



Lake Washington

School District

Continuous Improvement Plans

EASTLAKE LEARNING COMMUNITY

2015-2016

- **Alcott Elementary School**
- **Blackwell Elementary School**
- **Carson Elementary School**
- **McAuliffe Elementary School**
- **Mead Elementary School**
- **Smith Elementary School**
- **Inglewood Middle School**
- **Renaissance School**
- **Eastlake High School**
- **Tesla STEM School**

Continuous Improvement Process Plan

Louisa May Alcott Elementary

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<http://www.lwsd.org/school/alcott>

2015-16



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Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Louisa May Alcott said, “Educate yourself to take part in the world’s work...” At Alcott Elementary, we strive to prepare and challenge our students for tomorrow. Our mission aligns with the Lake Washington School District: Every student future ready; prepared for college, prepared for the global work place and prepared for personal success.

At Alcott we C.A.R.E., which stands for **Cooperation**, Responsibility for our **Actions**, **Respect** through kindness and compassion and **Effort** every day. This represents the way that both staff and students support and interact with one another Every Day.

We are part of a supportive community and PTSA. Family support is such a gift to our school and we know this has a positive impact on student learning.

Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. We care about our world, our community, our school, and our children. An announcement each day reminds us all that “Every day, in many ways, show that Alcott C.A.R.E.s!”

Alcott continues to perform well in all areas and this past year earned the 2014 Washington Achievement Award for Overall Excellence as a top achieving school in the state. Students at Alcott continued with high achieving results in all areas of state testing. SBA scores for literacy and math in grades 3-5, ranged from 83.6% to 93.7% students at standard. Fifth grade students again excelled with 91.1% at standard on the state science assessment. We believe that these results are consistent with our instructional efforts as we focus on success for all students. We also believe in an education that builds creativity and healthy living throughout our programs.

In 2015, we are further developing our professional learning community and focusing on top notch teaching practices that support our learners. We understand our collective responsibility for all of the children we serve. Our professional learning is extended through cross grade-level conversations with grade-alike colleagues at other area elementary schools. We are thriving as a team at Alcott Elementary and as a part of the Eastlake Learning Community!

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	81%						
		1 st	89%						
		2 nd	92%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	90%							
	% of 3 rd graders meeting or exceeding state standards in Math	93.7%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	85.3%							
	% of 4 th graders meeting or exceeding state standards in Math	83.6%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	91.9%							
	% of 5 th graders meeting or exceeding state standards in Science	91.1%							
	% of 5 th graders meeting or exceeding state standards in Math	84.6%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
K DIBELS	100% of students name 40 letters (upper and lower case) in one minute	84% of students name 40 letters in one minute.
1st Grade DIBELS	100% of students improve one level by EOY Assessment	90% of students improved one level by EOY Assessment
2nd Grade DIBELS	91% at benchmark	92% at benchmark
3rd Grade ELA	88% met or exceeded standard	90% met or exceeded standard
3rd Grade Math	85% met or exceeded standard	93.7% met or exceeded standard
4th Grade ELA	85% met or exceeded standard	85.3% met or exceeded standard
4th Grade Math	85% met or exceeded standard	83.6% met or exceeded standard
5th Grade ELA	85% met or exceeded standard	91.9% met or exceeded standard
5th Grade Math	92% met or exceeded standard	84.6% met or exceeded standard
5th Grade Science	92% met or exceeded standard	91.1% met or exceeded standard
Sub-Group	ELL students to maintain % levels from 13/14 MSP to 14/15 SBA	Overall MSP to SBA Math 74% to 64% ELA 52% to 75%
	Special Education students to maintain % levels from 13/14 MSP to 14/15 SBA	Overall MSP to SBA Math 52% to 44% ELA 34% to 38%
Challenge:	Maintain Exceeding Standards % levels from Math MSP 13/14 to Math SBA 14/15 3 rd Grade: 2013/14 53.4% 4 th Grade: 2013/14 73.5% 5 th Grade: 2013/14 63.4%	3 rd Grade: 2014/15 72% exceeded standard 4 th Grade: 2014/15 61% exceeded standard 5 th Grade: 2014/15 75% exceeded standard
Perception:	Staff to work in teams across grade levels to help increase student learning from 82% to 90% School facilities are well maintained and provide a healthy environment from 63% to 75%	82% Question was not included in 2014-15 Nine Characteristics Survey. Please see reflection notes.

Process:

Throughout the school year, scheduled LEAP time and staff meeting time focused on the four critical questions. Intentionally using the questions created a meaningful approach to support all of our students in learning. Specific CIP dates to review data, and making team decisions around goals and plans for reviewing progress within the year, were all a part of the shared ownership of the CIP plan. The evaluation process which includes a student growth goal component is a more narrowed focus on goal setting and practices to support student growth. Teams embrace the PCC model to collaboratively analyze data, make intervention decisions and adjust for effectiveness. Student Services Collaboration Sessions within the LEAP schedule brought grade levels and staff together along with ELL, Safety Net, and Special Education teachers to provide additional calibration amongst teams and special services, to best support learners.

Content Areas:

Overall achievement levels were higher than expected for students in grades 3-5 with a shift from the MSP to SBA. ELA and Math scores ranged from 83% to 93%. Maintenance goals were set in numerous areas as we embraced instructional and assessment adjustments in preparation for the Smarter Balanced Assessment. Achievement levels continue to be well above the state average and Alcott continues to excel district wide. Looking at specifics within claims from 2014-15 SBA results will provide greater focus within ELA and Math, when we establish goals for the 2015-16 school year.

Sub-Group:

Overall achievement levels varied with increased achievement levels in both our special education and ELL ELA scores. We experienced a decrease in math achievement levels from the transition of the MSP to SBA assessment. However, we exited eight of nine 4th grade ELL students. We are excited about the success we are seeing with both improving achievement levels and exiting students in our ELL program.

Challenge:

Overall achievement levels show that 3rd and 5th grade students clearly met and exceeded the 2014/15 challenge maintenance goals in math. Exceeding percentages for 4th grade students declined 12.5%. The school has identified continued needs and strategies to further support current 5th grade students. We are excited about additional staffing in 5th grade, reducing classroom numbers, and allowing staff to further offer opportunities for challenges and acceleration.

Perception:

Staff set goals to further collaboration efforts in teams across grade levels to help increase student learning. Survey results indicate that perception outcomes were the same from 2013/14 to 2014/15. Alcott staff are highly collaborative and we will continue to build opportunities for teams to work across grade levels. Our Instructional Team, comprised of building staff, surveyed staff at the end of the 2014/15 school year to gather feedback to support professional development efforts for the 2015/16 school year. Cross grade level experiences will continue to be of importance for learning opportunities in the 2015/16 school year. A goal addressing facility needs, specifically maintaining healthy environment was set for our 2014/15 school year. However, this identical question was not included in the Nine Characteristics Survey for staff. Specific grounds and facility improvements have included: Increased parking lot safety, signage and grounds work, improved access paths

for safe student movement, work order follow through, needs identification with visiting facility and safety staff, landscape and lighting improvements, and portable refurbishment.

Narrative Reflection

DIBELS

K Staff Reflection

-Students viewed themselves as readers. Every student improved from the beginning of the year. They improved their decoding skills by learning letter sounds, because letter sounds are a key foundational skill that needs to be mastered.

-Some of the challenges were how to meet the needs of all students—specifically ELL and students with special needs every day. Further work will continue around appropriately challenging students who come into Kindergarten already meeting the reading goals.

-Strategies, tools and resources utilized included: Watch D.O.G.S. and the IAs to support struggling students, Safety Net staff to support with progress monitoring and small group instruction, Nellie Edge sing sign and read with me, flash cards, repetition, and games to make meaningful experiences for students.

First Grade Staff Reflection

-Collaborated, worked well together, and shared ideas. On the “same page” in terms of what was taught and when, in order for all students to have the same first grade experience and be well prepared for second grade.

-Among the students that did not move up 1 level, most received additional accommodations. Moving forward we will work to answer the following questions: How do we better accommodate and reach those students? With students coming to us from varied academic backgrounds, how do we fill the gaps?

-Strategies, tools and resources utilized included: whole group instruction, small group instruction, one-on-one instruction, visual aids, hands-on technology, and home-school connection.

Second Grade Staff Reflection

-Students made progress and exceeded the goal. They loved reading, showed stamina, were able to use text/picture evidence in their notes and reading responses, and demonstrated application of reading strategies and skills.

-Progress monitoring DIBELS throughout the year, running records, Wonders weekly assessments, “Zoo Fluency,” other formative assessments, “Fluency Friday!”(Partner practice together while teacher works with select students), and data folders for students to graph fluency.

-Strategies, tools and resources utilized included: Discussing what “fluency” truly means (reading with expression, slow down, “read like you talk”), just right books, rereading, sight-words and high-frequency games, reading punctuation, modeled “read-alouds”, poetry, read naturally, whisper phones and “teachers’ pay teachers” materials such as Zoo Fluency.

ELA

Third Grade Staff Reflection

-The third grade team identified paragraph structure writing to be a great area of growth by the end of the year. Successes were seen in the students' writing on the SBA and weekly prompts. Another success was seeing the improvement in using text evidence as well as responding to a prompt while remaining on topic.

-Some challenges that the third grade team will continue to explore are the writing process and the above mentioned skills. Continued exploration will occur around quality writing. Another explored challenge is using quality and grade-appropriate samples to share with students.

-The strategies, tools, and resources that were used included Wonders materials.

Fourth Grade Staff Reflection

-Students were able to respond to specific writing genre and prompts, draw conclusions, make comparisons between texts, and use text evidence to answer comprehension questions. Some students progressed with fluency as most were already proficient or higher.

-Writing prompt practice will occur around different genre prompts based on a passage, editing for correct punctuation and grammar, challenge students while continuing to support ELL and students receiving Safety Net services.

-Wonders curriculum, practicing writing to different genres, Common Core Writing practice book to support with examples and prompts

Fifth Grade Staff Reflection

-Exceeded goal of 85% with 91.1% of students meeting or exceeding standard. Literacy instruction improved. The team targeted skills and strategies, and focused on those, as it was our second year teaching Wonders.

-Efforts around continuing to create a cohesive writing curriculum based upon three offered writing curriculum.

-Focus on strategies, rather than covering the entire unit, and integrating these strategies throughout other subjects. For writing, strategies were used to help students structure their responses.

Math

Third Grade Staff Reflection

-The third grade team experienced success in multiplication as seen by a majority of the third graders demonstrating mastery of their facts. The students who did not demonstrate mastery were able to use other strategies to successfully arrive at the solution. The third grade goal was that 85% of the students would meet or exceed the standard, by SBA scores, and the goal was exceeded by nearly 9%.

-The third grade team will continue to explore math confidence as well as overconfidence as it impacts student work. We will also continue to explore how to get students to read the question carefully, take their time to solve, answer all components of a question, and checking their work. Another challenge will be helping students to explain their thinking.

	<p>-The strategies, tools, and resources that were used included flashcards, math projects, practice packets, and math groups. Another strategy that we plan to implement is working with students to select and note key terms in a question.</p> <p>Fourth Grade Staff Reflection</p> <p>-SBA scores were higher than expected, with many students who had previously performed below standard, scoring a 3 on the assessment after receiving targeted instruction. Math rotations for instruction proved to be successful for learners.</p> <p>-Problem solving: determining proper operations, needed information and identification of what is being asked; Further examination of math rotations and class size impact on the ability to run rotation program; Continued math fact emphasis to support student learning.</p> <p>-Utilized ongoing vocabulary materials, IXL, and enVision curriculum.</p> <p>Fifth Grade Staff Reflection</p> <p>-Piloted grouping by level in the spring. This was a success as it allowed the ability to differentiate and tailor teaching to the students.</p> <p>-Prior to piloting ability grouping, it was difficult differentiating and supporting the various needs of students.</p> <p>-Looked at outside resources and collaborated together for ideas, tools, and resources.</p>
<p>Science</p>	<p>Fifth Grade Staff Reflection</p> <p>-Improved instruction around the elements of a controlled experiment. Scientific conclusion writing was also a focus for improvement.</p> <p>-The challenge of balancing science and social studies and time needs for both academic areas.</p> <p>-Continuation with the science fair project in the spring to reinforce yearlong teaching of the scientific method.</p> <p>-Supplemented with science content videos.</p>
<p>Sub-Group</p>	<p>Third Grade Staff Reflection</p> <p>-The third grade team experienced success in that they had a student exit the ELL program. Other successes were that IEP goals were achieved in the last year and students were able to create new goals to begin working on. Another success was that the SBA goal of maintenance was exceeded in ELA.</p> <p>-The third grade team will continue to explore the challenge of working with students who are still learning the English language. Another challenge is balancing pull out and classroom experience. Finally, the team will continue to explore achieving the math SBA goal set last year.</p> <p>-The strategies, tools, and resources that were used included listening to reading as opposed to reading independently, using the re-teaching homework as a replacement, and flashcards to increase fluency.</p> <p>Fourth Grade Staff Reflection</p> <p>-Growth in ELA</p> <p>-Navigating the context complexities for students who have identified growth needs and helping to reduce the learning gap.</p> <p>-Extensive communication with Special Education teachers.</p>

	<p>Fifth Grade Staff Reflection</p> <ul style="list-style-type: none">-Extensive collaboration with the special services team. Sharing weekly plans reinforced learning. Safety Net pushed in for math. In the spring, special education pushed in for math for the support group.-Navigating the challenges of having students in and out of the classroom for services.-Collaboration with special services.
<p>Challenge:</p>	<p>Reflection</p> <ul style="list-style-type: none">-The third grade team experienced success in that we were able to provide our students with differentiated opportunities that challenged them. The team also experienced success in that the goal was maintenance of Level 4 scores and their achievement surpassed their goal by nearly 20%.-Continue to explore the challenge of helping Level 4 students go above and beyond while still providing support to those student who are still working to achieve standard.-The strategies, tools, and resources that were used included math projects, practice packets, IXL and other differentiated programs.-Students moving to a 3 or 4 as a part of PGE goal.-Examining data for incoming students and differences with cohort data tracking.-Emphasis on IXL to push rigor in math practice.
<p>Perception:</p>	<p>Reflection</p> <ul style="list-style-type: none">-Success with having the ability to collaborate with different grade levels to ensure academic language was similar across the board. Positive experiences with seeing the scope of learning that students experience.-Continued efforts around specifically meeting with grade above.-Wednesday opportunities to meet with different grade levels to discuss math strategies. Teams brought materials like rainbow math, enVision materials and rocket math.-Cross grade level collaboration-Special Service collaboration-Communication clarity and further work around student services to classroom connection.-Cleaned up school (K & 1st walk way in the front of the school) and portables.-Implementation of professional development i.e. ELC PLC Writing Thief.-The third grade team experienced success in meeting the school-wide goals of increased parent participation.-The strategies, tools, and resources that would like to be implemented include learning walks within the school and cross-grade level sharing opportunities (creating a wish list).-Time set aside to work with Special Services.-Notable improvements to school facilities and grounds.-Increased opportunities for cross-grade level collaboration efforts.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	93% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2016.
Literacy: 3-5 ELA	90% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2016.
Math: 3-5 Math	89% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2016
Science: 5th Science	92% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2016
Achievement Gap	80% of students qualifying for English Language Learner services will move from low to high within a level or move up one level as measured by the Spring 2016 ELPA21 assessment.
School Effectiveness:	Alcott Elementary will improve from 63% to 73% “agree completely” or “agree mostly” in the area of “Staff development activities are consistent with school goals” as measured by question #48 on the Nine Characteristics of Effective Schools Survey in Spring 2016.
Attendance and Discipline:	Attendance: Only 2% of students (May 2016 student count) will receive a second 2015-16 attendance letter for 10% or more absences/tardies during the school year. Discipline: Percentage of students receiving multiple Alcott CAREs Review Slips in 2015-16 (May 2016 student count) will decrease from 5% in 2014-15 to 4% in 2015-16.

Annual School Goals: Academic

Teams will participate in data focused LEAP time to review and grow understanding around sources for data and how to interpret SBA data results. LEAP time will be used to study and draw conclusions from data to inform instructional efforts for the 2015-16 school year. Teams will work with their grade level to provide feedback and teams will evaluate grade level students in order to make goal setting decisions. Achievement goals reflect SMART goal setting practices.

We have intentionally worked to connect Professional Growth Evaluation with CIP so that goals represent a meaningful connection between PGE and CIP processes. Within the CIP, teams have documented an area of focus, claim or target to support the overall CIP achievement goals. Teams made decisions about 3 documented progress monitoring checks during the school year in order to evaluate interventions and instructional success. These checks will be reviewed with administration. 3 “Student Services

Collaboration Sessions” are also built into the LEAP schedule providing time for programmatic and intervention conversations between teachers and those providing ELL, Safety Net and IEP services.

Annual School Goals: Achievement Gap

We identified our ELL population as a growing population at Alcott and a group of learners that we all support throughout the year. The English Language Proficiency Assessment for the 21st Century (ELPA21) represents a shift from separating language and content to measuring language skills needed to fully access general education curriculum. It is computer based and interactive. As a result of this change, we set ELPA21 goals for our ELL students.

Teams in collaboration with ELL will share assessments, regularly communicate instructional plans and monitor student academic progress. 3 yearly collaborative sessions as a part of LEAP will be set aside for these efforts along with evaluating ELPA21 results.

Annual School Goals: School Effectiveness

The building leadership team viewed question responses from the 2015 Nine Characteristics survey and combined with team input narrowed results to make the selection of question #48 “Staff development activities are consistent with school goals.” This goal speaks to intentional learning that takes place during the year. This year, we implemented an Instructional Team, which surveyed staff to determine school focuses around professional learning. As a result, professional learning is focused on writing workshop and formative assessment. Teams also included specific target or claim focus areas to increase relevance and collaborative learning around the CIP academic goals. Positive behavior support is an area of staff learning as well this year which is tied to our discipline goal.

Throughout the year we will continue to connect professional learning to CIP academic areas, the staff instructional survey and writing workshop. Reflection and feedback will provide further guidance to the Instructional Team. Additional connections will occur during the school year, during classroom visits, and PGE conversations. Staff will be surveyed at the end of the year to provide further feedback for the building leadership team, building instructional team and administration.

Annual School Goals: Attendance and Discipline

Attendance:

Tardy and absent students impact both individual and classroom learning. Emphasizing the importance of being present at school and on time is essential to success. We value learning starting from the moment students enter the classroom and also believe this leads to life-long habits in timeliness and responsibility. Letters are sent home during the school year to inform families if their child has been late or absent 10% or more of the time. Using percentage to drive the letter procedure will give us baseline data for 2015-16 to inform following year efforts.

Monitoring second letters sent out will inform the building of further strategies to support families and students. Regular communication and follow up with BECCA coordinator will take place if there are significant concerns and patterns are not altered.

Alcott also adjusted and communicated start time and tardy expectations this year to increase on-time learning in classrooms. As a result, we anticipate atypical results from 12/7/15 through 12/18/15 following the communicated adjustment.

Discipline:

At Alcott we model, embrace, and expect Alcott C.A.R.E.s for all of our students. Cooperation, Actions, Respect, and Effort are an important part of community. We support students with teacher and counselor led lessons around C.A.R.E.s and Kelso's Choices in all classrooms. We continue to explore and implement positive behavior systems and strategies with students as a way to identify options with students, set commitments, reflect on impact, and make situations right for those involved.

We have adjusted our CAREs Review Slip to reflect these supportive efforts with students. Our CAREs committee helped to develop new ways to identify positive examples school wide and we have implemented this new system.

Administration meets weekly with the school counselor to evaluate CAREs Review Slips, explore family communication efforts and to collaborate around student support. School staff communicate regularly and restorative justice practices have been introduced to certificated and classified staff regarding student behavioral needs to best support school and classroom behavior.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	<p><u>DIBELS Grades K-2 and Student Services</u></p> <p><u>K: Literacy Focus-Phonemic Awareness</u></p> <ul style="list-style-type: none"> ○ ASL, word wheels, word work, progress monitoring, extra small group supports, and Safety Net collaboration. ○ The 3 team progress checks will be BOY, MOY, and EOY DIBELS. Student progress monitoring at various times throughout the year. <p><u>1st: Literacy Focus-Nonsense Word Fluency</u></p> <ul style="list-style-type: none"> ○ Nonsense word practice whole group using Reading Wonders, nonsense word practice from teachers pay teachers, nonsense word progress monitoring, nonsense word games ○ IA time and Watch D.O.G.S. time for individual practice ○ 3 team progress checks at DIBELS assessment periods (PGE would be BOY to MOY and a progress monitor PGE#4 5/1) <p><u>2nd: Literacy Focus- Oral Reading Fluency (accuracy, rate, expression, prosody, etc.)</u></p> <ul style="list-style-type: none"> ○ Classroom discussions and anchor charts ○ Intentional direct instruction during whole group and small group ○ Practice during Daily 5 activities ○ Continued strategy focus ○ 3 team progress checks at DIBELS assessment periods
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> ○ I Teach K ○ Nellie Edge conference
<i>Resources needed</i>	<ul style="list-style-type: none"> ○ Continued classified staff support ○ Word Work ○ Headsprout ○ DIBELS resources and computers
<i>Responsible individual or team</i>	Grade Level Teams and Student Services Team

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	<p><u>SBA Grades 3-5 and Student Services</u></p> <p><u>3rd: Claim/Target Focus-Citing Text Evidence to Support Reading Comprehension</u></p> <ul style="list-style-type: none"> ○ Practice through Unit Assessments, small groups, and weekly activities

	<ul style="list-style-type: none"> ○ Utilizing verbal and written strategies to teach the skill ○ Providing written reminders for the students to refer to ○ Modeling the skill for the students ○ 3 team progress checks using Wonders unit assessment for fall, winter, spring. <p>4th: <u>Claim/Target Focus-Writing Conventions</u></p> <ul style="list-style-type: none"> ○ Weekly Grammar practice ○ Weekly Convention practice ○ 3 team progress checks during reporting periods for conventions scores on report card based on narrative, expository and opinion writing assessments. <p>5th: <u>Claim/Target Focus-Text Evidence</u></p> <ul style="list-style-type: none"> ○ Utilizing RACER strategy (Restate, Answer All, Cite, Elaborate, Review) ○ Modeling and anchor charts ○ Additional practice ○ 3 team progress checks using unit tests in November, January, and March. <p>2/3 Quest: <u>Claim/Target Focus-Speaking and Listening</u></p> <ul style="list-style-type: none"> ○ Reading Wonders Weekly Assessment stories and/or Listening Comprehension stories aloud and including multiple choice and short answer questions in response to passages. ○ For speaking and listening, we will be using assessment data from teacher created listening comprehension quizzes based on the weekly Wonders listening comprehension text as well as the Time for Kids quizzes. ○ 3 team progress checks during PGE growth goal team meetings. <p>4/5 Quest: <u>Claim/Target Focus- Theme/Central Idea</u></p> <ul style="list-style-type: none"> ○ Mini lesson focus on theme analysis ○ 3 team progress checks to include: Literary Analysis from reading kit (October), unit test from short story unit (November), unit test from nonfiction unit (January/February)
<p><i>Professional Learning needed</i></p>	<ul style="list-style-type: none"> ○ Creating assessments with a balance of leveled questions in order to provide valid results ○ Instruction learning around explanation of evidence
<p><i>Resources needed</i></p>	<ul style="list-style-type: none"> ○ Time to collaborate as team ○ District curriculum ○ Time for Kids magazine and quizzes ○ Online resources to supplement the district curriculum ○ Wonders Listening Comprehension and teacher-created questions

<i>Responsible individual or team</i>	Grade Level Teams and Student Services Team
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<i>Goal Area</i>	Math
<i>Strategy to support goals</i>	<p><u>SBA Grades 3-5 and Student Services</u></p> <p>3rd: <u>Claim/Target Focus-Numbers and Operations-Multiplication Fluency</u></p> <ul style="list-style-type: none"> ○ Provide students with flashcards to practice their facts ○ Provide extra practice opportunities ○ Provide enrichment opportunities to extend their thinking ○ Differentiate instruction to meet individual needs of students ○ 3 team progress checks during PGE growth goal team meetings. <p>4th: <u>Claim/Target Focus-Multiplication Computation</u></p> <ul style="list-style-type: none"> ○ IXL math practice; on-going throughout year to emphasize mastery ○ Daily math homework to support classroom work ○ 3 PGE assessments given in Fall, Winter, and Spring to measure progress ○ 3 team progress checks during PGE growth team meetings ○ Topics 5, 7, 8 Envision math assessments ○ 3 team progress checks during reporting periods for operations and place value scores on report card. <p>5th: <u>Claim/Target Focus-Story Problems</u></p> <ul style="list-style-type: none"> ○ Diagrams and manipulative use ○ Listing important information ○ 3 team progress checks using topic tests in December, February, and April. <p>2/3 Quest: <u>Claim/Target Focus-Communicating Reasoning</u></p> <ul style="list-style-type: none"> ○ Using 8 math standards to reflect on how to answer a “writing to explain” word problem, completing problem solving practice to model steps and strategies ○ Progress checks using writing to explain scores from quick checks. <p>4/5 Quest: <u>Claim/Target Focus-Math Computation</u></p> <ul style="list-style-type: none"> ○ Using time tests to increase computation practice and view progress ○ 3 team progress checks: Timed test with basic facts (multiply/divide) (September-November), 2-digit multiplication quiz (December/January) and long division (February/March)
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> ○ Creating assessments with a balance of leveled questions in order to provide valid results.

	<ul style="list-style-type: none"> ○ Math Cohort feedback and learning.
<i>Resources needed</i>	<ul style="list-style-type: none"> ○ Time to collaborate as team ○ District curriculum ○ Online resources to supplement the district curriculum ○ Wonders Listening Comprehension and teacher-created questions, ○ enVision quick checks ○ Math assessments created ○ Story problem sources
<i>Responsible individual or team</i>	Grade Level Teams and Student Services Team

Goal Area	Science
<i>Strategy to support goals</i>	<p><u>SBA Grade 5 and Student Services</u></p> <p>5th: <u>Claim/Target Focus- Scientific write up: specifically the conclusions</u></p> <ul style="list-style-type: none"> ○ Instructional efforts surrounding structure ○ Modeling and practice support ○ 3 team progress checks using variables test and assessments in Feb. and April. <p>4/5 Quest: <u>Claim/Target Focus-Lab Reporting & Scientific Process</u></p> <ul style="list-style-type: none"> ○ Lab report support during science units ○ 3 team progress checks: “Flippers, Environments, and Water”
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> ○ New science standards
<i>Resources needed</i>	<ul style="list-style-type: none"> ○ 6th grade science conclusion requirements.
<i>Responsible individual or team</i>	Grade Level Teams and Student Services Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Louisa May Alcott staff will work with our PTSA and community to support our Continuous Improvement Process using the follows actions:

- Utilizing parent volunteers, LINKS, and Watch D.O.G.S. to support students and staff.
- Continued collaboration around school and PTSA goals to support success in learning.
- PTSA meeting will occur to discuss Continuous Improvement Process Plan.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Increase school communication with community using administration memos and PTSA meetings to highlight building CIP goals.

Continuous Improvement Process Plan

Elizabeth Blackwell Elementary

3225 205th Pl. N.E.
Sammamish, WA 98074

425-936-2520

<http://www.lwsd.org/school/blackwell>

2015-16



Jim Eaton, Principal
Taylor Davis, Associate Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

As you approach the front of our school, you will see a student-created beautiful, colorful mural depicting the sights and unique characteristics of our great Puget Sound region. At the center of this mural is a simple schoolhouse. School is the center of the Blackwell community.

The Lake Washington School District student profile calls on educators to provide learning environments in which Connection, Value and Challenge are part of a student's educational experience. We strive to provide integrated, differentiated learning experiences for students. We get to know each student on an individual basis to address individual needs. We strive to actively engage students in their learning in classrooms where every student knows they are safe and respected. We teach standards-first curricula based on the rigorous Washington State and Common Core Standards.

Parent involvement is a key component to the success of our students. We have a very active PTSA that supports many after school programs, provides resources for teachers and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated teaching and support staff.

Year in Review – 2014-2015

The Blackwell Elementary Continuous Improvement Plan was developed by teachers after analyzing data from multiple student assessment sources (report cards, MSP, DIBELS and classroom based assessments). Grade level teams worked together to plan, analyze, implement and revise goals throughout the school year and monitor student growth and academic achievement. The Building Leadership Team worked with the principal to support meaningful professional development activities that supported school goals. In addition, many teams incorporated Response to Intervention (RtI) protocols to meet the needs of our struggling students as well as provide additional learning opportunities for advanced students.

Our building goal in 2014-15 focused on the success of our students in English Language Arts (ELA) and math. Teachers continued to implement our new Wonders ELA and revised enVision math curricula during our second year under the new Common Core State Standards. Our building Professional Learning Communities centered on the four critical questions of -- What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? And how can we extend learning if students already know it?

Time was spent creating differentiated assignments and activities so that students were appropriately challenged. Teams of teachers were able to naturally harvest the work they already do to support student learning to include this important element by setting professional growth goals. With this information, we worked in teams to collect data to help make decisions about future lessons and instruction to support all learners.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	91%						
		1 st	87%						
		2 nd	100%						
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		90.1%						
	% of 3 rd graders meeting or exceeding state standards in Math		87.3%						
4 th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		94.7%						
	% of 4 th graders meeting or exceeding state standards in Math		94.7%						
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		>95%						
	% of 5 th graders meeting or exceeding state standards in Science		>95%						
	% of 5 th graders meeting or exceeding state standards in Math		92.5%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3 rd Grade ELA	98% met or exceeded standard	90% met or exceeded standard
3 rd Grade Math	93% met or exceeded standard	87% met or exceeded standard
4 th Grade ELA	92% met or exceeded standard	95% met or exceeded standard
4 th Grade Math	86% met or exceeded standard	95% met or exceeded standard
5 th Grade ELA	91% met or exceeded standard	>95% met or exceeded standard
5 th Grade Math	89% met or exceeded standard	93% met or exceeded standard
5 th Grade Science	90% met or exceeded standard	95% met or exceeded standard
Sub-Group	Did not include sub group in 2014-15 CIP	N/A
Perception:	Increase the percentage from 76% to 82% of agree mostly and agree completely for question #26 on the annual staff Nine Characteristics survey: The staff works in teams across grade levels to help increase student learning.	68% of staff indicated they agree mostly and agree completely

Narrative Reflection:

Narrative Reflection	
ELA	This year was the first year that English Language Arts was formally assessed. Last year marked the second year of our CCSS supporting Wonders curriculum. Teachers aligned their instructional practice to these new standards using this robust curriculum and best practice instructional strategies. Consistent use of close reading, two column notes, citing text evidence, leveled reading, and preteaching strategies with our struggling learners were examples of some of the resources and strategies used by our teachers and support staff to support our ELA instruction. These strategies, combined with frequent professional collaboration in-building as well as with the greater Eastlake Learning Community, provided our students with the opportunities to master the

	<p>rigorous standards. Blackwell experienced historically low class sizes at all grade levels. This allowed for more direct contact time between teachers and students.</p>
Math	<p>This year marked the first time students were tested against the Common Core State Standards. These standards are more rigorous than the previous Washington State math standards. Over the past two years, our staff at Blackwell worked to understand the new standards while implementing the revised enVision math curriculum. Our intermediate teams created students growth goals to address computation and fluency standards for all students. Common planning, benchmarks assessments, differentiated /leveled instruction, and data driven instruction informed student progress and instructional decision making. Collaboration with parents and supplemental math experiences were common across all grade levels. In third through fifth grade, students practiced the new online testing format and testing tools to overcome perceived obstacles with the format and delivery of the Smarter Balanced Assessment. Sound, targeted instruction, along with staff and parents dedicated to learning the standards, allowed our students to demonstrate high success on the performance assessments. Blackwell experienced historically low class sizes at all grade levels. This allowed for more direct contact time between teachers and students.</p>
Science	<p>The fifth grade team implemented a daily 40 minute instructional science block each day. One teacher taught all the science to the fifth grade general education students. This provided specialized instruction by an accomplished teacher vested deeply in teaching fifth grade standards. The daily extended instructional time beyond the typical 2-3 times per week provided students more opportunities to practice the scientific method, learn content, and apply science in everyday situations. Our fifth grade cohort was able to leverage six years of excellent science instruction at Blackwell to achieve 100% proficient or better student MSP results. Blackwell experienced historically low class sizes at all grade levels. This allowed for more direct contact time between teachers and students.</p>
Sub-Group Challenge:	<p>Did not identify a sub group in the 2014-15 CIP</p> <p>Challenge goals were realized at nearly every level of the intermediate grades. Our goals of significantly moving more students from level three to level four in Reading and Math was accomplished or nearly accomplished (exception of 5th grade math) by specifically targeting students and using best practice strategies. Specifically, the third, fourth and fifth grade teams created complimentary student growth goals to support math fact fluency and computation, used parent volunteers, and identified specific students for individualized</p>

Perception:

intervention. Teachers worked collaboratively with parents and maintained close contact and frequent check ins.

Our perception goal was not realized as evident from the spring Nine Characteristics of Effective Schools data. The biggest obstacle was the formal scheduling of time to accomplish the intergrade-level collaboration. Staff found it challenging to meet regularly during Wednesday LEAP or during after school hours. Often their only chance to collaborate outside of their immediate team was informally during lunch or common planning times.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	87% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2016.
Literacy: 3-5 ELA	85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2016.
Math: 3-5 Math	85% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2016
Science: 5th Science	93% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2016
Achievement Gap	81% of first grade students will meet benchmark as measured by the DIBELS 2016 EOY.
School Effectiveness:	Elizabeth Blackwell Elementary will improve from 61% to 70% “agree completely” in the area of “staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Nine Characteristics of Effective Schools Survey.
Attendance and Discipline:	<p><u>Attendance:</u> Elizabeth Blackwell Elementary will improve from 5.8% of students tardy ten or more times per year to 4.0% of students receiving a second attendance letter as measured by the May 2016 attendance check.</p> <p><u>Discipline:</u> Elizabeth Blackwell Elementary will improve from 3.4% of students being referred to the office 3 or more times to 2.5% of students being referred to the office 3 or more times as measured by the administration discipline incident log/student population ratio calculated in June of 2016.</p>

Annual School Goals: Academic

Teachers examined DIBELS, SBA, and MSP results in addition to fall literacy and mathematics assessments to determine school goals. Goal areas were selected as a result of state requirements. Specific strands within goal areas were selected by teachers as a result of close examination of data.

Teachers met with grade bands (K-2 and 3-5) to discuss strategies to be used to increase performance in academic areas. Grade level teams then met to refine strategies, design interventions, and create challenge opportunities for students.

Students will be regularly assessed to ensure they are receiving the appropriate intervention/challenge. In addition, support staff (IAs, Para Educators) and specialists (ELL, Safety Net) will be used to support students with their individual needs.

Goals will be monitored regularly. Grade level teams have tied their school goals to teacher Professional Goals and will monitor them throughout the year during regular team meetings. Formal meetings with the building principal to look at data/results will take place three times throughout the year.

Annual School Goals: Achievement Gap

Staff met in October 2015 to look at areas of need, which resulted in a determination to focus on the early reading skills of our first grade students. Traditionally, Elizabeth Blackwell students come to school with high reading achievement in first grade as measured by our Beginning of Year DIBELS assessment. This year over one-fourth of our students were assessed as not at Benchmark. This is a significant decrease from what is normally found in our BOY assessment. This fourth of our population is represented by 18 students who need specific, direct intervention to work toward benchmark this year. As a result, this sub group of first graders was selected to ensure the academic growth of these students.

These students will receive support from certificated and classified staff. Safety Net staff has worked with our general education teachers to create an intentional support schedule that provides both push-in and pull-out support and uses district core and supplemental curriculum.

Additional strategies to be used with these students include: parent, volunteer, and high school tutor support within the classroom setting, using a variety of resources (e.g. WonderWorks, Read Naturally, Headsprout)

Our Safety Net and first grade teachers will regularly monitor student progress through individual lessons, in-class support, and DIBELS progress monitoring.

Annual School Goals: School Effectiveness

Our effectiveness goal was selected as a result of conversations with both classified and certificated staff. The staff met to examine data and identify areas of need. The area of need chosen, "Question 26: Work Across Grade levels", was the preferred focus. This area was selected because it could be positively impacted by all staff members, both certificated and classified. In addition, this area will have a positive impact on both school culture and student learning.

This goal will be monitored/addressed via the following strategies

1. Dedicate portions of staff meeting and specific LEAP days to meet with grade levels above and below.
2. K-2 teachers will meet to work on RtI, word work, and Phonics. 3-5 teachers will meet to work on writing or subject specific needs.
3. When meeting with grade level bands, teachers will discuss organizational strategies that are being used school wide. Teachers will work to align "organizational procedures" schoolwide so there is more vertical consistency for students.

Annual School Goals: Attendance and Discipline

Attendance:

Our staff decided to choose “morning tardiness” as our focus. The reason this was chosen was because students who receive tardies regularly miss important academic time. These students have demonstrated difficulty being at school on time and/or missing school.

An initial attendance check, with “first attendance letters”, will go home in November of 2015. The registrar and principal will closely monitor the attendance of students receiving these letters during the months of November, December, and January (in advance of second letters being sent out). Any students showing continued tardiness will be contacted via phone prior to the second letter being sent out as a personal reminder.

Discipline:

Our staff selected school office discipline referrals as our focus area. This area was chosen due to the needed intervention for students demonstrating multiple discipline referrals throughout the year. It is our goal to further reduce the occurrence of multiple referrals for individual students as a percentage of our school population.

This goal will be monitored through our “Principal Incident Record” database. Parents of students who are referred 3 or more times will be contacted by the principal to discuss possible interventions with the goal of avoiding future referrals.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Grades K-2 will use the following strategies: <ul style="list-style-type: none"> • Safety Net support (small group) • Launch 1:1 tutoring • Read Naturally • Headsprout • Sight words • Small group instruction (leveled reading) • Leveled book shopping • Accelerated Reader and Stars testing • Identify students struggling with phonemic awareness and phonics • Listen to stories online • Read Naturally • Progress monitoring with students who were approaching benchmark • Safety Net • Phonics and decoding practice • Classroom independent reading time • IA reading support • Wonders online phonics practice • Cross class intervention
<i>Professional Learning needed</i>	Grades K-2 need the following Professional Learning Opportunities: <ul style="list-style-type: none"> • RtI support • Professional Development provided by building writing lead teachers • Dedicated time to plan and implement as a grade level band
<i>Resources needed</i>	Grades K-2 need the following resources: <ul style="list-style-type: none"> • Haggerty Phonemic Awareness • Headsprout • Burst • DIBELS • Wonders • Developmental spelling inventory
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Literacy
<i>Strategy to support goals</i>	Grades 3-5 will use the following strategies: <ul style="list-style-type: none"> • Use Professional Collaboration Communities (PCC) to strengthen and support staff intervention and student differentiation • Effective use of staff to support student need (Safety Net, IA's, small groups, volunteer and Watch D.O.G.S.) • Supplemental support materials Read Naturally, SRA, AR, Star test

	<ul style="list-style-type: none"> • Purposefully implement Wonders phonics, Wonderworks, vocabulary, TFK (nonfiction text) • Investigate Writer's Workshop: peer editing, conferencing, mini-lessons, whole and small group instruction • Use of mentor texts • Use of district-provided curriculum • Book chats and literature studies •
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Vertical teaming for writing (PCC time at grade level and across grade level) • ELC PLC collaboration • Student organization strategies • Professional Development provided by building writing lead teachers
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • Instructional Assistant support - staffing • Tools to remediate phonemic awareness and decoding skills
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Math
<i>Strategy to support goals</i>	<p>Grades 3-5 will use the following strategies:</p> <ul style="list-style-type: none"> • Use Professional Collaboration Communities (PCC) to strengthen and support staff intervention and student differentiation • Effective use of staff to support student need (Safety Net, IA's, small groups, volunteer and Watch D.O.G.S.) • Use of Accelerated Math, flashcards, math fluency/computation, medieval math • Re-teaching and enrichment of key concepts • Emphasis on students showing work/correcting errors
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Vertical teaming for writing (PCC time at grade level and across grade level) • ELC PLC collaboration • Student organization strategies
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • Instructional Assistant support - staffing • Staff support and tools for remediation
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Science
<i>Strategy to support goals</i>	<p>Grade 5 will use the following strategies:</p> <ul style="list-style-type: none"> • Supplementing district adopted curriculum (e.g. egg drop) • supplementing procedures, conclusions • daily 5th grade science instruction in all classrooms, sharing students (rotations)
<i>Professional Learning needed</i>	<p>Grade 5 will need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • across grade-level support • scientific process
<i>Resources needed</i>	<p>Grade 5 will need the following resources:</p> <ul style="list-style-type: none"> • Next generation science standards and curriculum • Physical classroom space to better accommodate instruction
<i>Responsible individual or team</i>	<p>The fifth grade team will be responsible for monitoring and tracking progress towards our science goal.</p>

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Elizabeth Blackwell Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent, Eastside Catholic, Eastlake HS, and Launch volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials, resources, and professional development opportunities that support CIP goals
- Add communication processes to further involve/inform parents in the areas of attendance and discipline
- Provide parent education in conjunction with PTSA-coordinated events (e.g. Love and Logic October – November, 2015)

Strategies to inform parents, families, and the community about the Continuous Improvement Process

The building principal will inform parents, families, and the community about the continuous improvement process at the October 2015, January 2016, and May 2016 PTSA meetings (board and general membership). Parents will also be informed of this process via the December 2015 monthly newsletter from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both in PTSA meetings and the monthly principal newsletter.

Continuous Improvement Process Plan

Rachel Carson Elementary

1035 244th Ave. N.E.
Sammamish, WA 98074

425-936-2750

<http://www.lwsd.org/school/carson>

2015-16



Mary Cronin, Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

It is the mission of Rachel Carson Elementary to ensure that all students are empowered and inspired to learn so that they can achieve academic successes. We are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe learning environment for all students, and fostering a partnership with our parent community.

The Rachel Carson staff are masters in the application of Professional Learning Communities; working in grade level teams to best meet the needs of students. We are recognized as an, “All Things PLC” national school; one of four in the State of Washington. Being a PLC school means we have an ongoing process in which our teachers work collaboratively to achieve better results for students we serve. All decisions are measured by the academic and social benefit to our students.

Our school was also recognized as the top fundraising school in the Northwest for the Leukemia and Lymphoma Society, raising over \$18,000. Parent involvement is a key component to the success of our students, and our partnership working with children. We use a variety of communication strategies to keep parents informed of student progress; newsletters, e-mail, principal coffee chats. In addition, we have a very active PTSA that supports many after school programs, provides resources for teachers, and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated teaching staff. Our first year Watch D.O.G.S. program saw over 90 dads volunteer for a day in our school; working with children 1-1, small groups, in technology and on the playground.

School Mission: “Educate, Inspire, Empower”

Mascot: Falcons

Colors: Green and White

Principal: Mary Cronin

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	100%						
		1 st	99%						
		2 nd	100%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	83.5%							
	% of 3 rd graders meeting or exceeding state standards in Math	87.6%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	93.3%							
	% of 4 th graders meeting or exceeding state standards in Math	85.3%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	85.0%							
	% of 5 th graders meeting or exceeding state standards in Science	87.3%							
	% of 5 th graders meeting or exceeding state standards in Math	72.4%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	The percentage of students scoring at standard or higher in identifying the main idea and details of a reading passage will increase from 28% to 90%	83% of students scored at standard or higher.
3rd Grade Math	The percentage of students scoring at standard or higher in multiplication and division (facts and relationship between multiplication and division) will increase from 20% to 90%.	92% of students scored at standard or higher.
4th Grade ELA	85% of students will critically read and respond to non-fiction tests at standard.	89% of students scored at standard or higher.
4th Grade Math	90% of students will solve, at standard, multistep word problems posed with whole numbers and having whole-number answers using the four operations.	96% of students scored at standard or higher.
5th Grade ELA	88% of students will compare and contrast stories in the same genre with similar themes and topics, at standard.	90% of students scored at standard or higher.
5th Grade Math	80% of the students will show at least a two point change based on their enVision pretest and posttest.	84% of students showed at least a two point change.
5th Grade Science	85% of the 4 th /5 th grade students will be able to write and implement a conclusion as outlined in the investigative format at or above grade level.	88% of the students scored at standard or higher.
Sub-Group	Kindergarten ELL: 91% (10 out of 11) ELL students will	10 of 11 ELL kindergarten students made standard on DIBELS by the end

	be at the proficient level as measured by DIBELS.	of the year. Most are currently at standard in first grade.
Challenge:	<p>4th grade math: 50% of our students will solve, at above standard, multistep word problems posed with whole numbers and having whole-number answers using the four operations.</p> <p>5th grade reading: 50% of the students will compare and contrast stories in the same genre with similar themes and topics, above standard.</p>	<p>4th grade math: 69% scored above standard.</p> <p>5th grade reading: 64% scored at above standard.</p>
Perception:	<p>Teachers receive regular feedback on how they are doing? 23% agree slightly, 38% agree mostly, 39% agree completely.</p> <p>Carson uses a system to obtain a variety of perspectives when making decisions? 3% don't agree at all, 19% agree slightly, 30% agree mostly, 48% agree completely.</p> <p>Student discipline problems are managed well. 11% agree slightly, 48% agree mostly, 41% agree completely.</p> <p>The staff works in teams across grade levels to help increase student learning. 19% agree slightly, 30% agree mostly, 51% agree completely.</p>	<p>13% agree slightly, 59% agree mostly, 28% agree completely.</p> <p>19% agree slightly, 47% agree mostly, 34% agree completely.</p> <p>6% agree slightly, 59% agree mostly, 35% agree completely.</p> <p>3% agree slightly, 66% agree mostly, 31% agree completely.</p>

Narrative Reflection

Narrative Reflection	
ELA	<p>Teams created data excel sheets and collected data representing goal/progress monitoring on a regular basis, sometimes weekly/monthly. Used RTI format identifying targeted students who worked in small groups, parent volunteers, IA's, and Watch D.O.G.S. Parent education resources to help children at home. Teacher developed common formative assessments. Used student work to discuss progress. Used exemplar work to improve student understanding. Effectively divided fiction and non-fiction lessons. Used mentor texts for writing. Increased the complexity of texts. Used Read Naturally to monitor and increase level of fluency. Communicated w/ parents about progress and strategies to help at home to reinforce school instruction. Created reading support groups and systems with support staff.</p>
Math	<p>Used math games to reinforce concepts. RTI model for intense small group instruction. Collected and analyzed data using Quick Checks, unit tests and chapter tests. Met regularly with team to share pacing, common assessments and next steps. Very excited we exceeded our goal. Used pre-test/post-test to show progress. Added student monitoring and reflection. Utilized parent volunteers, Watch D.O.G.S., and IA's for small group, 1-1 support. Found pacing to be a challenge.</p>
Science	<p>Science content changes w/ each unit, makes it difficult to assess. Focused on scientific questions making predictions, "If..then" statements. Would really like to connect all units. Recorded data on student achievement, used modeling and practice w/ units.</p>
Sub-Group	<p>Created data sheets to represent goal, met regularly with team and ELL teacher to discuss strategies. Progress monitored. Used teacher made assessments, used RTI model, focused on small group instruction w/ ELL teacher.</p>
Challenge:	<p>Used processes to analyze data; common quick checks, problem solving, chapter tests. Progress monitored weekly w/ team. Collected student samples and showed exemplars. Provided supplemental work to help students. Common assessments.</p> <p>Regular team meetings. Students used specific texts annotations when responding to comprehension questions.</p>
Perception:	<p>Feedback: The next step will be identifying which sub group feels that they are not receiving enough feedback. We feel through the PGE system we might not be receiving regular feedback each week per say, but are receiving sufficient feedback.</p> <p>Decision Making: We feel that it would be a good idea for leadership team grade level representatives to have time to go back to their teams and get feedback before decisions are made. Also allow for more opportunities for anonymous feedback as sometimes whole group meetings can be intimidating or uncomfortable.</p>

Discipline: We think we have made sufficient progress with teachers handling individual behavioral problems within their classroom. We also know this year that our building will be working with IA's to help with discipline problems at lunch and recess, which we think is beneficial. The area we feel that we still need to address is how our school handles big or continuous behavioral problems that requires larger scale interventions beyond what the teacher can provide in the classroom. We noticed that there is a correlation between the students struggling early on, and those who are still struggling in later grades. We think a more proactive and aggressive approach in early grades could help with success in the later grades.

Vertical Teaming: Each year we do a great job of meeting in vertical teams to discuss a subject area which we would like to continue. Our suggestion would be to focus on any subject areas of the common core standards to see if any specific skills need to be adjusted or fine-tuned.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	<p>Kindergarten DIBELS 93% baseline in BOY to 93% EOY measured in May 2016. Complexity of the test changes from BOY to EOY</p> <p>1st Grade DIBELS 69% baseline in BOY to 97% EOY measured in May 2016</p> <p>2nd Grade DIBELS 63% baseline in BOY to 86% EOY measured in May 2016</p>
Literacy: 3-5 ELA	90% of students in 3-5 th grade will score at standard or above in literacy as measured by the SBA assessment in June 2016
Math: 3-5 Math	89% of students in 3-5 th grade will score at standard or above in math as measured by the SBA assessment in June 2016
Science: 5th Science	89% of 5 th graders will score at standard or above in science as measured by the MSP assessment in June 2016
Achievement Gap	80% of ELL students will move up at least one level as measured by the Spring 2016 language assessment.
School Effectiveness:	<p>Carson uses a system to obtain a variety of perspectives when making decisions. 2014-2015 data was 3% don't agree at all, 19% agree slightly, 30% agree mostly, 48% agree completely. We will improve from these data points and have 0% not agree at all, 15% agree slightly, 35% agree mostly, and 50% agree completely.</p> <p>Student discipline problems are managed well. 2014-2015 data was 11% agree slightly, 48% agree mostly, 41% agree completely. We will improve from these data points and have 5% agree slightly, 40% agree mostly, and 55% agree completely.</p> <p>We will know we have reached our goal by analyzing the 2015-2016 data next Fall.</p>
Attendance and Discipline:	<p>Attendance: Carson will improve from 4% student tardies to 3% as measured on the tardy letters sent home 3 times a year. Reduction in tardiness will be evident in May, 2016.</p> <p>Discipline: Carson will increase lunch behavior slips from 50% purple to 75% purple, as measured on a tracking form from November 2015 through May 2016. (Tracking system = purple, green, yellow, and red. Purple is the best slip you can receive.)</p>

Annual School Goals: Academic

Teachers in grade levels analyzed their DIBELS, SBA and science MSP results to determine goals. Goals were selected as a result of state standards/requirements.

Grade level teams met to discuss strategies to be used to increase performance in selected areas. Additionally, grade level teams met vertically to compare strategies, examine interventions and decide on challenge opportunities for our students.

Students will have regularly scheduled assessments throughout the year to measure goals, and to ensure students are receiving appropriate interventions to meet their needs. Goals will be monitored three formal times during the year at regularly scheduled PLC/CIP meetings.

Students needing interventions will receive additional support through Safety Net, para-educators, Special Education support and small group instruction in push-in services.

Annual School Goals: Achievement Gap

Staff met in September and October and discussed the changing population on the plateau. In 2014-2015 we had a total of 18 ELL students, 8 in kindergarten and 10 in grades 1-5. In 2015-2016 we have 17 in kindergarten and 18 in grades 1-5. We have one more ELL student enrolling in kindergarten in January which will make 36.

Annual School Goals: School Effectiveness

When looking at the Nine Characteristics survey, the staff decided as a group to work on the following goals: 1. Carson uses a system to obtain a variety of perspectives when making decisions 2. Student discipline problems are managed well. The staff selected this goals because goal setting is an ongoing process, and for the 2014-2015 school year, the staff worked together to improve these areas and made strong progress towards achieving these goals. For the current 2015-2016 school year, we feel as if we can continue to improve in these areas through collaboration and working as a team.

Carson will progress monitor throughout the year by: effectively using the Leadership Team to monitor how each grade level team feels about the progress being made, we will create a school specific characteristic survey in these areas to monitor improvement (given a few times a year to obtain data points), and will also foster discussions at staff meetings in these areas in order to monitor and hear about the progress that is being made in order to obtain our goals.

Annual School Goals: Attendance and Discipline

Staff met as a whole group, classified and certified, to discuss school effectiveness goals by analyzing perception data from the previous year as well as discipline data taken from weekly lunch room reports. Overall, we decided to focus on our lunch room behavior. Rachel Carson has a system whereas we monitor lunchroom behavior; manners and procedures. Each day, lunchroom supervisors give students a “ticket” indicating their performance. At the end of the week, teachers turn in their tracking sheets and on Monday, classes w/ the most purples are awarded wrist bands. At the end of the year, we would like to be at 90% of classrooms earning purples.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy K-2 Reading
<i>Strategy to support goals</i>	Use WatchDogs, Wonder’s Instructional materials, 1-1 pull-out, Safety Net, word games, Modeling, Reading/Writing workshop
<i>Professional Learning needed</i>	Differentiation w/ Sandra Page w/ ELC, Writing and Reading Teacher training, grade Level PLC w/ vertical alignment.
<i>Resources needed</i>	Read Naturally, Just Right Books, National Geographic Magazine
<i>Responsible individual or team</i>	Literacy Leaders, Administrator, Leadership Team, Grade Level Teachers

Goal Area	Literacy 3-5 ELA
<i>Strategy to support goals</i>	Wonders Instructional materials, novel study, WatchDogs, Modeling, comprehension, graphic organizers, RACE (Restate, Answer, Cite Evidence, Explain), Reading/Writing workshop, non-fiction w/ Time for Kids
<i>Professional Learning needed</i>	Differentiation w/ Sandra Page w/ ELC, Writing and Reading Teacher training, grade Level PLC w/ vertical alignment.
<i>Resources needed</i>	Scholastic Magazine, District rubrics, need more computers!
<i>Responsible individual or team</i>	Literacy Leaders, Administrator, Leadership Team, Grade Level Teachers

Goal Area	Math 3-5
<i>Strategy to support goals</i>	IXL, small group, flash cards, Mighty Math, WatchDogs, enVision curriculum materials, RTI time, team weekly meetings, use words, pictures and numbers to justify answers.
<i>Professional Learning needed</i>	Differentiation Strategies
<i>Resources needed</i>	Math Progress Assessment, IXL, enVision Materials
<i>Responsible individual or team</i>	Administrator, Leadership Team, Grade Level Teachers.

Goal Area	Science
<i>Strategy to support goals</i>	Gradual release in investigative reporting Model investigative process Science Journals
<i>Professional Learning needed</i>	To be determined.
<i>Resources needed</i>	Foss Materials, supplemental materials to coincide w/ kits.

<i>Responsible individual or team</i>	Administrator, Leadership Team, District Support
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PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

- Parent volunteers/WatchDogs
- At home connection (home activities to support weekly instruction)
- Math fact volunteers
- IXL @ home
- Parent literature facilitators
- Middle School volunteers
- Vertical team collaboration
- IA support
- Resource Room support w/ classroom teachers/parents

Strategies to inform parents, families, and the community about the Continuous Improvement Process

- Regular newsletters through HAIKU
- PTSA conversations
- Principal newsletter twice a month
- Student journals sent home
- Students monitoring their goals

Continuous Improvement Process Plan

Christa McAuliffe Elementary

23823 NE 22nd Street
Sammamish, WA 98074

425-936-2620

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

2015-16



Brady Howden, Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

It is the mission of Christa McAuliffe Elementary to ensure that all students are empowered and inspired to learn so that they can achieve academic successes. We are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe and welcoming learning environment for all students, and fostering a partnership with our parent community.

The staff at Christa McAuliffe work in teams to best meet the needs of students. All decisions are measured by the academic and social benefit to our students. Our Reach for the Stars program is designed to help all students be their best by showing kindness and respect and by being safe and responsible at school. Parent involvement is a key component to the success of our students. We use a variety of communication strategies to keep parents informed of student progress.

We have an active PTSA that supports many after school programs, provides resources for teachers, and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated teaching staff.

Year in Review – 2014-2015:

Grade level teams worked together to plan, analyze, implement, and revise goals throughout the school year to monitor student growth and academic achievement in all content areas. They used this information to design targeted interventions that met the specific needs of our students. The building leadership team worked in concert with the principal to design meaningful professional development activities that supported school goals. In addition, our PTSA allocated funds for each grade level team to purchase needed materials and supplies to support building/grade level goals, provided teachers with release time to engage in PLC work, and to support outside professional development opportunities (ex: Ruth Culham writing professional development).

Teachers aligned their Professional Growth and Evaluation system goals with building academic goals. Within this system they tracked individual, class, and grade level growth. Each grade level team carefully designed improvement plans that included the following components:

- Identify common assessment to help monitor student progress towards goals
- Administer and grade assessments as a grade level team
- Document and track progress of each individual student
- Examine specific strands within math and/or reading to identify trends and growth opportunities

- Provide appropriate interventions and/or extension activities for individual students
- Utilize student goal setting to increase learning and academic performance

The results of these efforts translated into outstanding results on the 2015 SBA. Students excelled in all areas, scoring higher than state and district averages in all categories.

The 2014-2015 school year was also a year of transition for our school as we opened a special needs Learning Center program. This program added 23 high needs students and 20+ staff to our school. As a result, our school made it a focus to successfully incorporate new Learning Center students, families, and staff into our school. Learning Center specific survey data from staff and families indicated the transition was a huge success, both in terms of academic and social progress for our Learning Center students.

The upcoming year provides our school with the following new opportunities: (1) To successfully welcome new families as a result of district boundary changes; (2) Fully utilize SBA data to identify areas of growth and design related interventions; and (3) To build upon the successful implementation of the Learning Center.

Community Feedback		
This school has sought feedback from parents and community members on their experiences with the school. Key responses are summarized here.		
Community Survey Results	% agree	weighted score
The school's primary emphasis is improving student learning.	92%	3.59
The school communicates its goals effectively to families and the community.	86%	3.46
All students in the school are expected to meet high standards.	86%	3.57
Students respect those who are different from them.	94%	3.55
The adults in the school show respect for all students.	92%	3.67
My child feels safe at school.	94%	3.73
I feel welcome when I visit the school.	92%	3.55
The school works with many community organizations to support students.	63%	3.43
% agree = percent of respondents who answered somewhat agree or strongly agree . Weighted score is on a scale of 1 (strongly disagree) to 4 (strongly agree). Number of responses:		

School Snapshot

Building Budget
\$59,470

Student Composition

Asian	28.5%
African American	1.2%
Hispanic	7.7%
Native American	0.0%
Caucasian	57.9%
Pacific Islander	0.0%
Two or More Races	4.7%
Special Ed	12.2%
Transitional Bilingual	6.3%
Free/Reduced Lunch	4.1%
Male/Female	51/49%

School Enrollment

October 2013	455
October 2014	491

Smarter Balanced Assessment+				
	English Language Arts	Math	Science MSP**	
	14-15	14-15	13-14	14-15
3rd Grade	84.7	88.8	*	*
District	78.6	80.4	*	*
State	52.0	56.6	*	*
4th Grade	86.6	87.7	*	*
District	80.5	78.3	*	*
State	54.5	54.0	*	*
5th Grade	90.9	79.2	90.5	92.2
District	84.0	72.5	85.1	86.7
State	57.5	48.0	66.8	63.3

+Smarter Balanced Assessment is a Washington state standardized exam. Scores represent percentage of students who met the standards.
 *not tested
 ** Measurement of Student Progress

Note: the new Smarter Balanced Assessment is different from and not comparable to the old state exams in reading, writing and math, the Measurements of Student Progress. The Science MSP continues to be used for that subject, so science scores from different years are comparable.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	100%						
		1 st	95%						
		2 nd	94%						
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		84.7%						
	% of 3 rd graders meeting or exceeding state standards in Math		88.8%						
4 th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		86.6%						
	% of 4 th graders meeting or exceeding state standards in Math		87.7%						
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		90.9%						
	% of 5 th graders meeting or exceeding state standards in Science		92.2%						
	% of 5 th graders meeting or exceeding state standards in Math		79.2%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3 rd Grade ELA	97% will meet or exceed standard	84.7% met or exceeded standard
3 rd Grade Math	91% will meet or exceed standard	88.8% met or exceeded standard
4 th Grade ELA	96% will meet or exceed standard	86.6% met or exceeded standard
4 th Grade Math	92% will meet or exceed standard	87.7% met or exceeded standard
5 th Grade ELA	94% will meet or exceed standard	90.9% met or exceeded standard
5 th Grade Math	93% will meet or exceed standard	79.2% met or exceeded standard
5 th Grade Science	91% will meet or exceed standard	92.2% met or exceeded standard
Sub-Group:	90% of Kindergarten students will meet or exceed standard on the EOY DIBELS assessment	100% of Kindergarten students met or exceeded standard on the EOY DIBELS assessment
Challenge:	<u>Math:</u> 3 rd Grade – 60% 4 th Grade – 61% 5 th Grade – 72% <u>Reading:</u> 3 rd Grade – 54% 4 th Grade – 55% 5 th Grade – 52% *reading goal does not include writing	<u>Math:</u> 3 rd Grade – 58% 4 th Grade – 58% 5 th Grade – 68% <u>Reading:</u> 3 rd Grade – 79% 4 th Grade – 72% 5 th Grade – 62% *reading goal includes reading and writing

Perception:	Increase the percentage from 52% “Agree Completely” to 75% “Agree Completely” for question #56 (“Students respect those who are different from them”) on the annual staff Nine Characteristics survey.	42% of staff indicated they “Agree Completely” on question #56 (“Students respect those who are different from them”) on the annual staff Nine Characteristics survey.
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Narrative Reflection

ELA

Summary: Our school did very well in the area of ELA. Primary grades (K-2) all exceeded their goals, scoring at 94% at standard or higher as measured by DIBELS. Although our intermediate grades (3-5) did not meet their goals, they scored extremely well on the newly implemented SBA, exceeding both district and state averages in this area.

Successes:

- ELA averages for the newly implemented SBA test were 6%-7% higher than our district averages and 32%-33% higher than state averages in grades 3, 4, and 5
- ELA scores on the SBA for “students tested” (excluding opt outs) exceeded 90% at standard for grades 3, 4, and 5
- A high number of students scored a level 4 on the SBA (75% in 3rd grade, 70% in 4th grade, and 62% in 5th grade). This exceeded the challenge goal set in each of these grade levels
- DIBELS scores were 94% at standard (or higher) for grades K, 1, and 2
- Grade level teams worked collaboratively with each other, parents, and other staff (Safety Net) to support students in the area of ELA
- Grade level teams worked closely together to plan instruction, design intervention activities, and share strategies
- Grade level teams designed their Professional Growth Goals to support CIP goals

Struggles:

- We had many students “opt out” of SBA/WA-AIM testing, which lowered our overall scores on the SBA
- It was difficult finding time to progress monitor during the day (using DIBELS devices)

Math

- Staff received new DIBELS devices, which required some learning
- Many teachers switched grade levels, which required learning new curriculum and/or administering DIBELS for the first time (6 teachers)
- Some grade bands had large class sizes
- Technology issues (netbooks) interfered with ELA instruction and SBA preparation

Strategies Implemented:

- Use of IA, parent, and high school support to lead pull out groups and provide 1:1 assistance
- Collaboration with Safety Net teacher to assist with progress monitoring of targeted students (for our focus subgroup – kindergarten)
- Use of intervention blocks such as “WIN Time” to address ELA skills
- Use of differentiation strategies within the classroom setting (teacher created, Wonders materials)
- Implementation of a variety of note taking strategies (ex: two-column note taking)
- Use of Scholastic News and Literature studies to provide extension opportunities in the area of ELA

Summary: Our school also had strong scores in math. Although we did not achieve our goals in this area, we came very close in grades 3 and 4. When excluding “opt outs” we actually exceeded our goals in grades 3 and 4, scoring 94% and 92% at standard. As was the case with ELA, our math scores exceeded both state and district averages at all grade levels measured for math.

Successes:

- Math averages for the newly implemented SBA test were 7%-10% higher than our district averages and 31%-34% higher than state averages in grades 3, 4, and 5
- A high number of students scored a level 4 on the SBA (56% in 3rd grade, 56% in 4th grade, and 68% in 5th grade)
- Used leveled math groups (flexible), with group for students not at standard having a reduced class size
- Used IA and para support to assist students in math
- Implemented fluency practice to help students grow in this area and increase confidence

Science

Struggles:

- We had many students “opt out” of SBA/WA-AIM testing, which lowered our overall scores on the SBA
- Students experienced struggles with certain concepts due to the increased rigor of the Common Core Standards
- Large class sizes in fourth grade
- Helping all students fluent with math facts and be able to explain mathematical thinking in writing
- Pull out services occasionally impacted math instruction time for some students

Strategies Implemented:

- Use of IXL math and teacher assigned homework practice (math packets).
- Daily fact practice
- enVision math curriculum and resources
- Math games
- Increasing math instruction time in daily schedule

Summary: Our school continued to experience great levels of success in science, with 92% of students scoring at/above standard. This is the fifth consecutive year that our fifth grade students have exceeded 90% proficient in this area.

Successes:

- Our science scores were 5% higher than our district averages and 29% higher than state averages
- 68% of fifth grade students scored a level 4 on the SBA

Struggles:

- Writing piece of science MSP was difficult for students with writing IEPs
- Need additional time in the school day to teach all concepts needed to prepare students for MSP

Strategies Implemented:

- Science packets for homework
- Small group support during lunch and science switch times
- Provided additional practice with the Scientific Process. Taught the Scientific Process all year, with all science units

Sub-Group

Summary: Our school focused on literacy skills for kindergarten students with the thought that early intervention in this area would be helpful for all subjects.

Successes:

- 100% of students were at standard on the EOY DIBELS assessment
- Worked collaboratively as a team, using teachers, IAs, Safety Net support, parents, and student volunteers to assist kindergarten students
- 50% of the kindergarten team was new to that grade level and quickly learned the new curriculum and contributed to the team's success

Struggles:

- Difficulty finding times within the school day to progress monitor students not at standard
- Teachers learned and adjusted to new DIBELS devices
- Teachers new to the grade level having to learn DIBELS and new curriculum
- Finding extension resources, in addition to district provided curriculum, to support sub-group goal

Strategies Implemented:

- Regularly monitored DIBELS with regular check-ins with students not at standard
- Used parents and high school volunteers to support students (weekly pull out activities)
- Created additional assessments to monitor and support growth
- Received support from Safety Net teacher to assist with progress monitoring and small group reading instruction

Challenge:

Summary: Our school did extremely well in the area of challenge goals. All grades measured (3, 4, and 5) exceeded their challenge goal in the area of ELA. All grades measured came very close to achieving their goal in math (within 2%-4% of their goal).

Successes:

- A high number of students scored a level 4 on the SBA in ELA (75% in 3rd grade, 70% in 4th grade, and 62% in fifth grade)
- A high number of students scored a level 4 on the SBA in math (56% in 3rd grade, 56% in 4th grade, and 68% in 5th grade)
- Use of leveled and flexible (differentiated) math groups to provide instruction
- Integrating reading and writing within instruction

Perception:

Struggles:

- Teachers had to add level 4 questions on assessments to provide students with opportunity to demonstrate this level of proficiency
- High class size at fourth grade
- Finding appropriate reading/math materials for students above standard

Strategies Implemented:

- Used book clubs, reading clubs, lunch time math groups, and enrichment projects
- Use of AR/Star programs to provide feedback to teachers and students

Summary: Our school worked extremely hard on our perception goal. Although we did not reach our stated goal of 75% “agree completely”, many staff members shared they thought we had made great progress in this area.

Successes:

- Crayon box story, bulletin board, and theme
- Student helpers during Learning Center PE instruction
- Monthly “Disability SMART” campaign to highlight and celebrate differences
- Increased level of compassion, understanding, and empathy from our general education students both in the classroom and on the playground
- General education student volunteers in the Learning Center Classroom
- Inclusion of Learning Center students in the General Education Classroom

Struggles:

- Finding best ways to educate our students and community about our changing population
- Equipping teachers with strategies and tools needed to support students with extreme special needs
- Need of additional para support for our highest needs students
- Need of additional counseling time

Strategies Implemented:

- ASB and PTSA efforts to promote awareness of disabilities through morning announcements and bulletin board presentations

- Monthly character trait program
- Crayon story and theme
- Focused work within our building to address needs and adapt processes

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	86% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2016.
Literacy: 3-5 ELA	84% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2016.
Math: 3-5 Math	88% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2016
Science: 5th Science	88% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2016
Achievement Gap	80% of students qualifying for English Language Learner services will move up one or more levels as measured by the Spring 2016 language assessment.
School Effectiveness:	Christa McAuliffe Elementary will improve from 51% to 70% “agree completely” in the area of “staff members work together to solve problems related to school issues” as measured by question #25 on the Spring 9 Characteristics of Effective Schools Survey.
Attendance and Discipline:	<p><u>Attendance:</u> Christa McAuliffe Elementary will improve from 4.1% of students receiving a second attendance letter to 3.0% of students receiving a second attendance letter as measured by the January 2016 attendance check.</p> <p><u>Discipline:</u> Christa McAuliffe Elementary will improve from 1.4% of students being suspended to .75% of students being suspended as measured by the suspension/student population ratio calculated in June of 2016.</p>

Annual School Goals: Academic

Teachers examined DIBELS, SBA, and MSP results to determine school goals. Goal areas were selected as a result of state requirements. Specific strands within goal areas were selected by teachers as a result of close examination of data.

Teachers met with grade bands (K-2 and 3-5) to discuss strategies to be used to increase performance in academic areas. Grade level teams then met to refine strategies, design interventions, and create challenge opportunities for students.

Students will be regularly assessed to ensure they are receiving the appropriate intervention/challenge. In addition, support staff (IAs, Para Educators) and specialists (ELL, Safety Net) will be used to support students with their individual needs.

Goals will be monitored regularly. Grade level teams have tied their school goals to teacher Professional Goals and will monitor them throughout the year during regular

team meetings. Formal meetings with the building principal to look at data/results will take place three times throughout the year.

Annual School Goals: Achievement Gap

Staff met in October 2015 to look at areas of need, which resulted in a discussion about the changing demographics of our school. It was identified that 68 of our 520 students have moved to the United States within the last 3 years. This has resulted in 51 students qualifying for English Language Learner (ELL) services, which is a large increase for our school. As a result, the sub group of ELL was selected to ensure the academic and social success/growth of these students.

Students qualifying for ELL services will receive support from certificated and classified staff. ELL staff has worked with our general education teachers to create an intentional support schedule that provides both push-in and pull-out support and uses district language curriculum.

Additional strategies to be used to support ELL students include: parent and LINKS support within the classroom setting, use of “Google Translator” to communicate with students, homework and test preparation sent home in advance, professional development for teachers provided by our ELL teacher, use of Rosetta Stone technology, and learning walks to schools with high ELL populations.

Our ELL teacher and ELL IA will regularly monitor student progress through individual lessons, in-class support, and check-ins with classroom teachers.

Annual School Goals: School Effectiveness

Our effectiveness goal was selected as a result of conversations with both classified and certificated staff. The principal met with each group to examine data and identify areas of need. The area of need chosen, “Question 25: Solve Issues”, was the preferred area by both groups. This area was selected because it could be positively impacted by all staff members, both certificated and classified. In addition, this area will have a positive impact on both school culture and student learning.

This goal will be monitored/addressed via the following strategies: a classified staff member will be added to our building leadership team, classified staff will be included in pertinent LEAP PD opportunities, notes from classified meetings will be shared with certificated staff, and our social committee will work to create additional staff gatherings (for the purpose of team building).

Annual School Goals: Attendance and Discipline

Attendance:

Our staff decided to choose “second attendance letters” as our focus. The reason this was chosen was because students who receive a second attendance letter, which are sent out in January of 2016, have demonstrated difficulty being at school on time and/or missing school.

An initial attendance check, with “first attendance letters”, will go home in October of 2015. The registrar and principal will closely monitor the attendance of students receiving these letters during the months of November, December, and January (in advance of second letters being sent out). Any students showing continued attendance issues will be contacted via phone prior to the second letter being sent out for the purpose of a personal reminder. The principal will continue to monitor student attendance for the duration of the year, involving the BECCA Coordinator in situations where attendance issues persist.

Discipline:

Our staff selected school suspensions as our focus area. This area was chosen due to the great impact that a suspension has on a student, both personally and academically. It is our goal to further reduce suspensions as a percentage of our school population.

This goal will be monitored through our “Communication Slip” discipline plan. Parents with students who have collected multiple communication slips (3 or more) will be contacted by the principal to discuss possible interventions with the goal of avoiding future suspensions as a result of an accumulation of communication slips.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>Grades K-2 will use the following strategies:</p> <ul style="list-style-type: none"> • Safety Net support (small group and push-in models) • Sound boxes • Win Time intervention blocks • Launch • Fluency and nightly ready homework • Read Naturally • Head Sprouts • Sight words • Small group instruction (leveled reading) • Leveled book shopping • Accelerated Reader and Stars testing
<i>Professional Learning needed</i>	<p>Grades K-2 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Book clubs (ex: The Reading Strategies Book by Jennifer Serravallo) • PD provided by building writing lead teachers • ELL Literature professional development • Support in gaining reading strategies for kids with reading difficulties
<i>Resources needed</i>	<p>Grades K-2 need the following resources:</p> <ul style="list-style-type: none"> • The Reading Strategies book by Jennifer Serravallo • Words Their Way Books: <ul style="list-style-type: none"> ○ “Words Sorts within Word Pattern Spellers-2E” ○ “Words their Way Word Sorts for Derivational Relations Spellers 2E”
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>Grades 3-5 will use the following strategies:</p> <ul style="list-style-type: none"> • Writer’s Workshop: peer editing, conferencing, mini-lessons, whole and small group instruction • Use of mentor texts • Non-stop writing and quiet writing • Responding to reading with RAC method • Use of district-provided curriculum • Book chats and literature studies • Use of Scholastic News, National Geographic, and Time for Kids
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Vertical teaming for writing • PD provided by building writing lead teachers

<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • District-provided rubrics that are specific to each grade level (grades 3-5 currently use the same rubric) • District-adopted writing curriculum • Increase in Netbook allocation to provide for 1:1 ratio in grades 3-5
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Math
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<i>Strategy to support goals</i>	<p>Grades 3-5 will use the following strategies:</p> <ul style="list-style-type: none"> • Differentiated math groups • Parent run small groups for math review • Math workshop model • Timed tests • IXL online resource • Weekly math packets with review questions covering content from the entire year • Brain exercises for enrichment • Enrichment projects
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Opportunities to use LEAP time to share strategies in the area of math
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • Newest enVision curriculum (fully aligned to Common Core) • Topic assessments that match unit learning • Balanced assessments that include additional Level 4 questions
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Science
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<i>Strategy to support goals</i>	<p>Grade 5 will use the following strategies:</p> <ul style="list-style-type: none"> • “Teacher Experts” – teachers in fifth grade teach different content, rotate students • Weekly teacher-created science packets • Science fair and related research/projects • Focus on teaching scientific process
<i>Professional Learning needed</i>	<p>Grade 5 will need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • There are no learning opportunities needed at this time (as evidenced by 90%+ scores over the past 4 years)
<i>Resources needed</i>	<p>Grade 5 will need the following resources:</p> <ul style="list-style-type: none"> • Use of adopted curriculum that aligns with standards
<i>Responsible individual or team</i>	The fifth grade team will be responsible for monitoring and tracking progress towards our science goal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Christa McAuliffe Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent, Eastside Catholic, and LINKS volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities that support CIP goals
- Add communication processes to further involve/inform parents in the areas of attendance and discipline
- Provide parent education in conjunction with PTSA-coordinated events (ex: Homework education presentation by the principal in October 2015)

Strategies to inform parents, families, and the community about the Continuous Improvement Process

The building principal will inform parents, families, and the community about the continuous improvement process at the October 2015 PTSA meetings (board and general membership). Parents will also be informed of this process via the November 2015 monthly newsletter from the principal. In addition, parents the PTSA and community will be provided with regular updates throughout the year, both in PTSA meetings and the monthly principal newsletter.

Continuous Improvement Process Plan

Margaret Mead Elementary

1725 216th Ave NE
Sammamish, WA 98074

425-936-2630

<http://www.lwsd.org/school/mead>

2015-16



Sandy Klein, Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

At Margaret Mead Elementary School, we focus on preparing students to become lifelong learners and successful citizens. We place emphasis on students meeting and exceeding academic standards. We emphasize good citizenship by expecting every student to consistently demonstrate The Mead Way: **M**aking Wise Choices; **E**xpecting our Best; **A**cting with Kindness; **D**emonstrating Respect.

To reach the goal of high academic achievement, we teach to the Common Core State Standards using prescribed LWSD curriculum. Our classroom instruction subscribes to research based best practices including clearly defined learning targets, differentiation, formative and summative assessment and frequent feedback. Our staff works in Professional Learning Communities – teams of teachers working collaboratively to best support student learning and teaching practice. Our students demonstrate high achievement with more than 80% of students demonstrating at standard or higher scores for ELA and math.

At Mead, we believe learning is a responsibility shared mutually by students, staff, and parents. Our staff, our PTSA and our community member's work together to support the success of all our students. Margaret Mead Elementary is a great place to learn and grow.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79%						
		1 st	91%						
		2 nd	93%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	91.6%							
	% of 3 rd graders meeting or exceeding state standards in Math	95.3%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	89.7%							
	% of 4 th graders meeting or exceeding state standards in Math	83.6%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	94.2%							
	% of 5 th graders meeting or exceeding state standards in Science	93.1%							
	% of 5 th graders meeting or exceeding state standards in Math	73.9%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:*Data*

	Goal	Achievement (Achievement Level Descriptor)
3rd Grade ELA	The percentage of 3 rd grade students scoring at standard or higher on the SBA ELA assessment will be 87%.	91.6 percent of students scored at standard or higher.
3rd Grade Math	The percentage of 3 rd grade students scoring at standard or higher on SBA math assessment will be 90%.	95.3 percent of students scored at standard or higher.
4th Grade ELA	The percentage of 4 th grade students scoring at standard or higher on SBA ELA assessment will be 90%.	89.7 percent of students scored at standard or higher.
4th Grade Math	The percentage of 4 th grade students scoring at standard or higher on the SBA math assessment will be 90%.	83.6 percent of students scored at standard or higher.
5th Grade ELA	The percentage of 5 th grade students scoring at standard or higher on the SBA ELA assessment will be 90%.	94.2 percent of students scored at standard or higher.
5th Grade Math	The percentage of 5 th grade students scoring at standard or higher on the SBA math assessment will be 90%.	73.9 percent of students scored at standard or higher.
5th Grade Science	The percentage of 5 th grade students scoring at standard or higher on the MSP science assessment will be 87%.	93.1 percent of students scored at standard or higher.
Sub-Group	<p>For K – 5 Reading, 46 students were below standard at the beginning of the year based on DIBELS or spring MSP data.</p> <p>Of the 3rd/ 4th graders who scored below standard on the 2014 MSP reading (15) and math assessment (19), 50%</p>	<p>Of the 46, 4 moved away. Of the remaining 42, 29 remained below standard reflecting 69% of the subgroup below standard in reading.</p> <p>Of the 15 students who scored below standard on MSP reading, four moved away. Of the remaining 11, 36% scored at standard on the spring SBA ELA assessment.</p>

	will score at standard on 2015 SBA ELA / Math Assessment.	Of the 19 students who scored below standard on the MSP math, six moved away. Of the remaining 13, 23% scored at standard on the spring SBA ELA assessment.
Challenge:	<p>With the change from MSP to SBA, our challenge goal was to maintain the percentage of students exceeding standard on the math assessment.</p> <p>3rd – 50% 4th – 56% 5th – 65%</p>	<p>The percentage of students scoring above standard in spring 2015 SBA math were as follows:</p> <p>3rd – 72% 4th – 63% 5th – 58%</p>
Perception:	From 77% agree mostly or completely to 80% agree mostly or completely for the goal: <i>Staff works in teams across grade levels to help increase student learning.</i>	The perception data for this goal showed 76% of staff agreeing mostly or completely with the stated goal.

Narrative Reflection

ELA	<p>Successes:</p> <ul style="list-style-type: none"> • Every grade level had > 65% of students at level 4 proficiency. • Saw growth in student proficiency from beginning to end of year – all grades but one (K) met their goal. • Grade level teams worked to align content and instruction within their grade level. • Successfully completing the SBA assessment in 3rd, 4th, and 5th with fidelity. <p>Struggles:</p> <ul style="list-style-type: none"> • Large classes in several grade levels • Difficulty finding time to meet the diverse needs of all learners in the classroom • Increasing transient population • Increasing frequency of students with extended absences (multiple weeks to Europe/India) • Timing of SBA – questions included narrative writing prompts, yet narrative writing instruction had not yet begun in class. <p>Strategies, tools, or resources used/implemented to help students grow:</p> <ul style="list-style-type: none"> • Wonders Curriculum • Implemented RazKids, Tumblebooks, PebbleGo, AR as differentiated practice options. • Small group instruction with differentiation • Use of Daily Five as a reading structure (K – 1)
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	<ul style="list-style-type: none">• Intervention Block with focus on K, 1, 2• Safety Net Support at varying levels K – 5• Use of I.A.s to provide additional one on one or small group student practice and support Intervention Block, K – 2.• ELL support and collaboration• Special education support and collaboration• Use of mentor texts• Cross grade conversation to align instructional practice in writing including use of text “Common Core Writing to Text”.• Writing Thief book and ELC presentation• ELC PLC and grade level collaboration• Greater knowledge/understanding of use of Wonders.
<p>Math</p>	<p>Successes:</p> <ul style="list-style-type: none">• Greater than 55% of students were level 4 on SBA• 3rd and 4th grade met or exceeded their SBA goal• Although 5th didn't meet SBA math goal, they were on par with LWSD performance. <p>Struggles:</p> <ul style="list-style-type: none">• Academic rigor and pace of test content increases at greater speed from one grade level to the next.• Given the early testing window, several topics and math content that was included on the SBA test had not yet been covered in class.• With new CCSS, grade levels are challenged to complete instruction in all standards. Those not covered in one grade become a deficit for students entering the next grade.• Increasingly transient population.• Increasing frequency of students with extended absences (multiple weeks to Europe/India) <p>Strategies, tools, or resources used/implemented to help students grow:</p> <ul style="list-style-type: none">• enVision curriculum• Use of Dream Box, IXL as differentiated practice options• Small group differentiated instruction• Safety Net support and collaboration• ELL support and collaboration• Special Education support and collaboration• Use of instructional assistants to provide one on one or small group practice• ELC PLC and grade level team collaboration• Common Core Mathematics text• Commoncoresheets.com• Extension math packets from enVision and teacher created• Reworked assessments to align to CCSS.

Science

Successes:

- We met our goal with 93% of students at or above standard and 57% of students scoring at level 4 on MSP.

Struggles:

- There is not adequate curriculum materials for science. The FOSS kits do not include enough to adequately support teachers or prepare students.
- This requires teachers to revise, add on to and create appropriate materials.

Strategies, tools, or resources used/implemented to help students grow:

- FOSS kits
- Teacher created materials
- Teacher created activities or in house field trips related to science content (Toy Maker, Egg Drop)

Sub-Group

ELA – all grades
Math – 4th, 5th grades

Students performing below standard in reading and math on spring 2014 MSP and primary students below benchmark on 2014 DIBELS BOY assessment.

Sub-group goal:

ELA	# Below Standard BOY	# Remaining Below Standard EOY
K to 1 st Reading	12	11
1 st to 2 nd Reading	10	4
2 nd to 3 rd Reading	9	7
3 rd to 4 th Reading	7	5
4 th to 5 th Reading	9	6

Math	# Below Standard 2014 MSP	# Remaining Below Standard 2015 SBA
Spring 2015 4 th	10	7 (2 students moved)
Spring 2015 5 th	8	4 (2 students moved)

Sub-group results:

Successes:

- Overall, 30% of our ELA sub-group and 40% of our math sub-group of students who were below standard at the beginning of the year achieved proficiency by year end.

Struggles:

- 60 - 70% of the subgroup remained below standard despite interventions.
- Intervention in one area often takes students out of instruction in another content area – this becomes a challenge of balance.

Strategies, tools, or resources used/implemented to help students grow:

For ELA:

- Wonders Curriculum
- Implemented RazKids, Tumble books, PebbleGo, AR as differentiated practice options.
- Small group instruction with differentiation
- Use of Daily Five as a reading structure (K – 1)
- Intervention Block with focus on K, 1, 2
- Safety Net Support at varying levels K – 5
- Use of I.A.s to provide additional one on one or small group student practice
- ELL Support
- Use of mentor texts
- Cross grade conversation to align instructional practice in writing including use of text “Common Core Writing to Text”.
- Writing Thief book and ELC presentation
- ELC PLC and grade level collaboration
- Greater knowledge/understanding of use of Wonders.

For Math:

- Use of Dream Box, IXL as differentiated practice options
- Small group differentiated instruction
- Safety Net support and collaboration
- ELL support and collaboration
- Special Education support and collaboration
- Use of Instructional Assistants to provide one on one or small group practice
- ELC PLC and grade level team collaboration
- Common Core Mathematics text
- Commoncoresheets.com
- Extension math packets from enVision and teacher created
- Reworked assessments to align to CCSS.
- Use of Intervention Block model – flooding K, 1, 2, with instructional resources for support for 30 minutes daily.

Challenge:

Challenge: 3rd, 4th, 5th grades only

Our Challenge Goal was to maintain the percentage of students who exceed standard and scored a level 4 on the SBA math assessment.

Challenge Goals:

Math:

3rd Grade – 50%

4th Grade – 56%

5th Grade – 65%

Challenge Results:

Math:

3rd Grade – 72%

4th Grade – 63%

5th Grade – 58%

Successes:

- 3rd and 4th grade met their challenge goal.
- 5th grade came close to the goal, but still demonstrated > 55% of students at level 4

Struggles:

- The enVision curriculum does not provide additional resources for students demonstrating above standard performance.
- There is a lack of time for teachers to search out materials to provide extension to level 4 students.
- Academic rigor and pace of test content increases at greater speed from one grade level to the next.
- Given the early testing window, several topics and math content that was included on the SBA test had not yet been covered in class.
- With new CCSS, grade levels are challenged to complete instruction in all standards. Those not covered in one grade become a deficit for students entering the next grade.

Strategies, tools, or resources used/implemented to help students grow:

- enVision curriculum
- Use of Dream Box, IXL as differentiated practice options
- Small group differentiated instruction
- Safety Net Support and collaboration
- ELL Support and collaboration
- Use of Instructional Assistants to provide one on one or small group practice
- ELC PLC and grade level team collaboration
- Common Core Mathematics text
- Commoncoresheets.com
- Extension math packets from enVision and teacher created
- Reworked assessments to align to CCSS.

Perception:

Successes:

- Instructional Leadership Team worked to create more time during LEAP for cross-grade conversations. This was a good start.

- Teams began to think of students as “our” students, not just focusing on the students in their particular grade level.
- We explored “common language” across grade levels for writing instruction.

Struggles:

- We need more time and opportunity still to meet across grade levels for professional conversations regarding content and instruction.
- The conversation revealed discrepancy and differing opinions about best practice in writing instruction.
- Lack of district writing curriculum.
- School layout separates teams making spontaneous conversations difficult.

Strategies, tools, or resources used/implemented to help students grow:

- Instructional Leadership Team spent time planning how to support cross grade conversations in writing.
- We used several LEAP Wednesdays for cross grade level conversations.
- Each team completed a writing alignment sheet for opinion and narrative writing – sheets were shared with adjacent grade levels.
- PLC teams work together to support instruction within a grade level.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	86% of students in grades K – 2 will score at standard or above in literacy as measured by the EOY DIBLES assessment in May, 2016.
Literacy: 3-5 ELA	91% of students in grades 3 – 5 will score at standard or above in literacy as measured by the spring, 2016 SBA ELA assessment.
Math: 3-5 Math	87% of students in grades 3 – 5 will score at standard or above in math as measured by the spring, 2016 SBA math assessment.
Science: 5th Science	90% of students in grade 5 will score at standard or above in science as measured by the MSP science assessment in May, 2016.
Achievement Gap	56% of students scoring below standard (and not qualifying for special education in ELA) on the 2015 BOY DIBELS or the spring 2015 SBA ELA assessment will move up one level of proficiency on spring, 2016 DIBELS or SBA ELA assessments.
School Effectiveness:	Margaret Mead Elementary will improve from 76% agree mostly/completely to 91% agree mostly/completely in “staff routinely work together to plan what will be taught.”
Attendance and Discipline:	<u>Attendance:</u> Given consistent use of the LWSD absence letters to parents, Margaret Mead Elementary will improve from .4% unexcused absences to .3 unexcused absences by June 2016. <u>Discipline:</u> Given implementation of a PBIS system of student affirmations, Margaret Mead Elementary will reduce the number of student “Making It Right Plans” from 86 for 2014-15 to 75 for 2015-16.

Annual School Goals: Academic

Teachers examined DIBELS, SBA and MSP assessment results individually, as teams and as a staff to discern goal areas. Teams reviewed strand and composite scores for their classrooms as well as for their cohort. Based on assessment data, areas of focus were discerned.

In order to identify strategies to be used to increase student performance, teachers met in grade bands (K-2 and 3-5) to discuss strategies, design interventions, identify needed resources and create challenge opportunities for students.

Students will regularly be taught and assessed using formative and summative assessment tools. Assessment data will be used to discern efficacy of interventions/extensions. As needed, interventions and strategies will be adjusted to better support student performance. At Mead, all support staff (I.A.s and para-educators) are used to support classroom and small group instruction, specifically for students

requiring intervention and support. Specialists including Safety Net, ELL and Special Education will also collaborate with classroom teachers in the support of specific students.

Teachers will monitor goals frequently, both individually and as grade level teams. CIP goals will be specifically monitored on three LEAP Wednesdays throughout the school year. CIP monitoring will include data assessment and discussion and adjustment of interventions and supports as needed.

Annual School Goals: Achievement Gap

The Margaret Mead Elementary staff selected the 41 students performing below standard on spring 2015 SBA ELA or 2015 BOY DIBELS assessments (and who do not qualify for special education support in ELA) as our students in the achievement gap. As the majority of Mead students reach standard or above on standardized tests, the small subgroup that does not reach standard will receive additional support in ELA.

Our goal is for 56% of these students (23 of 41) to move up one level on DIBELS or score at standard on the spring 2016 SBA ELA assessment. Primary grades will use an intervention block model to provide additional support to students. We will also access Safety Net, ELL, and IA/para support in classrooms to support these students on a one to one or small group basis. Classroom teachers will frequently monitor student progress using DIBELS benchmark assessments and classroom ELA assessments and assignments.

Annual School Goals: School Effectiveness

Our effectiveness goal was selected as a result of conversations with the certificated staff team as a whole followed by a conversation with the Mead Instructional Leadership Team. We examined all of the 9 Characteristics data from the last five years. This Question, “Staff Routinely Work Together to Plan What Will Be Taught” supports our building work around aligning writing instruction, both within grade levels and vertically K – 5. Emphasis will be placed on including specialists (SN, ELL, Special Ed) in these collaborative conversations.

To support this goal, we will review our goal monthly at our staff meetings to discuss progress, challenges and successes. Based on these conversations, the ILT will discuss needed additional strategies to be implemented with their teams.

Annual School Goals: Attendance and Discipline

Attendance:

As per staff discussion, we recognize that unexcused absences at the elementary level are typically more a function of parent behavior than student behavior. In order to better support parent understanding of the importance of regular student attendance, the Mead staff will monitor attendance monthly and respond with use of the LWSD absence protocols.

In conjunction with the Mead registrar, we will use the following steps monthly:

- Mead registrar will do a monthly absence check identifying students with 10% or more absences. This data will be communicated to teachers and principal.
- Teachers will send an email to parents sharing absence percentages and request for more regular attendance.

- If the absences continue, principal will send the initial BECCA letter to parents.
- If absences continue, principal will send the second BECCA letter and will begin work with the ELC Attendance Specialist.

Our goal is to reduce the .4% unexcused absence rate to .3% by year end.

Discipline:

The Mead Positive Culture and Climate staff team works to support appropriate student behavior and a positive school culture at Mead. The Mead Community follows the MEAD Way – a set of expectations for all students. Mead has a tool called the Making It Right Plan that is used when students make unwise choices. To better support positive behavior, the P.C.C. Team will be implementing a new system of positive recognition for appropriate behavior. The system is called “Whinnies”.

Given the implementation of Whinnies, our goal is that by affirming and recognizing more positive student behavior, we can reduce inappropriate behavior and thereby reduce the number of Making It Right plans that are issued. The entire Mead staff team will receive training on the use of Whinnies in January for implementation beginning in January.

Our goal is to reduce the number of Making It Right plans given out during the year from 86 in 2014-15 to 75 for the current year.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	Literacy
<i>Strategy to support goals</i>	<p>The K- 2 Team will use the following strategies: Head Sprout RazKids Safety Net support ELL support PLC planning and teaming IA support via Intervention Block and classroom support Guided reading groups Read Naturally/fluency practice Leveled Readers PD support/training from building writing leads</p> <p>The 3rd – 5th Team will use the following strategies: Accelerated Reader Kids’ reading within their range Comprehension checks Encourage more reading Working with partner Use of Wonders curriculum to teach comprehension strategies Planning with team what will be taught Align reading and writing skills PD support/training from building writing leads</p>
<i>Professional Learning needed</i>	<p>Differentiation strategies ELL strategies Daily 5 strategies Sandra Page P.D. on Dec. 2 Continued support on how to use curriculum resources effectively</p>
<i>Resources needed</i>	<p>Time Team planning Working netbooks Cross grade-level planning Guided level reading assessments Classroom leveled library Updated book room/book resources (leveled books/class sets) Wonders materials Supplemental curriculum for intervention and extension</p>
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress toward their goal.</p>

Goal Area	Math
<i>Strategy to support goals</i>	Working with partners Consistent and timely feedback Kids correct work and re-work Use of IXL for differentiation and support
<i>Professional Learning needed</i>	Problem solving curriculum Common core math curriculum
<i>Resources needed</i>	Assessments aligned to lesson taught Curriculum for level 4 kids that is related to lesson
<i>Responsible individual or team</i>	Each grade level team, 3 – 5, will be responsible for monitoring and tracking progress toward math goals.

Goal Area	Science
<i>Strategy to support goals</i>	The fifth grade team will support science using the following: Teaching specific formats for scientific process and writing procedures and conclusions Allowing student choice in selecting their own science experiment Repeated practice in procedures, conclusions, etc. Plan lessons and assessments together with our team
<i>Professional Learning needed</i>	Additional examples to reinforce the main concepts.
<i>Resources needed</i>	Our teacher-created materials that align with the standards. Foss Science Kits
<i>Responsible individual or team</i>	The fifth grade team will be responsible for monitoring and tracking progress toward science goals.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Margaret Mead Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent volunteers and LINKS volunteers to support students in class and at lunch through one on one and small group support.
- Work with PTSA to fund materials and professional development opportunities that support CIP goals.
- Communicate attendance policies and new PBIS system to parents via teacher email and monthly principal e-news.
- Provide Love and Logic parenting class to ELC elementary parents to help support positive student behavior at school (September – November, 2015).

Strategies to inform parents, families, and the community about the Continuous Improvement Process

The building principal will inform parents, families and the community about the CIP using the following strategies:

- Share CIP plan with PTSA Board, February, 2015
- Share CIP plan at PTSA General Membership Meeting, February, 2015
- Share CIP plan via Mead Monthly e-news in February, 2015.

Continuous Improvement Process Plan

Samantha Smith Elementary

23305 N.E. 14th Street
Sammamish, WA 98074

425-936-2710

<http://www.lwsd.org/school/smith>

2015-16



Jamie Warner Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

“Success, Care, and Respect for All Learners.” All students will have the knowledge, life skills, and attitudes to be successful now and in the future. As adult members of the Samantha Smith Learning Community, we accept the charge to do everything in our power to ensure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.

Samantha Smith Elementary has provided a quality education for students in the Sammamish area since 1987. The school continues to be a showcase school among the district’s 31 elementary schools. Over the past few years, we have earned School of Distinction and Washington State Achievement Awards.

The school continues to further underscore its commitment and direct its resources to support a strong, challenging and engaging academic program for all students. In addition, Samantha Smith serves as “home” to students who are enrolled in the district’s QUEST program for highly capable students. Currently, we have 40.8% Asian, 4.7% Hispanic, 47.9% Caucasian, 0.05% African American and 6.2% that are two races or more. Along with this great diversity we have 5.7% of our student body that have special needs, 2.7% free and reduced lunch and 52/48 male/female ratio.

The instructional staff at Samantha Smith School is a broadly experienced, highly capable, and deeply dedicated team of teachers committed to working in collaboration with each other on a professional learning community platform. Many of the teachers on the Smith teaching staff are master level teachers. Below is a visual to show you the experience of our team.

Staff Education Achievement

Bachelor’s 6

Bachelor’s + 45 credits- 1

Bachelor’s + 90 credits- 8

Bachelor’s + 135 credits- 2

Master’s- 5

Master’s +45 credits- 9

The school community supports learning. Many parents are active in our PTSA. Our PTSA has been recognized by the Washington State PTSA council for its achievements in program support and development as well as its record of membership.

Year in Review – 2014-2015

Continuous Improvement Plan

Each year, we analyze many different data points including: Smarter Balanced Assessment, DIBELS, Community Survey Feedback, Nine Characteristics Survey Feedback, etc. to create growth goals for the year. Each grade level team or Professional Learning Community (PLC) sets goals related to Common Core State Standards. These

goals are implemented throughout the year and the team works together to ensure success for every child. Below is a chart showing our past achievement data.

Measurements of Student Progress								
MSP[^]	Reading		Math		Writing		Science	
	12-13	13-14	12-13	13-14	12-13	13-14	12-13	13-14
3rd Grade	94.8	89.8	88.7	92.9	*	*	*	*
District	89.0	87.8	83.4	81.6	*	*	*	*
State	73.1	72.0	65.3	63.0	*	*	*	*
4th Grade	93.2	89.5	96.1	87.0	88.3	87.0	*	*
District	86.7	85.7	81.5	83.0	80.4	82.9	*	*
State	72.5	70.0	62.5	60.8	62.2	62.1	*	*
5th Grade	98.1	>95%**	96.2	86.6	*	*	98.1	93.3
District	88.8	89.2	81.9	83.1	*	*	87.9	85.1
State	72.7	72.4	62.7	63.5	*	*	66.6	66.8

[^]MSP is a Washington state standardized exam. Scores represent percentage of students who met the standards. *not tested
^{**}Exact score not provided when the number of students who did not meet standard is so low they could be personally identifiable

Smarter Balanced Assessment+				
	English Language Arts	Math	Science MSP**	
	14-15	14-15	13-14	14-15
3rd Grade	86.6	90.4	*	*
District	78.6	80.4	*	*
State	52.0	56.6	*	*
4th Grade	88.2	89.2	*	*
District	80.5	78.3	*	*
State	54.5	54.0	*	*
5th Grade	87.0	82.3	93.3	91.1
District	84.0	72.5	85.1	86.7
State	57.5	48.0	66.8	63.3

The Building Leadership Team works to make sure professional development is targeted for our staff to ensure success for all children within our school building. We also work on community culture goals. We believe in order for students to be successful in school, they must first feel safe and cared for. Our parents and PTSA leaders play a role in this as

well.

This past year we refocused our school community on the Peace Builders Program the school has used since it opened. Every staff member renewed their training in the Peace Builders' Promise, every student was taught what each principle means, and parents were reintroduced to this information at Curriculum Night. Throughout the year we had weekly announcements to continue teaching this culture-building program. Students were recognized throughout each month with Praise Notes for being positive, contributing members of the Smith Community. Each month students were chosen at random to have "Lunch with the Principal" as an incentive for showing great character throughout the month.

We plan to continue this work in the 2015-16 year and continue to celebrate our wonderful students!

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	98%						
		1 st	95%						
		2 nd	99%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	86.6%							
	% of 3 rd graders meeting or exceeding state standards in Math	90.4%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	88.2%							
	% of 4 th graders meeting or exceeding state standards in Math	89.2%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	87%							
	% of 5 th graders meeting or exceeding state standards in Science	82.3%							
	% of 5 th graders meeting or exceeding state standards in Math	91.1%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Note: goals were set based on trends from MSP data and achievement is measured from SBA data.

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	90% will meet or exceed standard	86.6% met or exceeded standard
3rd Grade Math	95% will meet or exceed standard	90.4% met or exceeded standard
4th Grade ELA	90% will meet or exceed standard	88.2% met or exceeded standard
4th Grade Math	90% will meet or exceed standard	89.2% met or exceeded standard
5th Grade ELA	94% will meet or exceed standard	87% met or exceeded standard
5th Grade Math	96.5% will meet or exceed standard	82.3% met or exceeded standard
5th Grade Science	90% will meet or exceed standard	91.1% met or exceeded standard
Sub-Group	Both 4 th and 5 th grade math students will demonstrate proficiency as aligned to the Math Common Core State Standards from 87.1% and 86.7% of students demonstrating proficiency on multiple measures (e.g. enVision and Safety Net assessments) to 90% by participation in the Math Safety Net Intervention Group from November to June.	90% met or exceeded standard
Challenge:	Students will meet or exceed standard in the content area of math based on state assessments 3 rd - 25% to 27.5% 4 th - 60%-62.5% 5 th - 70%-73%	3 rd - 90.5% 4 th - 89.2% 5 th - 82.4%
Perception:	Goal: <u>Assessment results are used to determine</u>	Achievement:

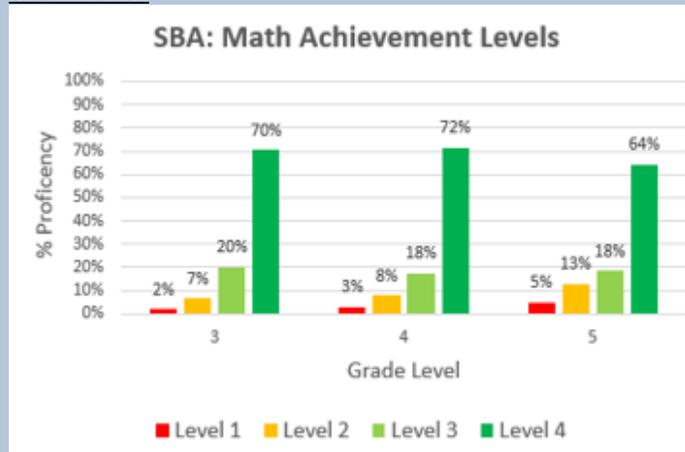
	<p><u>professional learning activities.</u> The percentage of staff agreeing completely or agreeing mostly will increase from 91% to 95% as measured on the 2014 Nine Characteristics Survey. This will be done through utilizing the district professional development survey, using LEAP time to address needs from this survey and working with the Leadership Team to check in once a month for additional needs.</p> <p><u>Goal: I have enough opportunities to grow professionally.</u> The percentage of staff agreeing completely or agreeing mostly will increase from 91% to 95% as measured on the 2014 Nine Characteristics Survey. This will be done by offering professional development to staff based on needs they express during CIP/PCC/PGE goal meetings and through the district professional development survey feedback. This will also be done by completing all of the district mandated trainings scheduled for this year (LEAP days.)</p>	<p><u>Goal: Assessment results are used to determine professional learning activities.</u> 96.15%</p> <p><u>Goal: I have enough opportunities to grow professionally.</u> 96.16%</p>
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Narrative Reflection:

Narrative Reflection																					
ELA	<p><u>Successes:</u></p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>SBA: ELA Achievement Levels</caption> <thead> <tr> <th>Grade Level</th> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1%</td> <td>11%</td> <td>24%</td> <td>63%</td> </tr> <tr> <td>4</td> <td>5%</td> <td>7%</td> <td>16%</td> <td>73%</td> </tr> <tr> <td>5</td> <td>6%</td> <td>6%</td> <td>27%</td> <td>60%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> As you can see from the graph above, SBA ELA scores in level 4 were very high. This is a celebration for our team in the first year of taking this assessment because it shows that some of what we are already doing is helping students. All students showed growth in DIBELS (Kindergarten) Using ELL, Safety Net, and Instructional Assistants to support goal groups <p><u>Struggles:</u></p> <ul style="list-style-type: none"> Kindergarten found it hard to find baseline data Larger class sizes Scheduling with special education, ELL, SN, etc. Time to cover curriculum and finding time to fit in oral reading fluency practice Difficulty making the given ELA Assessments fit for grade level Making listening and speaking a focus area to fit in Making sure to reach all students and their needs <p><u>Strategies:</u></p> <ul style="list-style-type: none"> Using allocated IA time to run small groups Used volunteer work to support the Take Aim Program Literacy Support Bags for students to take home Using online resources to familiarize students with online ELA materials Using parent volunteers for extra academic support Using supplemental programs such as Read Naturally, Quest Pull Out, differentiated reading instruction, level goal groups, etc. Using supplemental resources such as Time for Kids, National Geographic, Step Up to Writing, Lucy Calkins, etc. Progress monitoring throughout the year Using student friendly rubrics, checklists, specific feedback, etc. 	Grade Level	Level 1	Level 2	Level 3	Level 4	3	1%	11%	24%	63%	4	5%	7%	16%	73%	5	6%	6%	27%	60%
Grade Level	Level 1	Level 2	Level 3	Level 4																	
3	1%	11%	24%	63%																	
4	5%	7%	16%	73%																	
5	6%	6%	27%	60%																	

Math

Successes:



- As you can see from the graph above, SBA Math level 3 and 4 were most of our students
- Students showed a strong understanding with math concepts and were able to communicate reasoning. This has been worked on starting in kindergarten
- Support was effective according to test scores for L1 and L2 students
- Math Rotations using all teachers in a grade level was a great success for students

Struggles:

- Seeing that according to test scores, problem solving and modeling is an area of concern
- Finding time
- Accessing the technology and having it work
- Student inconsistencies in math fact fluency

Strategies:

- Working on math facts using supplemental programs such as IXL, Accelerated Math, Math Facts in a Flash, timed assessments, Fact Camp, ADD, etc.

Science

Successes:

- Teacher leaders were used to specialize in teaching science
- Field Trips that enhanced the curriculum were fun and engaging

Strategies:

- District curriculum, FOSS and STC for Motion and Design
- Discovery Streaming as an online learning supplement
- Delta Science Readers to enhance curriculum
- Field trips to enhance the science experience

Sub-Group

Successes:

- We were able to accommodate all students with needs L1 and L2
- All students showed some gains
- The impact on our PLC and working with intervention support was growth within our system

Struggles:

- Scheduling is always an issue in a school this size

	<ul style="list-style-type: none"> • Getting permission for students to attend Safety Net was a surprising challenge • Getting needed curriculum in a timely manner was an issue as well <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Both pull out and push in models were used • Using our classified team to support our certificated staff in this goal was an added support to all students
<p>Challenge:</p>	<p><u>Successes:</u></p> <ul style="list-style-type: none"> • SBA Math data shows that our level 4 students were many • PLC teams worked together to plan for students not only in need of mediation, but also for enrichment <p><u>Struggles:</u></p> <ul style="list-style-type: none"> • Time is always a challenge. In order for teams to meet and plan for enrichment for students in math, they need time <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Using supplemental programs such as AM, Math Facts in a Flash, IXL, etc. • Providing time in the master schedule for PLC's to meet • Utilizing enVision resources • Math rotations among teams
<p>Perception:</p>	<p><u>Successes:</u></p> <p><i>Goal #1: Assessment results are used to determine professional learning activities. Goal was 95%, we were at 96.15%</i></p> <p><i>Goal #2: I have enough opportunities to grow professionally. Goal was 95%, we were at 96.16%</i></p> <ul style="list-style-type: none"> • Goal focus increased student performance • Having opportunity to learn from Ruth Culham • Working with ELC PLC to gain broader ideas <p><u>Struggles:</u></p> <ul style="list-style-type: none"> • Have staff representation in LWIRA Workshops • Need for time (more vertical alignment time would be great) and for utilizing common summative district assessments <p><u>Strategies:</u></p> <ul style="list-style-type: none"> • Read <i>Writing Thief</i> as a staff and used staff meeting time to book talk • Time for staff to create and label mentor text library • Having professional development (Ruth Culham and writing workshop) • Worked with PTSA to gain teaching materials

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	The percentage of first graders scoring at proficiency or higher will be 88% as measured by DIBELS MOY assessment.
Literacy: 3-5 ELA	The percentage of 3-5 graders scoring at proficiency or higher will be 81% as measured by SBA in June 2016
Math: 3-5 Math	The percentage of 3-5 graders scoring at proficiency or higher will be 75% as measured by SBA in June 2016.
Science: 5th Science	The percentage of 5 th graders scoring at proficiency or higher will be 80% as measured by MSP in June 2016.
Achievement Gap	70% of students K-2 who are in Safety Net for Literacy will be at Benchmark/CORE on DIBELS NEXT by June 2016.
School Effectiveness:	<p><u>Goal One: Assessment results are used to determine professional learning activities.</u> The percentage of staff agreeing completely or agreeing mostly will increase from 91% to 95% as measured on the 2015 Nine Characteristics Survey. This will be done through utilizing the district and school professional development surveys, using LEAP time to address needs from this survey and working with the Leadership Team to check in once a month for additional needs.</p> <p><u>Goal Two: I have enough opportunities to grow professionally.</u> The percentage of staff agreeing completely or agreeing mostly will increase from 91% to 95% as measured on the 2015 Nine Characteristics Survey. This will be done by offering professional development to staff based on needs they express during CIP/PCC/PGE goal meetings and through the district and school professional development survey feedback. This will also be done by completing all of the district mandated trainings scheduled for this year (LEAP days.)</p>
Attendance and Discipline:	<p><u>Attendance:</u> This year our staff has chosen to make monthly attendance checks our goal. We review attendance in October and letters are sent to parents who need to be aware of student attendance issues. From then on, we meet monthly to review attendance and letters and/or personal contacts are made with families for the rest of the year.</p> <p><u>Discipline:</u> This year we have chosen to make school suspensions our goal area. We believe that keeping children in school when possible is best for kids. We will work to use one-on-one conversation, Peace Plans,</p>

Apology Notes, Recess Reflection, Guidance Team, parent conferences, etc. work before needing to suspend a child.

Annual School Goals: Academic

Kindergarten Team:

- Kindergarten evaluated student performance using DIBELS as directed by district assessment schedule.
- Kindergarten chose this goal because we believe two of the students who are not at standard will be at standard by January with the extra support we are giving.
- Kindergarten students are all reading independent leveled books as determined by their teacher.
- Kindergarten students not at standard are receiving Safety Net instruction using the BURST reading intervention.
- Kindergarten students will take Wonders End of Unit assessments on a regular basis. Students not at standard will be given a DIBELS progress monitoring assessment by Safety Net Teacher.

First Grade Team:

- LWSD mandated the use of DIBELS for K-2 ELA with Benchmark monitoring at BOY, MOY, and EOY. First Grade Team also will use Reading Wonders assessments as check-in data points.
- Reading Wonders is a common curriculum K-2 uses to support literacy.
- We ensure all students are receiving challenge and rigor by using leveled readers, Read Naturally nonfiction enrichment, differentiation, weekly Goal Groups and weekly Home-to-School communication.
- We ensure students receive necessary intervention by using Safety Net small group pull-out program, DIBELS Progress Monitoring, differentiation, weekly Goal Groups, Headsprouts and Home-to-School communication.
- We will progress monitor our Academic Annual School Goals. The Safety Net teacher will DIBELS Progress Monitor strategic and intensive students through DIBELS. Additionally, First Grade teachers will monitor students using Reading Wonders assessments.

Second Grade Team:

- The district SMART goals are based on K-2 DIBELS scores for Literacy.
- Based on the needs of our students, we felt that it was important to look at student's fluency growth. When looking at the second grade students after BOY DIBELS we found that 7% of students were not at standard (52 WCPM) and an additional 6% were on borderline meeting standard. A majority of these students are receiving Safety Net, ELL, and Special Education Services. We have 14 new students to Smith this year in 2nd grade, and some of these students are on the cusp of possibly being identified as needing additional services. Looking at all these factors helped us to make our SMART goal.
- We are ensuring that all students are receiving challenges by guided reading groups, Read Naturally, devoting IA time to leveled reading, reading a variety of texts, and daily time for independent reading at a just right level.

- To ensure that students receive necessary intervention, we use our weekly shared IA time to meet with guided reading group using our leveled readers, Wonders fluency passages, Read Naturally intervention students are pulled at the BOY 2 times a week, partner reading, and digital read-aloud stories from the Activboard and for students using Netbooks.
- We will progress monitor our goal by our using our BOY and MOY DIBELS and Wonders Reading Fluency passages 4 times a year

Third Grade Team:

- We used data from SBA (2015), CDSA, and performance assessments to determine the annual school goals.
- Common data can be used to track progress.
- We are ensuring all students are receiving challenge and rigor through District and supplemental programs, such as Accelerated Math, IXL, \and Accelerated Reading, guided and small (differentiated) groups.
- We are ensuring students receive necessary intervention through Instructional Assistants, communication with families, supplemental resources (to ensure differentiation), Safety Net.
- We will progress monitor our Academic Annual School Goals through CDSAs, ELA performance assessments (common assessments to guide and track progress).

Fourth Grade Team:

- The process used to determine our school goals were our SBA results and meeting in grade level teams to get our common objectives.
- These goals were chosen to isolate a common area, we chose operations in base ten in math and main idea/key details for ELA.
- We are ensuring that all students are receiving challenge and rigor by supplementing math in Accelerated Math, IXL and small groups given work above grade level. For ELA, students set high reading goals. In Wonders, we have small book readers that have above reading level stories and in Social Studies and Science we offer challenging non-fiction texts.
- For necessary intervention, in math we also offer re-take opportunities for students to analyze their errors and make corrections. We have small group check in's/mini-lessons. We have created a class in khanacademy.org for parents to give students extra math videos for practice and enrichment. In ELA, we have a parent volunteer that works in small groups on a weekly basis to support their non-fiction reading comprehension and writing to explain. We also have small book readers that are below grade level.
- We will progress monitor using two check-ins using our Math CDSA and Reading Wonders unit tests that focus on main idea and key details.

Fifth Grade Team:

- As grade levels, we met to discuss our greatest areas of need. From there, we identified common areas in which to set goals.
- The goals were selected based on data collection from various sources including the SBA and MSP results from the 2014-2015 school year.

- All students are receiving appropriate levels of challenge and rigor via district approved curriculum, supplemental material, whole group instruction, small group instruction, and one-on-one instruction.
- Based on data gathered from the SBA, DIBELS, and district curriculum, students have been identified as needing intervention. These students are receiving intervention via Safety Net, one-on-one instruction from the classroom teacher, and differentiated work.
- The ELA goal will be monitored through the district ELA performance assessments as well as the ELA SBA administered in the spring.
- The Science goal will be monitored through the CST as well as the Science MSP administered in the spring.

Annual School Goals: Achievement Gap

- After looking at our students and their achievement levels, K-2 Literacy was identified as an area of need.
- K-2 has the highest number of students who qualify for the Safety Net program (not meeting grade level standard in reading).
- We will be progress monitoring students to see if students reach their goals early. Instruction will be based upon their DIBELS NEXT progress monitoring results.
- All students in this group are receiving Safety Net intervention.
- We will progress monitor our Academic Annual School Goals by using DIBELS NEXT data for K-2.

Annual School Goals: School Effectiveness

- The Leadership Team meets monthly to look over data and plan for goals and professional needs. We use our Nine Characteristics Survey to choose two areas of attention. We then create a plan around these two areas.
- Throughout the year we will use our two goals as starting points in anything we plan. We will informally monitor through PLC grade level teams and report back in the Leadership Team. We will use our annual Nine Characteristics Survey as our data.

Annual School Goals: Attendance and Discipline

- We believe that in order for a student to have success at school, they need to be on time and present. Sometimes students are absent for reasons that can be avoided and so reaching out to families with many attendance incidences can help in making the child more successful. The same goes with suspension. If they are missing school time, they are missing valuable instruction.
- Both attendance and discipline will be monitored monthly. Each individual case will be handled either with an attendance letter, phone call or email to parents, conference, etc.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy K-2 Reading
<i>Strategy to support goals</i>	Use of parent volunteers, supplemental reading programs, Wonders instructional materials.
<i>Professional Learning needed</i>	Sandra Page presentation with ELC, Writing District Training and Literacy Teacher Leaders
<i>Resources needed</i>	Read Naturally, Wonders, Safety Net, ELL
<i>Responsible individual or team</i>	Leadership Team and admin

Goal Area	Literacy 3-5 ELA
<i>Strategy to support goals</i>	Use of parent volunteers, LINKS volunteers, supplemental reading programs, Wonders instructional materials, Accelerated Reading Program
<i>Professional Learning needed</i>	Sandra Page presentation with ELC, Writing District Training and Literacy Teacher Leaders
<i>Resources needed</i>	LINKS Volunteers, professional development, AR and Wonders
<i>Responsible individual or team</i>	Leadership Team and admin

Goal Area	Math 3-5
<i>Strategy to support goals</i>	IXL, AM, small groups, Take Aim small group, LINKS Volunteers
<i>Professional Learning needed</i>	Sandra Page presentation with ELC
<i>Resources needed</i>	Supplemental math programs and curriculum
<i>Responsible individual or team</i>	Leadership Team and admin

Goal Area	Science
<i>Strategy to support goals</i>	Increase science supplemental materials; i.e. Delta Science Readers Science Media (Discovery Streaming) Released MSP items
<i>Professional Learning needed</i>	Workshop centered around applicable 5 th grade concepts
<i>Resources needed</i>	Supplemental materials to provide more comprehensive knowledge

<i>Responsible individual or team</i>	Leadership Team and admin
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PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- Monthly meetings with Operations and Communication Team- including PTSA voice

Strategies to inform parents, families, and the community about the Continuous Improvement Process

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- Monthly meetings with Operations and Communication Team- including PTSA voice
- School Board Presentation on CIP goals November 9, 2015

Continuous Improvement Process Plan

Inglewood Middle School

24120 N.E. 8th St.
Sammamish, WA 98074

425-936-2360

<http://www.lwsd.org/school/ims>

2015-16



Tim Patterson, Principal
Mark Blomquist, Associate Principal
Kristian Dahl, Associate Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Inglewood Middle School is a school of excellence located on the Sammamish Plateau. Inglewood serves a student body of approximately 1200 students, so there are lots of opportunities to get involved and connect with peers. As a fully inclusive school, Inglewood heterogeneously groups students and then differentiates instruction to meet the needs of all students, including special education and students working at the “honors” level. We closely monitor the academic progress of all students. When a student begins to struggle to meet our learning objectives we intervene immediately in a friendly, supportive, and systematic way.

Inglewood offers an intensive academic and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in a two hour period, commonly called a “block class”, at all grade levels. In 6th grade, Math and Science are also taught by the same teacher in a two hour block class. In 7th and 8th grades, all students enjoy a full year math and a full year science curriculum. There are multiple clubs and athletic opportunities at Inglewood that significantly contribute to our sense of community and the academic achievement of students.

A significant focus of the Inglewood community is empowering and teaching children to lead their peers through servant leadership. Our dances, assembly speakers, fund-raising activities, and other cultural events are planned and executed by Inglewood students. More importantly our students plan and work to extinguish bullying. All of these skills are learned in Inglewood’s Leadership class that teaches more than 250 students a year to serve their peers.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	83.5%						
	% of 6 th graders meeting or exceeding state standards in Math	78.7%						
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	88.2%						
	% of 7 th graders meeting or exceeding state standards in Math	81%						
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	90.4%						
	% of 8 th graders meeting or exceeding state standards in Science	87.1%						
	% of 8 th graders meeting or exceeding state standards in Math	77.8%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA: 6th	88% will meet or exceed standard	83.5% met or exceeded standard
ELA: 7th	92.1% will meet or exceed standard	88.2% met or exceeded standard
ELA: 8th	92.9% will meet or exceed standard	90.4% met or exceeded standard
Math: 6th	86.1% will meet or exceed standard	78.7% met or exceeded standard
Math: 7th	89.4% will meet or exceed standard	81.0% met or exceeded standard
Math: 8th	89.9% will meet or exceed standard	77.8% met or exceeded standard
Science: 8th	92.2% will meet or exceed standard	87.1% met or exceeded standard
Sub-Group:	51.7% of Special Education students will meet or exceed standard in Mathematics on the SBA	34.3% of Special Education students met or exceeded standard in Mathematics on the SBA
Challenge:	Inglewood students that participated in our 8 th Grade Math course will achieve LEVEL 3=29.3%, LEVEL 4=60.0%	Inglewood students that participated in our 8 th Grade Math course achieved LEVEL 3=21.3%, LEVEL 4=56.4%
Perception:	75.0% Agree that the school offers and effective personnel performance system.	Q43 – 98.31% of teachers agreed that teaching and learning were the focus of staff observations and evaluations

Narrative Reflection:

Narrative Reflection	
ELA	<p>For the 2014-15 school year, the 6th grade goal was that 100% of Inglewood 6th grade students would be reading at or above grade level. 84% of our students met or exceeded standard as measured by the SBA reading claim. While we did not meet our 100% goal, we are pleased with the results considering it was a new assessment and that our results were thirty percent higher than the state average and four percent above the district average. We will continue to work this year to achieve our 100%.</p> <p>Our 7th grade goal for comprehension skills in informational and literary texts was</p>

93% at standard, based on MSP scores from 2013-2014. The outcome of the SBA scores was that 89% of students were at standard. Considering that this was the first year of the SBAC, we are pleased with our students' progress.

The 2014-2015 goal for 8th grade students was 100% of assessed students would be reading at grade level. 95% of our students met or exceeded standard as measured by the SBA reading claim. While we did not meet our 100% goal, we are pleased with the 3% increase, and will work this year to increase this upward trend to achieve our 100% goal.

Math

For 6th grade student achievement, at the start of the 2014-2015 school year, the previous year's MSP scores were used to identify students performing below standard. Thirty-six students were identified and targeted for interventions in Core Enrichment and Review and Practice (RAP) sessions. Throughout the year we added to and amended the list of students for intervention utilizing common assessments as a team. With each unit the students who were not initially at standard as measured by the common assessment were given additional remediation and instruction and an opportunity to demonstrate increased learning. To increase familiarity with the testing format of the SBA the team gave practice tests and wrote questions utilizing the common terminology and test formatting. The Algebra and Geometry team determined a baseline of student proficiency using the first unit test and tracked students' progress throughout the year. We used a spreadsheet to monitor student progress. Interventions were difficult to schedule and implement. Students had many conflicts for RAP sessions, and not everyone could come before and after school. We exceeded our goal. 100% of Algebra and Geometry students passed the SBA. We would like to improve on the implementation of interventions. There was consistency across the Algebra and Geometry team regarding Level 4 test questions, evaluation of these questions, and data collection on student responses. A challenge for our team is to focus on the Communicate and Reasoning claim on SBA test questions. In other words, we are going to focus on having the students analyze and communicate their process when solving level 4 questions. This will happen through warm ups, interim assessments, and in reviewing unit test questions. Our team needs time to create the aligned documents for our quarterly RAP sessions for Algebra and Geometry students. The 7th grade math team ran a baseline on the 1st unit test and tracked students' progress throughout the year. This data was compiled in a spreadsheet. We noticed that organized interventions were sometimes difficult to schedule and implement. Many students who needed support through RAP sessions also participated in RAP sessions for other subjects. This caused scheduling conflicts. Additional study sessions were scheduled for student support before and after school, but students were not always able to access these. We did not meet our goal of 89.4% at or above standard on the SBA. Since it was the first year of SBA implementation, both students and educators were less familiar with the test format. Moving forward we hope to provide students with more opportunity to interact with sample SBA questions, and present these in the context of curricular content. This will happen through warm ups, interim assessments, and in reflecting on feedback from classroom assessments. We need additional time to create the SBA aligned documents for student support sessions.

Science

Throughout the year, 8th grade students are required to complete in class lab

	<p>activities in which they are expected to share their findings. It has been observed in previous years that students typically struggle with writing lab conclusions to communicate the results of the lab. The 8th grade science team met at the start of the year to determine a goal, and it was decided that we would work with our students throughout the year on writing a scientific conclusion using inferential logic, from an investigation and clearly distinguish between results (i.e. evidence) and conclusions (i.e. explanation). The first attempt at writing a scientific conclusion was in isolation after completing a lab. It was decided that we would focus on three items, as follows: A statement of discovery where students write what they found in doing the lab; Explain if their evidence does or does not support their statement of discovery; How the evidence supports the conclusion by comparing information. We collected student samples and graded their work based on a three point rubric. As we worked through the year we continued reviewing scientific conclusions which were included as a section of the larger lab report on multiple occasions. As a team we also decided to work on adding in a real world application where students need to make connections between their findings and the world around them. The biggest challenge we faced as a team in this process was student turn in rates. As an entire 8th grade team there were many discussions regarding how often students did not turn assignments in on time. One celebration throughout this process was that all students were able to successfully write a statement of discovery in which they share what was learned in the lab. A proper statement of discovery can set up a conclusion to adequately share the results of a lab.</p>
Sub-Group	<p>The Inglewood Special Education team met several times with the building administration in order to redesign our special education academic model. Specifically the team worked hard to implement more “Co-taught” classes. Co-taught classes are supported by both a special education teacher and a general education teacher. Moving to this model allowed our special education students to be exposed to the general education curriculum and have that curriculum modified in real time by a special education teacher. We believe that this model has significant promise. We also worked to adjust and change our special education assessment regime. As a special education and administrative team we identified assessments that were of use to special education surrounding mathematics and implemented them. This includes the use of STAR and IXL math assessment tools. Our goal was not met this school year. We had hoped that over 50% of our special education students would be proficient according the SBA exam in mathematics. Unfortunately, the percentage of students achieving proficient or greater was 34.3% at Inglewood. There was some celebration of the fact that Inglewood’s special education students achieved proficiency at a rate 250% greater than students in Washington State. In Washington State only 13% of special education students achieved proficient or better on the SBA. When we consider that our students did much better than similar, same age, peers we can see that our efforts are worth continuing.</p>
Challenge	<p>Our goal had been to maintain the number of students achieving level 3 and level 4 on state assessments in Mathematics in the 8th grade year. The 2014-2015 results reflect that we were able to maintain the percentage of students achieving a level 3, but the percentage of students achieving level 4 dropped 8%. In reflecting on this change we realized that roughly 8% of our students moved one proficiency level</p>

	<p>down in 2014-2015. While this is disappointing we attribute this performance to the fact that educators and students were unfamiliar with the test. Our 8th grade math team spent a significant amount of time trying to understand how students would be assessed so that the team could develop similar student assessments. These newly developed assessment tools helped us to predict how students would do on the new exam, and to intervene when needed. Importantly our efforts will be greatly improved during 2015-2016 as a result of experiencing the exam.</p>
Perception	<p>During the 2013-2014 and 2014-2015 school years Lake Washington School District implemented a new teacher evaluation tool. As a result of this implementation there was some organizational learning that needed to take place. Prior to organized professional development the new teacher evaluation tool created a fair amount of faculty anxiety and misunderstanding. During the 2014-2015 school year we conducted multiple staff meeting and LEAP day trainings around each portion of the evaluation process. Roughly two to three weeks prior to any due date we provided training for teachers that helped them complete both the process for the pending deadline AND the process for the next deadline. The practice of teaching our expectations at least twice, significantly reduced staff anxiety and helped teachers engage in reflective practice. This staff perception goal significantly helped our school move forward. After reviewing the fact that 98% of Inglewood staff believed that evaluation was focused on teaching and learning in October 2015 the Building Leadership Team agreed that this goal had been met.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	In Spring of 2016, 90% of Inglewood students will score at or above standard on the overall ELA content portion of the SBA.
Math: 6-8 Math	In Spring of 2016, 82% of Inglewood students will score at or above standard on the overall Math content portion of the SBA.
Science: 8 Science	In Spring of 2016, 95% of 8 th grade Science students will score at or above standard on the overall Science content portion of the MSP.
Achievement Gap	In Spring 2016, 29% of students currently placed on a 504 plan will score at or above standard on the overall Math content portion of the SBA.
College and Career Readiness	By Spring 2016, 100% of 8 th grade students will complete the self-assessment within the Career Cruiser system.
School Effectiveness:	By Spring of 2016, 100% of staff will choose Agree or Mostly Agree on the question of "All students are consistently challenged by rigorous curriculum" with at least 50% of surveyed staff selecting "Mostly Agree". The survey tool to be used will be the Nine Characteristics of Highly Effective Schools Survey that is proctored in the spring of each school year.
Attendance and Discipline:	<p>The suspension rate for the 2015-2016 school year at Inglewood Middle School will be reduced 75% when compared to the same data point for the 2014-2015 school year.</p> <p>At the end of the 2015-2016 school year, fewer than 15 students will have more than 20 absences. This includes both excused and unexcused absences.</p>

Annual School Goals: Academic

Content area teams of teachers reviewed the scores of their current students from the Spring 2015 SBA. Teachers compared the percentage of students who scored below standard within their academic content to students who scored at or above grade level on the SBA. Goals were written to ensure growth and mastery of Washington State Standards within each identified academic content area. Each student is offered an opportunity to not only show growth within their identified proficiency level, but they also receive enrichment opportunities through differentiation of lesson materials, leveled assessments, and exposure to problem solving activities requiring higher level cognitive skills. Through weekly content area and/or grade level meetings, students who are

identified as showing little to no growth within a skill or concept area are offered school wide intervention strategies such as RAP (Review and Practice) sessions, which are small group interventions. Academic Annual School Goals will be monitored through content area data collection and evaluation of formative and summative assessment results. As students progress toward the mastery of a particular standard, teachers will identify which students are in need of intervention strategies in order to assure the success of their content's goal of student growth.

Annual School Goals: Achievement Gap

Members of the administration team used data sources at the district and school level to identify sub groups of students who scored below standard on the ELA and Math content areas of the Spring 2015 SBA. Students who are currently placed on a 504 plan were selected as a focus subgroup due to the data showing that 33% of these identified students scored below standard on the overall Math content portion of the SBA in Spring 2015. Intervention opportunities will be offered to these students through Math Safety Net, 6th Grade Core Enrichment, RAP sessions, and teacher driven individual student interventions. This subgroup's progress will be monitored through regularly scheduled grade reports, evaluations of formative assessments of SBA skills and concepts, and evaluations of summative assessments of SBA skills and concepts.

Annual School Goals: College and Career Readiness

This goal was selected to introduce students to the Career Cruiser system and begin familiarizing families with our college readiness strategies. This goal directly mirrors district directed work. Importantly College and Career readiness has been underway for multiple years at Inglewood. The Inglewood counselors believe that this is a very achievable goal because this represents an adjustment to our practice rather than a wholly new practice. Student progress will be monitored through use of the Career Cruising software and monitored by the Inglewood Counseling team. There will be a counselor intervention for any students that do not initially participate in the Career Cruising activity.

Annual School Goals: School Effectiveness

This goal was selected by the elected Building Community Leadership Team. The team reviewed the results of the 2014-2015 Nine Characteristics of Highly Effective Schools Staff Survey. Through discussion the decision was made to focus on question #15 which focuses on the rigor of curriculum presented to students. The progress of this goal will be monitored through informal conversations, formal discussion with our Building Leadership Teacher Team, and formal conversations with grade level teams throughout the year regarding their view of the rigor of the curriculum within their subject area. Staff members will take the survey in Spring of 2016.

Annual School Goals: Attendance and Discipline

During August of 2015 the Inglewood administrative team was shocked to learn that our suspension rate was 400% greater than other comprehensive middle schools in the district. When we dug into this number we came to believe that our data tracking methodologies were different than other schools which created the disparity. We included in-school suspensions, while other schools did not. While fixing the data gathering methods is important, the data still showed that we were suspending more students than we would like. For this reason the Inglewood administrative team has set our goal of reducing our suspensions by 300% when compared to 2014-2015.

We are progress monitoring our goal by bringing all suspension letters to our weekly administrative team meeting. We discuss the disciplinary incident and seek to understand if a tool, other than suspension could have been used to help the child learn.

Attendance is an important factor in a student's education. If they are not in class, it is much harder for them to attain the curriculum, especially the experiences that cannot be recreated such as science demonstrations and guest speakers. We will focus on students who are approaching 20 total absences (excused and unexcused), and build interventions to reduce these absences.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Throughout the grade levels, the strategies of direct instruction, small group debriefing, and teacher-student conferences will ensure the deliverance of concepts and skills to students during daily class periods. RAP and Core Enrichment intervention sessions give teachers the opportunity to re-teach and reassess students to evaluate their growth. Skill practice such as annotating texts, Socratic seminars, close reading, and exit slips are used throughout curriculum units for monitoring progress.
<i>Professional Learning needed</i>	Professional Learning needed to provide support to grade level teachers during this school year to ensure the achievement of the Literacy goals include, but are not limited to, the following interests: speaking/listening strategies; MyAccess training; creating and administering valid assessments to monitor reading skills proficiency; administering, scoring, and analyzing student writing samples; district support with interpreting the ELA Common Core State Standards.
<i>Resources needed</i>	In order to support the progression of student learning toward achieving standard on the SBA, teachers find resources invaluable to their work with students. Wordly Wise (online) and additional Latin and Greek materials for strengthening vocabulary; data collection tools that will match or support the SBA and Common Core; novel studies; Pearson anthology with revisions; writing pre-assessment tools; IXL access for various content areas and subscriptions to Achieve3000 are resources listed by members of the Inglewood Middle School ELA department members which would be useful during their daily instruction.
<i>Responsible individual or team</i>	Each grade level ELA team will be responsible for the progress monitoring of their students through periodic evaluation of skills and concept acquisition.

Goal Area	Math
<i>Strategy to support goals</i>	Reduced assessment questions for focused data, common formative and summative assessments for collaborative data analysis, daily and weekly student reflection in math journals, homework check for accuracy of problem solving, and targeted intervention during RAP sessions are specific strategies used across the 6 th , 7 th , and 8 th grade math teams to support student achievement.
<i>Professional Learning needed</i>	Professional Learning needed to provide support to grade level teachers during this school year to ensure the achievement of the Math goals include, but are not limited to, the following interests: training involving creating effective assessments to monitor student progress and training involving the structure of SBA questions.
<i>Resources needed</i>	In order to support the progression of student learning toward achieving standard on the SBA, teachers find resources invaluable to their work with students. Release time for team data evaluation and collaboration; simplified access to Common Core State Standards; Professional Coaching; intervention

	periods; practice assessments and access to math tools used on the SBA are resources listed by members of the Inglewood Middle School Math department members which would be useful during their daily instruction.
<i>Responsible individual or team</i>	Each grade level Math team will be responsible for the progress monitoring of their students through periodic evaluation of skills and concept acquisition.

Goal Area	Science
<i>Strategy to support goals</i>	Inglewood will focus on the MSP state strands of Systems of Science, Inquiry in Science, Application of Science and Domains of Science. The 8 th graders from last year at IMS and LWSD scored lowest on Systems. IMS will create or use existing practice scenarios and practice questions targeted at these strands. Items will be selected that naturally link to the curriculum used in 6 th through 8 th grade in Physical Science, Earth and Space Science and Life Science.
<i>Professional Learning needed</i>	We will to attend the NGSS (Next Generation Science Standards) training at the district office.
<i>Resources needed</i>	<ul style="list-style-type: none"> ○ Released scenarios and items ○ Grade 8 test and item specifications ○ Science performance level descriptors ○ Practice and training test links ○ Science short answer templates ○ We will also be referring to previous student Strand Data found on Data Dashboard. Right now we only have data from last year's 8th graders (IMS, LWSD and State). We only have overall percentages by elementary school for their 5th grade MSP but no strand data so it is difficult to understand where our current students might fall.
<i>Responsible individual or team</i>	Our entire 8 th grade science team will be equally responsible for the implementation and success of this goal.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	The entire Inglewood team will need to participate in staff development surrounding differentiated instruction. Our school-wide intervention strategies and our enrichment strategies will be reviewed and enhanced. We will seek and publish exemplar student work that is differentiated. Inglewood will reinvest and reconfigure our honors program within Inglewood.
<i>Professional Learning needed</i>	The entire Inglewood team needs to participate in professional development surrounding differentiated instruction.
<i>Resources needed</i>	We will need to access funds to bring in outside expertise surrounding differentiated instruction and assessment.
<i>Responsible individual or team</i>	The administrative team of Inglewood Middle School will be responsible for coordinating these efforts.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

During the goal development phase of the Continuous Improvement Process the PTSA board was introduced to the CIP process. After a brief introduction to the CIP process and the various goals that Inglewood was developing, the Inglewood administration solicited input regarding our academic goals.

Inglewood also conducts a “Principal’s Chat” each month. This meeting is advertised and is open to the public. Inglewood conducted a process very similar to the process used with the PTSA board.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

Inglewood will be posting this document online and will be including a note about it in an email from the principal to parents. The email will include a hyper-link to the Inglewood Continuous Improvement Plan (CIP) document. In addition to the email a standard power point slide will be added to public presentations that explains our CIP, and where they can find it.

Continuous Improvement Process Plan

Renaissance School of Art and Reasoning

400 228th Ave. NE
Sammamish, WA 98074
425-936-1544

<http://www.lwsd.org/school/renaissance>

2015-16



Chris Bede, Principal
Scott Sartorius, Associate Principal
Karen Amaya, Lead Teacher
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Renaissance Middle School remains a dynamic “choice” school within the Lake Washington School District. Renaissance teachers have high expectations for themselves and their students. They support students in meeting those high expectations through an innovative, integrated and challenging curriculum. They also support and empower students through a safe, positive and inclusive culture. Renaissance School of Arts and Reasoning (RSAR) has a holistic perspective on student learning, where teachers not only work with students on academics, but help them develop the personal and interpersonal attributes necessary for future success.

RSAR will prepare students for success in high school through their focus on rigorous academics. Classroom instruction personalizes learning to meet the individual needs of students, and teachers provide enrichment opportunities when students soar and extra support when students struggle. They support students outside the school day through Student Teacher Academic Time (STAT), which is an after-school classroom/homework help session for students. STAT meets two days a week after school and is well attended by students in need of extra support.

On the 2015 Smarter Balanced Assessment (SBA), 77% of Renaissance sixth graders were proficient in ELA/Literacy and 71% reached proficiency in math. 88% of seventh grade students were proficient on the ELA/Literacy portion of the SBA. In math, 81% of the seventh graders achieved proficiency. In all tested areas but one, Renaissance 6th and 7th grade students surpassed the District and State averages. Renaissance eighth grade scores continued to be excellent. On the SBA, 100% of our students were proficient in ELA/Literacy, the same as in 2014. On the math exam, 82% of eighth graders met standard. In science, more than 95% of eighth graders met standard on the Science MSP, the same percentage as in 2014.

The Renaissance staff continues to use student performance on classroom-based assessments and SBA results to guide their instruction in a quest for continuous improvement.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	77%						
	% of 6 th graders meeting or exceeding state standards in Math	71%						
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	88%						
	% of 7 th graders meeting or exceeding state standards in Math	81%						
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	100%						
	% of 8 th graders meeting or exceeding state standards in Science	100%						
	% of 8 th graders meeting or exceeding state standards in Math	82%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA: 6 th	91% will meet or exceed standard	77%% met or exceeded standard
ELA: 7 th	91% will meet or exceed standard	88% met or exceeded standard
ELA: 8 th	98% will meet or exceed standard	100% met or exceeded standard
Math: 6 th	85 % will meet or exceed standard	71% met or exceeded standard
Math: 7 th	85% will meet or exceed standard	81% met or exceeded standard
Math: 8 th	98% will meet or exceed standard	82% met or exceeded standard
Science: 8 th	100% will meet or exceed standard	100% met or exceeded standard
Sub-Group:	85% will meet or exceed standard in ELA	70% met or exceeded standard
Challenge:	100% of seventh graders will meet or exceed standard in reading	Goal was not met, but students exceeded both state and district performance levels.
Perception:	N/A	N/A

Narrative Reflection:

Process:

Staff at Renaissance Middle School used guided lessons, modeling of answers, and direct instruction in all subject areas. We differentiated instruction and retaught students in small groups. Our Student-Teacher-Academic-Time (STAT) on Tuesdays and Thursdays supported students with small group or one-on-one help. Finally, we integrated the SBA prep work into our ELA classes. RSAR teachers utilized both the MSP results and student class work to guide our instruction. Collaboration and discussion between teachers is the most important factor in setting goals. Analyzing student work and academic growth opportunities that we see throughout the grade levels plays another part in determining the process for setting school goals.

During Guild we implemented leveled assessments and monitored progress compared to our benchmark data. Our main challenge was that we began the process later in the year. Our first benchmark assessment didn't take place until January. We felt as if we did not have adequate time to model, teach and assess the necessary skills.

Narrative Reflection	
ELA	In all three content areas tested, Renaissance shows growth over time. In addition, Renaissance surpassed the State average in all areas tested. The transition between the MSP and the SBA test made it difficult to have a true anticipation of data. The eighth grade results in reading stand out for celebration. 100% met standard. The SBA was a new test this year. Media sites predicted that overall test scores would be very low. We at Renaissance can celebrate each assessed area at every grade level. Although we did not meet some of the SMART goals, our students did achieve higher levels than the state average and at comparable levels to other District middle schools.
Math	Looking at the math test results from last year's sixth graders, we will examine the specific target areas in which students struggled and provide focused lessons in order to strengthen their conceptual understanding. So far, we have seen a need to strengthen geometric understanding, especially in the area of defining angles and angle relationship.
Science	Our eighth grade students continue to excel on the MSP science exam. 100% of students met standard. This is the second year all eighth graders have been proficient. We feel that this is a clear example of how Renaissance strives for excellence and rigor in our programs.
Sub-Group	<p>The sub group we focused on were our 7th grade SpEd and 504 students. We wanted to improve reading from 75% proficient to 85% proficient or exceeding standard. In demonstrating a higher level of growth, all 8th grade students have performed at standard and demonstrated great growth over the 3 years at Renaissance.</p> <p>In an effort to keep reducing the achievement gap, we need to continue to explicitly teach executive functioning skills (organization, note-taking, listening skills, time management); teach independent work skills to our SpEd students, as well as re-enforce these skills with all students. In a cause for celebration, four of our SpEd students exceeded standard on the ELA portion of the SBA. We did not move as many of our SpEd students to a proficient ELA level. This will require continued intentional work in order to achieve the desired level. Again, it is difficult at this time to have a clear comparison between state mandated tests. We are wondering if using a standardized normed referenced test through our special education teacher would be a better measure of growth.</p>
Challenge	The overall challenge goal for RSAR was focused on 7 th grade reading; moving 96.9% of the students to 100% proficiency. Although we did not meet our challenge goal, students at this grade level exceeded both the state and district proficiency levels on the SBA. We plan to continue our focus on the use of informational text comprehension. Across the curriculum, students need to have the ability to site specific passages from their reading in order to support their ideas.

Perception

Due to the small number of staff, Renaissance did not partake in the perception survey for the 2014-2015 school year. Looking forward to the 2015-2016 school year we would like to develop a perception goal focusing on communication between staff and families. We as a staff could look more closely at 6th graders transitioning into the middle school environment and how we can aid families and students in their transition.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	<p>The overall goal for grades 6-8 is 85% of students will score at or above standard on the Smarter Balanced Assessment in the spring of 2016</p> <p>The 6th grade class of 2022 will score 7% higher than the class of 2021 (77%) as measured by the Smarter Balanced Assessment in the spring of 2016</p> <p>The 7th grade class of 2021 will increase proficiency levels from 77% to 82% as measured by the Smarter Balanced Assessment in the spring of 2016</p> <p>The 8th grade class of 2020 will increase proficiency levels from 88% to 92% as measured by the Smarter Balanced Assessment in the spring of 2016</p>
Math: 6-8 Math	<p>The overall goal for grades 6-8 is 82% of students will score at or above standard on the Smarter Balanced Assessment in the spring of 2016</p> <p>The 6th grade class of 2022 will score 7% higher than the class of 2021 (71%) as measured by the Smarter Balanced Assessment in the spring of 2016</p> <p>The 7th grade class of 2021 will increase proficiency levels from 71% to 80% as measured by the Smarter Balanced Assessment in the spring of 2016</p> <p>The 8th grade class of 2020 will increase proficiency levels from 81% to 86% as measured by the Smarter Balanced Assessment in the spring of 2016</p>
Science: 8 Science	<p>The percentage of 8th grade students reaching proficiency will remain at 100% as measured by the Measurements of Student Progress (MSP) in spring of 2016</p>
Achievement Gap	<p>Renaissance SpEd and 504 students in 7th grade (2021) will increase proficiency levels in SBA math from 37% to 50% proficient or exceeding standard</p>
College and Career Readiness	<p>Renaissance staff will partner with PTSA to begin educating students/families on preparing for high school as well as post-secondary education</p>

School Effectiveness:	Renaissance staff will develop a perception survey to be given to parents in the spring of 2016 and then bi-yearly in the fall and spring beginning in the 2016-2017 school year
Attendance and Discipline:	The percent of late work being turned in will be reduced from 20% to 15% of students

Annual School Goals: Academic

As a staff we spent time evaluating the results of the 2015 SBA. We looked at the claims in areas that were weak and which we could target specifically. We also discussed the composition of each class (7th and 8th grades) and progress made over time at RSAR. In the area of math, we provide level 4 questions on assessments, allow students to work at differentiated paces, and provide extension projects for students who demonstrate mastery of the concepts. In the area of ELA, students receive rubrics for every written work or project. This allows them to self-assess and to monitor their work as they complete the assignment. RSAR provides Student Teacher Academic Time after school on Tuesdays and Thursdays. This allows students to ask teachers questions, to make up work, to receive additional explanations on assignments and additional support. The staff at Renaissance will progress monitor these academic school goals through the use of ongoing formative assessments and classroom assignments.

Annual School Goals: Achievement Gap

In reviewing the 2015 SBA mathematic scores, the Renaissance staff identified the need to strengthen the 7th grade SpEd /504 students' understanding of mathematical concepts. Teachers are ensuring the appropriate interventions by using small group work, test corrections, individual/small group teacher instruction, and peer tutoring/support. Progress will be monitored through formative and summative assessments as well as exit cards and reflection questions.

Annual School Goals: College and Career Readiness

The RSAR staff recognizes the stress and anxiety around preparing for high school and beyond. They see how this can manifest in students and impact their mental health. The Renaissance staff and the PTSA will work to bring in a high school counselor and college admissions consultant to speak with their community (students and families) about the transition to high school and post-secondary options.

Annual School Goals: School Effectiveness

The Renaissance staff has been working this year to reflect on the current mission of the school and to communicate this outward to families. There has been an emphasis on rebranding the school, while educating families on the benefits Renaissance can offer to students. The staff will develop a perception survey that can be used to measure school effectiveness. This survey will be given to the RSAR community during the spring of 2016. The goal for the following years will be to give the survey twice; once during the fall and once during the spring of each school year. The survey will target community

perceptions such as the use of parent volunteers, communication between RSAR staff and families, student growth over time and overall experience.

Annual School Goals: Attendance and Discipline

It is the belief of the RSAR teachers that there is a correlation between on-time assignments and achievement. We want to increase the number of students completing work in a timely manner. Renaissance staff will do this through explicitly teaching executive functioning skills (organization, note-taking, time management) and monitoring progress in several ways. A few of the monitoring strategies are as follows, RSAR teachers and parents will utilize the Skyward missing paper alert system, students will print missing assignment papers to be taken home on Fridays to share with parents, Student Teacher Academic Time (STAT) interventions will be made available for students to complete missing assignments and teachers will use Guild time for student “check-in”.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Science
<i>Strategy to support goals</i>	Use of leveled assessments to identify students' not meeting standard and meeting standard as well as opportunities for extension and enrichment for students already at standard.
<i>Professional Learning needed</i>	Shift from old vocabulary to new testing vocabulary.
<i>Resources needed</i>	MSP vocabulary
<i>Responsible individual or team</i>	Jyoti Bawa

Goal Area	Literacy
<i>Strategy to support goals</i>	Use of guided practice, modeling, and exemplar answers to aid students in supporting answers with text based evidence.
<i>Professional Learning needed</i>	RSAR staff need to have further classes on how to develop leveled tests and how to utilize the SBA resources
<i>Resources needed</i>	Use of Newslea articles, leveled tests, SBA practice materials
<i>Responsible individual or team</i>	Karen Amaya, Todd Bohannon, Martha Daman, Jyoti Bawa

Goal Area	Math
<i>Strategy to support goals</i>	Use the SBA claims to focus on areas that were weakest on the test. Differentiation of instruction; small group instruction and use of STAT to support students who need one-on-one additional practice.
<i>Professional Learning needed</i>	Participation in District math committee to created standard based assessments,
<i>Resources needed</i>	SBA practice test materials, leveled standard based assessments
<i>Responsible individual or team</i>	Karen Amaya, Jyoti Bawa, Todd Bohannon

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	RSAR staff will develop a perception survey to send out to parents twice a year.
<i>Professional Learning needed</i>	Teachers at Renaissance will need training in how to create on-line surveys
<i>Resources needed</i>	Access to technology, examples of perception surveys

<i>Responsible individual or team</i>	Martha Daman, Karen Amaya, Jyoti Bawa, Todd Bohannan
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PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

One of the foundations of Renaissance School for Arts and Reasoning is the involvement of parents, families and community. Currently, RSAR asks parents to volunteer 25 hours to the school by chaperoning, working in the classroom, or assisting with our performances. Throughout the school year we bring in a variety of community speakers to share their knowledge with students. Students at Renaissance are deeply involved with the program “Free the Children” and work throughout the year to raise money to donate for various causes, such as homelessness, animal rights, and education of students in third world nations.

Strategies to inform parents, families, and the community about the Continuous Improvement Process

This year, the staff at RSAR will develop a survey to glean additional information on how parents perceive the work accomplished at RSAR. This will help inform the staff of the direction to proceed for the following year. In addition, a weekly newsletter is sent with information about the school’s activities. A parent letter from the lead teacher in the Raven Review helps apprise parents of goals the staff has set and how they are being achieved.

Continuous Improvement Process Plan

Eastlake High School

400 228th Avenue N.E.
Sammamish, WA 98074

425-936-1500

<http://www.lwsd.org/school/ehs>

2015-16



Lake Washington
School District

Chris Bede, Principal

Todd Apple, Associate Principal

Catherine Fredenburg, Associate Principal

Scott Sartorius, Associate Principal

Lake Washington School District

2015-16

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DESCRIPTION OF SCHOOL

Eastlake High School strives to provide dynamic and engaging instruction in every class, every day. Teachers challenge students to learn, while supporting them in this process through a personalized and compassionate culture.

Eastlake believes that students need to develop the intellectual strength and character necessary for success now and in the future, as captured by our mission and motto Wolf Strong, Pack Strong (WSPS).

Eastlake Mission

Developing the character and intellectual strengths for individual and shared success

Eastlake Values

- Intellectual strengths such as curiosity, creativity and effective communication
- Personal attributes such as integrity, responsibility and reflection
- Interpersonal attributes such as empathy, teamwork and service
- Compassion and appreciation for authenticity and diversity
- Growth through initiative, work ethic and perseverance
- Balancing competition and ambition with gratitude and wellness

Wolf Strong, Pack Strong

Eastlake High School continues to excel in student achievement as noted by our graduation rates and standardized test scores. Furthermore, a high percentage of graduates leave Eastlake to continue their education at universities and technical schools.

Eastlake received the Washington Achievement Award for Overall Excellence in 2009, 2010, 2011, 2012 and 2014. Building on past success, Eastlake will continue to provide an incredible learning experience for students both inside and outside of the classroom. Our focus on school culture and “Servant Leadership” ensures students feel valued and connected. We consistently collaborate in the planning and implementation of effective, research-based instruction that teaches students interdisciplinary skills such as clear communication and critical thinking.

Eastlake has also established school systems that individualize education and address the needs of all students. Our integrated curriculum now extends beyond Language Arts and Social Studies to include STEM education and a Signature Program called Sammamish Start-Ups. To provide students with the necessary time and support to learn, Eastlake offers student interventions during the school day in Math, Science, Literacy and World Language. We also offer a variety of pathways, which include 16 Advanced Placement and six University of Washington in the High School courses, as well as an array of Career and Technical Education classes such as Computer Science, Engineering, Business and Biotechnology.

Eastlake also prides itself on creating a vibrant school through clear communication and a willingness to listen and learn. We solicit input from all stakeholders and involve them in the process of continuous improvement.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	92						
	% of 10 th graders accumulating 12.0 credits	88						
	% of 10 th graders meeting or exceeding state standards in Literacy	98.5						
	% of 10 th graders meeting or exceeding state standards in Math	96.6						
	% of 10 th graders meeting or exceeding state standards in science	93.4						
High School Students Graduating Future Ready	Graduation rates	On time	95.5%					
		Extended	NA					
	% of graduates passing a dual credit course	97.5						
	% of graduates enrolling in post-secondary institution within 2 years of graduation	NA						

Key Indicators for On-Track to Graduate:

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
12th Grade Students	On Track: Literacy	100%	98.3%					
	On Track: Math	100%	96.3%					
	On Track: Science	100%	96.8%					
	On Track: Grad Req's	100%	NA					
	On Track: Credits	98.5%	97.5%					
11th Grade Students	On Track: Literacy	98.3%	98.5%					
	On Track: Math	96.3%	96.6%					
	On Track: Science	96.8%	93.4%					
	On Track: Credits	97.5%	95.9%					

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement
12th Grade: Reading	98-100%	100%
12th Grade: Writing	96 to 100%	100%
12th Grade: Geometry and Algebra	93 to 100%	100%
12th Grade: Biology	88 to 95%	100%
12th Grade: Graduation Requirements	82 to 100%	100%
12th Grade: Credits	91 to 100%	99.7%
12th Grade: On Time Graduation	97.5 to 100%	98.5%
11th Grade: Reading	97 to 100%	98.3%
11th Grade: Writing	90 to 100%	97.6%
11th Grade: Geometry and Algebra	90 to 100%	96.3%
11th Grade: Biology	85 to 95%	96.8%
11th Grade: Graduation Requirements	NA	NA
11th Grade: Credits	93 to 97%	95.9
10th Grade: ELA	95%	98.5%
10th Grade: Math	81-85%	96.6%
10th Grade: Biology	87%	93.4%
9th Grade: ELA	NA	NA
9th Grade: Math	NA	89%
9th Grade: Credits	86 to 90%	92%
9th Grade: Biology	NA	NA

Sub-Group:	Special Education and Co-Teach	Special Education students passed 86.5% (64/74) of their Co-Teach classes
Challenge:	1. Improve the AP US Government pass rate from 83 to 86%. 2. Improve the AP Language and Composition Pass Rate from 77 to 82%.	1. 66.7% 2. 91.2%
Perception:	Increase the percent of teachers that agreed mostly or completely that they have enough opportunities to grow professionally from 69 to 80%.	73.07%

Narrative Reflection:

Process:

Besides the safety and security of students, our top priority remains implementing high quality instruction in every class, every day. For this work, we leverage the Professional Growth and Evaluation (PGE) system, supported by the Danielson Framework for Teaching. Our Professional Communities and Collaboration (PCC) encompasses Criteria 8 of the Danielson Framework by Washington State Criteria.

This CIP reflects, in part, our overall quest at continuous improvement and the contributions from administrators, instructional leaders and all teachers. We have worked as an entire staff, and in teams, to reflect on both qualitative and quantitative data, including perception data, in order to inform the direction of our school and the instruction in our classes.

During the All Day LEAP on October 16, teams of teachers in Math, Science and Humanities examined their SBA or EOC scores and answered the following questions:

1. After a department-wide look at relevant scores and subsequent 'Claim' and 'Target' results, what relative strengths and weaknesses exist with our students?
2. Identify one relative weakness as shown by the 'Target' data from the overall group and access the CAT Haiku site to explore resources available to support student growth with that identified 'Target'. What resources are available? How do these resources connect student results to Common Core State Standards? How can we use these sample questions to support student learning?
3. How can these SBA results be incorporated into our Student Growth Goal work?

9-12 Literacy	Eastlake continues to excel in academic achievement, which includes the state assessment in literacy, math and science. Last year, 98.5% of our
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	<p>10th graders passed the English Language Arts Smarter Balanced Assessment. It was the first year of the SBA ELA so we do not have a baseline for comparison. We are excited about the overall rate of students meeting standard, but when you break it down into Claims, it reveals some areas for celebration and some areas for growth. For the Writing Claim, 72.46% of students exceeded standard, and for the Reading Claim, 70.05% exceeded standard. On the Research/Inquiry Claim, 65.94% of students exceeded standard. Eastlake students did not perform as well on the Listening and Speaking Claim as only 39.86% exceeded standard. This is the first year that this discreet skill has been assessed.</p>
<p>9-12 Math</p>	<p>We continue to focus on the Math EOC scores, which have stayed strong over the last couple of years. In Math, 96.6% of our current 11th graders have met or exceeded standard on either the Algebra or Geometry EOC. Students in Grade 9 this year will need to pass the SBA for Math not the EOC, so we will need to start making that transition.</p>
<p>9-12 Science</p>	<p>We also continue to focus on Biology. In Science, 93.4% of our current 10th grade students have passed the Biology EOC. This increased from 85% in 2013-2014. The percentage of students exceeding standard also increased from 48% to 62%.</p>
<p>Sub-Group</p>	<p>In 2013, Special Education students comprised 11% of our student population. We have done a lot of work to try and improve the academic performance of Special Education students. For instance, we have tried to normalize Specially Designed Instruction, implemented co-taught classes in Math and Humanities, and also worked with teachers on implementing accommodations and modifications. However, we have also improved our school-wide systemic interventions. Over the course of the last three years we have decreased the number of Special Education Students with either an F or an alternate grade (S, P or NC) from 23% in 2012-2013 to 13% in 2014-2015. Furthermore, we have decreased the number of students on an IEP who receive an F from 9% two years ago to 6% this year. We believe our focus on intervening in a timely and targeted manner when students do not learn has also contributed to this success.</p>
<p>Challenge</p>	<p>Last year, we had a Challenge goal to improve the AP US Government and Politics pass rate from 83 to 86%. A new teacher took over AP US Government and Politics class last year, and we hoped to not only maintain the scores, but increase them. Unfortunately, our pass rate dropped to 66.7%. We will need to examine both the instruction and content of this class to improve for next year.</p> <p>We also had a goal to improve the AP Language and Composition pass rate from 77 to 82%. The AP Language and Composition teacher was focused more on the multiple-choice sections, which requires very</p>

	<p>specific knowledge of rhetorical terms and how to apply them. This involved practicing close reading and increasing pertinent vocabulary. Our AP Language and Composition scores increased all the way to a 91.2% pass rate.</p>
<p>9th-10th On Track: Credits</p>	<p>With the onset of Core 24, we absolutely need students in Grade 9 to earn 6 credits, and this requires more engaging instruction and also more supportive interventions. In the 2014-2015 school year, 88% of students in Grade 9 earned six or more credits. This increased 2% from the previous school year.</p> <p>In 2012-2013, the Lake Washington School District reconfigured, adding Grade 9 to the four comprehensive high schools. We have collected grades for students in Grade 9 over the course of the last four years. In 2011-2012, when Inglewood Middle School (Eastlake’s primary feeder school) still had 9th graders, 3.5% of students received a D or F. This total increased when the 9th grade moved to Eastlake High School, but it has slowly started to decrease. When comparing Ds and Fs in first semester over the last four years, the rate increased from 3.5% to 6.8% the first year we had 9th graders at Eastlake. Since that time it jumped slightly to 7.2% in the first semester of 2013-2014 and then decreased to 5.8% in the first semester of 2014-2015.</p> <p>We have also established a committee of 9th grade teachers to collaborate around the 9th grade curriculum. Nearly all 9th graders take History, English, Science and Health and Fitness. This committee includes a representative from Introduction to Physical Science, Honors Chemistry and Physics, World Studies I, Honors World Studies I and Health and Fitness. We did not include World Language or Math because our 9th graders split between a lot of levels or classes. The purpose of this committee is to create a comprehensive and coordinated induction plan for 9th graders that focuses on engaging instruction that teaching interdisciplinary skills and attributes. The interdisciplinary skills and attributes include interpersonal skills like teamwork. All of our 9th graders participate in a True Colors personality inventory, and we want to leverage this into a common language and a culture of collaborative learning. We also have some bright spots to leverage into a common approach to teamwork. One teacher spends a lot of time specifically teaching students how to work in a group through a SPACE acronym, where students practice the use of silence, paraphrasing, accepting language, clarifying questions and evidence to dialogue with one another. This committee will also focus on intrapersonal skills such as self-regulation and stress management and study skills like time management and organization.</p>
<p>12th Grade: On Time Graduation</p>	<p>Not including IEP holds, all but one student enrolled at Eastlake at the end of 2014-2015 school year graduated. The one student who did not graduate participated in full-time Running Start. We can definitely</p>

	<p>celebrate this accomplishment. We think that we now need to focus our attention on students dropping out in Grades 9-12. If we can keep them in school, then they have an incredibly high probability of graduating. However, we need to better coordinate our Eastlake interventions and utilize data such as the WSIPC Early Warning System in order to keep students in school.</p>
<p>Perception:</p>	<p>Through professional development opportunities like Teacher Learning Walks, Student Shadows and Professional Learning Coaches, we wanted to increase the percentage of teachers who agreed mostly or completely with the statement that they “have enough opportunities to grow professionally” from 69 to 80%. We had 73.08% of staff agree completely or mostly with this statement. This year we have also implemented some Professional Learning Classes that we hope provide teachers even more opportunities.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy:	Through a focus on the Literacy Lab, Homeroom Interventions, Smarter Balanced Assessment practice, and classroom instruction on reading and writing aligned to the Common Core, we will maintain an overall passing percentage above 97% but increase the percentage of students meeting standard in the Listening and Speaking Claim from 93.5% to above 95%, as measured by the 2016 Smarter Balanced English Language Arts Assessment.
Math:	Through a focus on the Math Lab, Homeroom Interventions and classroom instruction aligned to Math Common Core State Standards, we will maintain an overall passing percentage above 96% for the Class of 2018. We will also ensure that all students in the Class of 2016 meet the state requirement in Math either through the EOC or COE. Most importantly for Math, we will need to start the transition from the EOC to the SBA.
Science:	Through a focus on the Science Lab, Homeroom Interventions and quality classroom instruction, we will increase our overall passing percentage from 93.4% for the Class of 2017 to 95% for the Class of 2018. We will also need to continue the transition to the Next Generation Science Standards.
Achievement Gap	By continuing to both expand and improve our co-teaching at Eastlake, we will increase the percentage of students on an IEP who pass their co-taught class from 86.5% to 90% this year.
On-Track Credits:	Through a revision of Student Intervention Teams (SIT) and a continued focus on quality instruction and timely and targeted interventions, we will increase the percentage of 9 th graders earning at least six credits from 92 to 95%.
College and Career Readiness	During the first five weeks of the 2015-2016 school year, Eastlake student schedule changes resulted in 77 drops from 15 AP and UW courses, which was 7.9% of the starting student count. During the first five weeks of the 2016-2017 school year student drops from these 15 courses will decrease to fewer than 5% of the starting student count.
School Effectiveness:	<p>Through both formal and informal observations, we will increase the percentage of teachers who agreed mostly or completely with the statement that “Teachers receive regular feedback on how they are doing” from 46.16% to 60% as measured by the 2016 Nine Characteristics of Highly Effective Schools.</p> <p>Through the continuation of professional development opportunities like Teacher Learning Walks, Student Shadows and Professional Learning Coaches, and the addition of Professional Learning Classes, we want to increase the percentage of teachers who agreed mostly or</p>

	<p>completely with the statement that they “have enough opportunities to grow professionally” from 73.07% to 85% as measured by the 2016 Nine Characteristics of Highly Effective Schools.</p> <p>Through both formal and informal observations, as well as professional development opportunities like Teacher Learning Walks, Student Shadows, Professional Learning Coaches and Professional Learning Classes, we will increase the percentage of teachers who agreed mostly or completely with the statement that “Staff members get help in areas they need to improve” from 50% to 60% as measured by the 2016 Nine Characteristics of Highly Effective Schools.</p>
<p>Attendance and Discipline:</p>	<p>Attendance: For the Eastlake students who are suspended during the 2015-2016 school year, the percentage who will be able to maintain/increase their GPA during the semester in which they are suspended will increase from 48% (2014-2015) to 55% (2015-2016).</p> <p>Discipline: During the 2015-2016 school year, EHS will reduce the number of students with 5 or more unexcused absences from 3.7% (2014-2015) of the student population to fewer than 3% of the student population. For the students who have 5 or more unexcused absences, we will decrease the average number of total absences from 21.2 (2014-2015) to fewer than 18.</p>

Annual School Goals: Academic

In examining external measurements of success, such as grades and standardized test scores, a significant portion of Eastlake students achieve in school at a much higher rate than the state average. We far exceed the state average for rates of graduation and college acceptance, as well as standardized test scores like the EOC, SBA and SAT. Furthermore, in the first semester of 2014-2015, an A comprised 54.1% of the total grades. However, success on these external measures such as grades and standardized tests does not necessarily mean we prepared students for their future and helped them develop the necessary interdisciplinary skills and attributes outlined in the Lake Washington School District Student Profile.

Eastlake needs to uncover other data in its quest for continuous improvement. Grades and graduation rates often mask some legitimate concerns that perception surveys like the Nine Characteristics of Highly Effective Schools and the Healthy Youth Survey uncover. Despite working hard and achieving, many Eastlake students do not feel authentically engaged in their schoolwork. In fact, when it comes to questions about authentic engagement, meaning instruction that students perceive as interesting, important and relevant, Eastlake students remains either on par or below the state average. We also compared the 2014 Nine Characteristics of High Performing Schools data to the 2014 Healthy Youth Survey and it revealed an engagement gap between what teachers and students perceive as engaging instruction. This disparity suggests that teachers should either implement more engaging curriculum and instruction that

students perceive as meaningful and interesting, or more effectively explain to students why their lessons are meaningful and interesting.

Therefore, we have developed a comprehensive instructional improvement plan that focuses on the implementation of engaging and rigorous instruction, as measured by both student and teacher surveys on interesting, important and relevant instruction. We will implement this plan through our Professional Growth and Evaluation (PGE) system, where principals work with individual teachers, our Professional Community and Collaboration (PCC) system, where teams of teachers learn from their collective experience and expertise, and align it to our Professional Development, where teachers have an opportunity for relevant, job-embedded professional development. We will monitor our progress towards these goals through more engagement surveys.

Annual School Goals: Achievement Gap

At Eastlake, students on an IEP remain the most significant subset of traditionally marginalized learners. Students on an IEP constitute 12.5% of the Eastlake population. Over the last three years, we have improved the quality of learning environments and success of our Special Education students. We also want to close the gap between the percentages of Special Education students who pass their classes compared to their peers.

During the 2014-15 school year we had co-taught classes in Algebra 1, Geometry, Algebra 2 and Grade 9 English. We expanded this to include Grade 10 and 11 English this year as well. This allowed students to have access to a content-area general education teacher while continuing to provide special education supports. This program was successful, both in student success in these classes as well as a delivery mechanism for specialized instruction, as 86.5% of students on an IEP passed their co-taught class. This year we will try to improve this to 90%.

Annual School Goals: On-Track Credits

We have developed a Master Schedule that more effectively uses FTE to help struggling students and allows for the implementation of timely and targeted interventions. We have Writing, Math, Science and World Language Labs to support struggling students during the day. We have also implemented a program called Guided Studies to help students with executive functioning. We dedicate Tuesdays and Thursdays in Homeroom to academic support, where teachers can request students to attend a targeted help session.

We have also revised our Student Intervention Teams (SIT) and the manner in which we collect and use data to support struggling learners. All of these systems, in addition to a continued focus on quality instruction and timely and targeted interventions, will increase the percentage of 9th graders earning at least six credits from 92 to 95%.

Annual School Goals: College and Career Readiness

We will decrease the percentage of students dropping classes by including information on expected workload and rigor of AP and UW courses at the AP/UW Parent Night. We will also have students and parents sign an AP contract, which emphasizes the commitment

to persevere in these courses. We may also provide students a last chance opportunity for schedule changes in May or June. Finally, we want to use the High School and Beyond Plan and Career Cruising activities to increase thoughtfulness towards registration and help students take more deliberate steps to achieve their goals.

Annual School Goals: School Effectiveness

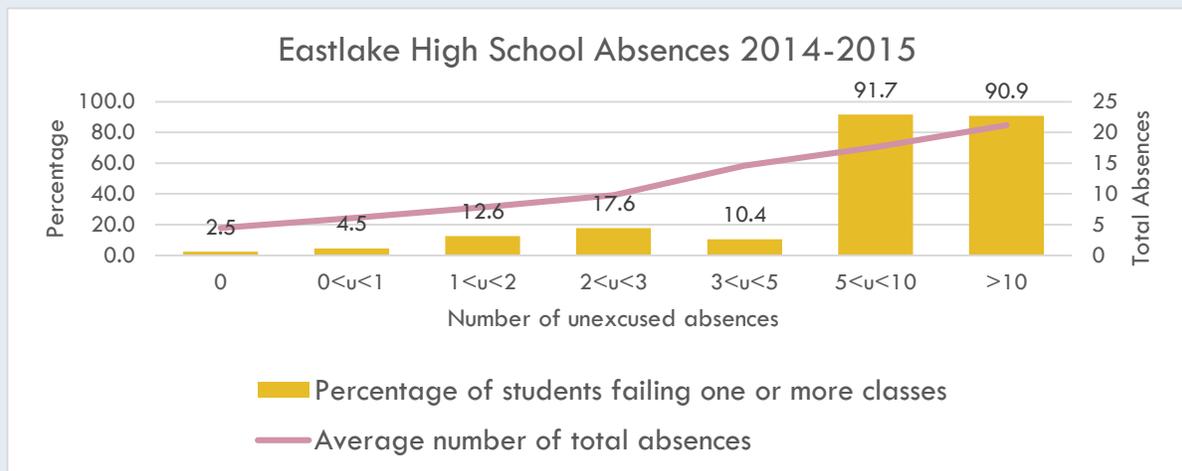
We wanted to increase the percentage of teachers who received regular feedback on their performance and felt like they had opportunities to grow professionally. On the 2015 Nine Characteristics of Highly Effective Schools survey, only 46.16% of teachers agreed mostly or completely with the statement, “Teachers receive regular feedback on how they are doing.” Furthermore, 73.07% of teachers mostly or completely agreed with the statement that that they “have enough opportunities to grow professionally” and 50% agreed mostly or completely with the statement, “Staff members get help in areas they need to improve.” If the data from students suggests that authentic engagement remains a problem, and many teachers do not feel they receive regular feedback and do not have an opportunity to grow professionally, then logically school leaders have not taken sufficient action to improve instruction in this area.

We also need to increase the number of staff who take the survey from only 26 (20 teachers) in 2015.

Annual School Goals: Attendance and Discipline

Attendance Goal

Students who are not frequently in school struggle academically and are at a greater risk of dropping out. Most students change their absenteeism through small reminders, but some need further follow-up. In looking at the grade and attendance data from 2014-2015 school year, students who have five or more unexcused absences have a much higher percentage of failure of at least one class (>90%) than those who have fewer than 5 unexcused absences (<20%).



Through targeting students who are repeatedly absent from class, we will help students maintain passing grades, therefore keeping them on track to graduate.

The EHS Attendance secretary will run weekly reports looking at unexcused absences in

each class period. At 3 absences in one class period, with one unexcused, an email will go home to parents. At 5 absences in one class period, with two unexcused, students will be expected to attend a Wednesday afternoon attendance support session where they will be explained the importance of attending classes and will get a chance to make up missed work. For students who continue to be absent, Administrators and the Becca coordinator will call them in to discuss how to support their attendance.

Discipline Goal

Eastlake is in the second year of using an In-School-Suspension model for discipline. In reviewing the 2014-2015 data, there is a trend showing the impact suspension has on grades. Students suspended in 1st semester tended to slightly improve their GPA during the next semester, and students suspended in the 2nd semester showed a decreased GPA. Overall, just under 50% of our students were able to maintain their current level of performance or improve slightly. We would like to see the students in ISS have every opportunity to maintain or improve their current performance in the classroom.

The EHS In-School-Suspension coordinator will follow an intake system and work to facilitate the school work for all ISS students. This person will make sure the students spending time in ISS are working on getting assignments completed. The ISS coordinator will also begin to include regular check-ups on students that have spent time in ISS. This can include emailing teachers to get a quick sense of their current performance and then having a short meeting with the student to review teacher input.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Professional Development
<i>Professional Learning needed</i>	<p>In order to provide opportunities for ongoing, job-embedded professional development, we have planned and implemented a series of four Professional Learning Classes. All teachers will opt into one of the following five courses, but they will all follow a model of learn, apply and reflect.</p> <p>Professional Learning Classes:</p> <ul style="list-style-type: none"> • Meaningful Work: How do you engage students in meaningful work? • Differentiation in the High School Classroom • Quality Questioning and Student-led Discussion • Character through the Curriculum • Teaching with the Brain in Mind.
<i>Resources needed</i>	Each class has various resource needs.
<i>Responsible individual or team</i>	Principals and Associate Principals

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Teacher Feedback
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Fierce Conversation by Susan Scott • Differentiated Conversations by Susan Schmidt • Powerful Partnership: A Handbook for Principals Mentoring Assistant Principals by Gary Bloom and Martin Krovetz
<i>Resources needed</i>	Administrators will dedicate a minimum of three hours a week to informal teacher observations, and subsequent feedback. We will then discuss this on a weekly basis.
<i>Responsible individual or team</i>	Principal and Associate Principals

Goal Area	Math
<i>Strategy to support goals</i>	Transition from the EOC to the SBA
<i>Professional Learning needed</i>	We will need to learn more about the Math SBA, and not only align our curriculum to the CCSS but to this new assessment. We will also continue to work on implementing engagement strategies in Math that include the Math Practice Standards.

<i>Resources needed</i>	NA
<i>Responsible individual or team</i>	Principal, Associate Principal and Math Department Chair

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

A strong design for improving instruction rests on a well-developed vision of good instructional practice that people find compelling. Eastlake had not revised the vision and beliefs since its inception in 1993. Eastlake opened as a member of the Coalition of Essential Schools, an organization whose Common Principles centered on personalization, student-centered instruction, integration and critical thinking. Over the last eight years, Eastlake has implemented Professional Learning Communities (PLCs). More recently, we implemented ideas around the concept of Wolf Strong, Pack Strong (WSPS). Although one goal of WSPS intended to improve our school culture through the creation of a clearer Eastlake identity, it also focused on improving classroom instruction and increasing student engagement.

Over the course of last year, we implemented an inclusive yet efficient process for revising the Eastlake vision and beliefs. We presented a draft of the new Mission and Values to the PTSA Board and Senate for feedback. This process culminated in the adoption of a new Eastlake mission and values that combines all the various influences on the EHS culture.

This new mission and these values capture what it means to be Wolf Strong and Pack Strong. They outline high levels of thinking such as creativity, performance character like work ethic, teamwork and perseverance and the moral character of empathy and compassion. They serve as a platform to promote engaging curriculum and instruction that emphasizes interdisciplinary skills and attributes.

We have also continued to implement ways to promote teacher and student success in a manner that not only recognizes their efforts but supports the implementation of high quality instructional. We currently have a Wolf of the Month, where teachers in each department nominate students for their efforts and accomplishments in the classroom. We have also added a Student Improvement Award that provides recognition for students who improve their semester GPA by a least .5 when comparing it to their cumulative GPA. In the past, we have had a PTSA 4.0 Reception, and this year we changed it to a Student Excellence Award that recognizes students with a 3.75 or above. This supports our instructional plan because it recognizes more students for excellence, not perfection, and it does not discourage students from taking rigorous classes that may impact their GPA.

We are also working with the PTSA on teacher recognition called Lesson of the Month. Students and parents will nominate lessons that reverberated beyond the classroom walls to the kitchen tables. These lessons will demonstrate relevant instruction that requires students to think at high levels. We will then translate this recognition into a professional development opportunity as teachers will share the lesson with the rest of the staff.

Continuous Improvement Process Plan

Tesla STEM High School

4301 228th Avenue NE
Redmond, WA 98053

425-936-2770

<http://www.lwsd.org/school/stem>

2015-16



Lake Washington
School District

Cindy Duenas, Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Tesla STEM High School is a science, technology, engineering and mathematics high school that uses problem-based learning to prepare students for future STEM professions. Students conduct research in STEM Lab Concentrations, investigate real world problems, and bring research and debate into the equation while working towards viable resolutions. Students enroll in on average, six Science courses and four Math courses for the duration of their high school years. Engineering and Technology is integrated into all grade level classes throughout their four years at Tesla STEM.

A key academic feature frames the first two years of a student's experience at STEM. Students are immersed in an integrated Science, Engineering, and Humanities sequence where the focus is on the students' development of multiple skills, including conducting authentic research, working with primary source documents, developing scientific investigations, understanding and applying the engineering design process, collaboratively working in the Problem-Based Learning environment, developing digital literacy, and expanding critical thinking skills. Courses completed in first two years at Tesla STEM include: honors-level English, Language, Physics and Math, Graphic Design, Computers and/or Engineering, AP Environmental Science and AP/Honors Biology.

As a critical component in STEM education, during the final two years, students work in one defined STEM Lab Concentration in each of their Junior and Senior years, conducting inquiry and research, explore questions of their own, and champion their own ideas to the level of publication and/or production. The Lab Concentrations continue to address the goals of the Grand Challenges for Engineering to support a bright and sustainable future on a global scale.

Tesla STEM Lab Concentrations

Environmental Science and Sustainable Design (EESD) -This lab focuses on cause, effect, and science of global climate change, along with a strong emphasis on engineering and sustainability solutions; which are the central themes of this lab. (Junior Year)

Forensics and AP Psychology- Forensic Science engages students in systems biology problem solving, applying forensic science knowledge to engineer crime maps and data bases, and provides students with innovative thinking. AP psychology applies understanding of the brain and psychology to solve problems and analyze criminal behavior and crime trends. (Junior Year)

AP Physics and Global Engineering-AP Physics focuses on extensive mathematical modeling of physical phenomena and calculus based problem solving. In Global Engineering, students make extensive use of hardware to investigate phenomena, apply physical/mathematical understanding and create new devices. (Senior Year)

Human Anatomy and Physiology and Biomedical Engineering– Human Anatomy & Physiology provides an in-depth study of the eleven human body systems. Primary study includes terminology associated with the human body and the relationships between the structure and function of organ systems. In Biomedical Engineering, students evaluate current medical practices, and research and develop improvements in medical technology. (Senior Year)

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	88%						
	% of 10 th graders accumulating 12.0 credits	81%						
	% of 10 th graders meeting or exceeding state standards in Literacy	98%						
	% of 10 th graders meeting or exceeding state standards in Math	100%						
	% of 10 th graders meeting or exceeding state standards in science	99%						
High School Students Graduating Future Ready	Graduation rates	On time	97%					
		Extended	3%					
	% of graduates passing a dual credit course	N/A						
	% of graduates enrolling in post-secondary institution within 2 years of graduation	N/A						

Key Indicators for On-Track to Graduate:

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
12th Grade Students	On Track: Literacy	100%						
	On Track: Math	98%						
	On Track: Science	100%						
	On Track: Grad Req's	97%						
	On Track: Credits	97%						
11th Grade Students	On Track: Literacy	99%						
	On Track: Math	100%						
	On Track: Science	100%						
	On Track: Credits	91%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2014 Outcomes:

Data

	Goal	Achievement
12th Grade: Reading	Reading HSPE from 100% to 100%	100%
12th Grade: Writing	Writing HSPE from 100% to 100%	100%
12th Grade: Geometry and Algebra	Geometry/Algebra EOC from 98% to 100%	98%
12th Grade: Biology	Biology EOC from 99% to 100%	100%
12th Grade: Graduation Requirements	From 44% to 100%	97%
12th Grade: Credits	From 94% to 100%	97%
12th Grade: On Time Graduation	From N/A to 100%	97%
11th Grade: Reading	Reading HSPE from 98% to 100%	98%
11th Grade: Writing	Writing HSPE from 97% to 100%	98%
11th Grade: Geometry and Algebra	Geometry/Algebra EOC from 99% to 100%	100%
11th Grade: Biology	Biology EOC from 99% to 100%	100%
11th Grade: Graduation Requirements	From 11% to 65%	100%
11th Grade: Credits	From 97% to 100%	98%
10th Grade: ELA	Curriculum aligned to CCSS to prepare students for success on SBA	Staff worked in PCC/PLC's to map the CCSS's to our current curriculum and made adjustments where needed
10th Grade: Math	Curriculum aligned to CCSS to prepare students for success on SBA	Staff worked in PCC/PLC's to map the CCSS's to our current curriculum and made adjustments where needed
10th Grade: Biology	From 0% to 99%	100%

9th Grade: ELA	Curriculum aligned to CCSS to prepare students for success on SBA	Staff worked in PCC/PLC's to map the CCSS's to our current curriculum and made adjustments where needed
9th Grade: Math	Curriculum aligned to CCSS to prepare students for success on SBA	Staff worked in PCC/PLC's to map the CCSS's to our current curriculum and made adjustments where needed
9th Grade: Credits	100% of student completing 9 th Grade with 6 credits	88%
9th Grade: Biology	N/A	N/A
Sub-Group:	SPED students will go from 80% proficiency in Writing to 85% proficiency by June of 2015 as measured by the Writing HSPE or SBA ELA.	90%
Challenge:	Raise Biology EOC Class of 2017 (10 th) from 0% to 100%	99% of our 10 th graders passed the Biology EOC last year.
Perception:	The staff shares a common understanding of what the school wants to achieve from 94% to 100% And Teachers provide feedback to each other to help improve instructional practices from 91% to 100%	Through faculty meetings, PCC/PLC meetings and digital surveys, 100% of the staff indicated they clearly understand the school's vision statement and guiding principles. The staff agreed to use consensus regarding decision making and focus on STEM literacy. 100% of the staff also participate in professional feedback activities in PCC/PLC groups as well as PGE team meetings.

Narrative Reflection

9-12 Reading	Our students performed exceptionally well on Reading assessments. 100% of our seniors and 98% of our 11 th grade students passed the Reading HSPE and SBA ELA. Although our goal was to get 100% of our 11 th grade student's proficient, we still have cause for celebration with our students' overall results. As next steps, we will focus on continued professional development related to the Common Core State Standards
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	(CCSS) and the Smarter Balanced Assessment (SBA) as Common Core continues to evolve.
9-12 Writing	We also had 100% of our seniors and 98% of our juniors pass the Writing HSPE and SBA ELA. Although our goal was to get 100% of our 11 th grade student's proficient, we still have cause for celebration with our students' overall results. As next steps, we will focus on continued professional development related to the Common Core State Standards (CCSS) and the Smarter Balanced Assessment (SBA) as Common Core continues to evolve.
9-12 Math	We met our goal for 11 th grade by having 100% of students pass the Algebra/Geometry EOC, and 98% of 12 th grade students passed. However, 100% of the 12 th grade students that took the Algebra/Geometry EOC passed. The two 12 th grade students that did not pass, did not take the test because of absences.
9-12 Science	Our students also performed exceptionally well in science. 100% of 10 th , 11 th , and 12 th grade students were proficient on the Biology EOC. It is cause for celebration that this resulted in meeting our challenge goal of getting 100% of 10 th grade students to pass the Biology EOC.
Sub-Group	Our students have been successful in all assessed areas. However, after reviewing the data, we observed that our SPED students were struggling more than our general population in the area of writing. We made the goal to improve SPED students' proficiency in writing from 80% to 85% as measured by the Writing HSPE and SBA ELA. Throughout the year, our ELA and resource teachers collaborated in PCC/PLC's and PGE team meetings to design interventions and class activities to achieve this goal and monitored student progress. Over the year our students outperformed our goal with 90% of our SPED students demonstrating proficiency in writing as measured by the Writing HSPE and SBA ELA. While this is a cause for celebration, we will continue to focus on this sub-group to close the achievement gap further.
Challenge	Our challenge goal was to get all of our sophomores to pass the Biology EOC. Our science teachers worked throughout the year to align curriculum with the Next Generation Science Standards and monitor the students' progress toward these standards in PCC/PLC's and PGE team meetings. As a collective staff, we also focused on activities designed to improve students' ability to read informational text. We had great success and 100% of our 10 th grade students passed the Biology EOC.
9th-10th On Track: Credits	When reviewing our students' credits, we found that 88% of students in 9 th grade completed 6 credits and 81% of students in 10 th grade completed 12 credits. We looked closer at the classes that students were not passing and that the primary obstacles were in Physics, Biology, and Environmental Science. In 9 th grade, 16 of the 20 students that were

	<p>credit deficient were because of not passing a science course (Physics). In 10th grade, 20 of the 25 students that were credit deficient were because of not passing a science course (Physics, Biology or AP Environmental Science). One of the primary barriers for 9th grade students is the transition to high school. The students are trying to adjust to having 6 different teachers in 6 different classes. However, a specific concern at Tesla STEM is that we are trying to level the playing field for students that are coming from 4 different Learning Communities around the district. In order to support students struggling with credit attainment, we have developed a Peer Tutoring program and tutoring through our National Honor Society. We have also put an emphasis on encouraging our students to take advantage of staff office hours.</p>
12th Grade: On Time Graduation	<p>In the 2014-15 school year, 97% of our seniors graduated on time. This is a cause for celebration for the first graduating class of Tesla STEM High School. When reviewing the data on the 3 students that did not graduate on time. We found that all three students struggled with attendance issues and were both credit deficient and missing graduation requirements.</p>
Perception:	<p>While building the program at Tesla STEM High School, we placed an emphasis on having our staff share a common vision and guiding principles for the school.</p> <p>We set the goal to raise the percent of the staff that feel that all staff shares a common understanding of what the school wants to achieve from 94% to 100%. This was a continuing goal as we were adding new faculty and staff each year.</p> <p>We also put an emphasis on staff providing feedback and increase the staff perception that teachers provide feedback to each other to help improve instructional practices from 91% to 100%.</p> <p>Through faculty meetings, PCC/PLC meetings and digital surveys, 100% of the staff indicated they clearly understand the school’s vision statement and guiding principles. The staff agreed to use consensus regarding decision making and focus on STEM literacy. 100% of the staff also participated in professional feedback activities in PCC/PLC groups as well as PGE team meetings.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy:	By June 2016, 100% of Juniors will be proficient on SBA ELA by targeted instruction on reading informational text in ELA and Social Studies classes.
Math:	By June 2016, 100% of our students who take the SBA Math and/or the Algebra EOC or Geometry EOC will be proficient. By June 2016, our students will improve their ability to model grade appropriate real-world data from 75% accuracy to 95% accuracy by using applicable mathematical models.
Science:	By June 2016, 100% of our 10 th grade students who take the Biology EOC will be proficient. By June 2016, 100% of Junior students will demonstrate understanding and use of the engineering design process as outlined in the Next Generation Science Standards by participation in a mentor-based competition.
Achievement Gap	By June 2016, students qualifying for Special Education will improve their proficiency on standardized tests in ELA from 90% to 95% by targeted assistance in ELA and Social Studies classes and RTI.
On-Track Credits:	By August 2016, our student population will increase their on-track credit completion from 87% to 90% by increased family communication about student progress, focused attention on historically difficult courses, and informing students on summer school opportunities both in and out of district.
College and Career Readiness	By June 2016, all Juniors will demonstrate the 21 st century skill of collaboration by successfully participating in a group project in their STEM Lab Concentration.
School Effectiveness:	By June, 2016, 90% of the staff will agree that <i>many staff provide leadership in some way</i> as per the 9 Characteristics Survey.
Attendance and Discipline:	By June 2016, absences in 1 st period will decrease from 7% to 5% by using parent and student meetings and student letters to inform and coach students and families for better attendance. By June 2016, we will gather data on instances of plagiarism in ELA and Social Studies to act as a base line for future interventions. This will be the first year we are tracking this data.

Annual School Goals: Academic

The staff looked at student data in department groups (ELA/Social Studies, Math, and Science) to identify areas of focus for the year. Each department group selected these goals after finding that we still had room to grow in these areas.

We are ensuring all students are receiving challenge and rigor by differentiating our stem-focused curriculum based on student interest and ability.

Teachers are meeting 3 times a year to discuss teaching strategies, classroom activities and assessing student data to ensure students receive necessary interventions.

We will progress monitor our Academic Annual School Goals. The staff will meet 3 times throughout the year to internally review data and assess progress toward our goals, making strategic adjustments as needed per the student data.

Annual School Goals: Achievement Gap

The process T-STEM faculty used to determine the annual school goals:

- As a staff we identified areas where we saw an achievement gap based on different subgroups. This activity was focused around our PGE Goal 3.1 where staff identify subgroups of students in their classes that need additional resources to meet standard.
- After analyzing different sub group options, we saw that there was still an opportunity to improve the proficiency of our SPED students on SBA ELA. This is a continuing goal from last year.
- To ensure that students receive the necessary interventions, we have RTI for 1 hour every day after school in addition to regular accommodations and modifications in general classes.
- We will monitor student progress through analyzing student data in connection with data gathered from PGE goals and results from SBA ELA.

Annual School Goals: On-Track Credits

This goal was chosen to help our student achieve Core24. We will monitor progress throughout the year through quarterly progress reports and summer school records at the start of next year. We also progress monitor by mid-quarter counselor reports followed by student and parent meetings.

Annual School Goals: College and Career Readiness

In order to prepare students for college and career, we wanted to pick a goal related to a 21st century skill. In all grades, we have been working on fostering a collaborative environment; however, we wanted to quantify students' abilities to successfully collaborate with their peers before their senior year. We will monitor student progress throughout the year by looking at student data related to successful collaboration techniques students are using to during group activities.

Annual School Goals: School Effectiveness

For our school effectiveness goal, we are focused on ensuring that all staff, when ready, take on an authentic leadership role at Tesla STEM High School. Currently, 82% of staff are engaged in a lead position. To meet our leadership goal of 90%, administration is working with having current lead teachers partner with and mentor other teachers to assist them in growing their leadership skills. During second semester, the lead teachers will then share their leadership work and responsibilities with their partner teacher. In late spring, the goal is to then move our new teachers into leadership roles.

Annual School Goals: Attendance and Discipline

For our attendance goal, we have noticed a higher rate of absences in 1st period compared to other course periods, and this is affecting student performance in those classes compared to other periods.

For our discipline goal, we have noticed that plagiarism is an issue in our classes, but we have not quantified how big of an issue it is. We will use this year to gather data to assess the extent of the problem.

We will monitor progress throughout the year by looking at instances of absences in 1st period relative to other classes. We will collect data on the number of cases of plagiarism in ELA and Social Studies classes. Then we can evaluate and determine PD and strategies per each area.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Instruction on strategies to read informational text for comprehension PGE team meetings to analyze student data and develop student formative assessments Teacher office hours for extra help
<i>Professional Learning needed</i>	
<i>Resources needed</i>	
<i>Responsible individual or team</i>	ELA and Social Studies Department

Goal Area	Math
<i>Strategy to support goals</i>	Instruction on how to use technology to assist in finding mathematical models Minimum of 3 progress checks throughout the year to monitor progress Teacher office hours for extra help
<i>Professional Learning needed</i>	
<i>Resources needed</i>	Multiple data sets that can be modeled with grade-level appropriate mathematical equations
<i>Responsible individual or team</i>	Math Department

Goal Area	Science
<i>Strategy to support goals</i>	Detailed research plan instructions given by teacher Guidance on finding a mentor Instruction on scientific experiment or engineering design process Minimum of bi-monthly check-ins during competition process Teacher office hours for extra help
<i>Professional Learning needed</i>	Guidance on designing competitions in classroom curriculum
<i>Resources needed</i>	
<i>Responsible individual or team</i>	Science Department

Goal Area	Attendance
<i>Strategy to support goals</i>	Regular review of school attendance with emphasis on discrepancies between 1 st period and other classes throughout the day Teacher initiated communication regarding repeated missed attendance Counselor follow-up communication regarding continued missed attendance
<i>Professional Learning needed</i>	
<i>Resources needed</i>	
<i>Responsible individual or team</i>	Teaching staff, academic counselors, office managers and administrators.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

PTSA Co-Chair/Leadership Meetings

PTSA funds classroom projects through teacher grants

Problem-Based Learning Advisory Board Program Leader supports internships/projects

PTSA Graduation Advisory Board

Strategies to inform parents, families, and the community about the Continuous Improvement Process

PTSA General meetings

PTSA Newsletter

PTSA Co-Chair/Leadership Meetings

CIP on school website