013-14	This school communicates effectively to families of all cultures	Peer observation and feedback is a tool we use to improve instruction
	From: 57% of certificated staff who perceive this is almost always true or often true, To: 70% who perceive this is almost always true or often true.	From: 28% of certificated staff who perceive this is almost always true or often true, To: 50% who perceive this is almost always true or often true.

Analysis of Perception Data
<p>Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?</p> <p>Perception Goal #1 was selected because of the perception and the reality that one of the most effective ways to positively impact student achievement at JME is through effective parent engagement, and communication with all families is a critical part of engaging all families. There is still a commonly held perception among the staff that our communication with non-English speaking families is very challenging and not very effective in engaging non-English speaking parents. With the demands of the time dedicated to Wonders implementation, CORE Training, and Data Teams, the capacity of the staff to make meaningful improvement in this area was limited. One action we took here at JME was to make a commitment to use an interpreter whenever any communication with a non-English speaking parent was necessary, regardless of the cost. Previously we had been working to minimize the use of interpreters when it was made clear to us that the cost of interpreter services would only be reimbursed to the building budget when the interpreter was used to pay for an ELL student and related to an ELL issue/concern. However, we have many students who are not ELL, or recently exited from ELL, whose parents do not speak English. The cost of these interpreters will be paid for by the building budget regardless of the impact. One action we are seeking is for an increase from district/state provided funds to pay for both interpreter and translation costs as necessary to increase the effectiveness of communications with non-English speaking parents. Last year this was going to be a focus for our Title 1 team of schools, but as a result of the other building initiatives, it was decided to extend this focus to the 204/2015 school year. We are learning about the Natural Leaders program with our Title 1 Facilitators and using this as our primary way to build communications with our non-English speaking families. This will continue to be an area where JME can make significant improvement.</p> <p>The second perception goal selected for the 2013/2014 school year was to improve feedback to each other to improve instruction. The JME staff has worked collaboratively for many years around the planning of curriculum, however, peer observations have been done on a limited basis. Teachers were able to schedule many peer observations, but not every staff member had the chance to do a peer observation. When peer observations were conducted, there was a specific purpose, but there was not an observation tool to guide the observations and to guide the post observation conversations. Feedback from all staff who did participate in peer observations was that it was valuable and had a positive impact on instruction. Peer</p>

observations that were conducted helped to build common instructional routines that were learned through our CORE training. Also, the data team process helped to guide conversations about high impact strategies that when implemented led to results. There is still tremendous opportunity to make further improvement in using peer observations to improve instruction, and thus this will continue to be a perception goal focus for the coming year.

Muir Elementary 2014-2015

Part 2

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15				
"Class of"	English Language Arts SBA SMART Goal	Math SBA SMART Goal	Science MSP SMART Goal	
2022- 5 th	65%	60%	From: 75%	To: 75%
2023 - 4 th	89%	71%		
2024 - 3 rd	62%	55%		
"Class of"	DIBELS <i>composite</i>			
2025 - 2 nd	From: 78%	To: 80%		
2026 - 1 st	From: 82%	To: 84%		
2027 - K	90%			

Closing the Achievement Gap - Sub-Group Goal(s):

Based on various data sources you are using within your school which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal:

4th grade Hispanic students will go from 0 % proficiency in computational fluency to 64 % proficiency as measured by 4th grade timed multiplication CFA.

Action Plan:

The 4th grade team will use the Data Team process to evaluate the obstacles to success in computational fluency. High-impact instructional strategies will be selected* and used with consistency across the classrooms. Student progress will be monitored with common formative assessments through the Data Team process. Success criteria will be defined and used to evaluate student progress towards the year-end goal.

* Data Team Cycle 1-selected common instructional strategies: Skip counting and multiples, identifying patterns of multiples, emphasis on commutative property of multiplication, using known facts to find unknown facts, individualized practice of facts lacking automaticity.

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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
5th grade students in science	16% at level 4 on the 2014 Science MSP	18% at level 4 on the 2015 Science MSP

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

We believe we can continue to habitualize the science inquiry format, with emphasis on the procedure and conclusion. We will incorporate environmental education in order to review science systems strands that have spiraled from kindergarten. We will use weekly science homework to run through the scientific process. We will select Camp Orkila classes for science content review.

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input checked="" type="checkbox"/> Continued from previous year
2014-15	Goal: Teachers receive feedback to help improve instructional practices.	Goal: Teachers provide feedback to each other to help improve instructional practices.
	From: 80% of certificated staff who agree mostly or agree completely To: 85% who agree mostly or agree completely	From: 75% who agree mostly or agree completely To: 80% who agree mostly or agree completely

School Process Summary
Highlight strategies to meet goals in reading:
<ul style="list-style-type: none"> • Data Team processes will refine high impact instructional strategies and define student success criteria to move ALL students toward (or beyond) proficiency. • Continued school-wide focus to effectively implement the Wonders curriculum to teach the CCSS. • School-wide focus to effectively implement the Wonders small group lessons to differentiate to meet the needs of all students. • Continued efforts to communicate and collaborate between safety net and general education teachers.
Highlight strategies to meet goals in math:
<ul style="list-style-type: none"> • Data Team processes will refine high impact instructional strategies and define student success criteria to move ALL students toward (or beyond) proficiency. • Focus will be placed on the foundational CCSS clusters in math to ensure there are no “gaps” in the basics of math.
Highlight strategies to meet goals in science:
<ul style="list-style-type: none"> • Focus will be placed upon teaching the inquiry process, with an emphasis on procedure and conclusions. • Camp Orkila sessions will be chosen to support current science content.
Highlight strategies to meet goals in writing:
<ul style="list-style-type: none"> • Data Team processes will refine high impact instructional strategies and define student success criteria to move ALL students toward (or beyond) proficiency. • Focus will be placed upon preparing the students for LWSD’s ELA performance assessments, and using that assessment data to inform continuing instruction.
Highlight use of technology to improve student learning:
<ul style="list-style-type: none"> • Effective use of Wonders/Wonderworks digital resources to enhance student learning. • Consistent use of Lexia reading software to improve student outcomes.
Highlight steps to involve staff, students, parents, families, and community:
<ul style="list-style-type: none"> • LWSD parent tech sessions will be offered on campus, at a time convenient to parents. • Teachers will work to have Haiku pages built and open to parent access.

- A group of parents will be selected and encouraged to become involved in the new “Natural Leaders” parent engagement system.
- The annual JME Family Literacy Night will be hosted in March to bring parents in to learn about the content their students are learning, as well as to give them strategies to support their children at home.

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Carl Sandburg Elementary

2013-2014 Reflection Goals:

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal:
<p>Our school participated in the SBAC Field Test in 2013-2014. Our baseline assessment information was gleaned from scores obtained on the MSP spring 2013 assessment for reading. As a 5th grade team we were most proud of the growth noted for our students with special education needs. 17% of the students in this cohort received specially designed instruction in reading. We attribute this growth in reading to timely and frequent feedback, clear and current standards, effective specially designed instruction, and the teacher to student relationship. We determined growth using report card data and the district curriculum Wonders End of Unit Assessments. We recognize that we can improve student growth through continued vertical teaming to identify missing skills as students' transition to the new standards and continued, daily targeted support for students approaching, at standard, and exceeding standard.</p>
Math Goal:
<p>Our school participated in the SBAC Field Study in 2013-2014. Our baseline assessment information was gleaned from scores obtained on the MSP spring 2013 assessment for math. As a 5th grade team we were most proud of the growth noted for our students with special education services. 15% of the students received specially designed instruction in math. We attribute this growth to timely and frequent feedback, clear and current standards, and the teacher to student relationship. We determined growth using district curriculum Wonders End of Unit Assessments. We recognize that we can improve student growth through continued vertical teaming to identify missing skills as students' transition to the new standards and continued, daily targeted support for students approaching, at standard, and exceeding standard. We are also looking at ways to increase parent participation to establish math fact fluency for our students.</p>
Science Goal:
<p>Our baseline assessment information was gleaned from scores obtained on the MSP spring 2012-2013 assessment for science.</p> <p>Our scores dropped from 93.9% at or above standard on the MSP in 2012-2013 to 85.1% proficient as measured by the 2013-2014 MSP. We attribute this to being a function of the 17% of students with an identified disability in reading and/or writing. Despite the overall drop in proficiency compared to prior cohort groups, as a team we were most proud of the growth noted among our students with special education needs. Specifically, we noted that our</p>

students struggled with application of science. We attribute student growth to timely and frequent feedback, clear and current standards, effective special education instruction, and the teacher to student relationship. We will continue to enrich district curriculum with field studies and science night presentations.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	/	/	/	/	/	/
2013-4 th	38.3%	40.7%	79%	23.5%	46.9%	70.4%
2012-3 rd	48.1%	37.7%	85.7%	32.5%	41.6%	74%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	25.3	59.8	85.1			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

Our school participated in the SBAC Field Test in 2013-2014. Our baseline assessment information was gleaned from scores obtained on the MSP spring 2013 assessment for reading. The 4th grade team was most proud that 80% of students met or exceeded the new standards in ELA as measured by the LWSD ELA Winter Assessment. Given that the standards are new, we expected holes in learning and found that vertical teaming helped us to identify areas where students would need additional instruction. Our reading scores indicate the more complex skills needed to integrate key ideas from a video and information text in order to respond to the reading prompts.

Math Goal:

The 4th grade team was most proud that we responded to student needs continuously and gave extra effort to identify holes in learning created when we transitioned students to the CCSS. We found that 62% of students met or exceeded standard in math as measured by a teacher created assessment. We had intended to use the end of year Envision test, but it was multiple choice only and therefore did not offer level 3 or level 4 questions. Vertical teaming helped us to identify areas where students would need additional instruction. Even though our 62% score in math doesn't show growth when compared to our earlier goal based on the MSP, our pre and post testing of these new skills indicated a lot of growth as monitored through our data team.

Writing Goal:

The 4th grade team was most proud that 80% of students met or exceeded the new standards in ELA as measured by the LWSD ELA Winter Assessment. Given that the standards are new, we expected holes in learning and found that vertical teaming helped us to identify areas where

students would need additional instruction. In writing, 82% of students met or exceeded standard as measured by the end of report card grade in opinion writing. This was higher than we had expected and likely due to a grade level emphasis on writing to the CCSS and the shift from looking at one form of writing instead of the two forms of writing assessed on the MSP.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	/	/	/	/	/	/
2013-3 rd	34.6%	57.7%	92.3%	42.3%	37.2%	79.5%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	/	/	/			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Our school participated in the SBAC Field Test in 2013-2014. Our 3rd grade team was most proud of student growth toward the standard in ELA. We focused on reading comprehension skills as measured by Bloom’s taxonomy of comprehension and their ability to write a topic, supportive detail, and conclusion sentence as measured by teacher and district created writing prompts and scored per the CCSS. Our students had strong reading foundations as measured by the EOY 2012-2013 DIBELS. We did not reach our goal of 80% of students at or above standard in reading and writing, but were proud that 66% of students demonstrated reading skills at or above the new standard and 67% at or above standard in writing. Continued vertical teaming will help us to target those skills students are missing as part of the transition to the new standards. We have agreed on common instructional strategies as part of the Data Team process. Students were supported in their learning by 1:1 teaching, volunteers leading small groups and individuals, using technology for writing workshop.

Math Goal:

3rd Grade:

Our school participated in the SBAC Field Test in 2013-2014. Our 3rd grade team was most proud of our work with the Data Team process. This process involved regular analysis of common assessment information, instructional strategies, and a daily common time for students to receive either enrichment or re-teaching. We focused on developing automaticity in math facts as an essential foundational skill. Next year we will refine this process to spend less time entering student assessment data and more time on developing instructional strategies. Using multiple assessments, 45% of students met standard in math. Continued vertical teaming will help us to target those skills students are missing as part of the transition to the new standards. We have agreed on common instructional strategies as part of the Data Team process. Students were supported in their learning by 1:1 teaching, volunteers

leading small groups and individuals, using technology for writing workshop.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	97% EOY DIBELS	/	97% EOY DIBELS	/	/	/

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2	1	K

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	92.4%	87%	85%
2013	86%	88%	
2012	92%		

DIBELS Reflections:

3rd Grade:

Of the 5 students not meeting standard, 3 are receiving specially designed instruction in reading, writing, and math. One of the students receives ELL support. Although his DIBELS score is intensive, his writing performance is approaching standard. Student performance is not surprising. We are proud that our efforts resulted in growth for this cohort group. We maximized our resources by using flexible grade level grouping and partnering with our Safety Net teacher. We set a daily time for re-teaching and enrichment (WINN time) to allow targeted student support. We intend to use the same strategies this school year based on the strong outcome.

2nd Grade:

Of 74 students, 10 are not yet at standard. Three of the students are approaching standard. Of the remaining 7 students well below standard, two are receiving ELL support, 4 are receiving special education, and one student has a significant hearing impairment with IEP pending. The teaching team has changed. Although we are disappointed that not all students met standard, we were able to identify underlying needs and garner support that is targeted to each student. Our common planning, shared instructional strategies, and continuous assessment are strengths that contributed to our students' success.

1st Grade:

We are very proud of our amazing students and our functioning as a collaborative team. Of our 101 students, 6 remain well below standard. We know that two of them are ELL students who

qualify for the district ELL program at a different elementary school and 3 students are on an IEP. The 6th student is being closely monitored for both behavior and academic concerns. In our group of eight students approaching standard, 2 have an IEP and one student has ELL services. Our collaborative work together includes aligning grading practices to ensure consistency across the grade level, creating common assessments, sharing students based on individual student need. We enlist both parents and retired teachers to teach small groups and individual students.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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 the various data sources you are using within your school.

Using AMO and report card data, we identified our underperforming students, both Safety Net and Special Education, as an area of focus. We found two contributing factors over which we had control. Both Safety Net and Special Education students regularly miss general education curriculum and instruction. Second, replacement and supplemental curriculum has not been aligned with the general education curriculum.

Successes

The district provided a companion ELA curriculum for both Special Education and Safety Net. Safety Net services used a push-in model and scheduled during designated grade level time for targeted support. The 30 minute daily time per grade level provides students supplemental, enrichment, or re-teaching based on individual student need.

Challenges

Special education student groups are established based on specific areas of need, not by grade level. In addition, the IEP drives the number of service minutes for each student and those minutes are often more than 30 minutes daily. This makes push-in services very difficult. A good start could be to try one grade level with a push-in model.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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		
5 th Grade	47%	51%
4 th Grade	37%	45%
3 rd Grade	3%	50%

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

We partnered with our PTSA to expand our Zeno math program. This includes a monthly school-wide challenge, a full set of math kids extending from 5th to 3rd grade, math enrichment programs after school, and an annual family Math Night with parent instruction, parent/student math games and teacher/volunteer facilitators.

A 4th grade teacher attended a math conference in May. She learned math strategies to promote more powerful teaching and learning. However, she did not share her learning with teachers. A date was scheduled, but was dropped due to more pressing LEAP content.

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	The number of staff responding Agree Mostly or Agree Completely to the question, "The staff works in teams across grade levels to help increase student learning."	The number of staff responding Agree Mostly or Agree Completely to the question, "Students respect those different from them."
	From: 76% To: 96%	From: 88% 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?

This is a shared goal area created between DCS and Sandburg teachers. We had seen tremendous growth in our 2013-2013 Perception goal, "The staff shares a common understanding of what the school wants to achieve" and felt that "staff work in teams across grade levels to help increase student learning" was a natural progression. We addressed this goal by implementing the Data Team Process across all grade levels and created a second building leadership team specifically to lead the process and make related decisions on professional development. The Data Team Leadership participated in a book study, The Data Teams Experience. To ensure that all teachers were supported in this learning, we met regularly during Wednesday LEAP to complete the process in our grade level teams. All teams posted data on Haiku and maintained the same cycle of data analysis and response.

In 2014-2015 the Data Team Leaders have the knowledge of the process and history of our experience to make thoughtful revisions to the process. We have agreed that teams are ready to set individual schedules that match grade level assessment cycles. To ensure continued growth and implementation, I will attend grade level Data Team meetings and we will focus on ways to celebrate student growth as a staff. I also introduced the Data Wall format using individual student cards placed in pockets by level. I am not convinced that this adds value for the teachers, but I will use it again at grading periods. Strengths of this system include the connection we all make to seeing student faces, compelling us to take action. Weaknesses of the system include capacity (we have ~100 students per grade level), redundancy (teams are all using excel spread sheets that allow sorting, color coded levels, patterns of growth), and privacy (many of our students are teachers' children).

Our second goal, "students respect those different from them" was selected as an example of our interest in strengthening connections between our two student populations, DCS and Sandburg, and responding to discipline issues that were often connected to lack of respect for self and others or underdeveloped strategies to manage social demands. We also believe that our parent community tended to identify misbehavior as bullying. To address this, we implemented multiple interventions. As an extension of Unity Week activities and Unity Day in October, we instituted High 5 Fridays. Student leaders manned the entry doors to the building, offering high 5s and greetings to every student as they entered the building. This practice continues in 2014-2015. We also began the planning phase for a School Wide Positive Behavior Support system. Three parent representatives were selected from multiple applicants based on their expertise in SWPBS. The parents joined teacher representatives to define our needs and resources, research curriculum, and narrow the selection. The entire staff came to together to make a final selection, Second Step. The curriculum was purchased by our PTSA and lessons were presented by the counselor. This year we have adopted a new service delivery model to ensure instruction for all students throughout the school year. The SWPBS committee completed curriculum mapping for K-5. Classroom teachers now deliver lessons and the counselor reteaches concepts to teacher-identified students. Classified staff meet with the AP and counselor for instruction in the curriculum. School wide assemblies are held to celebrate student success and introduce the next unit.

Carl Sandburg Elementary 2014-2015

Part 2:

Goals for 2014-2015:

School Performance Goals for 2014-15					
"Class of"	English Language Arts SBA SMART Goal		Math SBA SMART Goal	Science MSP SMART Goal	
2022- 5 th	From 92% to 94%		From 89% to 93%	From: 85%	To: 90%
2023 - 4 th	From 79% to 82%		From 70% to 80%		
2024 - 3 rd	From 92% to 94%		From 79% to 85%		
"Class of"	DIBELS				
2025 - 2 nd	From: 91%	To: 100%			
2026 - 1 st	From: 82%	To: 95%			
2027 - K	From 72% to 90 %				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on various data sources you are using within your school which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: Our focus is to improve math performance in numbers and operations for all students. This standard is critical as solid skills are a prerequisite for current and future math success. Sandburg historically has underperformed on the state assessment in this skill when compared to schools with similar demographics. We will track progress in numbers and operations across grade levels using enVision topic tests and the end of year numbers and operations assessment.

By May 2015, students will move from 20% or fewer students at end of the year standard in numbers and operation to 83% of students at standard or above in numbers and operations as measured by scores calculated from the end of the year numbers and operations assessment.

Action Plan: (Describe your anticipated school’s efforts in this area)

The following specific interventions have been put in place to support students currently not at standard:

- * WINN Time with IA staff support at each grade level
- * Informal and Formal Assessments w/Feedback
- * Focus Groups
- * Partner Work
- * Small group instruction
- * Technology Tools
- * Student teacher relationships
- * Zeno teacher instruction
- *Family Math Night with paired parent instruction

The following specific enrichment opportunities are in place to support students currently at or above standard:

- * School-wide monthly math challenge
- * Math Olympiad
- * WINN
- * Problem Solving Opportunities * www.mathletics.com
- * Math Games and Tournaments
- * Teacher-created enrichment activities

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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
5th graders will improve performance in science	85% at or above standard (25.2% at standard and 59.7% exceeds standard)	92% at or above standard

School efforts and the specific area of need that is being addressed:

This goal area was selected due to evidence of weaker performance on the application of the scientific reasoning strand of the test. Developing student’s scientific writing skills through field tests and the annual Sandburg/DCS Science Fair, which is required participation for 5th grade students. Students will also have an intense science enrichment experience at Islandwood Outdoor School in December.

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: Teachers know the research basis for instructional strategies being used.	Goal: Staff members get help in the areas they need to improve
	From: 80% agree mostly or completely To: 90% agree mostly or completely	From: 75% agree mostly or completely To: 85% agree mostly or completely

School Process Summary
Highlight strategies to meet goals in reading:
RTI: Safety Net, WINN time with classified staff support to provide both enrichment and support, Special Education Small group instruction Parent led small group instruction Data Team Process (cycle of inquiry) Book club competitions for 4 th and 5 th Common formative assessments
Highlight strategies to meet goals in math:
RTI: Safety Net, WINN time with classified staff support to provide both enrichment and support, Special Education Small group instruction Parent led small group instruction Data Team Process (cycle of inquiry) Family Math Night Mathletics software Math Olympiad Common formative assessments
Highlight strategies to meet goals in science:
Teacher rotations (expert teacher) Science Expo Field studies/Learning Journeys (field trips) Islandwood science overnight experience for 5 th grade
Highlight strategies to meet goals in writing:
RTI: Safety Net, WINN time with classified staff support to provide both enrichment and support, Special Education Data Team Process (cycle of inquiry) Common formative assessments Wonders technology-based resources for writing District modalities taught by 3 ELA leaders (DCS and Sandburg combined)

Highlight use of technology to improve student learning:

Haiku- teacher, counselor, librarian, and 2 student pages
Netbooks distributed for regular student use
DyKnow to manage student use of technology tools
Student created weekly news videos using Camtasia
Collaboration between media specialist/librarian and classroom teachers

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

Coffee and conversation open forum with the principal
Parent surveys (communication preferences)
Parent committee participation
PTSA Board and General Community meeting presentations and participation
Islandwood chaperones
Movie Night
Family Dance Night and Dance Marathon events
Curriculum Night
Family Math Night
Math Olympiad
Science Expo
Assemblies and Moving Up Ceremony
Informer weekly news with PTSA
Parent volunteer opportunities: recess, lunch, health room, classrooms, library, field trips
New program: Watch DOGS volunteers
Take Home Books- reading program for primary students
Kids Helping Kids
Monthly Math Challenge
Enrichment classes- a parent attends every class
School Messenger
Boys in the Boat theme this year involved the broader community
Lake Washington Schools Foundation participation
WINN- parents support

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Thoreau Elementary

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal: Improve from 80% to 88% at standard
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results? Students showed clear growth in applying integrated knowledge of ideas and content. Students were using strategies taught in class to summarize text, provide multiple pieces of evidence, and provide concluding statements to their analysis of text.2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Providing clear strategies for students to work on. Monitoring data strategically3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? The level of analysis the students achieved was outstanding. Providing clear examples and templates to scaffold instruction along with collaboration in PLC's.
Math Goal: Improve from 71% to 80% at standard
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results? We integrated the common core into our instruction. They had multiple ways to show their work which enabled them to have multiple ways to earn a level 4.2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? More collaboration between teammates in our PLC groups to provide analysis of strategies being taught.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Students applied their understanding of integrating evidence into their reading into their math Writing to Explain scores. This bolstered their scores and ability to explain their thinking.

We actively connected the two cases of using text evidence in reading and showing your work in math to bridge the divide.

Science Goal: 78% at standard

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results? We exceeded our goal by 2% with the students passing at 80%. The students scored very well in systems which support our use of supplemental material to bolster the FOSS kits.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

To improve the consistency of the scoring in Inquiry by providing extra practice on procedures/diagrams and the inquiry process.

To continue to supplement the core curriculum.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Some of the students who struggled the most in class excelled on the MSP and showed either significant progress and/or passing grades.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	No MSP	/	/	No MSP	/	/
2013-4 th	45%	35%	80%	20%	45%	65%
2012-3 rd	39%	42%	81%	33%	34%	77%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	80%	44%	36%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?
Working collaboratively with the SN teacher in reading. Meet throughout the year as a PLC conducting assessments and tracking student progress
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
Differentiating to meet the needs of levels of learners, strengthening the skills of all adults who work with small reading groups.
3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
We saw significant growth in our ELA 4.1 standard of focus which carries over to all subject areas. All students, including high needs sped students made significant gains.

Math Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
All students exposed to the core math curriculum, alignment between general education and special education so that students were receiving consistent instruction in all programs.

Writing Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?
Students' ability to respond to questions using evidence form the text to support responses.
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
Further development and use of research to write opinion and argument pieces of writing.
3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
Students ability to respond to text using evidence to support answers and student ability to utilize two column notes particularly in research projects.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	No MSP	/	/	No MSP	/	/
2013-3 rd	21%	68%	89%	34%	45%	79%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	No MSP	/	/			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?
 - 97% of our student met our student growth goal for RL3.1. We used many different strategies including IPQ, higher level questioning, text evidence prompts, student friendly rubrics and check lists.
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - We would like to improve on utilizing our time during PLC to discuss struggling students, share student work, assign strategies to implement and then compare data.
3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - We were surprised at the amount of student growth made and how our students rose to the high expectations of our learning targets. We believe our strong PLC team collaboration and communication helped achieved these goals.

Math Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?
 - Our students improve in their ability to "write to explain" on the weekly quick checks.
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
 - We need to continue working on writing to explain with logical steps and also work to improve math fact fluency.
3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
 - The amount of students struggling with their basic math facts which inhibited them from scoring well on unit tests.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	No MSP	/	/	No MSP	/	/

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 – 93%	1 – 77%	K – 73%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2 – 93%	1 – 77%	K -73%
2013	1 st -97%	K- 66%	
2012	K - 78%		

DIBELS Reflections:

Class of 2024 – Current 3rd graders

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students’ assessment results?
 - We were proud of using wonders oral fluency passages in homework and continuous in class monitoring to assess progress.
2. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results?
 - Investing time into supporting flexible reading groups to support struggling readers and challenge on level and beyond learners.
3. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results?
 - The amount of growth they made in reading comprehension written responses to ask and answer questions (CCSS2.1) They went beyond expectations. A strong PLC team that worked together constantly communicating about strategies helped achieve these goals.

Class of 2025 – Current 2nd graders

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students’ assessment results?
 - As a whole we moved from 58% at standard to 79% in DIBELS nonsense word fluency (NWF).
 - We increased the number of students that exceeds standards from 8 to 18 students.
 - Of our 10 targeted students who started the year below grade level standards 9 of them ended the year at standard.
2. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results?
 - Better at Progress Monitoring at a timely manner
 - Incorporating more activities to work phonics skills.
 - More targeted goals toward increasing student performance at all levels.
3. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results?
 - The jump of some of the students from not at standard to at or exceeded standard. It may have been caused by their readiness to read and their ability to process the information that is in front of them.

- Some of our level 1 students made no progress all year, according to DIBELS. This may have been a result of implementing Wonders, which is strong in comprehension but maybe not a strong phonics instruction.

Class of 2026 – Current 1st graders

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students’ assessment results? - Students made good growth in phonemic awareness.
2. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results?
We feel we can still improve on CLS.
3. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results?
We were pleasantly surprised by all student overall growth. We feel this growth was due to BURST groups and the work with phonemic awareness within Wonders.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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.

SPED and SN groups: Reading

Successes

Our safety net students showed good growth overall on EOY DIBELS. We feel this success was due to ADK receiving small group support with WonderWorks from the SN teacher. Both ADK and half day had students that were targeted and put into BURST groups and we had daily practice with the whole group on phonemic awareness skills.

1st 90% of our targeted students ended at grade-level standards.

- One targeted student went from 1 to a 4.
- Two targeted students went from a 2 to a 4.
- Had a lot of Special Ed. And Safety Net help for reading instruction.

Challenges

It is difficult to find enough time within the day to focus on individual students and small groups and yet still teach and assess all subject areas.

- 1st - How to accelerate the growth of our level 1 student’s who didn’t demonstrate growth all year long.
- How to find the time to progress monitor on a regular basis.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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: Key Ideas and Details	/	/

School wide focus on ELA1: Key Ideas and Details

- Common grade level pre and post assessments established to assess student understanding and track progress over the course of the year
- PLC teams focused on best practice strategies to support student growth in key ideas and details
- Data team templates and PLC logs were used to document analysis of student progress in all grade levels
- Data Team calendars were developed to help teams stay on track in agreeing to assessment analysis dates
- School wide review of progress four times during the year, included share out of strategies that had been successful within each grade level
- Reading support through a push-in model, which included agreed upon sacred reading times for each grade level and support from sped and Safety Net teachers
- Alignment of Wonders and Wonderworks within general education, special education, and Safety Net
- All students exposed to CORE reading curriculum
- Assessment data showed marked progress for all students in all grade levels
- Safety Net and Special Education students continued to progress on general education assessments over the course of the school year

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	All students are consistently challenged by rigorous curriculum	Teachers use effective strategies to help low-performing students meet high academic standards
	From: 21% who completely agree To: 54% completely agree	From: 47% completely agree To: 56% completely 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?

Goals were selected as teachers felt these were low and that they had been putting structures in place to ensure that students were challenged through the PLC process. Teachers were also working to address the needs of all students, low performing to high performing.

- Grade level PLC's were established to support ongoing collaboration around data
- Best practice strategies were researched and presented to staff to support quality instructional practice
- Wonders adoption provided access to rigorous curriculum in reading which also connected to CCSS

Next Steps:

- Continue to refine data team process
- Utilize the BURST program to support struggling students in kinder and first grade
- Continue to provide support for small group direct instruction

Thoreau Elementary 2014-2015

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional 'from – to' goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15				
"Class of"	English Language Arts SBA SMART Goal	Math SBA SMART Goal	Science MSP SMART Goal	
2022- 5 th	80%	70%	From: 80%	To: 82%
2023 - 4 th	81%	77%		

2024 - 3 rd	81%	78%		
"Class of"	DIBELS			
2025 - 2 nd	From:97%	To:97%		
2026 - 1 st	From:78%	To:85%		
2027 - K	68% at benchmark			

Closing the Achievement Gap - Sub-Group Goal(s):

Based on various data sources you are using within your school which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal:

Special education students will go from 35% proficiency in reading to 40% proficiency by June 2015.)

Action Plan:

Students receive small group instruction
 Collaboration/Communication between general education teacher and special education teacher
 Modifying assignments to the students' appropriate level
 Parent Communication
 Student goal setting
 GLAD strategies
 Frequent and meaningful feedback

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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	44%	48%

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

- Begin with FOSS variables kit; special emphasis on the world of variables and the scientific method
- Puzzlemise provides exposure to scientific processes and concepts not explored in the curriculum
- MSP preparation flash cards have been adapted into interactive flipcharts
- Practice with MSP science released questions
- Delta Readers and response questions to supplement
- Discovery Education videos/TED talks

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Teachers use effective strategies to help low performing students meet high academic standards.	Instructional staff have a good understanding of the standards in the areas they teach
	From: 56% agree completely To: 65% agree completely	From: 33% agree completely To: 60% agree 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?

- Instructional assistants who work with small groups in reading express a need for further understanding and training in the teaching of reading
- Certificated staff working to identify and utilize research based instructional strategies to impact student achievement

School CIP Process Summary

This explains the systems and structures that we have in place to support our improvement plan.

- **Grade level PLC's established weekly meeting times**
- **LEAP Wednesday time set aside for PLC/Data team work**
- **Grade level release time in fall and spring for PLC/ grade level collaboration**
- **Work Teams determine professional development needed to support continued growth in PLC/ Data Analysis process and the use of best practices to improve instruction and student achievement**

- **Agreed upon PLC/Data team minutes templates and data entry templates**
- **School participating in district RTI pilot which includes the coaching in the data analysis process**
- **Primary agreement on standard of focus for ELA work**
- **Intermediate agreement on standard of focus for ELA work**

Highlight strategies to meet goals in reading:

Kinder:

ongoing formative assessment to inform our teaching
 DIBELs progress monitoring
 Research and Inquiry projects
 using mentor text to supplement our weekly lessons.
 Goal setting and monitoring

First Grade:

Posting learning targets
 setting reading goals
 leveling reading assessments to match proficiency scales and CCSS
 daily phonics and comprehension activities/practice
 Thematic instruction: reading, social studies, writing, research projects, etc.
 student tracking of progress

Third Grade:

Highlighting text evidence
 Student made rubrics and checklists
 Flexible grouping
 Cooperative peer partners

Fourth Grade:

Highlighting text evidence
 Students need to know exactly what is expected
 Student understanding of standards and learning targets
 Student understanding of rubrics
 Students tracking individual progress
 Classroom Charts (Modeling)
 Flexible grouping
 Two-Column notes

Fifth Grade:

Practice with using explicit text evidence (direct quoting and paraphrasing)
 Note-taking, specifically two-column notes
 Explicit vocabulary instruction with weekly word work

Highlight strategies to meet goals in math:

Kinder:

- Goal setting
- leveled work
- leveled math groups
- setting objectives
- providing timely feedback
- celebrating student success

First Grade:

- posting learning targets
- setting math goals
- providing feedback
- small group instruction for students who need it
- leveled assessments to match proficiency scales and CCSS
- questioning strategies
- use of technology to introduce math topics
- student tracking of progress

Second Grade:

- Math fact fluency practice daily/weekly
- Graphing progress
- Test taking strategies
- Level assessments based on CCSS and proficiency scales
- Manipulatives

Third Grade:

- Graphing student progress
- Math manipulatives
- Circle important words in problem

Fourth Grade:

- Weekly quick quizzes
- Flash cards
- Students recording individual progress
- Multiplication websites
- Daily differentiated work

Fifth Grade:

Core curriculum
Khan academy as supplemental instruction
Project-based learning to apply fundamental skills learned
Computational fluency games

Highlight strategies to meet goals in science:

Kinder:

vocabulary review
setting objectives
celebrating student success

First Grade:

posting learning targets
setting science goals
providing feedback
questioning strategies
science simulations and games

Second Grade:

Scientific investigative format
Scientist of the week
Evidence projects
Vocabulary anchor charts

Third Grade:

Scientist of the week
Science Fair
Guided practice for scientific process

Fourth Grade:

Access experts in the field (Raymond Loyola)
Puzzlewise

Fifth Grade:

Begin with FOSS variables kit; special emphasis on the world of variables and the scientific method
Puzzlewise provides exposure to scientific processes and concepts not explored in the curriculum
MSP preparation flash cards have been adapted into interactive flipcharts
Practice with MSP science released questions
Delta Readers and response questions to supplement

Discovery Education videos/TED talks

Highlight strategies to meet goals in writing:

Kinder:

vocabulary review
providing timely feedback
graphic organizers
chunking into "digestible bites"

First Grade:

conferencing with small groups and individuals
posting learning targets
leveled writing assessments to match proficiency scales and CCSS
thematic instruction: reading, social studies, writing, research projects, etc.
student tracking of progress
chunking content into "digestible bites"
Celebrating student success

Second Grade:

Anchor charts for student referral
Step up to writing
Partner writing
Graphic organizers

Third Grade:

Rubrics
Checklists
Sharing Students
Partner writing

Fourth Grade:

Direct instruction using Step Up to Writing and Units of Study
Providing students with graphic organizers
Students grading sample work
Self scoring using common rubrics
Model effective writing
Recognizing good writing in others
Two-Column notes

Fifth Grade:

Writing Partners to help support through the writing process

Explicitly teach the three writing rubrics and have kids practice creating their own writing rubrics, so that they experience firsthand how rubrics guide learning

Using anchor papers to show exemplar work, as well as non-examples

Highlight use of technology to improve student learning:

Kinder:

Wonders online materials

enVision online videos

Haiku as a home school connection

Netbooks for research and inquiry

First Grade:

enVision math videos

Wonders online resources

use of the document camera for students to share work

use of the headless computer to access Wonders, enVision, and other academic resources on the Web

netbooks for research

Haiku for parent/teacher communication

Second Grade:

Research projects

Type to learn

Xtra math

Data bases

Third Grade:

Typing practice

Reading Wonders skills practice

Research projects

Fourth Grade:

Model best practices

Frequent technology use

Fifth Grade:

Teaching word-processing; meet our goal of 25 words per minute with consistent typing practice

Project-based learning that requires technology such as PowerPoint

Goal-tracking, which requires that use of Excel
Explicit instruction on Digital Citizenship

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

Kinder:

Haiku for parent communication
Parent volunteers
Use of Librarian to help gather materials
lessons from our counselor
student goal setting conferences
student reflection of work.
Art Docents
Writing Celebrations
Newsletters
Bringing in outside presenters to supplement curriculum.

First Grade:

Collaborating with school counselor to teach social skills lessons
Collaborating with school librarian to access research materials
Working with IAs and special services staff to help with small group reading and math instruction
Goal setting conferences with students and parents
Student tracking of progress
Use of Haiku as a parent/teacher communication tool
Parents in the classroom as volunteers
Watchdogs
Student of the week to learn more about students and their families
Bring in community volunteer to help in the classroom
Use of outside resources/people to supplement curriculum (Queen Bee, Nature Vision, etc.)

Second Grade:

Newsletters
Thoreau School events
Parent Volunteers
Watch DOGS

Third Grade:

Newsletter
Parent volunteers
Watch Dog Dads

Fourth Grade:

Use Watch Dogs

Frequent/Regular communication with parents through Haiku and Newsletters

Art Docents

Parent Volunteers

Fifth Grade:

Making a diligent effort to utilize the Watch Dog program in our classroom

Using parent volunteers for Art Docents

Staff commitment to attend multiple school-wide events throughout the year

**LWSD Continuous Improvement Process
Middle School CIP 2014-2015**

Finn Hill Middle School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis

Class of 2018- current 9th graders
2013-2014 SMART Goals
Reading Goal:
<ol style="list-style-type: none"> 4. As a team, we were amazed by the 16 percent increase of students testing at Level 4 As a class, students in this group struggled academically so we did not expect to see an increase above proficiency 5. As a team, we believe that we can strategize to help the five percent of our students at Level 2 who were within five to eight points of achieving proficiency. These students require additional targeted instruction in reading comprehension. 6. As a team we were surprised and impressed by the 60% of students who tested at a Level 4, especially as this class, as a group, seemed to have a preponderance of low achievers. We made some specific choices to recognize excellence and not accept late work with this class, which helped transition that group towards meeting higher expectations. We also used a wide range of thinking and reading strategies to help direct their thinking towards more in-depth analytical and evaluative levels. These students began with us right in the middle of middle school, which was not always a smooth transition, so this data is extremely encouraging because it shows that our specific instruction is effective.
Math Goal:
<p>Math Goal:</p> <ol style="list-style-type: none"> 1. As a team we are very proud of the extraordinary high achievement of our class of 2019 7th and class of 2018 8th grade EOC results. We are pleased with the result that over the past five years at Finn Hill that our school has posted achievement at 95% proficient or higher in both Algebra (EOC 1) and Geometry (EOC 2). 2. As a team we believe that we can build on the success of increasing by 9% the total number of students identified as “proficient” by the 2014 MSP. We believe that we can continue to grow this number and also recognize a need to improve the percentage of students accelerated to the “exceeds proficient” standard. It is our goal as a department to improve these scores through the use of differentiated instruction in the classroom, extracurricular programs like Math Tutoring and Math Olympiads and by engaging the community in several “family math game nights” as well as our annual Math Night at school. 3. As a team we were most surprised by the decrease in the number of students who

exceeded proficiency (45.3% in 2013 to only 29.5% in 2014). Part of what may have caused this sudden decrease was a significant lack of participation and involvement from our 8th grade class in enrichment opportunities that were available. Unfortunately, this 8th grade class of students was significantly less represented in their attendance at math tutoring, in their participation in the Math Olympiads team and at Math Night last year (despite the great success overall of these programs). Our department is aware of the impact that our lack of 8th grade representation had on last year's achievement and is working proactively this year to encourage more of our current 8th grade students to participate in these additional opportunities for math challenge and enrichment.

Science Goal:

1. For 2013-14 we exceeded our goal and 79.6% of our students were proficient on the science MSP (our goal was 75%). We attribute this success to our focus on the inquiry process, high standards in all science classes, and that these students have had 2 full years of science classes before they took the MSP.
2. The science team would like to continue to focus on the inquiry process, at least in part as our goal for this year. Unfortunately we have not the opportunity to drill into the data to help guide our interventions for the coming year. It is our feeling that in 6th grade we will focus on identifying variables and in the 7th grade we will focus on writing conclusions and hypothesis. We have placed a high priority on FLR completion, which thoroughly addresses this inquiry standard.
3. As we looked at the data we identified individual students who were proficient on the science MSP who did not receive the correlating grade in the science class (their grades were lower than proficient). We were also surprised by some lower-scoring students who also scored very low in their science classes. We believe that these students are unmotivated and wonder if some may not feel challenged. We notice that these students are not taking advantages of the challenge assignments offered.

Results:

Year	Reading			Math MSP		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	24%	60%	83%	38%	29.5%	67.5%
2013-7 th	24%	53%	77%	29.4%	45.3%	74.7%
2012-6 th	38%	39%	77%	34%	39%	73%
Year	Geometry EOC			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th			97.5%			100%
2013-7 th						100%
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2014-8 th	45	34	79			

Class of 2019- current 8th graders

2013-2014 SMART Goals:

Reading Goal:

1. We were pleased that 84% of our students were proficient in Reading. We worked specifically on inferential skills, and the students who practiced those skills showed improvement.
2. As a team, we still have areas to work on, but the MSP data did not provide us with diagnostic information to direct future interventions. We need to identify an analysis tool that would provide us with more accurate information about what specific skills our students need.
3. As a team, we were really pleased to be so close to our goal. We set our goal by analyzing student data at the beginning of the year to determine how many students were close to moving up a level of proficiency as tested through the MSP. This analysis helped us target interventions and 20 percent of the class gained one or more levels of proficiency. However eight percent of the class experienced a decrease of one or more levels of proficiency. There were many external factors that contributed to each of these students' decline; however, we reassess our strategies to determine how to best assist those students in the future.

Math Goal:

1. Our math department is most proud of our increase in total number of students achieving proficiency (68% in 2013 improved to 73.9% in 2014). We look forward to building on this success with this cohort group of students and continuing to use many of the instructional, intervention and enrichment strategies that helped us to achieve this improvement in proficiency.
2. Our math department believes that we can improve the 73.9% of students achieving total proficiency. We believe we can improve the quality of our classroom differentiation in instruction, opportunities for enrichment and community involvement in order to better support and accelerate student achievement.
3. Our math department is most surprised that more students improved in the "exceeds proficient" category (5.1% categorical improvement) than did the "proficient" category (0.8% categorical improvement). Our goals as a department for our class of 2019 (current 8th graders) center on improving achievement in both of these categories through improvements to our classroom instructional practices (e.g. differentiation), the availability of academic support (Math Tutoring, Haiku resources, etc.) and extracurricular enrichment (Math Olympiads team).

Writing Goal:

1. As a team, we were pleased that 79% of the students scored proficient or higher on the writing MSP, even though we have been focused mainly on reading skills.
2. As a team, we determined that we need to re-balance our Language Arts focus to include more writing at all levels. With the new assessment requiring writing about every subject every year, we need to strategically target our instruction.
3. As a team, we were not surprised by our results.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	24%	60%	84%	35.3%	38.6%	73.9%
2013-6 th	38%	43%	81%	34.5%	33.5%	68%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	49%	30%	79%			100%
Class of 2020- current 7th graders						
2013-2014 SMART Goals:						
Reading Goal:						
<ol style="list-style-type: none"> As a team, we were most proud of 86% of our students who are at or exceeding proficiency. The transition to middle school is a challenging one and we often see a significant decrease in various skill sets in 6th grade because of the much higher expectation for self-management. To respond to the potential skill regression, we focused on scaffolding and teaching specific reading skills into their component parts. We saw huge improvements based on our classroom assessments and baseline tests. As a team, we believe that can continue to teach specific reading skills at the component level to help student comprehension of both literature and informational text. As a team we were surprised that some of our proficient learners did not exceed proficiency but balanced that with celebrating that some of our students receiving Safety Net Reading assistance became proficient. 						
Math Goal:						
<ol style="list-style-type: none"> Our math department is most proud that 73.9% of our current cohort of 7th graders met standard on the 2014 MSP. We believe that we can improve this percentage of total students achieving proficiency significantly this year. We will achieve this goal by improving several specific qualities of classroom instruction throughout the year. For example, teachers will use more regular formative assessment to check for understanding and provide feedback to students on their progress. Teachers are also utilizing a variety of technology resources to engage students and to support instruction. Our math department was surprised that fewer students achieved the “exceeding proficiency” standard. We believe that some of what caused this result was the transition that these students experienced between their 5th grade elementary schooling and their immersion into middle school. Our math department was proud that we increased in the total number of students achieving the “proficient” standard and look forward to building on this success. 						
Writing Goal:						
<ol style="list-style-type: none"> As a team, we concentrated on using the Step Up to Writing curriculum and saw significant improvement in students’ writing skills throughout the year using classroom- 						

based measurement.

2. As a team, we continue to refine our instruction of writing to make it less prescriptive. Step-Up is a great framework, but students need to move beyond the system into more significant analysis and more complex structure.
3. 6th graders do not take the writing MSP so we relied on our CBAs as mentioned above.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-6 th	45%	41%	86%	41.6%	33.5%	75.1%
2013-5 th	29%	59%	88%	38%	37%	75%

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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 the various sources you are using within your school.

Reading/Writing

Successes/Challenges: When looking at last year's scores for the whole school, we can see that our scores in reading have an interesting gender gap.

Boys in reading 33% level three, 44% level four

Girls in reading 33% level three, 54% level four

This data can be read two different ways: Either 10% more of our boys are lagging behind, or we are significantly connecting with 10% more of our girls when focused on reading instruction. It isn't surprising to us, given a generational distain for reading, and we continue to struggle to address the issue. We have invested in high-interest texts, both in novels and shorter works, and always consider our male population and the main character of a book when making that selection. We also read aloud in class, especially to spark interest in a text. We have enacted book projects which have had some success but have also generated issues with academic dishonesty, so they have been significantly modified. Our interventions to try to improve reading for boys has had a positive impact on the girls as well, which is fantastic, but it doesn't change the gap.

Math

Successes: There are many math successes to celebrate at Finn Hill Middle School. Several of these successes are that two of our three grades taught have seen improvements in their overall proficiency percentages from 2013 to 2014. These improvements saw improvements by grade level cohort as well as specific sub-groups that have been areas of focus for our department (for example the achievement gap between males and females in math in 2013-2014). Algebra and Geometry EOC results continue to be very high with students achieving proficiency at a rate of 95+% in all years that these EOC tests have been administered at Finn Hill. These high results of achievement are consistent across demographics (gender, race, socio-economic status, etc.) and is a fact that we are very proud of at Finn Hill. We are also growing our community involvement most notably through community math events such as "Math Night" and Family Game Nights that observed record high attendance last year.

Challenges: After review of the data, math teachers at Finn Hill have identified a pattern over

the last three years that in two of our three grades taught that fewer percentages of students each year are achieving at the “exceeds proficiency” level. For example, between 2013 and 2014 only in the class of 2019 did we see a 5.1% increase in students achieving “exceeds proficiency” level. This is very concerning pattern for us. This year we expect to close this achievement gap and move more students from not-proficient to proficient and/or exceeding proficient by promoting regular enrichment through our College Prep sessions, Math Tutoring and Math Olympiads team.

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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: 7 th grade	41% of students exceeding standards	50% of students exceeding standards
Reading: 8 th grade	60% of students exceeding standards	63% of students exceeding standards
Writing: 7 th grade	30% of students exceeding standards	40% of students exceeding standards
Math (all grades)	38% of students exceeding standards	40% of students exceeding standards

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

Reading/Writing

Successes/Challenges: : We exceeded our goal in 7th grade reading but did not meet our other goals as demonstrated by the 2013-14 MSP data. While we focused on developing opportunities for challenge in all grade levels, resulting in opportunities for students to demonstrate their growth that were significant and relevant and tied to high levels of Bloom’s Taxonomy. Our work continues this year, where we will continue

Math

Successes/Challenges: We were disappointed that our class of 2018 cohort fell significantly short of this goal. However, we are very pleased to have been very close to achieving this goal with our class of 2019 and class of 2020 cohorts of students. We will celebrate the success and make adjustments as needed in falling short. Building on the successes of last year we will continue to host a Math Night to engage our community of parents/guardians and families and continue to use high impact instructional practices consistently throughout our department. These practices include regular use of formative assessment, use of technology in instruction and regular communication with parents. This year we are also increasing the impact of enrichment opportunities provided during College Prep sessions and our school wide Math Olympiad team.

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 X <input type="checkbox"/> Continued from previous year	Perception Goal #2 X <input type="checkbox"/> Continued from previous year
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2013-14	<p>Goal: #4 High Levels of Collaboration and Communication: Our goal in this area shifted during the 2013-14 school year to reflect our staff's focus on professional learning communities as a means to increasing collaboration and communication opportunities. 95% of the staff agreed that they received time set aside for felt they received time to work together to help develop curriculum and analytic tools to help increase student learning.</p>	<p>Goal: #7 Focused Professional Development. In 2013-14 we focused on providing staff with professional development in preparation for Standards-Based grading. Eight-five percent of the staff agreed that they received professional development that would help them achieve their student growth goals.</p>
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Analysis of Perception Data
<p>Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?</p>
<p>Perception Goal Analysis</p> <p><u>2013-14:</u></p> <p><u>Goal 1:</u></p> <ul style="list-style-type: none"> • Our staff values time to collaborate and meet to help develop curriculum and instructional/assessment tools to increase student growth. This became more evident in the 2013-14 school year as the staff were directed to prepare to alter their assessments from letter grades to standards-based. The shift to standards-based grading required hours and hours of preparation and staff requested that some of that time be available during their work day. • We addressed this request through the development of common planning periods in the master schedule and the dedication of the majority of our building-directed LEAP time to professional learning teams (PLC/PCCs). • For the 2014-15 school year we will continue the actions described above and, in addition, actively plan/support the district-wide efforts to provide collaboration time for grade/content level teams to work on curriculum and instruction/assessments. <p><u>Goal 2:</u></p> <ul style="list-style-type: none"> • Our staff requested professional development to assist them in transitioning to standards-based grading and data analysis (with regards to the new teacher evaluation system and the analysis associated with demonstrating student growth). • We addressed this request through LEAP time trainings on standards-based grading and how to collect/analyze student assessment data. In addition, we tasked two master teachers to provide one-on-one assistance to other teachers who were having difficulty with the transition (leveling assessments, using Standard Score for SBG grading, analyzing data) and provided building budget support to teachers who wanted to attend a content/specific conference.

- For the 2014-15 school year we plan to continue a focus on professional development using the supports that we described above and adding more targeted support to teachers who would benefit from specific one-on-one assistance.

Finn Hill Middle School 2014-15

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15			
“Class of”	English Language Arts SBA SMART Goal	Science MSP SMART Goal	
2019- 8 th	<p>Writing Goal: 87% of students will be at or above standard in the writing areas of Content and Organization, as demonstrated in Language Arts and History classes. Percentage of Level 4 students will go from 27% to 32%, and Level 3 will go from 51% to 55%. We will use MSP data as an initial benchmark and measure student progress from September through May at least twice per quarter using district writing rubrics and monthly using MyAccess software writing prompts.</p>	<p>100% of all 8th grade students will show improvement of at least one level of proficiency (1-4 proficiency scale) in the major unit of student selected from the district’s 8th grade power standards (PS2 – Properties of substances; EALR 4: Big Idea: Matter, Properties and Change PS2A)</p> <p>Students already at level 4 will be provided with enrichment curriculum in this standard designed to challenge and enhance their understandings. We will measure student progress using pretests to identify student’s levels of proficiency and again measure midway through this major unit of study to identify and address students not improving. Post-test data will be analyzed for student growth and interventions from October</p>	

		through February (end of the unit)	
2020-7th	<p>Reading Goal: Students will improve their reading comprehension as demonstrated by gaining at least two points or move up an instructional grade level over the course of the year, showing progress each quarter. Progress is tracked by individual on a spreadsheet that includes all students in grade level. Each student's reading comprehension will be measured by 6-way paragraph assessments given quarterly. First assessment will be used as a baseline to identify student's instructional reading level (3-4 questions correct out of 6). Students outside of target range assessed at different levels to find initial instructional level.</p> <p>Writing Goal: Students will improve their holistic scores by at least one point over the year when given an on-demand writing prompt over the course of the year, as measured by MyAccess software writing scores,. Assessment will be given in October, January and May.</p>		
2021- 6 th	<p>Reading Goal: Each student benchmarked below proficient will move up one proficiency level by May 2015. Students already proficient at grade level will take a secondary assessment to determine correct grade level placement. The 6-way paragraph will be</p>		

	used as the summative assessment and will be used at least quarterly to monitor progress.				
"Class of"	Math SBA SMART Goal	Algebra EOC		Geometry EOC	
2019- 8 th	Math Goal: 80% of students will be proficient or higher as measured by the use of monthly common leveled summative assessments (an increase of five percent) by May 2015.	From: 100%	To: 100%	From: 97.5%	To: 100%
2020- 7 th	Math Goal: 80% of students will be proficient or higher as measured by the use of monthly common leveled summative assessments (an increase of seven percent) by May 2015.	From: 100%	To: 100%		
2021- 6 th	Math Goal: Each student benchmarked below proficient will move up one proficiency level by May 2015 as measured by quarterly Aims-Web summative assessments. Students already proficient at grade level will continue their development through differentiated curriculum and will be assessed using additional Aims-Web summative assessment.				

Closing the Achievement Gap - Sub-Group Goal(s):

Based various data sources you are using within your school which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, Low Income, Sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal 1: Hispanic students and math improvement.

We plan to focus on Hispanic 6th, 7th and 8th grade students' level of proficiency using the previous year's Math MSP as a baseline measure. Our goals are to improve:

- 6th grade total students meeting proficiency from 15 to 17 (representative of a 10% increase in total students reaching proficiency),
- 7th grade total students meeting proficiency from 12 to 15 (representative of a 13% increase in total students reaching proficiency),
- 8th grade total students meeting proficiency from 12 to 17 (representative of a 20% increase in total students reaching proficiency).

Action Plan:

- Research-based differentiated instructional strategies in all math classrooms
- Regular student feedback
- Regular teacher-student-family communication
- Math Tutoring offered once per week after school
- Recruitment of math tutors to after school math tutoring who represent successful role models of the same background
- Regular assignment of students to reteach and reinforce College Prep sessions
- "Math Thinking" across all curriculums – supported by all departments

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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
The math department at Finn Hill will improve the percentage of 8 th graders exceeding standard from 38.6% to 45%	8 th grade: 38.6%	8 th grade: 45%
The math department at Finn Hill will improve the percentage of 7 th graders exceeding standard from 33.5% to 40%	7 th grade: 33.5%	7 th grade: 40%
The ELA/SS department at Finn Hill will improve the percentage of 8 th graders exceeding standard from 56% to 60%	8 th grade: 56%	8 th grade: 60%
The ELA/SS department at Finn Hill will improve the percentage of 7 th graders exceeding standard from 35% to 45%	7 th grade: 35%	7 th grade: 45%

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

Math:

- Research-based differentiated instructional strategies in all math classrooms
- Math Tutoring offered once per week after school
- HW challenge questions integrated into daily homework assignments
- Haiku links to challenge tasks
- Enrichment Math College Prep session
- Math Olympiads team
- Two "Math Night" events hosted quarterly throughout the school year
- Monthly Math Challenges available by grade level and integrated into school announcements

ELA:

- Differentiated book projects for those at higher reading levels
- College prep enrichment sessions
 - Literary Magazine
 - Drama Club
 - Shakespeare challenge activities
 - Battle of the Books
- Level 4 activities integrated into every project
- National History Bee
- National History Day project to apply skills
- Requirements to work at level 4 for high-level students

Perception Goals: You may select 1 or 2 goals in this area		
Year	Perception Goal #1 X <input type="checkbox"/> Continued from previous year	Perception Goal #2 X <input type="checkbox"/> Continued from previous year
2014-15	Goal: #4 High Levels of Collaboration and Communication: We would like to continue our work increasing opportunities for professional learning communities as a means to increasing collaboration and communication opportunities. In 2013-14, 95% of the staff agreed that they received time set aside for felt they received time to work together to help develop curriculum and analytic tools to help increase student learning. This year, we would like to increase opportunities for professional learning for PLCs to collaborate (via all-day LEAP sessions) as well as opportunities outside of the school day (access to conferences, professional development courses, book studies, etc...)	Goal: #7 Focused Professional Development. In 2013-14 we focused on providing staff with professional development in preparation for Standards-Based grading. Eight-five percent of the staff agreed that they received professional development that would help them achieve their student growth goals. This year, we want to ensure that 100% of the staff feels confident with Standards-based grading as we shift to a new grade book and new grading standards in the 2015-16 school year. To that end, we plan to add more targeted support to teachers who would benefit from specific one-on-one training.
	From: 95% To: 100%	From: 85% To: 100%

School Process Summary
Highlight strategies to meet goals in reading:
<ul style="list-style-type: none"> • Question-Answer-Relationship (QAR) • Annotation strategies—poetry, nonfiction and fiction • Signposts • Shared reading strategies posted in every classroom • 400-word reading passages • Read Naturally • Independent book projects • Read/think aloud • 6 Way Paragraph • Root words – for decoding vocabulary terms • Explicit teaching of the reading strategies (visualization, questioning, summarizing, inferring). • Explicit instruction on reading directions and text features • Leveled complexity in current events and other regular practice • Cornell notes/SQ3R/key word-response • Teacher think-alouds, modeling • Collaborative group roles

- Chunking assignments, prioritizing assignments
- Ability grouping/heterogeneous grouping/self-select
- In the text, between the text, beyond the text Smarter-Balanced Assessment practice

Highlight strategies to meet goals in math:

- Research-based differentiated instructional strategies in all math classrooms
- Math Tutoring offered once per week after school
- HW challenge questions integrated into daily homework assignments
- Haiku links to challenge tasks
- Enrichment Math College Prep session
- Math Olympiads team
- Two “Math Night” events hosted quarterly throughout the school year
- Monthly Math Challenges available by grade level and integrated into school announcements

Highlight strategies to meet goals in science:

Highlight strategies to meet goals in writing:

- Leveled rubrics/projects/tests
- Graphic organizers (plot charts, outlines, flow charts)
- Step-Up to Writing organization
- Practice at varied levels and lengths
- DBQ writing practice in Social Studies
- Cornell notes/SQ3R/key word-response
- Teacher think-alouds, modeling
- Collaborative group roles
- Chunking assignments, prioritizing assignments
- Ability grouping/heterogeneous grouping/self-select
- In the text, between the text, beyond the text Smarter-Balanced Assessment practice

Highlight use of technology to improve student learning:

- Daily use of Haiku
- Instruction in productive research on Internet
- Use of variety of software programs with feedback feature (My Access, Aims-Web)
- Technology based manipulatives to support/reinforce/extend regular math instruction
- Electronic communication with students, parents, families and community

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

- New teachers group meets regularly with master teachers and administrators
- Variety of staff members contribute to bi-monthly newsletter for community
- Teachers host after-hours workshops helping parents/guardians access technology to help their students
- Students involved in service leadership opportunities through Leadership Class, Honors Society, FCCLA.
- Variety of social opportunities for families and staff after hours via roller skating, movies, etc...

**LWSD Continuous Improvement Process
Middle School CIP 2014-2015**

Kamiakin Middle School

Part 1: 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.

2013-2014 Reflection of Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis

<u>Class of 2018- current 9th graders</u>
2013-2014 SMART Goals
Reading Goal: Grade 8, Class of 2018 from 81% at standard as measured by their 7th grade Reading MSP to 84% at standard as measured by the 2014 MSP
Using these prompts please respond by content teams: 7. As a team what were you most proud of based on your students' assessment results? We are delighted that the majority of our 8 th grade students met the passing threshold for Informational Text reading. This is a credit to our department's focus on activities, both in ELA and Social Studies, which encouraged students to practice skills in this area. It is reassuring to know that students were able to meet standard on the state test. 8. As a team what do you believe you can still improve on regarding the growth of your students' assessment results The SBAC is an entirely different assessment. More variety in writing assessments will be a challenge. What we need to do is practice with our students the types of writing that will be assessed. 9. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? What surprised me most was that several students who participated in all the informational text activities we accomplished did not reach the passing threshold in this category on the 2014 MSP. I am not sure why this would happen. But it reinforces the importance of focusing on all students, not just those who in the past have failed to reach passing.
Math Goal: Grade 8, Class of 2018 from 79% at standard as measured by their 7th grade Math MSP to 82% at standard as measured by the 2014 MSP
Using these prompts please respond by content teams: 1. As a team what were you most proud of based on your students' assessment results? Algebra proficiency rate at 69% even with pushing more students in to Algebra as 8 th graders.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We need to continue to look at our targeted subgroups; ELL, Special Education and Low Income students as these groups continue to struggle.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Noting a drop in our overall total proficiency leads us to wonder about the result of our scores as students are placed in Algebra or Geometry. The leaders and examples of positive student behavior are placed appropriately, and are then unable to provide the leadership for other students.

Science Goal: Grade 8, Class of 2018 from **66%** at standard as measured by their 5th grade Science MSP to **72%** at standard as measured by the 2014 MSP

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

Overall proficient improvement

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Need to target ELL/IEP students. Will be implementing S.I.O.P. strategies.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

The jump in the level of proficiency from level 2 to 3.

Results:

Year	Reading			Math MSP		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	14.6%	70.8%	85.4%	28.8%	40.1%	68.9%
2013-7 th	20%	61%	81%	24%	55%	79%
2012-6 th	42%	43%	85%	42%	33%	75%
Year	Geometry EOC			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	----	----	----	22.7%	46.9%	69.6%
2013-7 th				10%	89%	99%
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2014-8 th	47.5%	35.6%	83.1%			

Class of 2019- current 8th graders

2013-2014 SMART Goals:

Reading Goal: Grade 7, Class of 2019 from **77%** at standard as measured by their 6th grade Reading MSP to **79%** at standard as measured by the 2014 MSP

Using these prompts please respond by content teams:

4. As a team what were you most proud of based on your students' assessment results? Our focus on student choice and looking at literature from the lenses of literature archetypes engaged students in a new way. We also focused more on informational text, though there is still room to grow there. Lastly, we introduced the difficult skill of close reading, and students worked hard to master it.

5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We need to retool how we teach close reading. It is a good skill, but it does not seem to be translating to performance for students outside of the assignments we give them. Finding more comprehension strategies that will transfer across genres maybe helpful. Finally, designing a way for students to consume more personal books that involves a reflection and interpretation aspect will help.

6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were very surprised who low they scored. We targeted close reading skills and informational text, and yet it did not work as planned. The causes seem to be multifaceted.

Math Goal: Grade 7, Class of 2019 from **74%** at standard as measured by their 6th grade Math MSP to **77%** at standard as measured by the 2014 MSP

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results? 98% Algebra proficiency.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

The question we ask ourselves is how to help students move to abstract reasoning.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We are surprised by the small percentage of non-Algebra students meeting standards. How much of an affect the loss of higher ability students affect the overall class performance.

Writing Goal: Grade 7, Class of 2019 from **73%** at standard as measured by their 6th grade Writing MSP to **76%** at standard as measured by the 2014 MSP

Using these prompts please respond by content teams:

4. As a team what were you most proud of based on your students' assessment results?
 Woo! .7 is close enough! We are proud of our writing curriculum. We focused on specific details, backing up claims with textual evidence and elaboration. We did a great job of scaling these skills up as student progressed.

5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We can improve by further homing in on all the above skills. Furthermore, we are interested in looking into how My Access can improve writing.

6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were not surprised to see students achieving. We felt very good about student's skills, and are happy to see that our (and their) hard work has been rewarded.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	22.5%	48.9%	71.4%	23.1%	43.4%	66.5%
2013-6 th	32%	45%	77%	32%	42%	74%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	47.3%	28%	75.3%	20.3%	78%	98.3%

Class of 2020- current 7th graders

2013-2014 SMART Goals:

Reading Goal: Grade 6, Class of 2020 from **74%** at standard as measured by their 6th grade Reading MSP to **77%** at standard as measured by the 2014 MSP

Using these prompts please respond by content teams:

4. As a team what were you most proud of based on your students' assessment results?

The 2013/2014 sixth grade team worked all year long on inference strategies based on the fact that MSP data showed this to be an area of need. We were encouraged by the growth of our students as we charted their progress as part of our year-long data team. We are proud that we learned how to create and refine and collect data that can be used to instruct our teaching.

5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

As a team, we can improve by continuing to focus on the data gathered from assessments throughout the year (ie. multiple data dips on inference). As we grew in our assessment

creation and data collection, we learned toward the end of the year that we needed to make our assessments shorter and very directed so that our assessments could be given in a short amount of time and also graded quickly. We needed to be able to turn around and use the data the next day to guide our teaching. This is something that we saw such power in with our students and want to continue to refine.

6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

It really surprised us that when we wrote an assessment, we thought it would be quick and yet the assessment would take the entire period. Then when we graded the assessment, we would get very mixed results. That is why we struggled so much with writing assessments that gave us useful data that could be used the next day.

Math Goal: Grade 6, Class of 2020 from **71%** at standard as measured by their 5th grade Math MSP to **74%** at standard as measured by the 2014 MSP

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

I am proud of the work my team put in to keep the 6th MSP scores at basically the same level as 5th grade despite the difficulties of this particular group. We worked very hard at targeting our interventions where students needed the most practice based on pretests. We grouped students according to their skills for extra interventions. I believe in years past, MSP scores went down at the 6th grade level – we usually attributed that to the large amount of content in 6th grade and the distractions of students at this age with peers, hormones, boy/girl interests etc. So this year, despite a difficult school year and a lot of the drama of 6th grade, our scores did not take a dip, they stayed basically the same.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

I believe we can target those students in the upper "2" category on the MSP and focus on pushing those students up to standard. I also feel we need to identify those lower students who may be candidates for specialized instruction in math with the SpEd Department and keep our safety net classes small.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

I was very surprised that our students' scores did not increase because of how much emphasis we had placed on math last year. Lots of interventions, extra practice, and use of multiple teaching techniques, many discussions on best practice and infusing these new ideas into our teaching to keep students focused on math content. Also the amount of tracking of content knowledge seemed to indicate an outcome of increase in math scores. Scores are basically the same as 5th grade scores.

Writing Goal: Grade 6, Class of 2020 from % at standard as measured by their 5th grade Writing MSP to % at standard as measured by the 2014 MSP

Using these prompts please respond by content teams:

4. As a team what were you most proud of based on your students' assessment results?
5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-6 th	36.1%	38%	74.1%	28.1%	40.7%	68.9%
2013-5 th	20.1%	54.7%	74.8%	28.5%	42.5%	71%

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, African American, ELL, Special Education, SES)? Please provide examples, explanations, and the various data sources you are using within your school.

We specifically chose to work with three groups; ELL, Special Education and Low Income students. As we move forward, we'll be focusing on the ELL and Special Education groups.

ELL Successes

59 ELL students took the annual WELPA exam in February 2014

* 67.8% (40 of 59) students showed an increase in their scores from the previous year by a range of 1 point up to 200 points.

* 32.3% (19 of 59) students showed a decline in their scores from the previous years by a range of 1 point to 29 points.

* 12 students were newcomers to the country and had no previous scores to be compared to.

ELL Challenges

- 40.7% (29 of 59) receive Special Ed services and have an I.E.P.

Special Education Successes

Math: All students are receiving replacement math at their level, while being pushed to a higher level. The goal is to have students leaving middle school with as close to mastery of 6th grade level curriculum as possible. Over the past years two groups of students have been receiving math instruction on the same concepts. After repeated assessments, students that had been given instruction two years in a row covering the 5th/6th grade curriculum scored 20%

higher than other students on an end of year 6th grade assessment. This year 21% of students are currently working through a 6th grade/pre-algebra level in their SDI math class. The goal is for 52% of students currently in the 6th and 7th grade to be working through a 6th grade/pre-algebra level in their SDI math for the 2015-2016 school year.

Reading: We are looking in to a specific reading program Inside that will provide curriculum and assessments for us to specifically look at our students and their success. Although started in 2014, there will be further augmentation in 2014-2015.

Special Education Challenges

For the past several years our special education teachers have had full caseloads and are experiencing a wide variety of needs in these caseloads. We continue to provide services in the least restrictive environment with co-teaching, para work in general education classrooms and pull out classes. Each year we look at the individual needs of our students and adjust our delivery model.

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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	52%	58%
Math: grades 6-8	46%	50%

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

Successes

- Reading initiatives sponsored by the Kamiakin library and specialist Gretchen Oates. These have included; Fab 50, March Madness, Book club, Battle of the Books, Blind date with a book, et. al
- Literature circles in 6th, 7th and 8th grade ELA classes
- Math Club & Math Olympiad have grown extensively with outside volunteer support.
- Robotics Club meeting once/week, also grown significantly
- Teachers teaming together to specifically address extending the opportunities for students at standard
- 6th grade Enrichment elective for students at standard

Challenges

- Limited FTE with regard to safety net classes and numbers of students to address.
- Growing population of Special Education students with a variety of specific needs.
- Growing population of ELL students with a variety of specific needs.
- General education classes (particularly Science) at student populations on average of 33 students.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input checked="" type="checkbox"/> Continued from previous year	Perception Goal #2 <input checked="" type="checkbox"/> Continued from previous year
2013-14	<p>Goal: Goal area #4. Collaboration/Communications</p> <p>Continuing the same theme we saw from last year.</p> <p>We expect to see the percentage of staff that <i>“staff routinely work together to plan what will be taught”</i> to go from 55% to 65% of our staff that agree mostly to completely.</p>	<p>Goal: Goal area #6: Monitoring of Teaching and Learning</p> <p>We expect to see: <i>“teachers receive regular feedback on how they are doing”</i> to go from 47% to 60% of our staff.</p> <p><i>“Teachers provide feedback to each other to help improve instructional practices”</i> to go from 30% to 50% of our staff that agree mostly to completely.</p>
	From: 55% To: 65%	From: 47% & 52% To: 60% & 62%

Analysis of Perception Data
<p>Why were these goal areas selected? What actions were taken to achieve these goals? What are your school’s next steps?</p> <p>Staff that agreed “completely & mostly” with working together to plan what will be taught was at 61%. We had hoped to achieve a 65%.</p> <ul style="list-style-type: none"> • LEAP Wednesdays and staff meeting time specifically set aside for curriculum departments and staff to meet. • Teachers put together in “teams of 2” at 6th, 7th and 8th grade levels with specific curriculum to plan together. • Teachers remained per request with the same content for this school year ‘14-’15 to go deeper with the curriculum <p>Staff that agreed “completely & mostly” with regard to teachers receive regular feedback on how they are doing was 75%. We had hoped to achieve 60%</p> <ul style="list-style-type: none"> • Both administrators used an informal check in sheet when visiting classrooms, providing a copy to teachers • Administrators doors are open, willing to have conversations on improvement or positive feedback <p>Staff that agreed “completely & mostly” with regard to whether teachers provide feedback to each other to help improve instructional practices was 64%. We had hoped to achieve 50%</p> <ul style="list-style-type: none"> • Due in large part to an emphasis in teacher teams in every curricular department

- The resource of time was provided for all staff during LEAP afternoons and staff meeting times
- English / Language Arts release to review the CBA both prior to giving the assessment and after to look at results

Kamiakin Middle School 2014-2015

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal	Science MSP SMART Goal			
2019- 8 th	81% passed in 2014 84% will pass in 2015	74% to 80%			
2020-7 th	77% passed in 2014 79% will pass in 2015				
2021- 6 th	78% passed in 2014 81% will pass in 2015				
“Class of”	Math SBA SMART Goal	Algebra EOC		Geometry EOC	
2019- 8 th	79% to 85%	From: 84%	To: 90%	From:	To:
2020- 7 th	75% to 80%	From: 0%	To: 100%		
2021- 6 th	72% to 78%				

Closing the Achievement Gap - Sub-Group Goal(s):

Based various data sources you are using within your school which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, Low Income, Sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal:

- Continuing our work with Hispanic students, in particular, those that are targeted ELL. We will move all students identified ELL up at least one level on the WELPA test given in the spring of 2015.

Action Plan:

- Certificated staff members in the comprehensive stage of professional growth will align their individual goal (3.1) work with an underperforming population with ELL students in their classroom specifically chosen.
- Certificated staff members in the focused stage will work with a team of teachers, with at least one group member being comprehensive and focused on an ELL sub group.
- We continue to be a part of the district “Response to Intervention” program and will move the effort from the 6th grade to the 7th and 8th grade.
- Math and Science will make specific use of Word Walls in our classrooms. Math will use the Estimation 180 strategy in their classes.
- All classes will begin to implement assorted SIOP strategies.

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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	55%	60%
Math grades 6-8	44%	48%

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

- 6th grade Enrichment period during 4th period every day. Students that have demonstrated a 3 or 4 on the 2014 MSP will have an opportunity to enrich their academic content from core classes and learn from project based curriculum.
- Homeroom time set aside specifically to address enrichment opportunities
- Robotics club and other enrichment activities after school for students
- Math and Science will make an ongoing attempt to include Level 4 questions on formative tests and quizzes.
- All classes will attempt to integrate several leveled projects during the year.

Perception Goals: You may select 1 or 2 goals in this area		
Year	Perception Goal #1 <input checked="" type="checkbox"/> Continued from previous year	Perception Goal #2 <input checked="" type="checkbox"/> Continued from previous year
2014-15	<p>Goal area #4. Collaboration/Communications</p> <p>We expect to see the percentage of staff that <i>“staff routinely work together to plan what will be taught”</i></p> <p>to go from 65% to 75% of our staff that agree mostly to completely.</p>	<p>Goal area #6: 2 parts</p> <p>Monitoring of Teaching and Learning</p> <p>We expect to see: <i>“teachers receive regular feedback on how they are doing”</i></p> <p>to go from 75% to 80% of our staff.</p> <p><i>“Teachers provide feedback to each other to help improve instructional practices”</i></p> <p>to go from 64% to 70% of our staff that agree mostly to completely.</p>
	From: 61% To: 70%	From: 75% & 64% To: 80% & 70%

School Process Summary
Highlight strategies to meet goals in reading & writing:
<ul style="list-style-type: none"> • Professional Growth Student Goals that certificated staff will be responsible for selecting standard(s), baseline data, assessments and follow up. • Achievement Guide / Progress report staff, student, parent sharing grades and progress throughout the school year • 6th grade common plan time for teachers • Homework & Mandatory makeup time: individual teachers utilize time after school to provide necessary help and/or makeup opportunities • Interactive student Notebook & note taking: student based Cornell note taking and information gathering, maintained by teacher • Common District Summative Assessments & grading by teachers within the same curriculum, to adjust instruction and differentiate for the needs of individual students. • National Novel Writing Month undertaken by several English Language Arts teachers to address the need to build writing skills • SIOP Training: Several ELA teachers received or will receive training in implementing instructional strategies to improve instruction for ELL, Sped and all students in a content area.

- **Mini-lessons to teach CBA research skills:** ELA department will team with Sped and ELL teachers to plan and implement mini-lessons focusing on the following CCSS:
 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)
 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2)
 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9)

- **Step Up to Writing Curriculum:** Writing mini-lessons to improve reading comprehension

Haiku: ELA department page to share teaching strategies, lessons and student work

Highlight strategies to meet goals in math & science:

- **Professional Growth Student Goals** that certificated staff will be responsible for selecting standard(s), collecting baseline data and using assessments and follow up.
- **Achievement Guides:** staff, students and parents sharing grades, progress and goals throughout the year.
- **6th grade** pilot of the "Response to Intervention" model will continue and built out to 7th and 8th grade
- **6th grade** common plan time
- **6th grade** use of a "directed elective" called challenge block. Students are placed specifically in the class with teachers that address skill building (reading/writing and mathematics) or enrichment activities/strategies
- **Homework Make Up time:** various teachers and departments utilize time before and after school to provide necessary help and/or makeup opportunities. The 6th grade team utilizes lunch time for their "Lunch Club"
- **Building effort "Word Walls"** across all curriculums, specific focus on necessary content and academic vocabulary
- **Common District Summative Assessments and grading** by teachers within the same curriculum, to adjust instruction and differentiate for the needs of individual students

Highlight use of technology to improve student learning:

- **Haiku:** Teachers corroborate on specific strategies to provide students with a common set of skills and expectations for communication
- **Standard Score:** Used to help students understand expectations and communicate
- **Math:** IXL, Moby Max, Geometry Sketch Pad, End of Course state released items, SBAC, Engage New York, 21st Century Lessons, Kahoot
- **Science:** Starry Night, Nebraska Astronomy, Phet simulations

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

- **Achievement Guide** provided to students at the halfway point of every quarter. Pre-populated data on MSP total scores and strand data. Teachers provide grades and guidance, as well as learning plans for those students that did not meet standard on MSP. Achievement Guides are then taken home for a parent signature and returned.
- **Mandatory make-up:** LA/SS and Math/Science started using “mandatory makeup” as part of the expectation for students. Teachers share time hosting students in the library after school for students that have incomplete work.
- **Homeroom:** We will use homeroom time during the week to help students receive help or guidance, as well as a potential RTi component.
- **Student Led Conferences:** Some math and science classes have parents attend students led conferences

**LWSD Continuous Improvement Process
High School CIP 2014-2015**

Juanita High School

Part 1: 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.

2013-2014 Goals: Due to DSS by October 10, 2014

Data Summary, Look-back, Reflection and Analysis

Class of 2014	
Washington State On Time Graduation Percentage:	
89.4	
Extended Graduation Percentage:	
94.4	
Reflections:	
<p>Has your On-Time Graduation Percentage increased over the past few years? Decreased? Our graduation rate has slightly declined. Share your thoughts as to what has contributed to these outcomes. I believe the contributing factors to be increased graduation requirements related to testing and to a 3rd year requirement in mathematics.</p>	

Class of 2014 – Previous 12 th graders					
2013-2014 Goals:					
	On Track Literacy	On Track Math	On Track Science	On Track Grad Req's	On Track Credits
Goal Percent:	100	100	100	100	100
Result Percent:	92.5	99	98	92	90
Reflections:					
<p>What specific steps did your school take to help students who were not on track to graduate?</p> <ul style="list-style-type: none"> • Individual meetings with students • Contact and conversation with parents • Providing of one-on-one support for students 					

Class of 2015 – 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:	286		293		243		255		223		258		286	
Percent:	90	100	92	100	76.5	100	80	100	70	100	81	100	90	100
Reflections:														
What specific steps did your school take to help students who were not on track to graduate?														
<ul style="list-style-type: none"> • On-on-one meetings with counselors • Meetings with families/school administrators • Providing multiple opportunities for students to meet standards • Providing multiple supports for students to meet standards 														

Class of 2016- current 11th graders													
2013-14 Reading HSPE SMART Goal:													
Using these prompts please respond by content teams:													
1. As a team what were you most proud of based on your students' assessment results? As a department, we were very pleased with the reading scores. This indicates that the focus on structure and supporting evidence, as outlined by the Common Core, are areas we are addressing successfully. We continue to focus on the area of informational text, as a department and as an "all-in" faculty goal.													
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Our team can improve by continuing to work in our PLC groups on common assessments, goals and on paper norming. This is our department's PGE goal for the year. We can also continue to encourage close reading and written analysis of both fiction and especially informational text.													
3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? We were very pleased by our scores, especially since the scores do not completely align with the class grades students received in our subject area. This gap between the state testing grade and the classroom grade is intriguing and will be further discussed and analyzed in our PLC groups.													
2013-14 Writing HSPE SMART Goal:													
Using these prompts please respond by content teams:													
1. As a team what were you most proud of based on your students' assessment results? As a department, we were very pleased with the scores, particularly in this area, i.e.,													

writing. This indicates that the focus on structure and supporting evidence, as outlined by the Common Core, are areas we are addressing successfully.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Our team can improve by continuing to work in our PLC groups on common assessments, goals and on paper norming. This is our department's PGE goal for the year. We can also continue to encourage close reading and written analysis of both fiction and especially informational text.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were very pleased by our scores, especially since the scores do not completely align with the class grades students received in our subject area. This gap between the state testing grade and the classroom grade is intriguing and will be further discussed and analyzed in our PLC groups.

2013-14 Algebra EOC SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?
More than 90% of our students in Algebra I met the Washington State standard.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Approximately 10% of students did not meet standard and need additional support. In addition, the state standards are a basic measure of mathematical learning. Ideally, we'd like students to exceed this student in order to be prepared for college.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We are delighted to see many of our minority students, specifically of Hispanic descent (a focused goal for our school and department), who tend to struggle academically, meet and exceed standard on the End of Course exams!

2013-14 Geometry EOC SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?
90% of students in Geometry met the Washington State standard.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Approximately 10% of students did not meet standard and need additional support. In addition, the state standards are a basic measure of mathematical learning. Ideally, we'd like students to exceed this student in order to be prepared for college.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We are delighted to see many of our minority students, specifically of Hispanic descent (a focused goal for our school and department), who tend to struggle academically, meet and exceed standard on the End of Course exams!

2013-14 Biology EOC SMART Goal:

Using these prompts please respond by content teams:

- As a team what were you most proud of based on your students' assessment results?
We worked with students from all levels and were quite successful. Many students who were dealing with challenging personal circumstances passed the Biology EOC. In addition, many students who were enrolled in "off track" Science classes, such as Integrated Science and Environmental Biology, passed the Biology EOC. In addition, we are so pleased to see many students with IEPs passing the examination.
- As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
We are not yet at a 100% passing rate and this is our goal. An analysis of the data shows that students struggled with the Ecology unit and this become a focused area in the current year.
- As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
It is surprising that Safety Net funding is not provided in Science, although it is a graduation requirement area. A supplemental class for students who need a more focused and personalized approach, perhaps with a smaller class size would be a program we would be willing to pilot.

2013-14 Results:

Year	Reading HSPE %			Writing HSPE %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-10 th	21.7	67.2	90.5	38.6	49.8	90.4
Year	Algebra EOC %			Geometry EOC %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-10 th	45.7	45.8	91.5	60.6	29.3	89.9
Year	Biology EOC %					
	Proficient	Exceeds Proficient	Total Proficient			
2014-10 th	44.8	38.4	83.2			

Class of 2017- current 10th graders

Percentage of students completing 9th grade with at least 6 credits: 79.6

As a school what are possible steps you can take to improve this percentage?

We are hoping that our "all-in" faculty focus on Reading Informational Text will provide students with better foundational skills. As of the writing of this CIP report, we haven't yet analyzed scholarship rates of students who are entering sophomore year with fewer than six credits, and plan to do so in November.

2013-14 Algebra EOC SMART Goal: N/A

Using these prompts please respond by content teams:

- As a team what were you most proud of based on your students' assessment results?
Just 76 students sat for the exam and 50% met the standard. This wasn't a big surprise

as many students were perceived as missing foundational skills.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Improvement will lie in our fidelity and constancy with the new Common Core standards. Also, working with common assessments and RTI strategies within our Algebra I and Geometry PLCs is planned as a response to the data.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Many students underperformed in the areas of "Number Sense, Operations, Expressions and Variables" and "Linear Equations and Inequalities." Awareness of this will help with planning in the current year, especially in light of our "all-in" adoption of Common Core standards.

2013-14 Geometry EOC SMART Goal: N/A

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

We are pleased that 73% of the students sitting for the exam, met or exceeded the standard.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We are hoping that our PLC structure will support the implementation of the Common Core standards on which subsequent state examinations would be based.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised that a large percentage of the sample group, even those who passed did not perform well on "Course Specific Content." We believe that weaknesses that were not addressed, even for those who met or exceeded the standard caused these results. This implies the need for more careful assessment and differentiation, outside of an RTI model.

2013-14 Biology EOC SMART Goal: N/A

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

We are proud of the exceptional performance of last year's 9th graders.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We are not yet at a 100% passing rate.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were pleased to see the students performing so nicely on the "Inquiry" and "Application" strands.

Results:						
Year	Algebra EOC %			Geometry EOC %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-9 th	40.8	9.2	50	53.3	20	73.3
Year	Biology EOC %					
	Proficient	Exceeds Proficient	Total Proficient			
2014-9 th	13.6	82.7	96.4			

Class of 2018- current 9 th graders						
No goals were set for class of 2018.						
Results:						
Year	Reading MSP %			Algebra EOC %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	18.9	65.1	84	23.7	54.8	78.5
Year				Geometry EOC %		
				Proficient	Exceeds Proficient	Total Proficient
2014-8 th				12.5	85	97.5
Year	Science MSP %					
	Proficient	Exceeds Proficient	Total Proficient			
2012-8 th	46.4	35	81.4			
Reflections:						
<p>As a class what do you see from this data? We are glad to see a positive trend beginning in 8th grade performance and look forward to students with a strong foundation matriculating from grade to grade.</p> <p>What do you see as areas of strength? Reading, algebra and geometry and science scores are tending higher relative to prior years.</p> <p>What areas do you feel needs attention? Given an incoming class of nearly 400 students, 16% of students not meeting standard in reading correlates to a large number of students who would need attention in safety net and other differentiated academic structures and strategies.</p>						

Sub-Group Analysis:

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

AMO Data for identified subgroup, or subgroups:

N/A

Successes:

- Formation of Latino Mentor Group
- Guest Speaker for Latino Mentor Group
- One-to-one and small group support of Latino students by Faculty mentors

Challenges:

- **Maintaining the program, including guest speakers and Faculty mentors**
- **Maintaining a constancy of support for students and integration of new students**

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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
Prior challenge goal: <i>Many of our incoming students are below standard in reading and/or writing or have IEP goals in reading and/or writing. In order to supplement our common PGE goal of personalization of learning, we will implement professional development on reading strategies across the curriculum.</i>	63	68

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

Efforts have included:

- Professional development session on reading strategies across content areas
- "Round Tables" during which teacher teams discuss the learning characteristics and successful strategies of a shared student

- Professional development on strategies that support students with Dyslexia

Successes:

2012-2013		2013-2014
54.2	Reading	67.3
71.4	Writing	72.5

Challenges:

Continuing the positive trend results amid the implementation of more rigorous common core standards.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 Y <input type="checkbox"/> Continued from previous year	Perception Goal #2 Y <input type="checkbox"/> Continued from previous year
2013-14	Goal: The staff works in teams across grade levels to help increase student learning.	Goal: Teachers provide feedback to each other to help improve instructional practices.
	From: 72 To: 80	From: 60 To: 80

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 as they are foundational to success in the Professional Learning Communities model. For goal #1, results from 2013-2014 slightly increased from 60% to 71%. For goal #2, results increased from 72% to 82%, slightly exceeding the stated goal.

Juanita High School 2014-15

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that HSPE and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-15: Due to DSS by November 14, 2014

Class of 2015 – Current 12th graders														
2014-2015 Goals:														
	On Track HSPE Reading		On Track HSPE Writing		On Track EOC Geo and Alg		On Track EOC Biology		On Track Grad Reqs.		On Track Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Percent:	89	100	93	100	78	100	80	100	97	100	62	100	89.4	100

Class of 2016 – Current 11th graders														
2014-2015 Goals:														
	On Track HSPE Reading		On Track HSPE Writing		On Track EOC Geo and Alg		On Track EOC Biology		Grad Reqs.		On Time Credits		SBA ELA	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	Goal	
Percent:	90	100	90	100	50	100	84	100	21	100	62	100	90	

Class of 2017– Current 10th Graders					
	SBA ELA			Biology EOC	
SMART Goal 2014-15	90			From:	To:
				84	90

Class of 2018– Current 9 th Graders						
	Students completing 9th grade with 6 credits		SBA Math	SBA ELA	Biology EOC	
SMART Goal 2014-15	*From: 72	To: 100	N/A	N/A	From: 73	To: 100

*Take "From" data on students completing 9th grade with 6 credits from class of 2017

Closing the Achievement Gap - Sub-Group Goal(s):

Based various data sources you are using within your school which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: The percentage of Hispanic students meeting standard on EOC Biology examinations will increase from 52% to 67%

Action Plan: Biology teachers will include many of the targeted students within their 3.1 Teachscape goals. They will also work to support students on an individual basis through use of embedded formative assessment data and with their personal 1-1 time and attention. attention as they

Subgroup and Goal: The percentage of Special Education students meeting standard on EOC Mathematics I examinations will increase from 57% to 67 percent.

Action Plan: Algebra teachers will include many of the targeted students within their 3.1 and 6.1 Teachscape goals. They will also work to support students on an individual basis through use of embedded formative assessment data and with their personal 1-1 time and attention. Many of the students needing additional academic support will be enrolled in a Team Taught class format, allowing them further opportunity from enhanced teacher time support.

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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
In our most recent testing data, Writing scores for last year's Sophomores (class of 2016) show the ratio of Level 4 scores to Level 3 scores as 1.3:1. Our Challenge goal is to increase this ratio to 2:1.		
<p>Our English classes are focusing on Common Core implementation within our PLC groupings. This is inclusive of content and practice standards. This higher level of rigor and focus on analysis of learning data among teachers should result in an increase in reading and writing achievement, causing an increase in students reaching higher levels of achievement within the passing range.</p>		

Perception Goals: You may select 1 or 2 goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	The staff works in teams across grade levels to help increase student learning.	Teachers provide feedback to each other to help improve instructional practices.
	From: 71 To: 80	From: 82 To: 85

School Process Summary
Highlight strategies to meet goals in reading: <ul style="list-style-type: none"> • Implementation of Common Core content and practice standards. • Heightened use of embedded formative assessment strategies. • One-to-one coaching strategies. • Increase in classroom writing assignments.
Highlight strategies to meet goals in math: <ul style="list-style-type: none"> • Team taught class for student with IEPs in the content area. • Heightened use of embedded formative assessment. • One-to-one coaching strategies.
Highlight strategies to meet goals in science: <ul style="list-style-type: none"> • Use of embedded formative assessment strategies. • Discussion of learning data and instructional methodology within PLC group.

Highlight strategies to meet goals in writing:

- Implementation of Common Core content and practice standards.
- Heightened use of embedded formative assessment strategies.
- One-to-one coaching strategies.
- Increase in classroom writing assignments.

Highlight use of technology to improve student learning:

- Increase real-time use of student laptops.
- Formative assessments delivered through student laptops resulting in immediate feedback to students.
- Use of online discussion groups.
- Use of online student polling to deliver teacher feedback.

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

- Monthly Principal EBlasts.
- Monthly Coffee/Tea with the Principal (and Principal team).
- Cambridge Information Night.
- Eight Grade Parent Night.
- Parent Focus group.
- Use of Haiku and StandardsScore in all classrooms.
- Partnership with local Rotary club.
- Partnership with EvergreenHealth.
- Partnership with local Kiwanis club.

**Continuous Improvement Process Plan
Community School CIP 2014-2015**

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>						
2013-2014 SMART Goals						
Reading Goal: n/a						
Math Goal: n/a						
Science Goal: n/a						
Results: n/a						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	n/a	n/a	n/a	n/a	n/a	n/a
2013-4 th	n/a	n/a	n/a	n/a	n/a	n/a
2012-3 rd	n/a	n/a	n/a	n/a	n/a	n/a
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	n/a	n/a	n/a			
Grade Level Reflections:						
None of the 2013-2014 5 th graders participated in the MSP.						
<u>Class of 2022- current 5th graders</u>						
2012-2013 SMART Goals						
Reading Goal: n/a						

Math Goal: n/a						
Writing Goal: n/a						
Results: n/a						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4 th	n/a	n/a	n/a	n/a	n/a	n/a
2012-3 rd	n/a	n/a	n/a	n/a	n/a	n/a
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2013-4 th	n/a	n/a	n/a			
Grade Level Reflections:						
None of the 2013-2014 4 th graders participated in the MSP.						

<u>Class of 2023- current 4th graders</u>						
2013-2014 SMART Goals:						
Reading Goal: n/a						
Math Goal: n/a						
Results: n/a						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3 rd	n/a	n/a	n/a	n/a	n/a	n/a
Grade Level Reflections:						
None of the 2012-2013 3 rd graders participated in the MSP.						

School Wide EOY DIBELS: 2013-2014 Goals			
Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	14/14	16/16	K – n/a
Year	Class of 2023 Current 3 rd Grade	Class of 2024 Current 2 nd Grade	Class of 2025 Current 1 st Grade
2014	12/14	13/16	K – n/a
2013	12/14	K – n/a	
2012	K - n/a		
DIBELS Reflections:			
2nd Grade:			
<p>The two students below benchmark on the EOY DIBELS in 1st and 2nd grade both qualified and received individual education plans (IEPs) to receive services in reading fluency and comprehension.</p>			
1st Grade:			
<p>Of the three students below benchmark in first grade on the EOY DIBELS, one qualified and received an individual education plan (IEP). The other two students received intervention in acquiring reading skills and their progress continues to be monitored through one-on-one target lessons and small group activities.</p>			
Kindergarten:			
n/a			

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.

Our school worked to provide adequate support for children who qualified for Special Education services. Students were brought to Guidance Team when teachers and/or parents had concerns about the student's progress. The SPED teacher and paraprofessional provided services for students with an IEP or 504 plan.

Successes: we had improved communication amongst the CS staff and SPED staff, which helped make the services provided to students more consistent.

Challenges: There were several parents whose children went through the GT/IEP process who were frustrated by the process. We have reflected on these incidents and will plan accordingly in the future.

2013-14 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
n/a	n/a	n/a

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

n/a

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1	Perception Goal #2
2013-14	Family Involvement – 100%	Community Involvement (i.e. camp, field trips, guest instructors and presentations)
	From: 100% To: 100%	From: 90% To: 100%
2012-13	Family Involvement – 100%	Community Involvement (i.e. camp, field trips, guest instructors and presentations)
	From: 100% To: 100%	From: 90% 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?

Both family involvement and community involvement are paramount to our school's success. We focus on new and improved ways to invite family involvement in many facets of school activities. Initial volunteer sign up occurred during the August all-school work party and during the first evening parent group meeting. Volunteer recruitment continued throughout the school year via a parent volunteer coordinator who sought volunteers to satisfy teacher requests. Teachers provided training for parents in each area of volunteering and conducted follow-up discussions to improve the volunteer experience and student support. Community involvement this year included several visiting educators (meteorologist, Living Voices librarian, Pacific Science Center educator, King County Solid Waste educators) in addition to field trips to a nearby state park, the Woodland Park Zoo, the Farm, the King County Library, and the Issaquah Salmon Hatchery.

Community School 2014-2015

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional 'from – to' goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

Performance Goals – Statements (Current year’s work)								
“Class of”	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To:
2020- 5 th	n/a	n/a	n/a	n/a		n/a		
2021 -4 th	n/a	n/a	n/a	n/a				n/a
2022- 3 rd		n/a		n/a				
2023-2 nd	n/a	n/a						
2024- 1 st	n/a	n/a						
2025- K	n/a	n/a						

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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 demonstrate achievement from 3-4 in math Common Core standards new to their respective grade levels	Baseline of 0	3-4
<p>Student progress will be measured using LWSD CDSAs for each grade level. As a team, the staff will create and implement a year-long curricular map of Common Core math standards. The curricular map of Common Core math standards, highlighting standards new to each grade level, will be used to drive instruction and promote accountability across grade levels for all students. By identifying standards new to each grade level, we will be able to measure student growth in these targeted areas. Our goal is to focus on these particular standards and bring these students from a baseline of 0 to proficiency.</p>		

Perception Goals:				
Year	Perception Goal #1		Perception Goal #2	
2014-15	Family Involvement		Community Involvement	
	From: 100%	To: 100%	From: 90%	To: 100%

2013-14	Family Involvement – 100%	Community Involvement (i.e. camp, field trips, guest instructors and presentations)
	From: 100% To: 100%	From: 90% To: 100%

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
<p>We will continue successful practices from past years to teach Common Core literacy standards: the entire staff implementing teaching strategies learned by attending WORD sponsored workshops and book clubs; each classroom participating in literature discussions (small groups and whole class), reader’s theatre, weekly work in spelling and vocabulary including word study of identifying familiar word chunks, root word identification, context clues, and the meaning of prefixes, suffixes, and root words; all students conducting research with non-fiction text and digital resources; students completing written and oral reading responses, book reports and book reviews; and, each child reading aloud to another student on a weekly basis.</p> <p>This year, we wish to provide more opportunity for hands-on math workshops to further develop problem solving skills and to meet new Common Core standards. We will also continue successful practices from past years to teach math: Students participating in targeted small group lessons and practicing computational fluency and strategies; students having frequent conferences with their teacher to explain their thinking and problem solving strategies; and, whole class mathematics experiences. This year, we will continue to develop writer’s workshop mini lessons, and to conduct small group work and individual conferences to provide targeted teaching and learning in writing. Our school will also continue to conduct weekly science investigations.</p>
Highlight use of technology to improve student learning:
<p>During Instruction: Use of Envision Math Interactive Learning, ActivInspire Flipcharts, PowerPoint presentations, United Streaming and the document camera. Students will use Haiku, Microsoft Word, PowerPoint, Type to Learn, and they will conduct internet searches. Students will operate district provided netbooks.</p>
Highlight steps to involve of staff, students, parents, families, and community:
<p>Devote an hour of the second parent group meeting for training volunteers for three of our most labor-intensive and crucial volunteer activities. Schedule numerous, relevant field trips into the community. Continue to invite visiting educators to share programs at our school. Continue to conduct goal-setting conferences in the Fall, student led conferences in the winter and an open house in the spring. Continue to use LEAP days to work collaboratively as a staff to develop learning opportunities for our students, to reflect upon our teaching practices, to familiarize ourselves with new LWSD curriculum and Common Core standards and to share assessment information.</p>

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Discovery Community School

2013-2014 Reflection Goals:

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal:
<p>Our school participated in the SBAC Field Test in 2013-2014. Our baseline assessment information was gleaned from scores obtained on the MSP spring 2013 assessment for reading. Given the small cohort size, each student represents 7%. I collaborated with the Sandburg Elementary 5th grade team. Growth in reading is due to timely and frequent feedback to students, small group instruction with parent implementation, and the teacher to student relationship. We determined growth using report card data and the district curriculum Wonders End of Unit Assessments. 54% met standard on report card data reported on the Data Dashboard. With my Sandburg colleagues, I recognize that we can improve student growth through continued vertical teaming to identify missing skills as students' transition to the new standards and continued, daily targeted support for students approaching, at standard, and exceeding standard.</p>
Math Goal:
<p>Our school participated in the SBAC Field Study in 2013-2014. Our baseline assessment information was gleaned from scores obtained on the MSP spring 2013 assessment for math. As a member of the Sandburg cohort, our team was most proud of the growth noted for our students with special education services. Of the Discovery students, 7% received specially designed instruction. We attribute this growth to timely and frequent feedback, clear and current standards, and the teacher to student relationship. We determined growth using district curriculum Envision End of Topic Assessments. We recognize that we can improve student growth through continued vertical teaming to identify missing skills as students' transition to the new standards and continued, daily targeted support for students approaching, at standard, and exceeding standard.</p>
Science Goal:
<p>The baseline assessment information was gleaned from scores obtained on the MSP spring 2012-2013 assessment for science.</p> <p>Our scores improved from 92.3 % at or above standard on the MSP in 2012-2013 to 100% proficient as measured by the 2013-2014 MSP. I am most proud of the 92.3% exceeds proficient and the success of my student on an IEP for reading and writing. Student growth is attributed to learning journeys (field trips) and project based learning that enrich the FOSS curriculum, as well as the student to student and student to teacher relationship.</p>

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	/	/	/	/	/	/
2013-4 th	28.6%	71.4%	100%	21.4%	71.4%	92.9%
2012-3 rd	30.8%	53.8%	84.6%	23.1%	53.8%	76.9%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	7.7%	92.3%	100%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

Our school participated in the SBAC Field Test in 2013-2014. Our baseline assessment information was gleaned from scores obtained on the MSP spring 2013 assessment for reading. Given the small cohort size, each student represents 7%. I collaborated with the Sandburg Elementary 4th grade team, focusing on ELA performance as measured by the LWSD ELA Winter Assessment and report card data. The writing prompt was presented to both grade levels in this multiage classroom, but each was scored using the grade specific rubric. 56% of students met the new standard in ELA using report card data. The 4th grade team was most proud that 80% of students met or exceeded the new standards in ELA as measured by the LWSD ELA Winter Assessment. Given that the standards are new, we expected holes in learning and found that vertical teaming helped us to identify areas where students would need additional instruction.

Math Goal:

As a partner with the Sandburg Elementary 4th grade team, I was most proud that we responded to student needs continuously and gave extra effort to identify holes in learning created when we transitioned students to the CCSS. We found that 62% of students met or exceeded standard in math as measured by a teacher created assessment. Report card data indicates 33% of students are at standard. We had intended to use the end of year Envision test, but it was multiple choice only and therefore did not offer level 3 or level 4 questions. Vertical teaming helped us to identify areas where students would need additional instruction. Even though our 33% score in math doesn't show growth when compared to our earlier goal based on the MSP, our pre and post testing of these new skills indicated a lot of growth as monitored through our data team.

Writing Goal:

Our school participated in the SBAC Field Test in 2013-2014. Our baseline assessment information was gleaned from scores obtained on the MSP spring 2013 assessment for reading. Given the small cohort size, each student represents 7%. I collaborated with the Sandburg Elementary 4th grade team, focusing on ELA performance as measured by the LWSD ELA Winter Assessment and report card data. The writing prompt was presented to both grade levels in this multiage classroom, but each was scored using the grade specific rubric. 56% of students

met the new standard in ELA using report card data. The 4th grade team was most proud that 80% of students met or exceeded the new standards in ELA as measured by the LWSD ELA Winter Assessment. Given that the standards are new, we expected holes in learning and found that vertical teaming helped us to identify areas where students would need additional instruction. In writing, 82% of students met or exceeded standard as measured by the end of report card grade in opinion writing. This was higher than we had expected and likely due to a grade level emphasis on writing to the CCSS and the shift from looking at one form of writing instead of the two forms of writing assessed on the MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	/	/	/	/	/	/
2013-3 rd	34.6%	57.7%	92.3%	42.3%	37.2%	79.5%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	/	/	/			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Our school participated in the SBAC Field Test in 2013-2014. This cohort group of 12 has had a solid foundation in reading proficiency during K-2 which continued to be developed through 3rd grade. Working collaboratively with the Sandburg Elementary 3rd grade team, we focused on reading comprehension skills as measured by Bloom’s taxonomy of comprehension and their ability to write a topic, supportive detail, and conclusion sentence as measured by teacher and district created writing prompts and scored per the CCSS. DCS students exceeded the goal of 80% at standard by achieving 92% at standard in reading and 100% at standard in writing. Continued vertical teaming help us to target those skills students are missing as part of the transition to the new standards. Students are exposed to upper grade content in the multiage setting. We have agreed on common instructional strategies as part of the Data Team process. Students were supported in their learning by 1:1 teaching, volunteers leading small groups and individuals, using technology for writing workshop.

Math Goal:

3rd Grade:

Our school participated in the SBAC Field Test in 2013-2014. Our 3rd grade team was most proud of our work with the Data Team process. This process involved regular analysis of common assessment information, instructional strategies, and a daily common time for students to receive either enrichment or re-teaching. We focused on developing automaticity in math facts as an essential foundational skill. Next year we will refine this process to spend less time entering student assessment data and more time on developing

instructional strategies. Using multiple assessments, 67% of students met standard in math. Continued vertical teaming will help us to target those skills students are missing as part of the transition to the new standards. We agreed on common instructional strategies as part of the Data Team process. Students were supported in their learning by 1:1 teaching, volunteers leading small groups and individuals, using technology for writing workshop.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	97% EOY DIBELS	/	97% EOY DIBELS	/	/	/

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2	1	K

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	92%	100%	100%
2013	100%	100%	
2012	100%		

DIBELS Reflections:

Current 3rd Grade:

One student is approaching standard, the others are all at standard. Although her DIBELS score is strategic, her pattern of reading progress includes a fluctuation between strategic and core instructional level. Her writing skills are at standard. We are proud that our efforts resulted in sustained growth for this cohort group. We maximized our resources by using parent led targeted instruction in small instructional groups and partnering with our Safety Net teacher. We set a daily time for re-teaching and enrichment (WINN time) to allow targeted student support. We intend to use the same strategies this school year based on the strong outcome.

Current 2nd Grade:

Of 10 students, 1 is not yet at standard in reading. However, she is at standard in writing. Our common planning, shared instructional strategies, and continuous assessment are strengths that contributed to our students' success. A high level of participation from our students contributes to student growth through targeted support in individual and small groups.

Current 1st Grade:

We are very proud of our amazing students and our functioning as a collaborative team. Of our 11 students, 10 are at standard as measured by the DIBELS EOY assessment. The final student is

approaching standard and is at standard in other content areas. Our collaborative work together includes aligning grading practices to ensure consistency across the grade level, creating common assessments, sharing students based on individual student need. We enlist both parents and retired teachers to teach small groups and individual students.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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 the various data sources you are using within your school.

Using AMO and report card data, we identified our shared (DCS and Sandburg) underperforming students, both Safety Net and Special Education, as an area of focus. We found two contributing factors over which we had control. Both Safety Net and Special Education students regularly miss general education curriculum and instruction. Second, replacement and supplemental curriculum has not been aligned with the general education curriculum.

Successes

The district provided a companion ELA curriculum for both Special Education and Safety Net. Safety Net services used a push-in model and scheduled during designated grade level time for targeted support. The 30 minute daily time per grade level provides students supplemental, enrichment, or re-teaching based on individual student need.

Challenges

Special education student groups are established based on specific areas of need, not by grade level. In addition, the IEP drives the number of service minutes for each student and those minutes are often more than 30 minutes daily. This makes push-in services very difficult to schedule and even pull-out services cannot always be aligned with the same curriculum being presented in the general education classroom. To reduce the unintended impact created when special education students miss general education instruction in non-IEP areas, we have increased IA support during the literacy block for 2014-2015. The special education teacher designs instruction and monitors multiple small groups during that peak time.

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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		
5 th Grade	47%	51%
4 th Grade	37%	45%
3 rd Grade	3%	50%

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

We partnered with our parent group and PTSA to expand our Zeno math program. This includes a monthly school-wide challenge, a full set of math kits extending from 5th to 3rd grade, math enrichment programs after school, and an annual family Math Night with parent instruction, parent/student math games and teacher/volunteer facilitators.

A 4th grade teacher attended a math conference in May. She learned math strategies to promote more powerful teaching and learning. However, she did not share her learning with teachers. A date was scheduled, but was dropped due to more pressing LEAP content.

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	The number of staff responding Agree Mostly or Agree Completely to the question, “The staff works in teams across grade levels to help increase student learning.”	The number of staff responding Agree Mostly or Agree Completely to the question, “Students respect those different from them.”
	From: 76% To: 93%	From: 88% To: 93%

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?

This is a shared goal area created between DCS and Sandburg teachers. We had seen tremendous growth in our 2013-2013 Perception goal, “The staff shares a common understanding of what the school wants to achieve” and felt that “staff work in teams across grade levels to help increase student learning” was a natural progression. We addressed this goal by implementing the Data Team Process across all grade levels and created a second building leadership team specifically to lead the process and make related decisions on professional development. The Data Team Leadership participated in a book study, The Data Teams Experience. To ensure that all teachers were supported in this learning, we met regularly during Wednesday LEAP to complete the process in our grade level teams. All teams posted data on Haiku and maintained the same cycle of data analysis and response. In 2014-2015 the Data Team Leaders have the knowledge of the process and history of our experience to make thoughtful revisions to the process. We have agreed that teams are ready to set individual schedules that match grade level assessment cycles. To ensure continued growth and implementation, I will attend grade level Data Team meetings and we will focus on

ways to celebrate student growth as a staff. I also introduced the Data Wall format using individual student cards placed in pockets by level. I am not convinced that this adds value for the teachers, but I will use it again at grading periods. Strengths of this system include the connection we all make to seeing student faces, compelling us to take action. Weaknesses of the system include capacity (we have ~100 students per grade level), redundancy (teams are all using excel spread sheets that allow sorting, color coded levels, patterns of growth), and privacy (many of our students are teachers' children).

Our second goal, "students respect those different from them" was selected as an example of our interest in strengthening connections between our two student populations, DCS and Sandburg, and responding to discipline issues that were often connected to lack of respect for self and others or underdeveloped strategies to manage social demands. We also believe that our parent community tended to identify misbehavior as bullying. To address this, we implemented multiple interventions. As an extension of Unity Week activities and Unity Day in October, we instituted High 5 Fridays. Student leaders manned the entry doors to the building, offering high 5s and greetings to every student as they entered the building. This practice continues in 2014-2015. We also began the planning phase for a School Wide Positive Behavior Support system. Three parent representatives were selected from multiple applicants based on their expertise in SWPBS. The parents joined teacher representatives to define our needs and resources, research curriculum, and narrow the selection. The entire staff came to together to make a final selection, Second Step. The curriculum was purchased by our PTSA and lessons were presented by the counselor. This year we have adopted a new service delivery model to ensure instruction for all students throughout the school year. The SWPBS committee completed curriculum mapping for K-5. Classroom teachers now deliver lessons and the counselor reteaches concepts to teacher-identified students. Classified staff meet with the AP and counselor for instruction in the curriculum. School wide assemblies are held to celebrate student success and introduce the next unit.

Discovery Community School 2014-2015:

Part 2

Goals for 2014-2015:

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal		Math SBA SMART Goal	Science MSP SMART Goal	
2022- 5 th	92% to 100%		85% to 92%	from 95%	to 95%
2023 - 4 th	92% to 100%		85% to 92%		
2024 - 3 rd	90% to 95%		80% to 92%		
“Class of”	DIBELS				
2025 - 2 nd	From: 100%	To: 100%			
2026 - 1 st	From: 100%	To: 100 %			
2027 - K	From: 100%				
	To: 100%				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on various data sources you are using within your school which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: Given the small number of students at each grade level and in the school as a whole, there are insufficient numbers to generate a subgroup with an achievement gap. Discovery is joining Sandburg Elementary to focus on improving math performance in numbers and operations. This standard is critical as solid skills are a prerequisite for current and future math success.

Sandburg historically has underperformed on the state assessment in this skill when compared to schools with similar demographics. We will track progress in numbers and operations across grade levels using enVision topic tests and the end of year numbers and operations assessment.

By May 2015, students will move from 20% or fewer students at end of the year standard in numbers and operation to 83% of students at standard or above in numbers and operations as measured by scores calculated from the end of the year numbers and operations assessment.

Action Plan: (Describe your anticipated school's efforts in this area)

The following specific interventions have been put in place to support students currently not at standard:

- * WINN Time with IA staff support at each grade level
- * Informal and Formal Assessments w/Feedback
- * Focus Groups
- * Partner Work
- * Small group instruction
- * Technology Tools
- * Student teacher relationships
- * Zeno teacher instruction
- * Family Math Night with paired parent instruction

The following specific enrichment opportunities are in place to support students currently at or above standard:

- * School-wide monthly math challenge
- * Math Olympiad
- * WINN
- * Problem Solving Opportunities * www.mathletics.com
- * Math Games and Tournaments
- * Teacher-created enrichment activities

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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
5th graders will improve performance in science	92% at or above standard (38% at standard and 53.8% exceeds standard)	92% at or above standard (28% at standard and 64% exceeds standard)

School efforts and the specific area of need that is being addressed:

This goal area was selected due to evidence of weaker performance on the application of scientific reasoning strand of the test. Developing student's scientific writing skills through field tests and the annual Sandburg/DCS Science Fair- required participation for 5th grade students. Students will also have an intense science enrichment experience at Islandwood in February.

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: Teachers know the research basis for instructional strategies being used.	Goal: Staff members get help in the areas they need to improve
	From: 80% agree mostly or completely To: 90% agree mostly or completely	From: 75% agree mostly or completely To: 85% agree mostly or completely

School Process Summary
Highlight strategies to meet goals in reading:
RTI: Safety Net, WINN time with classified staff support to provide both enrichment and support, Special Education Small group instruction Parent led small group instruction Data Team Process (cycle of inquiry) Book club competitions for 4 th and 5 th Common formative assessments
Highlight strategies to meet goals in math:
RTI: Safety Net, WINN time with classified staff support to provide both enrichment and support, Special Education Small group instruction Parent led small group instruction Data Team Process (cycle of inquiry) Family Math Night Mathletics software Math Olympiad Common formative assessments
Highlight strategies to meet goals in science:
Team with Sandburg 5 th grade teachers Science Expo Field studies/Learning Journeys (field trips) Islandwood science overnight experience for 4 th and 5 th grades
Highlight strategies to meet goals in writing:
RTI: Safety Net, WINN time with classified staff support to provide both enrichment and support, Special Education Data Team Process (cycle of inquiry) Common formative assessments Wonders technology-based resources for writing District modalities taught by 3 ELA leaders (DCS and Sandburg combined)
Highlight use of technology to improve student learning:

Haiku- teacher, counselor, librarian, and 2 student pages

Netbooks distributed for regular student use

DyKnow to manage student use of technology tools

Student created weekly news videos using Camtasia

Collaboration between media specialist/librarian and classroom teachers

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

Coffee and conversation open forum with the principal

Steering and Community meeting presentations and participation

Islandwood chaperones

Movie Night

Family Dance Night and Dance Marathon events

Curriculum Night

Family Math Night

Math Olympiad

Science Expo

Assemblies and Moving Up Ceremony

Informer weekly news with PTSA

Parent volunteer opportunities: recess, lunch, health room, classrooms, library, field trips

New program: Watch DOGS volunteers

Take Home Books- reading program for primary students

Kids Helping Kids

Monthly Math Challenge

Enrichment classes- a parent attends every class

School Messenger

Boys in the Boat theme this year involved the broader community

Lake Washington Schools Foundation participation

WINN- parents support

**LWSD Continuous Improvement Process
Environmental and Adventure School CIP 2014-2015**

Part 1: 2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis

<u>Class of 2018- current 9th graders</u>						
2013-2014 SMART Goals						
Reading Goal:						
10. As a team what were you most proud of based on your students' assessment results? 95.8% met standard. 85.4% achieved a Level 4. Strand Scores related to reading and analyzing informational text exceeded 90% at standard.						
11. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Continue to emphasize informational text comprehension and analysis and promote extensive reading of literary texts.						
12. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? Consistent improvement in informational text reading scores resulting from school-wide focus, instruction, and assessment.						
Math Goal:						
4. As a team what were you most proud of based on your students' assessment results? 91.7% of students met standard.						
5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? 41.7% achieved Level 4; 50% achieved Level 3. A greater percentage could reach a Level 4.						
6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? The Number of students at L4 increased from the previous year by 7% possibly due to emphasis on strands where students tended to perform more poorly.						
Science Goal:						
4. As a team what were you most proud of based on your students' assessment results? 95% of students met standard. 64.6% achieved a Level 4.						
5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Increase the percentage of students proficient in the applications of science strand.						
6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? Students performing low in the applications of science strand could have been an issue with test variability.						
Results:						
Year	Reading			Math MSP		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	10.4%	85.4%	95.8%	50%	41.7%	91.7%
2013-7 th	25.5%	66.7%	92.2%	21.6%	66.7%	88.2%
2012-6 th	44%	51%	95%	57%	35%	92%

Year	Geometry EOC			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	13%	86.7%	100%	40.5%	57.1%	97.6%
2013-7 th				36%	50%	86%
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2014-8 th	31.3%	64.6%	95.8%			

Class of 2019- current 8th graders

2013-2014 SMART Goals:

Reading Goal:

7. As a team what were you most proud of based on your students' assessment results?
 - 75.5% of students achieved a Level 4 in Reading with 91.8 meeting standard. 72.9% of students met standard in the Analysis Strand and 87.5% met standard in the Informational Text Strand. These strands were our school-wide focus in 2013-14.
 - One student opted out of the Reading MSP 7. According to our classroom based assessments she performed above standard in Reading.
8. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Continue to emphasize informational text comprehension and analysis and promote extensive reading of literary texts.
9. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? Consistent improvement in informational text reading scores resulting from school-wide focus, instruction, and assessment.

Math Goal:

4. As a team what were you most proud of based on your students' assessment results?
 - 83.3% students met standard in Measurement and Geometric Sense. 87.5% met standard in Probability and Statistics. These were strands we set as a goal and emphasized in 2013-14.
 - One student opted out of the Math MSP 7. Based on classroom based assessments she is above standard in math.
 - The one student who did not meet standard in the ALG EOC was out of school May-June for medical treatment.
5. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Increase number of students proficient in the strand of Measurement & Geometric Sense.
6. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? : a) The wide variation of scores across the various strands over the past few years. b) Over the past several years, we've targeted different strands and likely need to have a more balanced approach (not as focused on a single strand each year).

Writing Goal:

7. As a team what were you most proud of based on your students' assessment results?
 - 91.8% of students met standard in writing. 44.9% achieved a Level 4.
 - One student opted out of the MSP 7. She is a strong, capable writer and according to classroom based assessments exceeds the standard.
 - Our extensive emphasis on writing across the curriculum, essay writing, and use of elaboration in all forms of writing consistently pays off as EAS 7th graders demonstrate proficiency in writing. The one

student who did not meet standard is a Special Ed student whose disabilities seriously impact his academic performance in all content areas. He scored a “7” Level 2 in writing which is a strong score for him.

8. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? Continue to emphasize elaboration and use of literary devices to enhance writing through “showing” not “telling”.
9. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? Individual students who have struggled with writing scored at Level 3. This is a result of having the same students multiple years with the same teachers.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	16.3%	75.5%	91.8%	28.6%	59.2%	87.8%
2013-6 th	26.9%	65.4%	92.3%	36.5%	46.2%	82.7%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	49%	44.9%	93.9%	40.5%	57.1%	97.6%

Class of 2020- current 7th graders

2013-2014 SMART Goals:

Reading Goal:

7. As a team what were you most proud of based on your students’ assessment results? 97.8% of students met standard. 58.7% achieved Level 4.
10. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? Continue to emphasize informational text comprehension and analysis and promote extensive reading of literary texts.
8. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? Consistent improvement in informational text reading scores resulting from school-wide focus, instruction, and assessment.

Math Goal:

4. As a team what were you most proud of based on your students’ assessment results?
 - 93.5% of students met standard. 58.7% achieved Level 4.
 - We emphasized the math strands of measurement and geometric sense/probability and statistics in 2013-14. 89.1% of these students met standard in that strand on this MSP.
5. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? : Increase the number of students proficient in the strand of Measurement & Geometric Sense.
6. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? a) The overall strength of student performance in both strands of Problem Solving & Reasoning and Procedures & Concepts. b) Our school-wide emphasis on applying math concepts to a variety of real-world scenarios.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-6 th	39.1%	58.7%	97.8%	34.8%	58.7%	93.5%
2013-5 th	17%	83%	100%	33%	60%	93%

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, African American, ELL, Special Education, SES)? Please provide examples, explanations, and the various data sources you are using within your school.

Successes

Gender: Girls and boys at EAS tend to perform equally well in all MSP tested areas. Ethnic groups tend to achieve similarly in classroom based assessments and on the MSP.

Closing the Achievement Gap – Sub-Group Goal(s):

Based on your data, which school-wide goals have you identified to close the achievement gap? Choose no more than 1-2 subgroups.

Subgroup and Goal:

97.8% of the current 7th grade class scored at or above standard on the Reading MSP in 2014. The one student who did not meet standard scored very close to standard with a score of L2 -386.

58.7% of the current 7th grade class scored a Level 4 on the Reading MSP. 41.3% of the current 7th grade class (19 students - 11 boys and 8 girls) scored at Level 3 or Level 2 on the Reading MSP with 91% or lower on the Informational Text section of the Reading MSP.

Goals for 2014-15:

- 1) All EAS 6th – 8th Graders will achieve a score of 3 or higher on the Reading Informational Text CCS 2 as determined by school-wide assessments in LA/SS; Science; and Art.
 - RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- 2) All EAS 7th Graders will demonstrate the ability to effectively summarize passages of Informational Text at a score of 3 or higher as determined by school-wide assessments in LA/SS; Science; and Art.
- 3) Subcategory of EAS 7th Graders: The subcategory of nineteen identified 7th grade students, who performed below 91% on the Informational Text section of the MSP, will demonstrate the ability to effectively summarize passages of Informational Text at a score of 3 or higher as determined by school-wide assessments in LA/SS; Science; and Art

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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 with emphasis on Informational Text: Analysis - All 6 th – 8 th Graders	65% at Level 3 and 4% at Level 2 and 31% at Level 4 in overall Reading score	70% at Level 4 in overall Reading score.

Challenge Goal Implementation:

We established an all school, cross-curriculum focus on the Analysis of Informational Text. Strategies to empower students to analyze the structure and organization of informational text were taught and assessed in all classes throughout the year.

Results:

Goal met: In the 2013-14 73.2% of all 6th – 8th Graders achieved a Level 4 in Reading.

Specific to the Analysis and Informational Text Strands – All grade levels (6 – 8) increased meeting standard in these strands.

Reading Analysis	6 th	7 th	8 th
	91.3%	72.9%	89.6%
Informational Text	6 th	7 th	8 th
	97.8%	87.5%	91.7%

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	EAS staff will completely or almost completely agree in all areas of the Perception Survey.	EAS staff will completely agree that we know the research basis for instructional strategies being used.
	From: 100% To: 100%	From: 86% 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?

As a result of the small size of the EAS staff, we did not receive results of our Perception Survey for 2013-14. As a staff we consistently analyze the needs of students and adjust program, instructional, and assessment strategies to address these needs. We examine student performance and discuss at risk students as a team to determine appropriate interventions. We pursue professional development in our content areas and work as a team to implement new technologies and strategies. Curriculum at EAS is integrated thematically, with staff members working together to design and carry out learning activities and projects that are motivating and relevant for our students. We share professional responsibilities and work closely with parents in extensive projects and on school excursions. We are all committed to the focus and goals of EAS.

Environmental and Adventure School 2014-15

Part 2: Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals – statements (Current year’s work)			
“Class of”	English Language Arts SBA SMART Goal	Science MSP SMART Goal	
2019- 8 th	Achieve L3 or higher on CCSS RI.8.2 in classroom based assessments.	Achieve L3 or higher on NGSS MS-XXX-3 strands (Applications of concepts & data)	
2020-7 th	Achieve L3 or higher on CCSS RI.7.2 in classroom based assessments.	Achieve L3 or higher on NGSS MS-XXX-3 strands (Applications of concepts & data)	
2021- 6 th	Achieve L3 or higher on CCSS RI.6.2 in classroom based assessments.	Achieve L3 or higher on NGSS MS-XXX-3 strands (Applications of concepts & data)	
“Class of”	Math SBA SMART Goal	Algebra EOC	Geometry EOC
2019- 8 th		50% of students achieve L3 or higher on Alg EOC	From 86% to 87% of students exceeding proficient on the Geometry EOC
2020-7 th	Achieve L3 or higher on CCSS Math.7.EE.3 solving multi-step, real-life mathematical problems as shown in classroom based assessments.	50% of students achieve L3 or higher on Alg EOC	
2021-6 th	Achieve L3 or higher on CCSS 6.MP.6 (Attend to precision)		

Closing the Achievement Gap – Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, Black, Hispanic, low income, sped)? Choose no more than 2-3 subgroups.

Successes

Girls and boys at EAS tend to perform equally well in all MSP tested areas. Ethnic groups tend to achieve similarly in classroom based assessments and on the MSP.

2014-15 Challenge Goal:

Identify content area and group of students	From	To
English Language Arts	See below	

Subgroup and Goal:

- 97.8% of the current 7th grade class scored at or above standard on the Reading MSP in 2014. The one student who did not meet standard scored very close to standard with a score of L2 -386.
- 58.7% of the current 7th grade class scored a Level 4 on the Reading MSP. 41.3% of the current 7th grade class (19 students – 11 boys and 8 girls) scored at Level 3 or Level 2 on the Reading MSP with 91% or lower on the Informational Text section of the Reading MSP.

Goals for 2014-15:

All EAS 6th – 8th Graders will achieve a score of 3 or higher on the Reading Informational Text CCS 2 as determined by school-wide assessments in LA/SS; Science; and Art.

- RI.6.2 and 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

All EAS 7th Graders will demonstrate the ability to effectively summarize passages of Informational Text at a score of 3 or higher as determined by school-wide assessments in LA/SS; Science; and Art.

Subcategory of EAS 7th Graders: The subcategory of nineteen identified 7th grade students, who performed below 91% on the Informational Text section of the MSP, will demonstrate the ability to effectively summarize passages of Informational Text at a score of 3 or higher as determined by school-wide assessments in LA/SS; Science; and Art.

Perception Data Summary, Reflection, and Analysis			
Year	Perception Goal #1	Perception Goal #2	
	Continued from previous year	Continued from previous year	
2013-14	EAS staff will completely or almost completely agree in all areas of the Perception Survey.	EAS staff will completely agree that we know the research basis for instructional strategies being used.	
	From: 100% To: 100%	From: 86%	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?
<p>2014-15 Goals: As a result of the small size of the EAS staff, we did not receive results of our Perception Survey for 2013-14. As a staff we continue to: consistently analyze the needs of students and adjust program, instructional, and assessment strategies to address these needs; examine student performance and discuss at risk students as a team to determine appropriate interventions; and pursue professional development in our content areas and work as a team to implement new technologies and strategies. Curriculum at EAS is integrated thematically, with staff members focusing and working together to design and carry out learning activities and projects that are motivating and relevant for our students. We share professional responsibilities and work closely with parents in extensive projects and on school excursions. We are all committed to the focus and goals of EAS.</p>

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
<ul style="list-style-type: none"> • School-wide focus on instructional and assessment in Reading Informational Text with emphasis on note-taking and summarizing. • Ongoing school-wide, year-long Independent Reading program to promote individual growth in literacy. • Extensive focus in all content areas on elaboration in all forms of writing. • Appropriate student placement in math classes; • Continue our expanded curriculum in science including STEM and Environmental Science; • Continue application of mathematics in science classes. • Incorporate more L4 questions in math assessments.
Highlight use of technology to improve student learning:
<ul style="list-style-type: none"> • Extensive use of Haiku in all classes; use of Excel in all math classes; and use of PowerPoint in classroom presentations.
Highlight steps to involve of staff, students, parents, families, and community:
<ul style="list-style-type: none"> • Timely focus on students experiencing academic or behavior issues, involving student, staff, and parents. • Extensive parent involvement in EAS programs including: Three annual week-long excursions; Healthy Choices Fair; 12 days of Community Stewardship Projects; and weekly elective courses.

**LWSD Continuous Improvement Process
High School CIP 2014-2015**

Futures School

Part 1: 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.

2013-2014 Goals: Due to DSS by October 10, 2014

Data Summary, Look-back, Reflection and Analysis

Class of 2014	
Washington State On Time Graduation Percentage:	
60.6	
Extended Graduation Percentage:	
100	
Reflections:	
<p>Has your On-Time Graduation Percentage increased over the past few years? Decreased? Our On-Time Graduation Percentage has remained fairly constant over the past few years because we only accept students who are already behind in credits and not expected to graduate on time. It may appear low compared to other schools in the Lake Washington School District, but all of our students have already been eliminated from any chance of graduating on time in other programs so our number represents a significant improvement for our population.</p> <p>Share your thoughts as to what has contributed to these outcomes. All of our students are credit-deficient when they enter our program, so our focus on personalization and technology-assisted coursework is designed to allow them to regain their academic standing. Our small class sizes enable our teachers to adapt the curriculum to the needs of our students, assisting even those who lack previous success to now meet or exceed standards in an accelerated timeframe.</p>	

Class of 2014 – Previous 12 th graders					
2013-2014 Goals:					
	On Track Literacy	On Track Math	On Track Science	On Track Grad Req’s	On Track Credits
Goal Percent:	Reading: 95.2% Writing: 97.7%	EOC 1: 93.3% EOC 2: 95%	100%	N/A	N/A
Result Percent:	Reading: 72.7% Writing: 90.9%	EOC 1: 85.7% EOC 2: 50%	50%	76%	76%

Reflections:

What specific steps did your school take to help students who were not on track to graduate?

To help students get back on track, we offered reduced class sizes, emphasized personal connections, provided tutorial and study hall time, and provided frequent progress reports for students and parents. Our teacher team focused on course standards and sharing of professional practices. OSPI test preparation documents were also employed. Additionally, teachers and administrators met regularly to discuss potential student problems and set up conferences with students and/or parents as soon as a problem became evident.

Class of 2015 – Current 12th graders

2013-2014 Goals:

	Proficient Reading		Proficient Writing		Proficient Math EOC 1 /EOC2		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:	9	13	12	15	8/7	10/8	6	11	N/A		N/A			
Percent:	57.1	86.6	80	100	72.7/ 87.5	90.9/ 100	46.2	84.6	N/A		N/A		0%	85%

Reflections:

What specific steps did your school take to help students who were not on track to graduate?

Futures School is an accelerated program, giving students a chance to earn credits in a condensed timeframe. To help students catch up at this faster pace, we emphasized personal connections, provided tutorial and study hall time, provided frequent progress reports for students and parents, and our teachers utilize OSPI test preparation documents to assist lesson design and test preparation.

Class of 2016- current 11th graders

2013-14 Reading HSPE SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

All current Futures School 11th graders came to this program from other high schools, so our team had no influence over any progress they made up to this point. However, we are proud to

provide an educational environment with a good reputation which draws students from our attendance area as well as around the greater region.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We will add both fiction and non-fiction titles of high interest and emphasize reading strategies to help students decipher and remember complicated passages on their own.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

The reading scores are unusually low this year, which might be explained by our statistically insignificant numbers. Speaking with these students, many of them self-identified English and humanities classes as having always been more difficult than math or science. We always have a few students who identify as such, but having a handful more this year still represents a large proportion of our small group.

2013-14 Writing HSPE SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

All current Futures School 11th graders came to this program from other high schools, so our team had no influence over any progress they made up to this point. However, we are proud to provide an educational environment with a good reputation which draws students from our attendance area as well as around the greater region.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

This year we will be aiming to improve the consideration of writing for different purposes to different audiences. The standard essay is only one form of writing, and not a form often required outside of academia, so we aim to introduce students to effective writing of letters, emails, and speeches to name a few.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Our writing scores seem much stronger than reading scores, which seems disjointed considering the interrelated nature of these tasks. However, our students seem more eager to express their views than to research the views of others.

2013-14 Algebra EOC SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

All current Futures School 11th graders came to this program from other high schools, so our team had no influence over any progress they made up to this point. However, we are proud to provide an educational environment with a good reputation which draws students from our attendance area as well as around the greater region.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results

This year we are seeking to provide even more individualized help for students who struggle in algebra. We have added an afternoon study hall and a peer tutoring program, particularly aimed at students struggling in math. Those who have not passed a session are required to attend, while many others attend voluntarily.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Our higher scores in Algebra 2 compared to Algebra 1 were surprising. This can be explained by the fact that the students in Algebra 2 had developed much higher skills to advance to that level as compared to students, a significant proportion of whom had attempted this course without success and were now repeating the course.

2013-14 Geometry EOC SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results

All current Futures School 11th graders came to this program from other high schools, so our team had no influence over any progress they made up to this point. However, we are proud to provide an educational environment with a good reputation which draws students from our attendance area as well as around the greater region.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results

Futures School does not offer geometry. However, we look forward to continuing our partnership with Juanita High School so that our students who need Geometry may still prepare for the EOC and earn the credits they need.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

2013-14 Biology EOC SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

Futures School does not offer biology, however our students may satisfy this credit through our partnership with Juanita High School.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Futures School offers one course in Forensic Science, a high-interest, cross-discipline course which incorporates many of the key principles and concepts of a standard biology course, as well as connecting to mathematics and social issues. Students taking Forensics at Futures School have the opportunity to complete their formal lab reports. To improve our science scores, we will need to monitor each student's progress and determine if they should enroll in the Juanita biology course to master the basics or if they would be better off with extra help they receive in Forensics.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

N/A

2013-14 Results:

Year	Reading HSPE %			Writing HSPE %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-10 th	14.3	42.9	57.1	75	25	100
Year	Algebra EOC %			Geometry EOC %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-10 th	0	0	0	12.5	12.5	25
Year	Biology EOC %					
	Proficient	Exceeds Proficient	Total Proficient			
2014-10 th	100	0	100			

Class of 2017- current 10th graders

Percentage of students completing 9th grade with at least 6 credits:

As a school what are possible steps you can take to improve this percentage?

N/A (Futures School does not have tenth graders)

2013-14 Algebra EOC SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

N/A

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

N/A

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

N/A

2013-14 Geometry EOC SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

N/A

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

N/A

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

N/A

2013-14 Biology EOC SMART Goal:

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

N/A

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

N/A

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

N/A

Results:

Year	Algebra EOC %			Geometry EOC %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-9 th	N/A	N/A	N/A	N/A	N/A	N/A
Year	Biology EOC %					

	Proficient	Exceeds Proficient	Total Proficient			
2014-9 th	N/A	N/A	N/A			

Class of 2018- current 9th graders						
No goals were set for class of 2018.						
Results:						
Year	Reading MSP %			Algebra EOC %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	N/A	N/A	N/A	N/A	N/A	N/A
Year				Geometry EOC %		
				Proficient	Exceeds Proficient	Total Proficient
2014-8 th				N/A	N/A	N/A
Year	Science MSP %					
	Proficient	Exceeds Proficient	Total Proficient			
2012-8 th	N/A	N/A	N/A			
Reflections:						
As a class what do you see from this data?						
N/A (Futures School does not have ninth graders)						
What do you see as areas of strength? N/A						
What areas do you feel needs attention? N/A						

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap (e.g. Gender, African American, Ethnicity, ELL, Special Education, SES)? What successes and challenges did you experience? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
AMO Data for identified subgroup, or subgroups:
N/A
<ul style="list-style-type: none"> • Formation of Latino Mentor Group • Guest Speaker for Latino Mentor Group

- One-to-one and small group support of Latino students by Faculty mentors

Challenges:

- **Maintaining the program, including guest speakers and Faculty mentors**
- **Maintaining a constancy of support for students and integration of new students**

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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
<p>All of our incoming student are behind in credits. In order to help raise student performance to our academic expectations, we will implement professional development on reading strategies across the curriculum.</p> <p>Currently, only 2 of our 32 seniors and 2 of our 18 juniors have the total credits needed to be on track to graduate. Additionally, only 1 of our seniors has completed the additional graduation requirements such as Level 5 Essays and Formal Lab Report. We intend to provide the classes and other support needed to raise these numbers significantly.</p>	7%	60%

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

Our major challenge is that our students are behind in credits and often behind in skills as well. Therefore, we provide wraparound services emphasizing personal connections and skill building, following through with personal academic coaching, goal-setting, and accountability. Reading is basic to all content areas, so we coach students in pre-reading and post-reading strategies designed to develop their question-forming, prediction-making, summarizing, and critical thinking abilities. This emphasis on heuristic procedures is designed to inculcate a self-reliance that will be applicable inside as well as outside an academic setting.

Successes:

2012-2013		2013-2014
68.4	Extended Graduation rate	100

Challenges:

Continuing the positive trend results amid the implementation of more rigorous common core standards.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 Y <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Goal: The staff works in teams across grade levels to help increase student learning.	Goal: Teachers provide feedback to each other to help improve instructional practices.
	From: 72 To: 80	From: 60 To: 80

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?
<p>These goals were selected as they are foundational to success in the Professional Learning Communities model. For goal #1, results from 2013-2014 slightly increased from 60% to 71%. For goal #2, results increased from 72% to 82%, slightly exceeding the stated goal.</p>

School Name and Year:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that HSPE and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-15: Due to DSS by November 14, 2014

Class of 2015 – Current 12th graders														
2014-2015 Goals:														
	On Track HSPE Reading		On Track HSPE Writing		On Track EOC Geo and Alg		On Track EOC Biology		On Track Grad Reqs.		On Track Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Percent:	73	100	80	100	66	100	55	100	16	100	20	100		

Class of 2016 – Current 11th graders														
2014-2015 Goals:														
	On Track HSPE Reading		On Track HSPE Writing		On Track EOC Geo and Alg		On Track EOC Biology		Grad Reqs.		On Time Credits		SBA ELA	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	Goal	
Percent:	10	100	10	100	85	100	84	100	100	100	15	100		

Class of 2017– Current 10th Graders						
	SBA ELA		SBA Math		Biology EOC	
SMART Goal 2014-15	N/A		N/A		From:	To:
					N/A	N/A

Class of 2018– Current 9 th Graders						
	Students completing 9th grade with 6 credits		SBA Math	SBA ELA	Biology EOC	
SMART Goal 2014-15	*From: N/A	To: N/A	N/A	N/A	From: N/A	To: N/A

LWSD Continuous Improvement Process
International Community School CIP 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: 2014-15 Goals: Due to DSS by October 10, 2014

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

Class of 2015
Washington State On Time Graduation Percentage:
100% of the 2015 ICS seniors graduated on time.
Department Level Reflections:
Reading: <i>The students analyzed and commented on literature, primary and secondary sources, periodicals; used various strategies such as teacher-led, student-led, and individual analysis to interpret diversified texts (fiction, non-fiction, poetry, etc.)</i>
Math: <i>The teachers used Haiku to get students documents/extra help; specialized tutoring for those needing to still pass EOC exams.</i>
Writing: <i>The teachers used Haiku for low-stakes writing, journaling, frequent teacher feedback, peer revision, peer tutors, and turnitin.com for peer review.</i>
Science: <i>The teachers used Haiku for formative assessment to identify struggling students early; Used inquiry to develop science process skills; used different modes of access of information; used technology for success to information.</i>
Graduation Requirements: <i>The counselor made frequent credit checks for each student, especially throughout junior and senior year. District-required writing requirements opportunities were offered and tracked each year by safety net teacher. Culminating Project was supervised by a team of senior advisors. Principal and counselor personally met with all 9th and 11th grade families to explain graduation requirements.</i>

Class of 2015 – Current 12th graders

2014-2015 Goals:

	On Track Literacy	On Track Math	On Track Science	On Track Grad Req's	On Track Credits
Number:	37	37	37	37	37
Percent:	100	100	100	100	100

Results:

	On Track Literacy	On Track Math	On Track Science	On Track Grad Req's	On Track Credits
Number:	37	37	37	37	37
Percent:	100	100	100	100	100

Grade Level Reflections:

All of the current seniors are on track to graduate in every category.

Class of 2016- current 11th graders

2011-2015 SMART Goals

Reading HSPE: 100% of the Class of 2016 will be proficient or above.

Writing HSPE: 100% of the Class of 2016 will be proficient or above.

Algebra EOC: 100% of the Class of 2016 will be proficient or above.

Geometry EOC: 100% of the Class of 2016 will be proficient or above.

Biology EOC: 100% of the Class of 2016 will be proficient or above.

Results:

Year	Reading HSPE			Writing HSPE		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-11 th	0	52	52	2	50	52
2013-10 th	2	37	39	1	38	39
2012-9 th	n/a	n/a	n/a			
2011-8 th	n/a	n/a	n/a			
Year	Algebra EOC (N=73)			Geometry EOC (N=39)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-11 th	All passed	All passed	All passed	All passed	All passed	All passed
2013-10 th	All passed	All passed	All passed	All passed	All passed	All passed
2012-9 th	All passed	All passed	All passed	1	38	39
2011-8 th	3	36	39	n/a	n/a	n/a
Year	Biology EOC (N=73)					
	Proficient	Exceeds Proficient	Total Proficient			
2014-11 th	21	52	73			

2013-10 th	7	32	39			
2012-9 th	n/a	n/a	n/a			
2011-8 th						

Grade Level Reflections:

100% of the current 11th grade students are proficient or above on all EOC tests and the HSPE.

Class of 2017- current 10th graders

2014-2015 SMART Goals

Algebra EOC: 100% of the Class of 2016 will be proficient or above.

Geometry EOC: 100% of the Class of 2016 will be proficient or above.

Biology EOC: 100% of the Class of 2016 will be proficient or above.

Results:

Year	Algebra EOC (N=67)			Geometry EOC (N=77)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-10 th	11	53	64	6	71	77
2013-9 th	All passed	All passed	52	6	42	48
2012-8 th	11	41	52	n/a	n/a	n/a
2011-7 th	n/a	n/a	n/a			
Year	Biology EOC (N=73)					
	Proficient	Exceeds Proficient	Total Proficient			
2014-10 th	21	52	73			
2013-9 th	10	38	48			

Grade Level Reflections:

96% of the current 10th grade students are proficient or above on the Algebra EOC Test. There are currently 3 students not meeting the standard. We have identified their areas of weakness and have a targeted review plan for them. 100% of our students have passed the Geometry EOC test. There are 3 students who have yet to pass the Biology EOC test. We will have a targeted review plan for them, and they will take the Biology EOC for the second time in January 2015.

Class of 2017- current 9th graders

No Goals set for current 9th graders at the High School

Results:

Year	Reading MSP N =75			Algebra EOC (N=75)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-9 th				1		1
2013-8 th	14	55	69	15	58	73
2012-7 th	19	56	75	n/a	n/a	n/a

Year	Writing MSP N=75			Geometry EOC (N=53)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-9 th				4	49	53
2013-8 th				n/a	n/a	n/a
2012-7 th	36	39	75			
Year	Science MSP N=75					
	Proficient	Exceeds Proficient	Total Proficient			
2011-8 th	29	45	74			

Grade Level Reflections:

99% of the current 9th grade students are proficient or above on the Algebra EOC test. There is 1 student who has yet to pass the Algebra EOC test. We will have a targeted review plan for this student, and they will take the Algebra EOC for the third time in January 2015.

The MSP results are very favorable. We will focus on the 6 students who did not pass the 8th grade Reading MSP to ensure that they are best prepared for the HSPE next 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.

Students with an IEP or 504 have been, and continues to be, a major focus at ICS. Last year, we focused on supporting these students through frequent parent communication, guidance team, peer tutors, office hours, posting class notes on Haiku, and making deliberate and focused efforts to implement the accommodations and modifications as stated in the IEP and 504 plans. Even with these efforts, there were still students who struggle with passing their classes, passing the EOC exams, and maintaining a healthy academic and social balance. Our SPED staffing is limited, but we worked closely as a staff to support each student. Our challenges lie in providing a consistent level of support given our minimal staffing as well as to find effective classroom practices that meet each of our student's needs.

2014-15 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
All 6 ICS departments	September	June

Below are the 2012-2013 department challenge goals, followed by the reflections of the teachers:

Humanities: Goal: As a department we will continue to refine our work on the 6th grade curriculum, and aligning our 6-12 curriculum to the new International Studies curriculum).

Reflection: We are now in the process of aligning our Humanities curriculum to the revised International Studies curriculum. This year, we are working on one grade level of our two grade level teaching detail.

Next year, we will have completed this critical alignment process.

International Studies: Goal: Develop curriculum relevant to the revised IS curriculum as well as to incorporate multi-media projects into classroom assessments across grade levels-same as last year. Increase participation in National History Day competition at the regional level. Incorporate resource management and sustainability issues in IS assignments and discussions. Develop knowledge of the interconnections and interdependency of ecological, social, and economic systems, specifically how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.

Reflection: The challenge of aligning our curriculum within the department and shifting the work as set out by the revised IS curriculum, coordination with and Art and Humanities and developing new assessments will be our central focus this year.

Art: Goal: We are now working with the IS and Humanities department to insure that all new content is correctly aligned with us and that we incorporate new elements into art as directed by the IS courses. We will increase our knowledge of the elements of music, theatre and dance in order to create a curriculum for the 6th grade that shows the interrelationships between the 4 arts that we teach, bearing in mind visual arts is the foundation for them all.

Reflection: We have submitted our newly aligned curriculum and are working to develop new lesson plans that help our students develop meaningful relationships between the Arts, Humanities and IS curriculums. We have worked on a chart showing art projects, music, dance, and theatre projects for each level, 0 to 6.

Spanish: Goal: We continue to pursue our reading and writing skills and seek gains of at least 5% improvement from all students. Given writing prompt on an unfamiliar topic, students will write a 150 word essay in Spanish, using a variety of transition words and advanced tenses. Given audio clip or video clip on a cultural topic, students will understand the main idea and be able to summarize in their own words in Spanish for at least 30 seconds, using a variety of transition words and advanced tenses.

Reflection: We are working on adding cultural elements to our program that will include dance, drama and music. We will do so by introducing these activities throughout the year. We will also continue to improve reading and writing skills.

Math: Goal: We will continue our effort to place all of our ICS Math Department content/curriculum onto a Haiku site for all department teachers, current and future, to more easily access materials as needed.

Reflection: We are now developing consistency in our representation of information on each site, aligning our syllabi. We will work on end of course summative assessments for each class.

Science: Goal: We continue from last year: Use online resources and Haiku to support student learning. Continue with inquiry based projects. Refine reading strategies and increase practice with reading and evaluating scientific literature. Use the QSR lab report rubric to guide students in writing data analysis and conclusions. Increase the effectiveness of collaboration during whole- class inquiry projects. Increase the number of POGIL activities. Have students read and evaluate more primary source material. Design more-sophisticated long term projects.

Reflection: We are all using Haiku to communicate with students. It was very effective tool to keep students up to date with the calendar use. Having the PowerPoints available for the students to view at a later time was also effective. Students were able to use the outlines, the POGILs, and lab resources on

Haiku when needed. Students also were able to upload documents and create Wiki Spaces using Haiku. We used a few primary source materials in the sciences this year; however this could have been a bigger focus on each of our classes. We did integrate inquiry based projects into each of our classes. These were very effective at increasing the students' understanding of the scientific method especially design and data analysis. Whole class inquiry projects were not an emphasis during the past year. We still need to work on teachers designing and having the students design more inquiry based projects and increase whole class collaboration.

BLOCK: Goal: As a block we will implement the new aligned IS curriculum with the exception of the senior level classes, which we will do next year.

Reflection: This goal will be completed by the end of sy2016.

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1	Perception Goal #2
2014-15	All standardized tests from 100% to 100%.	Accomplish all department goals as stated in our challenge goals.
2012-13	All standardized tests from 100% to 100%.	Accomplish all department goals as stated in our challenge goals.
2011-12	Q48 revolves around professional development. The staff does not currently pursue professional development regularly, so it makes sense that the perception data would reflect this. Our goal is to move from 14/17 in slight/complete agreement to 17/17 or 100% of the staff in agreement that professional development activities are consistent with school goals.	Q50 deals with faculty leading professional development for the staff. This is definitely an area of growth for ICS. The ICS staff is a wonderful, educated and highly capable group, yet we do not systematically learn from each other through staff development. We would like this goal to move from 14/17 in slight/complete agreement to 17/17 or 100% of the staff in agreement that different staff members periodically lead PD activities for the staff.
	From: 14/17 To: 17/17	From: 14/17 To: 17/17

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?

It is always our goal at ICS that every student is proficient or above on all standardized tests that are required for graduation. The teachers achieve this goal by providing rigorous instruction with high expectations for learning every day. ICS also provides several layers of ongoing support for students, including office hours, student coaches in the student study center, and guidance team. Our next steps are to continue to develop the student study center, and to begin to require students to attend who have evidenced their need for more support.

LWSD Continuous Improvement Process
International Community School CIP 2014-2015

Part 2: Goals for 2013-14:

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:	51	51	51	51	51	51	51	51	51	51	51	51	51	51
Percent:	100	100	100	100	100	100	100	100	100	100	100	100	100	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:	39	39	39	39	39	39	39	39	39	39	39	39	39	39
Percent:	100	100	100	100	100	100	100	100	100	100	100	100	100	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 10 th graders	100%	100%	100%	100%	100%	100%
Class of 2017 Current 9 th Graders				100%		
	Algebra EOC		Geometry EOC			
Class of 2016 Current 10 th graders	100%	100%	100%	100%		
Class of 2017 Current 9 th Graders	100%	100%	100%	100%		

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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
Below are the PGE 8.1 goals for all departments	9/13	6/14

Science Department: Improve communicating scientific information: 100% of students will meet or exceed the conclusion standard as evaluated on the scientific investigation rubric, as improvement from the baseline data.

Applicable NGSS: Communicate scientific and/or technical information.
 Applicable CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Rationale: We observed that students struggle with articulating the purpose of investigations, simply stating their findings, interpreting lab data to make conclusions, applying scientific concepts and learning to data collected in an investigation.

To move Lvl3 to Lvl4, we will focus on: “connections to science content and ideas for further investigation”
 Student grading & rewriting of lvl3 conclusions
 Connect previous knowledge to data to applications in the conclusion

International Studies: The IS 8.1 goal is: (a) Identifies multiple sources, especially primary sources, which attest to the occurrence of new technologies, (b) evaluates the reliability of these sources, and (c) draws persuasive* inferences about the probable impact of these technologies on one or more of the societies affected by these new technologies.

* Persuasiveness results from the reasonableness of the student’s inferences and from the specificity of the historic detail the student uses to support his or her inferences of impact. At this time the common rubric has been completed and teachers have now used the rubric to assess student writing.

Humanities: Goal: (Continued from last year): We expect students to improve reading comprehension scores on quizzes and state tests. (Students at ICS tend to perform better on critical thinking scores than comprehension.) Focused on this standard: Common Core, Reading Literature, Key Ideas and Details #1 Cite several pieces of textual evidence to support analysis of what text says explicitly as well as inferences drawn from text.

Art: Goal: Continue the work with the 6th grade curriculum alignment, and work to align the 7th grade curriculum for 2014-15, focused specifically on art history. This work is continued from last year and a common rubric for assessing works for each unit is now being developed.

Mathematics: A series of standards are being addressed: [CCSS.Math.Content.6.EE.A.1](#): Write and evaluate numerical expressions involving whole-number exponents; [CCSS.Math.Content.7.EE.A.1](#) Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients; [CCSS.Math.Content.HSN.RN.A.2](#): Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Rationale: Washington is basing their standardized tests on the new Common Core State Standards (CCSS) starting this year. Focusing on a specific CCSS will benefit our students.

Goal: Our students will increase their ability to transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need, explain correspondences between equations, verbal descriptions, tables and graphs, or draw diagrams of important features and relationships, graph data, and search for regularity or trends.

Measurement of Student Progress:

Before the Expressions unit, both a pre-summative test and a pre-formative test will be performed and recorded. After the material has been taught, a post-summative and a post-formative test will be given.

Measureable Goal: Of our 190 students, 85% of our students will be at standard or above at the end of the focused growth period.

Anticipated artifacts: Pre-test, Post-Test, formative assessments or student self-assessment.

Spanish: Goal: Teachers will evaluate a group of students in each level 1, 2, and 3 on their speaking ability with a focus on vocabulary. A random group of these students will be evaluated based on a shared rubric. The rubric was chosen from the *Así se dice* curriculum, which is used across the four levels at ICS from Spanish 1 (7th graders) to 4 (sophomores). The rubric has been adapted and data is now being shared.

6th Grade Block: Students will use multiple processes and diverse perspectives to explore alternative solutions. We selected this goal because students are just entering middle school and learning technology. We want them to be high level technology users.

Perception Goals:

Year	Perception Goal #1	Perception Goal #2
2014-2015	All standardized tests (with SBAC) from 100% to 100%	Utilize the Accreditation process to direct our school goals for 2015-2018.
2013-14	All standardized tests from 100% to 100%.	Accomplish all department goals as stated in our challenge goals.
	From:95% To:100%	From: n/a To: n/a
2012-2013	All standardized tests from 100% to 100%.	Accomplish all department goals as stated in our challenge goals.
	From:100% To: 100%	From: n/a To: n/a

School Process Summary

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

In addition to our standard focus on exceptional instruction and multi-layered support for students, every teacher is fully implementing department 8.1 learning goals, 6.1 and individual 3.1 goals. These goals will use a full complement of student assessment data. The 8.1 Goals will use data based on a rubric common to the department.

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

The Teachers, Parents and students will be engaged in a comprehensive accreditation study of the schools that will inform the CIP for school year 2015 – 2016.

The faculty has been focused on the CIP starting from the August LEAP, and revisited every Wednesday LEAP day. At each monthly PTSA meeting, the principal gives the entire parent body an update on activities, critical issues, data on standardized tests and school-wide goals. These

presentations are also permanently uploaded to the principal's page on the PTSA website for reference. Students are included in the CIP through trainings (i.e. Haiku and 1:1 netbooks), test preparation, and daily rigorous lessons.