



Lake Washington

School District

Continuous Improvement Plans

LAKE WASHINGTON

LEARNING COMMUNITY

2015-2016

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

Continuous Improvement Process Plan

John James Audubon Elementary

3045-180th Avenue NE

425-936-2500

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

2015-16



Kimo Spray, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 4
CIP Reflection: Evaluate Outcomes -----	Page 5
Annual School Goals -----	Page 8
Instructional Strategies and Required Resources-----	Page 12
Parent, Family, and Community Involvement -----	Page 13

DESCRIPTION OF SCHOOL

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

Audubon is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly using the data team process to ensure high levels of learning. Using the Common Core State Standards as our guide, we manage our resources to provide assistance to each child so that all have the opportunity to excel.

Audubon continues to perform well in all areas. This past year we established performance baselines using the Smarter Balanced Assessment (SBA). While we await comparative data within the school, we noticed across-the-board strength in Reading, Writing, Math and Science.

Highlights include scores for that outpace our state and district in all statewide tests including the SBA (3rd/4th/5th Reading and Math) as well as MSP Science (5th Grade). We believe that these results are consistent with the work in the classroom as evidenced by improvement in targeted areas.

Our Continuous Improvement Plan for 2015-2016 will continue our focus on the use of data to guide instructional decisions in reading, math, science and writing. We will focus our work on those students already meeting and exceeding standard and developing instructional strategies and processes to ensure their continued growth. Our goal at Audubon is to facilitate growth and success for *every* student.

Academic Focus: Writing

Rationale: New District-wide Writing Curriculum Adoption

Performance Focus: Data Teams Process

Rationale: We are beginning our third year of learning and application of the Data Teams Process with this year's implementation by all grade levels staff.

School Culture Focus: School-wide Behavior Expectations

Rationale: We are rolling out new school-wide behavior expectations that bring consistency for our staff and students and allow us to be more cohesive as we work on the development of children from Kindergarten thru 5th grade. Our assumption is that students that are better behaved collectively have a greater opportunity to learn.

Community Engagement Focus: 50th Anniversary of Audubon Elementary

Working with our PTSA, we have a number of community events centered on the 50th Anniversary of Audubon Elementary

Student Demographics		
Enrollment		
October 2014 Student Count		557
May 2015 Student Count		562
Gender (October 2014)		
Male	264	47.4%
Female	293	52.6%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	31	5.6%
American Indian / Alaskan Native	1	0.2%
Asian	252	45.2%
Black / African American	4	0.7%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	238	42.7%
Two or More Races	30	5.4%
Special Programs		
Free or Reduced-Price Meals (May 2015)	29	5.2%
Special Education (May 2015)	39	6.9%
Transitional Bilingual (May 2015)	146	26.0%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	11	2.0%
Foster Care (May 2015)	2	0.4%
Other Information (more info)		
Unexcused Absence Rate (2014-15)	357	0.5%

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	88						
		1 st	87						
		2 nd	89						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	88.5							
	% of 3 rd graders meeting or exceeding state standards in Math	89.0							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	84.0							
	% of 4 th graders meeting or exceeding state standards in Math	90.7							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	87.2							
	% of 5 th graders meeting or exceeding state standards in Science	92.6							
	% of 5 th graders meeting or exceeding state standards in Math	83.1							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	>90% meeting or exceeding standard***	88.5% met or exceeded standard
3rd Grade Math	>90% meeting or exceeding standard***	89.0% met or exceeded standard
4th Grade ELA	>90% meeting or exceeding standard***	84.0% met or exceeded standard
4th Grade Math	>90% meeting or exceeding standard***	90.7% met or exceeded standard
5th Grade ELA	>90% meeting or exceeding standard***	87.2% met or exceeded standard
5th Grade Math	>90% meeting or exceeding standard***	83.1% met or exceeded standard
5th Grade Science	92% meeting or exceeding standard	92.6% met or exceeded standard
Sub-Group	Increase Math achievement of ELL students as measured by the SBA/Math moving students at Level 1 and Level 2 achievement up one level	Still compiling results. Note: SBA and MSP results are not consistent measures, so results thus far are not conclusive
Challenge:	70% of 5 th grade students exceeding standard	% met or exceeded standard
Perception:	Staff Members Trust One Another	20% Agree Completely, 70% Agree

Narrative Reflection	
ELA	Our overall achievement in ELA as measured by the SBA at the third, fourth, and fifth grade showed consistency between that and student performance on the MSP. We anticipated about 90% of student would be at or above standard with 3 rd grade at 87%; 4 th grade at 85%; and 5 th grade at 88%. More impressive was the percentage of students testing at Level 4 with 77% of 3 rd graders; 70% of 4 th graders; and 63% of 5 th graders which is about 10% better than the LWSD as a whole. We are pleased with the consistency of our results and attribute that to consistency of practice and collaboration (vertical alignment).
Math	Our overall achievement in Math as measured by the SBA showed consistency as well with 87% of students in 3 rd grade; 90% in 4 th ; and 84% in 5 th meeting standard. In comparison to our district results, we are especially proud of our percentage of students attaining Level 4 with 70% (v. 55% for LWSD) at 3 rd grade; 69% (LWSD 55%) at 4 th grade; and 59% (LWSD 55%) at 5 th grade. Again, Math achievement is consistent with MSP growth and doesn't show a downturn from level to level.
Science	Our overall achievement in Science was strong once again, with 93.6% of students meeting standard. Of those 75.5% exceeded standard which is nearly 5% higher than any previous performance. We did anticipate similar results to previous years, but were pleasantly surprised by the additional performance bump. Our teachers are aware of students at all achievement levels and have identified specific concerns for each individual particularly those who are near or below standard. Overall, we exceeded expectations.
Sub-Group	Our largest subgroup is English Language Learners who comprise about a quarter of our school population. Our MSP baseline performance was at 34% proficient or better in Math. We used targeted reading comprehension strategies and instruction specific to the area of Math with the expectation of improved performance. While this was measured using the SBA, our achievement showed growth to 61% proficient in 3 rd grade; 60% in 4 th grade; and 77% in 5 th grade. This outpaced our district performance (3 rd :61% v. 52%; 4 th : 60% v. 42%; 5 th : 77% v. 33%). While our ELL demographic would certainly expect better achievement in comparison to the district as a whole, we are encouraged by the growth trend from 3 rd to 5 th grades.
Challenge:	With the new SBA scores, we didn't have a strong baseline to work with regarding Level 4 performance, so we assimilated our MSP challenge expectations in the new test supposing that our growth of Level 4 for current year 5 th graders would be similar.

	<p>Essentially, this is less of a goal than a prediction based upon trend performance and formative data gathered for our students. We anticipated that 70% of our current 5th grade students (last year's 4th graders) would exceed standard from MSP performance of 42% exceeding standard. We were very happy to see this trend hold true across grade and subject areas. This expectation was met. Data Team/RTI work focused on Literacy was a contributing factor.</p>
<p>Perception:</p>	<p>We had two Perception goals that we were working on in 2014-2015: 1. School administrators consider various viewpoints when making decisions, and 2. Staff members trust one another. Work was done by Building Leadership and a Decision Making sub-committee to review and recommend goal #1 for the school. The focus of the work was to make sure that decision-making practice followed the established model. This culminated in the approval of two documents—one called the 'decision making model' which disseminates types of decisions; and one called the 'decision making process' which showed a work flow for different types of decisions with an emphasis on the involvement of staff. Our second goal was to address the lack of response to the question of whether staff members trust one another and specifically the ideal response of 'Agree Completely' which was only at 20% on the survey. We expected to exceed our goal of at least 50% to 'Agree Completely'. Our contention as a Building Leadership Team was that trust is limited by our knowledge of the other person or group, so activities throughout the year encouraged learning about each other socially and professionally. This included mixing groups when appropriate. We were intentional about levels and working together on alignment of our expectations K-5. We are not able to access results from our Perception survey and I don't believe there was high participation due to the timing of when it came out. This is unfortunate because our staff has no doubt that we would have easily reached our goals in these two areas. Our Building Leadership Team will likely head in a different direction this upcoming year as a result of our perceived growth in these two areas.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	<p>Goal: Increase from 88% (284 of 322 students) to 90% at Benchmark using DIBELs Next and comparing Beginning of the Year and End of the Year Assessment Results.</p> <p>Focus: Reading Fluency Indicator: Nonsense Word Fluency (K,1st,2nd), Oral Reading Fluency (1st, 2nd), First Sound Fluency & Phonemic Segmentation Fluency (K,1st)</p> <p>Secondary Focus: Informational Text Main Topic CCSS RI x.2 (Consistent with Student Growth Goals and Data Teams work)</p>
Literacy: 3-5 ELA	<p>Goal: Increase from 87% (221 of 254 students) to 90% Proficient or Better on the Smarter Balanced Assessment</p> <p>Focus: Informational Text Main Topic CCSS RI x.2 (Consistent with Student Growth Goals and Data Teams work)</p>
Math: 3-5 Math	<p>Goal: Increase from 87% (228 of 263 students) to 90% Proficient or Better on the Smarter Balanced Assessment</p> <p>Focus: Communicating Reasoning</p>
Science: 5th Science	<p>Our goal is to move from 94% to over 95% Proficiency overall and from 84% to 90% Proficiency in the Claim area of ‘Domains of Science’ as measured by the Smarter Balanced Assessment.</p> <p>Focus: Domains of Science with particular focus in the area of Physical Science.</p>
Achievement Gap	<p>Limited English Proficiency Students in Math Current 4th and 5th grade LEP students are at 61% proficiency in Math based upon the 3rd and 4th grade SBA Math results. Their non-LEP peers are at 88% proficiency.</p> <p>Our goal is to move from 61% proficiency as measured by the 3rd and 4th grade SBA Math to 70% or better proficiency on the 4th and 5th grade SBA Math.</p>
School Effectiveness:	<p>Characteristic 6: Monitoring of Teaching & Learning – Teachers provide feedback to each other to help improve instructional practices. From 76% Agree or Strongly Agree to 85% Agree or</p>

	<p>Strongly Agree as measured by the School Effectiveness Survey (formerly Nine Characteristics)</p> <p>Characteristic 4: Collaboration and Communication – Staff routinely work together to plan what will be taught. From 82% Agree or Strongly Agree to 92% Agree or Strongly Agree as measured by the School Effectiveness Survey (formerly Nine Characteristics)</p>
<p>Attendance and Discipline:</p>	<p>Attendance: Attendance is not a generalized concern at Audubon and our goal will be targeting specific students and addressing their specific concerns that impede their performance (involves approx. five students). We will continue our efforts of informing parents of attendance concerns and encourage</p> <p>Discipline: Data review of school-wide behavior as measured by Behavior Communication Referrals. For each period from Sept. 1-Oct. 31; Nov. 1-Feb. 29; Mar. 1-June 15, we anticipate a 20% reduction in referrals for each timeframe. From Sept 1 thru Oct 31, referrals will be reduced from 90 in 2014 to less than 72 in 2015; From Nov 1-Feb 28/29, referrals will be reduced from 95 in 2014 to less than 76 in 2015; From Mar 1-June 15, referrals will be reduced from 77 in 2014 to less than 61 in 2015.</p>

Annual School Goals: Academic

Use this section to:

1. Describe the process the school used to determine the annual school goals
2. Describe why these goals were selected
3. How are you ensuring all students are receiving challenge and rigor
4. How are you ensuring students receive necessary intervention
5. Describe how you will progress monitor your Academic Annual School Goals

Working with the Building Leadership Team, we looked at data from large scale assessments, in particularly DIBELs Next for K-2 ELA, the Smarter Balanced Assessment (SBA) for 3-5 ELA and 3-5 Math, and the Measurement of Student Progress (MSP) for 5th Grade Science.

Our primary goal in K-2 ELA was derived from DIBELs Next data in tests related to Reading Fluency and specific indicators by grade level.

Our secondary focus (and 3rd thru 5th grade ELA focus) is a common standard by grade level of Informational Text Main Topic/Main Idea CCSS RI x.2 that we determined through our work with Data Teams and the need for a K-5 common focus to support professional development. A ‘sorting’ activity done with all K-5 teaching staff surfaced this common need.

Our goals in Math were determined through the analysis of SBA results. Our focus of 'Communicating Reasoning' was our lowest score amongst the Claim areas and supportive of our large English Language Learners population.

Our goal in Science was determined through the analysis of MSP-Science results and our focus of 'Domains of Science' was surfaced by lowest performance score in the reported sub-categories. Our fifth grade team added further detail noting that within the Domains of Science, their focus for this year will be on 'Physical Science'.

Our results (with 60-70% of students at Level 4 performance) are indicators of challenge and rigor. However, our work in data teams which includes the deconstruction of standards, the building of success criteria, development of leveled assessments including Level 4 opportunities and our understanding of the progression of learning for each standard is our insurance of rigorous and relevant learning.

We have identified all students not meeting standard, but some of our most important work is removing instructional ceilings for our highest achieving students and flexible goal setting to support them.

Progress monitoring will be done through formal assessment, such as with DIBELS and through our Data Team process. Math will be monitored through Envision unit assessments.

Annual School Goals: Achievement Gap

Use this section to:

1. Describe the process the school used to determine the annual school goals
2. Describe why you selected this sub group/s
3. How are you ensuring students receive necessary intervention
4. Describe how you will progress monitor this sub group/s

The Achievement Gap goal was determined by analysis of Smarter Balanced Assessment data. DIBELS Next data did not provide enough of a global perspective (basic early learning skills) in scope or subject area. The 5th Grade MSP only identified potential gaps for students who are no longer attending our school.

The identification of our Achievement Gap was through a process of elimination. Many of our areas do not have a significant sample size to make a 'gap' determination. Other gaps are expected, such as students qualifying for Special Education in a particular subject area.

We are happy to see that our data does not show gap concerns in the areas of gender and race.

The area selected is in keeping with our large Limited English Proficiency population and specifically in the area of Math and consistent with

Progress monitoring is being done through classroom and program based assessment from our English Language Learners teacher in collaboration with the student's classroom teacher.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal
2. Describe how you will progress monitor your goals throughout the school year

Our focus in School Effectiveness supports the expansion of Professional Learning Communities practices in our grade levels, across grade levels, across disciplines, and most recently with cross-school grade-alike collaboration.

Progress monitoring will be the responsibility of the Building Leadership Team which has representation from all grade levels, specialists, special services, classified staff, and building administration.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline
2. Describe how you will progress monitor each goal

Attendance:

We have very limited concerns when it comes to attendance specifically as it relates to student performance. We do have a significant number of families that take extended time away from school, however, we have very little recourse other than providing information and we have not found a correlation between these children's absence and their academic performance. We have identified specific children (less than five) that we are working with to solve chronic attendance issues.

Discipline:

With the Behavior Expectations Committee, we have developed and implemented schoolwide behavior expectations using OWL...Be Responsible...Be Respectful...Be Safe...Do My Best. This formed the basis for our beginning of the year assembly, student 'contracts', playground behavior, awards/positive incentives, and morning announcements.

We are progress monitoring on roughly a quarterly basis using our Behavior Communication slips as an indicator comparing the same time frame from last year to this year. We anticipate at least a 20% reduction in Behavior Communication referrals over the course of the school year.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	Select one
<i>Strategy to support goals</i>	Data Teams
<i>Professional Learning needed</i>	We are in our third year of data teams and are not implementing this school-wide as a professional learning focus this year using our in-house mentors to drive it
<i>Resources needed</i>	None, other than what we already have
<i>Responsible individual or team</i>	Data Teams Mentors that includes 4 th grade teachers, 3 rd grade teachers and our Safety Net teacher working with other grade levels

<i>Goal Area</i>	Select one
<i>Strategy to support goals</i>	Writing Training
<i>Professional Learning needed</i>	Writing Training is being provided by our Teacher Leaders (one in primary, one in intermediate) based upon district training provided by Excellence in Leadership
<i>Resources needed</i>	Writing Pathways book as a grad level/team resource
<i>Responsible individual or team</i>	Writing Teacher Leaders-Jensen and Clarkin

<i>Goal Area</i>	Select one
<i>Strategy to support goals</i>	School-wide Behavior Expectations
<i>Professional Learning needed</i>	Training provided to staff by Behavior Expectations Committee and then delivered to students by classroom teachers
<i>Resources needed</i>	Behavior Expectations posters
<i>Responsible individual or team</i>	Behavior Expectations Committee—Dufault and Reeb co-chairs

<i>Goal Area</i>	Select one
<i>Strategy to support goals</i>	Professional Learning Communities
<i>Professional Learning needed</i>	Facilitator Training
<i>Resources needed</i>	Use of Professional Learning Coaches for initial ‘Facilitating Adults’ training for PLC Facilitators
<i>Responsible individual or team</i>	LWLC Principals

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Principal will be working with PTSA Leadership to determine suitable and relevant participation in the Continuous Improvement Process

Principal will be working with other LWLC principals to determine common activities related to the Continuous Improvement Plan and Process

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

Principal/PTSA Newsletter

Principal Conversation 'Coffee with Kimo' topic

Report to PTSA Executive Board

Continuous Improvement Process Plan

Benjamin Franklin Elementary

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

425-936-2550

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

2015-16



Jimmy Cho, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 4
CIP Reflection: Evaluate Outcomes -----	Page 5
Annual School Goals -----	Page 10
Instructional Strategies and Required Resources -----	Page 14
Parent, Family, and Community Involvement -----	Page 16

DESCRIPTION OF SCHOOL

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

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

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

Student Composition

Asian 26.8%
African American 1.4%
Hispanic 8.6%
Native American 0.0%
Caucasian 54.9%
Pacific Islander 0.0%
Two or More Races 8.4%
Special Ed 7.5%
Transitional Bilingual 4.8%
Free/Reduced Lunch 7.2%
Male/Female 50/50%

Academic Focus: Writing

Rationale: New District-wide writing curriculum adoption

Performance Focus: Data Teams Process

Rationale: We are beginning our second year of learning application of the Data Teams Process with this year's implementation by all grade level staff. In depth vertical alignment through this process will be done between 1st and 2nd grade teams.

School Culture Focus: School-wide Behavior Expectations

Rationale: We are developing/refining school-wide behavior expectations that bring consistency for our staff and students and allow us to be more cohesive as we work on the development of children from Kindergarten thru 5th grade. Our thinking is that student behavior has a direct impact on safety, instruction, learning, and growth.

Community Engagement Focus: Partnering with our parents (and PTA) in soliciting, providing, and receiving meaningful feedback and working collaboratively to present solutions around academics and community culture/climate.

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	97%						
		1 st	92%						
		2 nd	93%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	73%							
	% of 3 rd graders meeting or exceeding state standards in Math	77%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	80%							
	% of 4 th graders meeting or exceeding state standards in Math	76%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	91%							
	% of 5 th graders meeting or exceeding state standards in Science	88%							
	% of 5 th graders meeting or exceeding state standards in Math	83%							

CIP REFLECTION: EVALUATE OUTCOMES

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

	Goal	Achievement (Achievement Level Descriptor)
3rd Grade ELA	ELA: 80% to meet or exceed standard	ELA: 73% met or exceeded standard
3rd Grade Math	Math: 80% to meet or exceed standard	Math: 77% met or exceeded standard
4th Grade ELA	ELA: 85% to meet or exceed standard	ELA: 80% met or exceeded standard
4th Grade Math	Math: 87% to meet or exceed standard	Math: 76% met or exceeded standard
5th Grade ELA	ELA: 85% to meet or exceed standard	ELA: 91% met or exceeded standard
5th Grade Math	Math: 85% to meet or exceed standard	Math: 83% met or exceeded standard
5th Grade Science	Science: 92% to meet or exceed standard	Science: 88% met or exceeded standard
Sub-Group	73% of first grade ELL students to meet or exceed standard on EOY DIBELS	92% of first grade ELL students met or exceeded standard
Challenge:	57.5% of 4 th and 5 th grade students to exceed standard in math	58.5% of 4 th and 5 th grade students exceeded standard in math
Perception:	#1: Staff will receive feedback on a regular basis – 80% of staff to completely/mostly agree #2: Teachers will make adjustments to meet individual students' needs	#1: 73.7% of staff completely/mostly agreed #2: 94.7% of staff completely/mostly agreed

Narrative Reflection:

Please consider the following questions and prompts to guide your narrative reflection in ELA, Math, Science, Sub-Group, Challenge, and Perception. You can also include any additional questions your team has for any of these areas.

Process:

1. What scheduled activities supported the implementation of the CIP plan?
2. What process was used to analyze school and team level data?
3. What process was used to set school goals?
4. What process was used to monitor progress throughout the year?

5. What challenges did the school and teams face in implementing the CIP?

Content Areas:

1. Describe the school’s overall achievement in assessed areas (Literacy, Math, and Science).
2. Which data were different than anticipated (higher/lower) and which data were expected levels of achievement?
3. What aspects of each assessed area are cause for celebration?
4. What aspects of each assessed area will require specific focus for overall school growth?

Sub-Group:

1. Describe the school’s sub-group data in assessed areas.
2. Which sub-groups are demonstrating higher levels of growth/achievement?
3. Which sub-groups will require intentional focus to start reducing achievement gaps?
4. Which areas of your Sub-Group data are cause for celebration?
5. Which areas of your Sub-Group data require further attention and focus?

Challenge:

1. Describe your overall Challenge goal data.
2. Which areas of your Challenge goal data are cause for celebration?
3. Which areas of your Challenge goal data require further attention and focus?

Perception:

1. Describe your overall School Effectiveness data.
2. Which areas of your School Effectiveness data are cause for celebration?
3. Which areas of your School Effectiveness data require further attention and focus?

Narrative Reflection	
ELA	Our DIBELS scores across the three primary grade levels show that we not only achieved our goals but exceeded our targets. There were some goals that were not met for ELA SBA. It is important to note that goals were set the previous year based on MSP data. With the transition of the state standardized assessment to Smarter Balanced, this would not be an accurate indicator of a goal appropriately being set and achieved. Now that we have an SBA baseline to work with, we can use our new data to help guide our achievement goal setting for this school year to continue supporting student growth and needs. Strategies and programs we will continue to implement, monitor, and adjust are:

	<ul style="list-style-type: none">• Specific small group formation to focus instruction based on needs• Whole group direct instruction• One on one conferring• Data walls – Steps to success• Novel studies (Intermediate)• Read a-louds• Technology integration• Research and enquiry (Intermediate)• Reader’s Theater (fluency focus in primary)• Daily guided reading groups (Primary)• Interdisciplinary connections• Literature circles (Intermediate)• Writing about reading• SBA practice opportunities (Intermediate)• Writing workshop model• Analytical writing• Professional development for staff• Student intervention team support• Data teams – vertical alignment
Math	<p>There were some goals that were not met for Math SBA. It is important to note that goals were set the previous year based on MSP data. With the transition of the state standardized assessment to Smarter Balanced, this would not be an accurate indicator of a goal appropriately being set and achieved. Now that we have an SBA baseline to work with, we can use our new data to help guide our achievement goal setting for this school year to continue supporting student growth and needs. Strategies and programs we will continue to implement, monitor, and adjust are:</p> <ul style="list-style-type: none">• Specific small group formation to focus instruction based on needs• Math workshop model• Whole group direct instruction• One on one conferring• Technology integration – IXL and Dreambox• Enrichment projects for additional rigor (if appropriate)• Zeno math• Student intervention team support• Data teams – vertical alignment
Science	<p>We are proud that 88% of our students passed the science MSP. In order to continue supporting student growth and meet student needs, we will continue to implement, monitor, and adjust the following strategies and programs:</p>

	<ul style="list-style-type: none">• Direct teaching of the scientific method• Integration of science through literacy• Hands on activities that require cooperative group learning• Technology integration – to research and complete projects• Content specific instructors – teachers who focus on science content instruction• In-house/out-of-house field trips• Investigate write-up preparation• MSP practice opportunities• Science fair• Science journals• Student intervention team support• Data teams – vertical alignment
Sub-Group	<p>For our sub-group goal, we focused on 1st grade students receiving ELL services. We collaborated with our ELL teacher to provide push in support to our students to help them achieve success. Students received ELL instruction 4 days a week with our ELL teacher for 30 minutes each session. First grade teachers provided extra visual supports, vocabulary instruction and re-taught content when necessary. Students were also taught in small differentiated groups to help comprehend instruction. Some students received reading support through safety net instruction 4 days a week and some students received student intervention support. One of the challenge areas that we are mindful of was the difficulty in accommodating small group instruction for these students as they were pulled out for special services throughout the day. We will be looking closely at schedules from a classroom level all the way up to the building level to see if we can find solutions to better support our students and staff.</p>
Challenge:	<p>We focused on 4th and 5th grade students in math as our challenge goal. We targeted sub-groups of students who were in need of math enrichment experiences and opportunities to move their achievement into the “exceeding proficient” level. The challenge for the team was deciphering information. Since our scoring system changed we no longer look at the information as a “4”. Instead, we now look at “claims”, which is different from the language our reporting system uses. Not having experienced what the SBA was going to look like or how/if the scoring systems would calibrate with previous standardized testing made understanding our achievement of our challenge goal difficult to truly measure. As we look further into our SBA data, we understand that our scores in, “concepts and procedures” was the lowest. In order to fully comprehend the data and support student growth and achievement, we require more time and training in</p>

	understanding the “claims” level and “target” level data at a school, grade, and individual student level.
Perception:	Our school effectiveness data shows that we consistently score in the mid to upper 3 level. Although there are many areas for celebration, we are extremely proud that student learning and safety, and school culture/climate rank in the upper 3 level. Areas we would like to focus on are student opportunities for community involvement, school-wide behavior/discipline practices, and continuing with providing teacher feedback.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	225 out of 248 students – 91% benchmark EOY DIBELS
Literacy: 3-5 ELA	196 out of 242 students – 81% benchmark SBA
Math: 3-5 Math	207 out of 241 students – 86% benchmark SBA
Science: 5th Science	60 out of 70 students – 86% benchmark MSP
Achievement Gap	8 out of 14 students identified in grades K-2 that are well below benchmark on BOY DIBELS will be at benchmark by EOY DIBELS – 57%
School Effectiveness:	Teachers receive regular feedback on how they are doing – 80% or higher will agree mostly or agree completely
Attendance and Discipline:	Attendance: For the 2015-16 school year, based on our current attendance data, we will incrementally improve our attendance rate to reach 90% or higher. Discipline: For the 2015-16 school year, we will reduce our referrals by 20% from the previous school year

Annual School Goals: Academic - Kindergarten, First, and Second grades: Literacy, Reading

Use this section to:

1. Describe the process the school used to determine the annual school goals
 - We looked at the data and using our knowledge of students, determined our annual school goal that is specific, measurable, attainable, reasonable, and timely for our students.
2. Describe why these goals were selected
 - We chose this goal because learning to read is a foundational skill for future success and is a strong indicator for graduation.
3. How are you ensuring all students are receiving challenge and rigor?
 - Throughout the primary grade levels, we are using a variety of different teaching strategies and use tier 3 interventions to meet our student needs.
4. How are you ensuring students receive necessary intervention?
 - We are ensuring students are receiving necessary intervention by progress monitoring each individual throughout the year. Based on data, some students are receiving additional supports through Safety Net and/or English Language Services.
5. Describe how you will progress monitor your Academic Annual School Goals
 - We will use DIBELS progress monitoring, base phonics skills test (BPST), and running records to track our student's progress in meeting our school goal.

Annual School Goals: Academic – Third, Fourth, and Fifth grades: Literacy, ELA

Use this section to:

1. Describe the process the school used to determine the annual school goals
 - We utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in third, fourth, and fifth grades for the ELA content area
2. Describe why these goals were selected
 - These goals were selected based on achievement gaps and student need. We also analyzed the data for areas of concern and will focused our efforts in supporting all students in these specific areas through various engagement, differentiation, and instructional strategies.
3. How are you ensuring all students are receiving challenge and rigor?
 - Enrichment activities are provided for students who need challenge. These activities may include individual research projects, providing extended learning opportunities in reading and writing, and collaboration activities through Haiku.
4. How are you ensuring students receive necessary intervention?
 - We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets. Based on data, some students are receiving additional supports through Safety Net and/or English Language services.
5. Describe how you will progress monitor your Academic Annual School Goals
 - We are monitoring our progress towards these goals through periodic formative and summative assessments, which also greatly informs our instruction. In addition, we are also using district assessments and standardized tests to progress monitor.

Annual School Goals: Academic – Third, Fourth, and Fifth grades: Math

Use this section to:

1. Describe the process the school used to determine the annual school goals
 - In order to determine our annual school goals related to 3-5 math, we spent time in August, September, and October looking over our students' SBA scores from our spring 2015 math assessments. We considered the growth we were able to help students make last year during our year of instruction, and applied that same growth to our current students in order to ensure we are setting rigorous but achievable goals this year.
2. Describe why these goals were selected
 - We set these goals based on the information provided in our answer to question 1. We expect that some students who we select as our focus students this year will make significant progress and shift from a Level 2 on the SBA in Math to a Level 3. This is our goal; to increase the percentage of students meeting proficiency in Math.
3. How are you ensuring all students are receiving challenge and rigor?
 - In math, we differentiate our instruction based on students' presented needs. Before each unit we give students a pre-assessment and use that data to

inform and guide our instruction. In some circumstances, students already know all of the content from the unit, and in that unique case, we provide challenge projects that require students to show a heightened understanding of the content and the ability to connect the content in new contexts. Additionally, outside sources of information are being used to strengthen and enrich the current math program of Envision (and CMP for our 5th grade Quest students). Guest speakers and projects that align to real world situations are brought in to enhance student instruction.

4. How are you ensuring students receive necessary intervention?
 - Students and families have access to our online curriculum in order to support students' growth in challenge areas. We also instruct students in differentiated small groups, regularly assess students' understanding of the learning targets, and bring in parent volunteers to work with students to better meet their needs on an individual and small-group level. We also provide parents with feedback as to what they can do to support their children at home. Our intermediate grades use IXL, a differentiated, learning-as-you-go math website that provides students the access to problem solve from home. Based on data, students could receive Safety Net and/or English Language services.
5. Describe how you will progress monitor your Academic Annual School Goals
 - In order to monitor our progress in meeting these goals, we are regularly giving formative and summative assessments, sending progress reports home, and updating Skyward to inform parents and students. Students are setting academic goals and consistently reflecting on their own progress in math (and other curricular areas, as well).

Annual School Goals: Academic – Fifth grade: Science

Use this section to:

1. Describe the process the school used to determine the annual school goals
 - The process we used was looking at our MSP data from the previous year (86% proficient), and then evaluating our current students. We determined that we should be able to improve our previous year's student's proficiency by at least 2%.
2. Describe why these goals were selected
 - We selected this goal because we expect all of our 5th grade students to participate in the school science fair, and we expect our students to be proficient in the scientific process.
3. How are you ensuring all students are receiving challenge and rigor?
 - We are providing our students with enrichment activities such as; math connections and projects that require students to connect content that has been taught to another context and/or in a real world situation. We also have specialized teachers who concentrate on science instruction.
4. How are you ensuring students receive necessary intervention?
 - We are providing a variety of opportunities for students to practice the scientific method; such as, in class lab write-ups, science response sheets, science journals, the science fair, science enrichment activities and at lunch intervention.
5. Describe how you will progress monitor your Academic Annual School Goals

- We progress monitor by using district summative assessments, bi-weekly response sheets, and weekly closing questions. We also provide specific, timely feedback to students on their progress. Students graph their progress on their CDSA in their data binders.

Annual School Goals: Achievement Gap – ELL, Safety Net, and Special Education

Use this section to:

1. Describe the process the school used to determine the annual school goals
 - The student intervention team reviewed the K-2 student data to determine a gap in student achievement
2. Describe why you selected this sub group/s
 - We selected the sub-group as it is our largest common demographic receiving additional services (i.e. Safety Net, Special Education, and English Learner) who are not currently at benchmark on the DIBEL BOY (beginning of year) reading assessment.
3. How are you ensuring students receive necessary intervention?
 - We will ensure that students receive necessary intervention by supporting students through small group intervention, continuous progress monitoring, and assessment.
4. Describe how you will progress monitor this sub group/s
 - We will progress monitor students through DIBELS tri-annual assessment.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal
 - This goal was selected based on analyzing our data from last school year's "nine characteristics survey" Franklin staff participated in. This was one of the areas that staff identified as a focus area for growth. It was also a goal from the previous school year and the goal was not met
2. Describe how you will progress monitor your goals throughout the school year
 - The principal will provide opportunities for feedback during staff meetings through exit tickets, quick surveys/polls throughout the year, and conversations during observation cycle meetings and/or end-of-year summative meetings.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline
 - Attendance and disciplinary issues have a direct impact on students and student learning. In order to better support our students, having specific goals around maximizing student time in the class receiving instruction and making sure students are safe will help to serve our student needs.
2. Describe how you will progress monitor each goal
 - Attendance: The principal will have monthly attendance and tardy meetings with the school's registrar to identify families that need additional support in ensuring students are not missing instruction.

- Discipline: The staff will be working collaboratively to ensure existing systems are effective and efficient and we will work to modify or add systems to meet the current needs of our students. Progress monitoring will be by the principal on a monthly basis to see the number of referrals, as well as the type of infractions in order to identify, understand, and support the needs. The data and cycle of inquiry will then go back to staff.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Flexible grouping - One on one conferring - Guided reading - Instructional assistant support - Multiple progress monitoring assessments
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - DRA training - Fountas and Parnell Training
<i>Resources needed</i>	<ul style="list-style-type: none"> - More leveled readers - New running record/teacher's college reading assessment - DRA assessments
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> - K-5th grade team

Goal Area	Math
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Math groups - Access to online curriculum - Enrichment math activities and websites - Regular collaboration - Differentiated instruction - Manipulatives - Enrichment projects - Parent volunteers - Guest speakers
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - Collaboration with ZENO math has been beneficial in the past - Sharing outside resources as a staff (time to collaborate)
<i>Resources needed</i>	<ul style="list-style-type: none"> - Project-based activities for math instruction
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> - 3rd-5th grade team

Goal Area	Science
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Hands on learning

	<ul style="list-style-type: none"> - Foss kits - Math-science connections - In-class labs - Lab write-ups
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - Next Generation Science Standard training
<i>Resources needed</i>	<ul style="list-style-type: none"> - Continued use of aligned materials
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> - 5th grade science team

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Surveys and polls - Exit tickets at staff meetings - Conversations/opportunities for feedback at observation cycle meetings and/or summative meetings
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - Conversations with colleagues around strategies they use to provide consistent feedback
<i>Resources needed</i>	<ul style="list-style-type: none"> - Time to meet with colleagues
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> - Principal and instructional staff

Goal Area	Attendance
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> - Monthly meeting with school registrar in order to identify families who require additional support with attendance - Contacting families, taking a needs assessment, putting in a place a plan of support to address/meet the needs - Keeping families informed through various communications regarding the importance of regular/consistent attendance - Working with BECCA coordinator
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> - Conversations with colleagues around strategies they use to provide support for families - Conversations with BECCA coordinator around strategies to provide support for families
<i>Resources needed</i>	<ul style="list-style-type: none"> - Time to meet with colleagues and/or BECCA coordinator
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> - All stakeholders

Goal Area	Discipline
<i>Strategy to support goals</i>	<ul style="list-style-type: none">- As a staff, identify and analyze the effectiveness of existing disciplinary systems- Add, modify, remove systems to meet the current needs of our students
<i>Professional Learning needed</i>	<ul style="list-style-type: none">- Restorative justice practices- LIM – how to work language and philosophy into student’s every day experience at school
<i>Resources needed</i>	<ul style="list-style-type: none">- District level restorative justice
<i>Responsible individual or team</i>	<ul style="list-style-type: none">- All stakeholders

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Work with our PTA to identify specific needs to help support staff and students through resources, time, volunteers, and community building events
- Organize and utilize parent support in classrooms and building-wide
- Work with our Watch D.O.G.S program to involve more parents in supporting student needs

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

- Principal’s newsletter
- Classroom teacher newsletters
- PTA updates
- Curriculum night
- Tri-yearly new families meeting with principal and PTA president

Continuous Improvement Process Plan

Peter Kirk Elementary

1312 – 6th ST
Kirkland, WA 98033

425-936-2590

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

2015-16



Monica Garcia, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 3
CIP Reflection: Evaluate Outcomes -----	Page 4
Annual School Goals-----	Page 12
Instructional Strategies and Required Resources -----	Page 15
Parent, Family, and Community Involvement -----	Page 17

DESCRIPTION OF SCHOOL

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

Over the course of the 2014 - 15 school year, the Peter Kirk staff focused continuous improvement efforts in all areas, including writing, mathematics and reading. In the area of reading, staff fully implemented the Lake Washington School District adopted Wonder's curriculum. They used materials to provide differentiated instruction and meet individual student needs. Teams increased student experience with non-fiction text during social studies and science. Teams met routinely to examine assessment results, shifting reading groups to target specific student needs.

With respect to writing, teachers across all grade levels delved into the common core, developing a deeper understanding of expected student learning. They adapted instruction to more closely meet the standards and continued to focus on providing instruction on the writing process. Additionally, they introduced and reinforced strategies for responding to texts in writing. Student performance on the Spring SBA is as follows: In third grade, 82.7of students met or exceeded standard in English/Language Arts (ELA). In fourth grade, 86.0 of students met or exceeded standard. In fifth grade, 82.4 of students met or exceeded standard.

In mathematics, teachers continued to use Common District Summative Assessments to assess and respond to student learning. Across all grade levels, instruction targeted math fact fluency and problem solving strategies. Enrichment programs such as Mighty Math, IXL and Zeno math club contributed to 79.3 percent of students in third grade, 78.0 percent of students in fourth grade, and 79.7 percent of students in fifth grade meeting or exceeding standard in mathematics.

Peter Kirk is in the early stages of identifying strategies to fully engage parents in the CIP process. During the 2014 – 2015 school year, parent input on the Effective Schools Survey was used to set one of the perception goals.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	72%						
		1 st	78%						
		2 nd	96%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	89%							
	% of 3 rd graders meeting or exceeding state standards in Math	83%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	88%							
	% of 4 th graders meeting or exceeding state standards in Math	81%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84%							
	% of 5 th graders meeting or exceeding state standards in Science	81%							
	% of 5 th graders meeting or exceeding state standards in Math	95%							

CIP REFLECTION: EVALUATE OUTCOMES

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

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	80% met or exceeded standard	ELA: 89% met or exceeded standard 64.3% exceeded standard 18.3% met standard 9.1% below standard 1.1% well below standard
3rd Grade Math	80% meet or exceed standard	MATH: 79.3% met or exceeded standard. 45.9% exceeded standard (L4) 33.3% met standard (L3) 11.4% below standard (L2) 4.5% well below standard (L1)
4th Grade ELA	83% meet or exceed standard	ELA: 86% met or exceeded standard 67.0% exceeded standard (L4) 19.0% met standard (L3) 10.0% below standard (L2) 2.0% well below standard (L1)
4th Grade Math	80% meet or exceed standard	MATH: 78.0% met or exceeded standard. 52.0% exceeded standard (L4) 26% met standard (L3) 16.0% below standard (L2) 2.0% well below standard (L1)
5th Grade ELA	75% meet or exceed standard	ELA: 82.4% met or exceeded standard. 44.5% exceeded standard (L4) 37.8% met standard (L3) 12.1% below standard (L2) 4.0% well below standard (L1)
5th Grade Math	80% meet or exceed standard	ELA: 82.4% met or exceeded standard. 44.5% exceeded standard (L4) 37.8% met standard (L3) 12.1% below standard (L2) 4.0% well below standard (L1)
5th Grade Science	85% meet or exceed standard	94.5% met or exceeded standard 72.9% exceeded standard (L4)

		<p>21.6% met standard (L3) 2.7% below standard (L2) 2.7% well below standard (L1)</p>
Sub-Group	<p>Second grade students qualifying for Safety Net Services:</p>	<p>8 second grade students qualified for SN support based upon BOY DIBELS Next. 5/8 Strategic, 3/8 Intensive. Based upon EOY results, all 8, 100%, demonstrated performance consistent with benchmark.</p>
Challenge:	<p>ELA 4th Grade: In the area of reading, the percentage of students demonstrating level 4 proficiency will increase from 58.1% on the Reading MSP to 61% on the SBA-ELA</p> <p>5th Grade: In the area of reading, the percentage of students demonstrating Level 4 proficiency will increase from 68.4% on the Reading MSP to 71% on the SBA – ELA.</p>	<p>67% of fourth grade students demonstrated L4 proficiency on the SBA-ELA.</p> <p>44.5% of fifth grade students demonstrated L4 proficiency on the SBA-ELA.</p>
Perception:	<p>Goal 1: In response to the statement, ‘there is frequent two-way communication between the school staff and families; from 71% somewhat or strongly agree to 81% somewhat or strongly agree (as measured by community responses to Effective School Survey).</p> <p>Goal 2: From 74% agree or strongly agree to 84% agree or strongly agree that ‘teachers receive regular feedback on how they are doing (as measured by staff responses to Effective Schools Survey)</p>	<p>Goal 1: 88.9% somewhat or strongly agree.</p> <p>N = 36 or 7%, assuming one parent per child responded.</p> <p>Goal 2: 68% agree mostly or agree completely that ‘teachers receive feedback on how they are doing.’ 32% Agree slightly</p> <p>N = 31, includes IAs and Para-educators.</p>

Narrative Reflection:

Goal Setting Process:

Goals in each content area were determined by staff in September and October, 2014. The starting point for each area was to look at information from the previous year. This included EOY DIBELS results and MSP results for reading, writing, mathematics and science. Staff devoted time to expanding knowledge of common core state standards and correlating student strengths and areas for growth from assessment results. To set goals for SBA it was necessary to deepen their understanding of skills and knowledge required of students. With this information, staff used fall classroom baseline assessments, aligned to Common Core State Standards, to set growth goals, predicting which students would make no, some, clear and high growth.

Baseline growth goals (number of students currently below, at, or above standard) were converted to percentages.

CIP Monitoring Process

Staff collectively decided to use CIP goals for math as their professional growth and evaluation goals. Teams wrote grade level growth goals, classroom and sub group goals. Those teachers on a comprehensive track shared progress with their evaluator during formal observation cycles. Teams shared progress throughout the school year via PGE Team Meeting Logs.

In other areas, teams monitored student growth during professional collaboration time. At various points throughout the year, teams met with the principal to share student progress.

Sub group analysis at Peter Kirk can be challenging as most sub groups include a small number of students. Staff examines sub group data as part of the CIP goal setting and monitoring process. That being said, with so few members of each sub group, they data leads to self-identification of students.

Narrative Reflection	
ELA	<p>Primary teachers set goals for DIBELS using BOY results as baseline data. After setting growth goals by student, they set the achievement goal by grade level.</p> <p>Kindergarten, first and second grade teachers continued use of differentiated materials in the Wonders Curriculum. Each teacher provided differentiated small group reading instruction to meet the needs of each child. Small group instruction included use of leveled readers and targeted skills instruction. For those students below and at standard, staff engaged parent volunteers</p>

in the use of Read Naturally and increased student access non-fiction reading materials in classroom libraries.

Kindergarten students performed 8% higher than the achievement goal set by the Kindergarten team last fall. Success is attributed to careful unpacking of standards and backward planning and the implementation of small groups across the grade level to provide targeted, 'just right' instruction to meet student needs in reading. The team was able to provide intervention and challenge to students falling below or above standards while moving those at standard forward.

First grade students fell below their achievement goal by 10%. The first grade team, in reflecting upon their goal, states that 'More IA time, as in the past, would allow us to send additional groups to get small group instruction.'

Second grade students performed 5% higher than the achievement goal set by second grade teachers last fall. All but four students met standard.

Grade 3: Areas of relative strength at the claim level include Research and Inquiry as 68% of students performed at or above standard. In the Writings claim, 68% of third grade students performed at or above standard. Listening and speaking is a potential area for growth as 50% performed near standard. In this claim, it is important to note, that there were no students below standard.

Grade 4: Areas of relative strength at the claim level include the Reading claim and the Writing Claim. In both of these claims, 62% of students performed at or above standard. Areas for growth in ELA claims include Listening and Speaking, with 52% of fourth graders performing near standard and 2% below. The other claim area for growth include Research and Inquiry as 50% of students performed near standard and 2% below standard. The fourth grade team was intentional in setting a realistic goal for their students. To support students, they used Accelerated Reader and Start Reading comprehension. District writing rubrics were utilized for narrative, opinion and informational writing. They monitored student progress through a 'writer's workshop' model. The team identifies a challenge for writing as 'being consistent with lessons, instruction, assignment and assessing without a solid writing curriculum.'

Grade 5: Areas of relative strength at the claim level include the Reading and Writing claims. For each of these claims, 62% of students are at or above standard. 32% of students were near standard in reading and 37% of students were near standard in writing. Areas for growth are found in Listening and Speaking, where 57% of students were near standard.

Sub-Group Analysis:

Grade 3: Eight students who receive specially designed instruction, participated in the SBA. Four of these students demonstrated L2 performance, two demonstrated L3 performance, and two demonstrated L4 performance.

Grade 4: Ten students in fourth grade receive specially designed instruction. Of these ten, two participated in the alternate assessment and demonstrated Level 3 and Level 4 performance on the WA-AIM. Of those who participated in the SBA, one demonstrated L1 performance, 5 demonstrated L2 performance, one demonstrated L3 performance and one L4.

Grade 5: Fifty percent of students receiving specially designed instruction met or exceeded standard. All other students demonstrated near standard performance.

Math

As part of the CIP reflection process, last September, Peter Kirk staff identified mathematics as an area of building focus. After reviewing MSP results, staff noticed that student performance in this subject would benefit from the level of attention that had previously been devoted to reading and writing.

The decision followed an activity in which staff considered student strengths based upon MSP results and identified areas for growth. Problem solving was identified as a specific area of need in intermediate grades and fact fluency was identified across all grade levels.

Results:

Third Grade areas of strength are in the claim of Problem Solving, Modeling and Data Analysis, where 63% of students scored at or above standard and 30% were near standard. There is growth potential across all three claim, as 43% of students were near or below standard in Concepts and Procedures, 37% in the

Problem Solving, Modeling and Data Analysis claim, and 48% were at or near standard in Communicating reasoning. The third grade team reflects that specific areas of growth were in communicating reasoning claims. They devoted instructional time to develop student awareness of reasonableness, accurately reading and understanding tasks, and communicating understanding. Across the grade level, students were taught a specific approach to problem solving, and the process was turned into a song.

Fourth Grade area of strength is in Concepts and Procedures claim, where 63% of students were at or above standard. There is room for growth across all three claims as 35% of students were near or below standard in Concepts & Procedures, 48% near or below standard in Problem Solving, Modeling and Data Analysis, and 44% near or below in the Communicating Reasoning claim. The fourth grade team cites the use of CDSAs, topic tests and quick checks to monitor student learning. Additionally, they used IXL, Mighty Math and accessed the Zeno Math coach. They taught a consistent problem solving approach and differentiated across the grade level to provide specific strategies to groups of students. As a team, they are particularly proud of implementing these problem solving rotation groups.

Fifth Grade: 63% of fifth grade students demonstrated at or above standard performance in the claim area of Concepts and Procedures. There is room to grow across all three mathematics claims as 36% of students were near or below standard in the concepts and Procedures Claim, 45% at or near in Problem Solving, Modeling and Data Analysis, and 44% Near or below standard in communicating reasoning.

Please note that number of students below standard is quite low for all grade levels, across each claim. In examining results, the total number of students below standards ranged from zero to seven students demonstrating below standard performance. Further, in diving further into this group who had below standard performance, the following can be noted.

To support student learning, Peter Kirk partnered PTSA to provide coaching through the Zeno Mathematician in Residence. Three teachers in first grade and three teachers in fourth grade received coaching in mathematics instruction. Ultimately, the entire first grade team (4 teachers) and entire fourth grade team

	<p>(4 teachers) accessed coaching support as they teamed closely. Strategies and interventions introduced to one teacher were shared and each child had access to refined practice.</p> <p>To support development of problem solving skills, Zeno provided a 90 minute professional development module to address problem solving. Following the workshop, teachers were observed implementing specific strategies identified during the lesson.</p> <p>To support development of fact fluency, staff taught specific strategies and, school wide, the month of February, we implemented DRop Everything and (do) Math (DREAM). For 10 to 20 minutes, three times each week, the entire school practiced math fact fluency. Teachers used games and timed tests to reinforce fluency in addition, subtraction, multiplication and division.</p>
Science	<p>Meeting the science goal in fifth grade begins with assuring that science is taught kindergarten through grade five. Across all grade levels, staff uses the FOSS curriculum, incorporates science journals and the investigative process has been scaffolded, increasing in rigor as students progress. Expository writing is explicitly taught using science content.</p>
Sub-Group	<p>The targeted sub-group identified for support included students in second grade identified as intensive based upon BOY DIBELS scores. This group was selected for the following reasons: During the 14-15 school year, Peter Kirk qualified for .5 SN teacher. The bulk of her time was allocated to support kindergarten and first grade students. Second grade groups were added later in the school year. Primary teachers demonstrate commitment to bringing each child up to standard before they transition to intermediate grades. By focusing on second grade students not yet at standard, the team</p> <p>The team’s action plan included accessing Safety Net once space opened up, differentiated instruction targeted to the identified group’s skill deficits, opportunities to practice fluency with parent and community volunteers through Read Naturally, and specific reading homework to provide overall reading practice.</p>
Challenge:	<p>Reading instruction is an area of strength for Peter Kirk staff. As a result, the majority of students enter fourth and fifth at or above standard in reading. There is opportunity for staff to</p>

	<p>provide opportunities for enrichment during the last two years that students attend Peter Kirk.</p> <p>To challenge students already at or above standard, staff began by using Wonders assessment tools to appropriately place students. They also provided differentiated instruction using level readers and by implementing differentiated reading groups.</p>
<p>Perception:</p>	<p>Perception goal 1: To support an increase in the number of parents / community members who agree or strongly agree that there is frequent two – way communication, staff continued using typical strategies of newsletters, emails, and phone calls. More so in intermediate grades than primary grades. Building wide communication continued to run through a joint school – PTSA newsletter. This goal particular goal will carry over in order to monitor community response following a separation of building communication from PTSA communication.</p> <p>Perception goal 2: To support an increase in the number of staff who agree or strongly agree that they receive feedback, we implemented peer to peer observation. Teachers visited other classrooms within and outside of the school and teams across most grade levels accessed LWSO coaches.</p> <p>Perception goal 2 continues to be an area for focus. Part of the work of last year was increasing the opportunities for staff to seek and receive feedback from people other than the principal, such as in building and out of building peers and from LWSO learning coaches. The processes put in place for cross classroom observations included a brief reflective piece, however staff members were not required to share reflections with the principal. Staff, when responding to the survey, appear to have understood the question to interpret the question as a measure of principal feedback. The work associated with this goal will continue. Work will include introduction of feedback protocols, shifting the way that feedback is provided outside of PGE and will continue to include formal and informal feedback associated with Professional Growth and Evaluation.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	77 % of students will demonstrate at or above benchmark performance on 2016 EOY DIBELS.
Literacy: 3-5 ELA	88% of students will demonstrate at or above standard performance on the Spring 2016 Smarter Balanced Assessment for English/Language Arts.
Math: 3-5 Math	87% of students will demonstrate at or above standard performance on the Spring 2016 Smarter Balanced Assessment for Mathematics.
Science: 5th Science	82% of students will demonstrate at or above standard performance on the Spring Science MSP.
Achievement Gap	48% (16 of 33) of students in Kindergarten through third grade who qualify for ELL support will meet or exceed benchmark on EOY DIBELS.
School Effectiveness:	From 68% to 85% of teachers agreeing or slightly agreeing to that teachers revise feedback on how they are doing.
Attendance and Discipline:	Decrease the percentage of kindergarten students with a ten percent absence rate from 16% during the first trimester to 8% for the remainder of the school year

Annual School Goals: Academic

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

For students in intermediate grades (3 – 5), staff used assessment results from the previous spring. For third grade, EOY DIBELS scores were a factor. Staff used Spring SBA and MSP results to set goals for ELA and mathematics. With respect to the science MSP, the challenge is in finding appropriate baseline data for establishing grade level achievement goals. Staff based goals for science on early observations of student performance in science activities.

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

LITERACY / ELA

Primary staff focuses on equipping students with solid reading skills before transitioning to third grade. For this reason, staff set goals in literacy. Intermediate staff members analyzed SBA reports that summarize performance by target and identified areas for growth across the grade level. After identifying trends across each grade level, they set grade level specific goals.

Students currently in

- fourth grade will benefit from additional focus on Analysis within or across informational texts.
- fifth grade will benefit from additional focus on skills associated with Listening and Speaking.
- third grade team also used the reports by target to identify areas for individual teacher growth and selected --

MATHEMATICS

Across all grades, based upon fall baseline assessments, students require practice and reinforcement with basic math fact fluency and problem solving. Additionally,

Intermediate teachers will target the following areas to support students currently in

- fourth grade – geometric measurement, specifically, relating area to multiplication and addition and solving multi-step word problems.
- fifth grade – using four operations with whole numbers to solve problems.
- third grade team -- based upon analysis of their target reports, the team identified the following area; recognizing and generating simple fractions.

Across all academic areas, teacher teams meet throughout the year to review assessment data, plan instruction, and implement intervention for students who need additional support as well as challenge and rigor.

To support those who struggle, ongoing use of instructional materials to differentiate instruction (Wonders and EnVision). Instructional Aid time is prioritized to support struggling students in classrooms. We have a clearly defined guidance team referral process to support students who do not respond to classroom intervention. Further, we have a Student Intervention Team to assist teachers with identifying intervention strategies and collecting data on success of intervention. This is primarily used as a pre-referral resource. Safety Net now extends Kindergarten through grade 5. This program provides small-group instruction to students who need support in reading. The BURST program is the intervention curriculum used for primary students.

To support students ready for challenge, teachers differentiate by providing small-group instruction, including level 4 thinking strategies in instruction and discussions, and evaluating for level 4 thinking through projects, assignments and assessments.

Progress monitoring of Academic Annual Goals occurs formally and informally through routine team meetings in which results from common formative and summative assessments are reviewed and analyzed. Teams share progress, successes and identify challenges. Examples of assessments used to monitor student progress include Common District Summative Assessments (CDSAs), DIBELs results and progress monitoring,

teacher developed assessments, unit and topic tests. Shorter cycle assessments, such as informal classroom assessments and topic tests are used to inform instruction. Longer cycle assessments such as CDSAs, DIBELS and unit/chapter tests are used to mark progress throughout the school year.

Annual School Goals: Achievement Gap

To set achievement gap goals, a list of possible sub groups was generated. Primary teachers set a goal to support students qualifying for ELL support.

Grade level teams considered individual students' baseline assessment results, as well as spring assessment results where possible, and set student growth goals. By considering which students are likely to show some, clear and high growth, staff set achievement goals in the area of reading.

We are seeing an increase in the number of students who speak a primary language other than English. The bulk of these students, 33 total, are in primary grades. This groups was selected to support academic growth in an area that is crucial for long term academic success.

Students who meet the definition of English Language Learner will receive intervention through:

- ELL Support provided by a qualified ELL teacher.
- Small group intervention provided by Instructional Aids.
- Use of ELL support materials from Wonders
- Professional development to increase teacher awareness and use of strategies that are consistent with best practice for instruction of ELLs.
- Primary teachers have identified this group as their subgroup for professional growth and evaluation.

Monitor progress through

- Sub-group performance on DIBELS assessment.
- sub-group performance on WONDERS assessments
- Sub-group performance on classroom based assessment and common grade-level assessments.
- Teacher running records.

Annual School Goals: School Effectiveness

In considering Effective School Survey results, the number of families who completed the survey was low, less than 10%. There was nearly a 99% response rate for staff. Staff identified the goal for receiving feedback as it has the most potential to positively impact student achievement. Staff identified 'receiving feedback as the area for focus for the current school year.'

Goal will be monitored through principal log (tally), mid-year staff survey, annual staff Effective School Survey.

Annual School Goals: Attendance and Discipline

Between September 1, 2015 and November 30, 2015, 6.5% of Peter Kirk students had 5 or more absences. Many of the absences are due to families taking extended vacations. By focusing on incoming kindergarten students, we plan to positively impact attendance patterns and over time shift community culture as it relates to scheduling vacations.

Principal will review attendance reports monthly and work with teachers to identify specific students who are at risk academically and socially

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1. Research, identify and implement strategies that improve fact fluency. 2. Continue use of differentiated materials available through EnVision to provide targeted instruction to students and continue use of instructional materials that reinforce fact fluency.
<i>Professional Learning needed</i>	Expand instructional toolkits for supporting student development of math fact fluency.
<i>Resources needed</i>	Additional strategies for providing intervention and challenge for those needing support or enrichment with fact fluency.
<i>Responsible individual or team</i>	Grade level teams, Principal

Goal Area	Literacy
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1. Expand use of writer's workshop, a research based method for writing instruction, to provide specific instruction in teaching writing and support differentiation within the classroom. 2. Initiate research on practices that support English Language Learners, such as those presented in SIOP training
<i>Professional Learning needed</i>	<ol style="list-style-type: none"> 1. Differentiated professional development in use of writer's workshop 2. SIOP Training
<i>Resources needed</i>	<ol style="list-style-type: none"> 1. Access to CEL training for building writing leads, dedicated time on all day LEAPs to provide concentrated instruction / training for staff. 2. Access to SIOP training materials or a facilitator.

<i>Responsible individual or team</i>	Writing leads, Principal, Building Leadership Team
---------------------------------------	--

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Increase awareness of and opportunities for staff to access sources of feedback such as LWSO Professional Coaches, Peer to Peer observations
<i>Professional Learning needed</i>	Staff development in forms of feedback, strategies for providing feedback.
<i>Resources needed</i>	Research supporting the impact of peer observations on instruction and student achievement.
<i>Responsible individual or team</i>	Principal, Building Leadership Team, Teachers, Professional Learning Coaches

Goal Area	Attendance
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1. Regular communication with families regarding the impact of absences on instruction. 2. Identify kindergarten students with an absence rate of 10% or greater and who are at risk. Engage families through home communication and education.
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Strategies for promoting positive attendance patterns • Strategies for engaging parents in issues surrounding attendance.
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	Principal, Building Leadership Team, Teachers, Secretary, Lake Washington Learning Community Attendance Specialist

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Increase parent and community participation in Effective School Survey.
- Explore other strategies to seek parent, family and community input (focus groups, informal surveys)
- Long term goal is to include parents in the CIP process through data carousel.
Strategies to support this goal:
 - Increase staff proficiency with data analysis
 - Build strong relationship between staff and parent groups
 - Research and provide training in Carousel Protocols

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

- Presentation of spring SBA results emailed to all families.
- Updates in parent/community newsletters
- PTSA Presentations
- Presentations at school events such as registration, open house, community events

Continuous Improvement Process Plan

Lakeview Elementary School

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

425-936-2600

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

2015-16



Steve Thatcher, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 3
CIP Reflection: Evaluate Outcomes -----	Page 4
Annual School Goals -----	Page 8
Instructional Strategies and Required Resources-----	Page 11
Parent, Family, and Community Involvement -----	Page 13

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.

2014-15 was a significant year at Lakeview Elementary with SBA testing beginning, our growth as PLCs (Professional Learning Communities), and the arrival of a new principal in April. It was a year of learning as we prepped for the new SBA exams in English Language Arts and Mathematics. We maintained our roughly 20-point lead on the state average in each test, as has been our track record as a school with state testing on the years. Over half of our students scored at a level 4 on both ELA and Mathematics, which means not just proficiency but, an advanced understanding of the skills that are being tested.

A team of Lakeview teachers attending specialized training around the PLC process, which involves the use of frequent, timely assessments across a grade level or specialist group to monitor and intervene in students' learning. This team of teachers worked with our PLCs (grade level teams or specialist groups) to begin to implement the PLC model by analyzing a math unit and develop common formative assessments.

We are fortunate to have a PTSA that provides the funds and support for during and after school programs that provide enrichment, as well as classroom support.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	93%						
		1 st	92%						
		2 nd	91%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	70.7%							
	% of 3 rd graders meeting or exceeding state standards in Math	81.8%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	74.3%							
	% of 4 th graders meeting or exceeding state standards in Math	75.6%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	87.6%							
	% of 5 th graders meeting or exceeding state standards in Science	90.5%							
	% of 5 th graders meeting or exceeding state standards in Math	71.2%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	ELA 85% at or above standard	ELA: 72% met or exceeded standard
3rd Grade Math	80% at or above standard	82% met or exceeded standard
4th Grade ELA	80% met or exceeded standard	74.3% met or exceeded standard
4th Grade Math	82% met or exceeded standard	75.6% met or exceeded standard
5th Grade ELA	85% met or exceeded standard	87.6% met or exceeded standard
5th Grade Math	90% met or exceeded standard	71.2% met or exceeded standard
5th Grade Science	88% met or exceeded standard	90.5% met or exceeded standard
Sub-Group	We are focusing on our English Language Learners this year. We are measuring our ELL students in the area of reading and writing. We want to see our ELL students improve to more than 50% at standard on the ELA SBA.	26.68%
Challenge:	The goal is to increase the percentage of students exceeding standard (3's to 4's) on the 2015 SBAC in grade 5 in math. 50% -> 60%	71.2%
Perception:	<p>Goal: In answer to the question, "Teachers provide feedback to each other to help improve instructional practices" 53% of staff will respond that they agree completely with this statement. From 33 -> 53%</p> <p>Goal: In the area of "Students receive detailed information about the quality of work they do" 28.7% said that they strongly agreed. We would like to increase that to 50%.</p>	<p>Goal #1 – 23.08% Completely Agree; Mostly Agree 41.03%</p> <p>Goal #2 – 36.59% Strongly Agree; 30.49% Agree</p>

Narrative Reflection

<p>ELA</p>	<p><u>3rd Grade</u> We met as a PLC to set our reading goal for the year based on our 2014 MSP scores. We progress monitored through common formative and summative assessments which we graded and shared as a PLC. We then determined next steps in instruction and intervention for our tier 1 and tier 2 students. Additionally, we provided challenge to those students above standard. We were proud of how many students achieved a level 4 on the SBA. We have identified an area we want to see growth in, “Analysis within or across informational texts” including cause and effect and comparing texts. This year we will be using this an area of focus by revisiting and re-teaching these concepts often. We will use formative assessments and student data to track their progress toward the standard.</p> <p><u>4th Grade</u> Each time we met as a team and had new data entered, we looked at the data and determined next steps to support student growth. We also looked at trends and specific deficit areas. Then we discussed strategies for addressing concerns as well as providing challenges for students at or above standard. We collected data on Wonders’ Story Assessments End of Unit assessments and specific focus on performance tasks. Our challenge this year was lack of modeling and resources for guiding the students on the SBA since it was a new form of assessment and we had little to no training or guidance on what the “aim” was. There were not even student samples of leveled work available for our grade level. One thing we are proud of is that all the students who did not pass have been targeted for interventions by the team prior to the SBA both for academic and work ethic concerns. We feel we can improve by having a better understanding of how to integrate SBA style assessment while maintaining students’ love of reading. We had more students “below” or “at/near” in the area of reading vs listening or writing. We would like more specific information on how the SBA was scored and what the break out looks like to help us better understand what the numbers can really tell us.</p> <p><u>5th Grade</u> We collected data throughout the year from the Wonders ELA program. We had specific guided writing units. We used district summative CDSA’s, writing prompts, oral reading fluency, independent reading, and more to collect and analyze data throughout the year. Our students did very well on the ELA SBA, and approximately 90% of our 5th graders passed the ELA SBA last spring. This is a major success since we are new to the writing and reading CCSS.</p>
<p>Math</p>	<p><u>3rd Grade</u> We met as a PLC to set our math goal for the year based on our 2014 MSP scores. We progress monitored through common formative and</p>

summative assessments which we graded and shared as a PLC. We then determined next steps in instruction and intervention for our tier 1 and tier 2 students. Additionally, we provided challenge to those students above standard. We were proud of how many students achieved a level 4 on the SBA and we were very proud that we exceeded our goal. We attribute this success to our use of math Safety Net for our tier 2 students. We also worked closely with our SPED department to target key instruction to our 7 math IEP students. Additionally, we set our PGE goal in “Represent and Solve Problems Using Multiplication and Division” and this was our strongest area on the SBA. We will continue to focus on that this year with the goal of even greater success. We have identified fractions as an area we want to see growth. We will use formative assessments and student data to track their progress toward the standard.

4th Grade

We are pleasantly surprised at the number of students who achieved L4. Many students who were on the cusp were able to achieve L3. This year’s group of students will require emphasis in different areas. We will need to increase the focus of basic computation and fact recall. Continue to work as a team to support growth for all 4th graders in math by bringing in additional parent coaches to support this academic area. The overall number of students who were L3 and L4 we believe is a result of our teaming and fluid communication about student growth as well as struggles across the content areas. All the students who scored a one or two (17/73) had already been identified as struggling math students and were all invited to a weekly, before school math group taught by Ms. Adams. There were 56/73 students at or above standard. Four students scored a level four that consistently performed at a 2.5-3.5 level in class. We are proud of their performance on this new assessment and feel that we did everything we knew how to do to prepare them for an assessment we were not familiar with ourselves.

5th Grade

Math was the area we focused on last year for our PGE. We gave a geometry and measurement baseline test and mid year test, which showed marked improvement for our students. Less than half of our kids met standards on our baseline, and over 85% of students met standards in these areas by the end of the year. We collected data from Quick Checks, District Topic Tests, and classwork. Students had a big jump to meet the new CCSS in math, especially in operations with decimals and fractions. We also used reflex, IXL, interventions and extensions, math Olympiad, and integrated challenge as well. We were disappointed by only 71% of students met standard on that Math SBA.

Science

Our goal was for 88% of our students to meet standards on the Science MSP. 90% of our student did.

Sub-Group

We are clearly below where we hoped to be with our ELL students’ proficiency on SBA ELA measures. The previous year’s MSP reading

	<p>scores (writing was only directly measured during 4th grade on the MSP) was also 25%, or two out of eight students, whereas last year two of out seven passed for 28%. This year we have brought a new ELL teacher on board and are working towards an increasingly mainstream instructional setting for our ELL students.</p>
Challenge:	<p>We are proud of the success in meeting our challenge goal in 5th grade mathematics scores. Exceeding our goal by ten percentage points speaks to the depth and skill of instruction these fifth graders received in their classrooms, leading up and including 5th grade.</p>
Perception:	<p>Our perception goal outcomes were mixed, with our first goal actually moving backward from 33% of teachers agreeing completely that teachers provide feedback to each other to help improve instructional practices. This seems strange with the emphasis we had as a school on Professional Learning Communities and rich teaming around instructional data and practices. Perhaps we need to better connect PLC work to this purpose, as well as explore learning walk and other options needed to increase opportunity for teachers to observe one another instructing students. We have also started a learning-community-wide PLC in which teachers are able to collaborate and provide feedback to one another about instruction, which will helpfully help more the needle on this indicator.</p> <p>Our second goal, which was measuring parent perception, did show 8 points of growth, but fell short of the goal of having 50% or more of parents indicate they strongly agree that student receive detailed information about the quality of work they do. We clearly have work to do to provide detailed feedback to students, but to communicate to parents how this feedback is provided.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	Move from 100 students (39%) currently at DIBELs benchmark, to 217 students (82%) at DIBELS EOY benchmark by June.
Literacy: 3-5 ELA	Move ELA from 73% of students meeting or exceeding proficiency to 78% meeting or exceeding proficiency as measured by the 2015-2016 SBA.
Math: 3-5 Math	Move Math from 80% of students meeting or exceeding proficiency to 85% meeting or exceeding proficiency as measured by the 2015-2016 SBA.
Science: 5th Science	Move Science from 89% of students meeting or exceeding proficiency to 82% meeting or exceeding proficiency as measured by the 2015-2016 MSP.

Achievement Gap	<p>Grades K-2: Move from 7 ELL students (21%) currently at DIBELS benchmark, to 20 students (60%) at DIBELS EOY benchmark by June.</p> <p>Grades 3-5: Move ELA from 39% of students with IEPs meeting or exceeding proficiency to 50% meeting or exceeding proficiency as measured by the 2015-2016 SBA.</p>
School Effectiveness:	<p>Community: Move “Students receive detailed information about the quality of work they do” from 30.49% completely agreeing to 50% completely agreeing as measured by the annual parent/community survey.</p> <p>Staff: Move “Teachers provide feedback to each other to help improve instructional practices” from 41.03% completely agreeing to 53% completely agreeing as measured by the 9 Characteristics survey.</p> <p>Student: Move “My teachers often tell me how I am doing on my school work” from 20% agreeing completely to 30% agreeing completely as measured by the annual student survey.</p>
Attendance and Discipline:	<p>Attendance: We will reduce our absence/tardy rate by 10% (from 6513 total absences/tardies to 5800 or fewer) as compared to the 2014-15 school year.</p> <p>Discipline: 100% of our certificated and classified staff will be trained in restorative justice practices by the spring of 2016.</p>

Annual School Goals: Academic

Use this section to:

1. Describe the process the school used to determine the annual school goals

We analyzed our current student data, and anticipated our use of interventions and specific strategies will enable us to increase student levels of performance.

2. Describe why these goals were selected

Goals were selected by analyzing 2015 SBA and DIEBLs data and our current cohort performance. In addition, grades K-2 and grades 3-5 met and discussed potential growth opportunities for each grade level.

3. How are you ensuring all students are receiving challenge and rigor

- Extra credit challenge
- Individual goals
- Integrated challenge
- Leveled readers for wonders
- Response to intervention
- Book reports

- Exposure to level 4 anchor papers in writing
- Vertical Articulation

4. How are you ensuring students receive necessary intervention

- Response to Intervention
- Communication Home
- PLC
- Safety Net
- Guidance Team
- Small Groups
- One-on-one
- Volunteers/Links
- Parent Coaches
- Homework Club

5. Describe how you will progress monitor your Academic Annual School Goals

- ELA Performance Assessments
- a. Wonders Assessments
- b. Writing prompts
- DIBELs benchmark and progress monitoring

Annual School Goals: Achievement Gap

Use this section to:

1. Describe the process the school used to determine the annual school goals

We believe that our efforts are best focused on a few, focused areas of growth, and therefore used the academic goals we set for all of our students to measure the progress of our students with IEPs or in need of ELL support.

2. Describe why you selected this sub group/s

Students with IEPs are our lowest performing subgroup of students on a consistent basis, and we have a growing ELL population.

3. How are you ensuring students receive necessary intervention

We have worked to build service schedules for students with IEPs and ELL needs that maximizes their access to general education curriculum with SDI and ELL services as a compliment. We have trained staff on the 5-year plan for ELL services at LWSD and Lakeview, with an increasingly 60/40 model of ELL service delivery. One of the first steps is ensuring that all classrooms are using Wonders ELA curriculum on a commonly paced schedule so that Wonder Works materials dovetail and pre-teach concepts in the general education classroom.

4. Describe how you will progress monitor this sub group/s

Refer to #5 above, students with IEPs and ELL needs will be measured using the same progress monitoring tools as their general education peers.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal

We wanted to continue our focus in the community and staff goal areas that we focused on last year as we still have growth we want to make around teacher-to-teacher feedback and teacher-to-student feedback. We have added a student goal that dovetails nicely with these two goals as it focuses on student perception of teacher feedback to students on their learning.

2. Describe how you will progress monitor your goals throughout the school year

We will use the PLC process as a regular measurement of progress towards teacher-to-teacher feedback. Our community feedback will be measured through PTSA meetings and informal survey data requests through our school newsletter. Our student goal will be progress measured by an informal survey midyear.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline

Discipline: This school year the district has been providing training to administration on restorative justice practices. As a school, we chose to provide this same training to the teachers as well as classified staff. There is often comorbidity between discipline, academic achievement, and attendance and we want to make sure that every staff member is aware of the discipline disparity between certain subgroups (boys, students with IEPs, etc.) and how simple choices at staff and result in different outcomes for students.

Attendance: We analyzed three years of attendance data to establish the general absence and tardy trends at Lakeview over a given school year. We believe there is low-hanging fruit around parent notification and that has not occurred consistently in the past that can make a dent in class time missed by students.

2. Describe how you will progress monitor each goal

Discipline: We will provide several opportunities for staff, both classified and certificated, to review restorative justice principles during staff meetings.

Attendance: We will run attendance checks every two months and generate attendance notices to families of student who have reached a 5% or 10% absence/tardy threshold. We will much datasets comparing our attendance data to similar points in previous school years to measure a 10% decrease.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Discipline
<i>Strategy to support goals</i>	Discipline – Staff will receive regular opportunities to revisit the school-wide behavior matrix, how to connect with our focus on restorative justice (affective statements, positive behavior expectations, enforceable limits, etc.). Major areas of focus will include the lunchroom environment, lineup before school, and specialist class. We will send a team to visit other schools to observe other schools successes in these areas of focus.
<i>Professional Learning needed</i>	District-wide training for administration on restorative justice practices, district-wide training for para educators and instructional assistants on restorative justice practices, LWLC principal-created training for classified staff on restorative justice practices and Lakeview positive behavior matrix, LEAP and staff meeting development for teachers on restorative justice and Lakeview positive behavior matrix.
<i>Resources needed</i>	Projector, LEAP time, staff meeting time, student conference days (for classified staff), and substitutes to free up staff for school visitations.
<i>Responsible individual or team</i>	Lakeview Administrative Team, Director of Student Support

Goal Area	Literacy
<i>Strategy to support goals</i>	Literacy – Lakeview will capitalize on district-provided training for two writing lead teachers (1 from K-2; 1 from 3-5) who will develop and deliver high-quality professional training and collaboration opportunities for staff. In addition, LWLC elementary principals will create three learning-community-wide collaborative opportunities for grade level and department teams to share best practices in writing and other instructional areas.
<i>Professional Learning needed</i>	Two writing teacher leaders will receive 6 full days of professional development on writer’s workshop and other writing best practices. These teachers will develop in-house professional training and opportunities for Lakeview staff. PLC teams will regularly collaborate using student data.
<i>Resources needed</i>	Regular, structured collaboration time for teams to share best instructional practices and review student data. Instructional Routine Handbooks for all teachers.
<i>Responsible individual or team</i>	Classroom teachers (K-5); SPED/ELL/SN teachers, classified staff supporting SPED/ELL/SN students and general education classrooms, Principal.

Goal Area	Attendance
<i>Strategy to support goals</i>	Attendance – We will increase the frequency of student attendance letters to families at 5% and 10% tardies and absences. All families will receive attendance letters regardless of circumstances to ensure equitable treatment and understanding of school and district attendance policy. The building leadership team will look at potential interventions to reduce excessive excuses absences.

<i>Professional Learning needed</i>	Training from BECCA specialist on attendance intervention best practices, information for building leadership team on effective interventions for excessive excused absences.
<i>Resources needed</i>	Attendance reports
<i>Responsible individual or team</i>	Secretary/Registrar; Principal; Classroom Teachers, BECCA Specialist

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	School Effectiveness – Aligning ELA curriculum through tighter collaboration of Wonder and Wonder Works materials. We kicked off the year with a presentation from the Director of Intervention outlining a 60/40 model of ELL service delivery and the need to more tightly team around the use of Wonders and Wonder Works curriculum. PLCs will collaborate to commonly pace to provide opportunities for pre-teaching in the ELL and resource classrooms.
<i>Professional Learning needed</i>	Training for staff on SIOP and best practices in the classroom for language learners and students with disabilities. School-wide staff professional development on literacy (see above). PLC collaboration time.
<i>Resources needed</i>	LEAP and staff meeting training time
<i>Responsible individual or team</i>	SPED/ELL teachers and classified staff; Classroom teachers; Principal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Our school effectiveness data draws directly from the 2014-15 parent and community survey.

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

Lakeview parents, families, and community will be informed through the school newsletter and website of the Continuous Improvement Plan as it is reviewed and published by the school board. The CIP will be reviewed with the Lakeview PTSA board. Our parents were previously provided a narrated training when individual student SBA reports were mailed home which are vital to understanding the CIP. We have also worked to increase our partnering with parents around student attendance through more regular parental notification of their student's attendance and through school-wide attendance information in the school newsletter.

Continuous Improvement Process Plan

Rose Hill Elementary

8110 128th Ave. NE
Kirkland, WA 98033

425-936-2680

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

2015-16



Jennifer Hodges, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 3
CIP Reflection: Evaluate Outcomes -----	Page 4
Annual School Goals -----	Page 13
Instructional Strategies and Required Resources-----	Page 16
Parent, Family, and Community Involvement -----	Page 19

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.

In 2015-16, we continued our work on over-arching school goals in reading, math, science and writing from our school's Continuous Improvement Plan. Grade level teachers participated in professional development on Data Teaming to identify high leverage instructional strategies aimed to maximize student achievement and also worked with a literacy expert, through CORE- Consortium on Reading Excellence to enhance their literacy skills and in order to teach literacy with fidelity.

- Reading: Teach with flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text, continue implementation of Wonders literacy curriculum
- Math: Use the Envision Curriculum; differentiate instruction for all learners through small group in class support and Safety Net groups in grades 4 & 5. Use math journals, Monthly Math Challenge, and in school and at home use of IXL
- Science: Use a K-5 continuum of skills for the process of the scientific write-up; encourage participation in the PTSA-sponsored Science Fair;
- Utilize an Enrichment Block each day for both challenge and remediation of skills; new emphasis on small group instruction during this “just right” hour
- Social/Emotional: continue to implement school-wide social skills curriculum Second Step

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90%					
		1 st	80%					
		2 nd	79%					
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	63%						
	% of 3 rd graders meeting or exceeding state standards in Math	67%						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	61%						
	% of 4 th graders meeting or exceeding state standards in Math	63%						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	82%						
	% of 5 th graders meeting or exceeding state standards in Science	83%						
	% of 5 th graders meeting or exceeding state standards in Math	60%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3 rd Grade ELA	70% meet or exceed standard	63% met or exceeded standard
3 rd Grade Math	70% meet or exceed standard	67% met or exceeded standard
4 th Grade ELA	76% meet or exceed standard	61% met or exceeded standard
4 th Grade Math	75% meet or exceed standard	63% met or exceeded standard
5 th Grade ELA	77% meet or exceed standard	82% met or exceeded standard
5 th Grade Math	75% meet or exceed standard	60% met or exceeded standard
5 th Grade Science	75% meet or exceed standard	83% met or exceeded standard
Sub-Group	<p>3rd grade ELL: will achieve 60% proficiency in Reading as measured by SBAC by June 2015</p> <p>4th grade: Hispanic students will go from (9/14) 64.2% proficiency in Math to (11/14) 78.5% proficiency by June of 2015 as measured by the SBAC.</p>	<p>31% of ELL students were proficient as measured by the 2015 SBA</p> <p>30% of Hispanic students were proficient as measured by the 2015 SBA</p>
Challenge:	5 th grade science goal: From 36% level 4 to 45% level 4 as measured by the MSP	45.9% of our students were at level 4.
Perception:	<p>Goal: Change perception of “Teachers provide feedback to each other to help improve instructional practices.”</p> <p>From: 30% completely agree To: 50% completely agree</p> <p>Goal: Change perception of “Teachers receive regular feedback on how they are doing.”</p> <p>From: 33% completely agree To: 50% completely agree</p>	Due to low participation in the survey we do not have enough data to reflect on our perception data.

Narrative Reflection:

Please consider the following questions and prompts to guide your narrative reflection in ELA, Math, Science, Sub-Group, Challenge, and Perception. You can also include any additional questions your team has for any of these areas.

Process:

Rose Hill staff is committed to deepening their understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum along with Wonder Works, intervention companion program. Using the Data Team structure and process, teachers engage in cycles of inquiry focusing on unwrapping priority standards to better know and understand what students need to know and be able to do at each grade level. Heavily invested teachers identify high leverage instructional strategies to implement that will maximize student achievement. This year each grade level team has a Data Team leader that ensures the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, post-assessing, and then sharing out progress with our Building Leadership Team. Using data as evidence our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.

Additionally this year we have:

Changed our schedule to increase instructional time for students; focus on uninterrupted literacy blocks in the primary grades, and afternoon sessions for intermediate.

90-90-90 strategies continue to be a building focus especially on increasing non-fiction writing opportunities for students. The new CCSS and Wonders curriculum provide greater access to non-fiction text and an increased demand on writing.

Created a strategic delivery of Safety Net services; groups of appropriate size, flexible learning groups, 40 minutes session that include progress monitoring.

Content Areas:

Reading:

- Implementation of new literacy curriculum aligned to the CCSS
- Practice problems found in the Show What You Know texts
- Use Wonders to teach reading strategies using whole group and small group instruction
- Implement instructional routines as outlined in Wonder curriculum

- Participate in learning walks across school sites to learn and refine instructional strategies
- Emphasize importance of completing books at each students' level through AR
- Practice released *Smarter Balanced* questions
- Use novel study to practice skills including: identifying figurative language, making connections to text, learning vocabulary, analyzing text for comprehension, making predictions, and questioning
- Have students complete Weekly Reader Magazines for additional Common Core aligned Non-Fiction reading practice
- Use the results from district created Performance Assessments to inform our instruction
- Complete data team cycles focused on skills including [CCSS.ELA-Literacy.RL.5.1](#)-summarizing and [CCSS.ELA-Literacy.RI.5.1](#), and other standards identified as critical for growth
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Collaborate with Safety Net, ELL, and SPED teachers to plan differentiated instruction for students
- Emphasize importance of completing books at each students' level through AR

Narrative Reflection

ELA

Kindergarten:

Last Year's Goal	Last Year's Achievement
91.7% at standard for DIBELS, FSF at EOY	91%
<p>Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) :</p> <p>WOWS: We are really proud of our growth. We nearly reached our goal, but more importantly we had 22% of our children reach standard by the end of the year. We are very excited about the skills made by our KISN and ELL students and credit the support of BURST and ELL programs along with our small group efforts.</p> <p>WONDERS: How can create a better home-school connection to support families with reinforcing literacy at home?</p> <p>How did we ensure student growth? We worked hard with our CORE consultant Marianne on providing consistent instructional routines as well as streamlining our classroom environment with focus walls. We learned from our peers at Muir on a learning walk especially about digital resources for teaching Wonders. We focused on literacy skills for the most of the year in our Data team. We also used common resources at our literacy centers and created assessments that we used in conjunction.</p>	

Grade Level 1st:

Last Year's Goal	Last Year's Achievement
We will move 4% of students in first grade to meet benchmark on EOY 2015 DIBELS assessment (72%-76% at benchmark).	We surpassed our goal by moving 11% of students to meet benchmark on EOY 2015 DIBELS assessment (72%-83% at benchmark).
<p>Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) :</p> <p>Wows:</p> <ul style="list-style-type: none"> • We exceeded our goal by 7%. • Constant and effective team collaboration • Flexible leveled reading groups • Effective in targeting and meeting student needs <p>Wonders:</p> <ul style="list-style-type: none"> • How to support the students who we know struggled to meet benchmark. • Learn how to better implement Wonders curriculum • Adjusting to a new reading model for 2015-2016 school year • How to have effective team collaboration between 4 teachers. <p>What process did you use to ensure student growth:</p>	

With constant collaboration and informal data team cycles, we were well informed in what skills and areas students struggled with. We developed instructional strategies and systems to ensure that the needs of the students were met. Our flexible reading groups helped to separate students by level so that they could get meaningful and effective instruction. We understood how phonics was imbedded in the Wonders curriculum and were able to teach the foundational skills/phonics that first graders require.

Grade Level: Second Grade

Last Year's Goal	Last Year's Achievement
85% of students at Benchmark according to End of the Year DIBELS scores	79% of students at Benchmark according to End of the Year DIBELS scores
<p>Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) : <u>Successes:</u> 1. The high achieving readers were able to keep pace with or exceed the ever-increasing standard. 2. The number of Intensive students decreased from middle of the year to end of the year. 3. Close to 80% of students reading at standard! <u>Continued Growth:</u> 1. Find strategies to close the gap between the lowest readers' achievement and the second grade fluency standard. 2. Keep "cusp" readers from dropping between the middle and end of year tests. 3. Increased number of fluency checks throughout the year. <u>Process to ensure student growth:</u> To ensure student growth, we placed all second graders into ability level groups for literacy block, incorporating reading fluency, comprehension, grammar, writing, etc. Students had opportunities to HEAR good writing, READ chorally, and READ independently, practicing fluency/voice modulation.</p>	

Grade Level: 3rd

Last Year's Goal	Last Year's Achievement
70%	63.1 %
<p>Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) : All in all we were pretty proud of our student's achievement on the SBA. We fell short of our goal of 70% and we figured roughly 5 students who did not pass the SBA in reading should of according to their report card grades. This was the first year of state testing for them along with the first year the SBA was administered. Safety Net and ELL students were being double dosed in reading during our enrichment time. The third grade team also prepped the students for the SBA by administering the on line practice tests during our reading block time throughout the weeks leading up to the state test. As part of nightly homework (Mon- Thur) students were asked to read a total of 120 min with a book in their reading level and write at least 3 reflections sentences. They needed to use a text evidence sentence starter to justify what they were writing about.</p>	

Grade Level: 4th grade

Last Year's Goal	Last Year's Achievement
76%	61%
<p>Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) :</p> <ul style="list-style-type: none"> • Proud of how many students were level 4 • Only 9% level 2-most of our focus needs to be moving level 1's towards standard. • Target EL and SN students as they were the majority of our 1's and 2's-focusing on research and inquiry/writing 	

Grade Level: 5th

Last Year's Goal	Last Year's Achievement
77% proficiency on the ELA SBA	82.2% proficient
<p>Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) :</p> <p>Notice:</p> <ul style="list-style-type: none"> • There's not much of a discrepancy between our males and females (83.8 and 80.6% respectively). <p>Proud of:</p> <ul style="list-style-type: none"> • Students exceeded our expectations despite a new test that required more rigor. • Considering it was two of our first years in fifth grade, this feels especially like a win. • Unlike many years, we came very close to having the same ELA score as the district as a whole. <p>Areas for growth:</p> <ul style="list-style-type: none"> • Only 35.7% of our Hispanic kids were proficient in ELA. • Only 45.4 % of our EL students were at standard. • Students seemed to be weaker in the Speaking and Listening portion of the test. <p>Process to ensure growth:</p> <p>It might be helpful to encourage parents of the EL students to join the Natural Leaders program to increase parent involvement in their child's education. It also will be beneficial to collaborate closely with the EL teachers. Late in the year we began a stronger focus on vocabulary instruction and will continue implementing this work.</p>	

Math

3rd grade:

Last Year's Goal	Last Year's Achievement
70%	67.2%

Math

Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) : We were just shy of making our goal of 70% in math. We had a safety net math group going during enrichment time to revisit and practice concepts that were being taught in the classroom to a handful of kids. A before school math group went from September- December as well to kids who needed additional support.

4th grade:

Last Year's Goal	Last Year's Achievement
75%	63%

Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) :

- 45% level 4
- Higher % level 4 than the state
- Need to move level 2's to proficient as they were our next highest percentage after level 4's
- Need to focus on communicating the reasoning for problems and problem solving

5th grade:

Last Year's Goal	Last Year's Achievement
75% proficiency on the Math SBA	60.6% proficient

Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) :

Notice:

- There were a lot of level 2 (32.7%) and a lot of level 4 (44.2%), but not a lot of level 3 students (only 16.6% were a level 3).

Proud of:

- 44.2% of students received a level 4
- We made it through our first year of fifth grade math curriculum!
- Our girls did marginally better than the boys, showing they don't seem to have internalized the stigma against girls in math.

Areas for growth:

- Only 20% of EL students were proficient in math
- Students as a whole did not meet our goal, and we'd like to have more general success next year.

Process to ensure growth:

We've begun including academic language work with the EnVision math vocabulary at the beginning of each topic. We are planning on having at least one EL teacher use one day of enrichment per week to work on story problems. We're requiring IXL practice each week, so students are required to work towards mastery of a skill related to our

current learning. As we continue working with the EnVision curriculum for our second year, we will gain more tips and tricks for how to better teach students. We will support student learning through supplemental purchases from Teachers Pay Teachers. We are excited to take on opportunities to learn about how to effectively teach math centers. We're using bell ringer activity daily to review old skills and keep them fresh in their minds.

Science

Last Year's Goal	Last Year's Achievement
75% proficiency on the Science MSP	83.6% proficient
<p>Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) :</p> <p>Notice:</p> <ul style="list-style-type: none"> Our girls were at 80% proficiency and our boys were at 87% which was surprising since there wasn't much of a difference in reading. This makes us question if there is some internalization of the stigma against girls in science. <p>Proud of:</p> <ul style="list-style-type: none"> We exceeded our goal! We were very close to the district as a whole's score (86.7%). 45.9% exceeded standard Only 6.5% were a level 1. <p>Areas for growth:</p> <ul style="list-style-type: none"> Half of our EL students did not meet standard. <p>Process to ensure growth:</p> <p>We plan on incorporating more vocabulary work within our science units. We're devoting more time to science each week this year. We believe our extra practice reviewing science content as well as our extra practice writing conclusions was beneficial and plan to continue this work.</p>	

Sub-Group

Sub-group data is embedded in grade level reflections as each grade level focused on closing the achievement gap between EL and non-EL student performance. Overall, we did not meet many of our goals and this continues to be an area of focus for 2015-16.

Challenge:

4th grade:

Last Year's Goal (from level 3 to level 4)	Last Year's Achievement
Math-Hispanic Students 22% at level 4 to 66% at level 4	31% at level 3; 0% at level 4
<p>Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?) :</p>	

Challenge:

- Proud that we had VERY high aspirations with a hopeful gain of 44% to above standard
- No Hispanic students at a level 4; only 31% of Hispanic students were at a level 3 and 54% at level 2
- Need to pick a more realistic but still challenging goal that will fit the test parameters better
- Now knowing the format of the SBA we can better focus our instruction with our Hispanic students to hopefully move more students towards standard (2 to a 3) or above standard (3 to a 4)

5th grade:

Last Year's Goal (from level 3 to level 4)	Last Year's Achievement
Move from 36% at level 4 to 45% at level 4	45.9% of our students were at level 4.

Reflective Narrative (What do you notice about the data? What are you proud of? What are some areas of continued growth? What process did you use to ensure student growth?):

See above reflection in science.

Some of the processes we used to ensure student growth are:

1. Extra science instruction; explicitly taught procedural writing.
2. Focus on systems.
3. Provided direct instruction with repeated practice on conclusion writing and procedure writing.
4. Included more application experiences. [Click here to enter text.](#)

Perception:

Goal #1

Last year, 100% of teachers indicated that they provided and received feedback from colleagues to help improve instructional practice. 30% of staff completely agreed, 40% mostly agreed and 30% slightly agreed in the survey with this statement. This indicates to us that teachers are communicating with each other about instructional practice but the degree to which this is happening varies between Data Teams, PLC grade level teams, and PGE teams. This perception will be improved through practice and training in the Data Teams process at Rose Hill.

Goal #2

This year, teachers received feedback in many forms across the building and 100% indicated that they completely agreed, mostly agreed or slightly agreed with the statement, "Teachers receive regular feedback on how they are doing from 77% and 90%." Teachers received feedback from the principal, Data Team members, PGE Team members and grade level team members. The perception is dependent on the communication between team members and, as Data Teaming becomes more efficient and proficient, we expect communication between team members to improve and become more consistent between teams.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	86% of our K-2 students will reach proficiency by spring 2016 as measured by DIBELS.
Literacy: 3-5 ELA	66% of our 3-5 students will reach proficiency by spring 2016 as measured by Smarter Balanced Assessment.
Math: 3-5 Math	67% of our 3-5 students will reach proficiency by spring 2016 as measured by Smarter Balanced Assessment.
Science: 5th Science	75% of our 5 th grade students will reach proficiency by spring 2016 as measured by the Measure of Student Progress.
Achievement Gap	30% of EL students served in both EL and Safety Net (7/22) will meet proficiency (level 3) by 2016 as measured by the ELPA 2
School Effectiveness:	<ol style="list-style-type: none"> 1. Change perception of “Teachers provide feedback to each other to help improve instructional practices.” From 30% completely agree to 50% completely agree. 2. Change perception of “Teachers receive regular feedback on how they are doing.” From 33% completely agree to 50% completely agree.
Attendance and Discipline:	<p>As measured by data collection through June 2016, we will reduce our office referrals by 25% from the previous school year. More specifically, we will track our discipline data to illuminate trends in discipline that may include: gender, race, special education status, etc. Additionally, we will track location and time of day that behavior incidents take place in order to reduce incidents and increase monitoring as necessary.</p> <p>Strategies to reduce discipline include:</p> <ul style="list-style-type: none"> • School wide implementation of social skills curriculum Second Step • Implementation of school-wide PBIS (positive behavior intervention supports) to increase pro-social and on-task behavior • Continued explicit teaching about ways in which we keep our school community safe from bullying and other anti-inclusive school behaviors <p>Progress monitoring will be by the principal on a monthly basis to see the number of referrals, as well as the type of infractions in order to identify, understand, and support the needs. Data will be shared with the BLT on a quarterly basis.</p>

Annual School Goals: Academic

Rose Hill staff is committed to deepening their understanding of reading and math curriculum along with CCSS by working in collaboration with grade level teammates and specialists. Using the Data Team structure and process, teachers engage in cycles of inquiry focusing on unwrapping priority standards to better know and understand what students need to know and be able to do at each grade level. Heavily invested teachers identify high leverage instructional strategies to implement that will maximize student achievement. This year each grade level team has a Data Team leader that ensures the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, post-assessing, and then sharing out progress with our Building Leadership Team. Using data as evidence our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.

Annual School Goals: Achievement Gap

There is a clear achievement gap represented in our school wide data. Our staff use data to track progress of all students, but in particular those needing additional support through our Safety Net team of specialists. This year as a building we are focusing on our English Language learners to ensure they make adequate progress toward grade level standards.

1. The student intervention team reviewed the K-5 student data to determine a gap in student achievement.
2. We selected the subgroup because there seems to be a population of ELL students that struggle to exit ELL, or move from Level 3 to Level 4. These students are receiving extra support through Safety Net.
3. We will ensure that students receive necessary intervention by supporting students through small group intervention, continuous progress monitoring, and assessment.
4. We will progress monitor students through DIBELS tri-annual assessment.

Annual School Goals: School Effectiveness

Goal #1

Last year, 100% of teachers indicated that they provided and received feedback from colleagues to help improve instructional practice. 30% of staff completely agreed, 40% mostly agreed and 30% slightly agreed in the survey with this statement. This indicates to us that teachers are communicating with each other about instructional practice but the degree to which this is happening varies between Data Teams, PLC grade level teams, and PGE teams. This perception will be improved through practice and training in the Data Team process at Rose Hill.

Goal #2

This year, teachers received feedback in many forms across the building and 100% indicated that they completely agreed, mostly agreed or slightly agreed with the statement,

“Teachers receive regular feedback on how they are doing from 77% to 90%.” Teachers received feedback from the principal, Data Team members, PGE Team members and grade level team members. The perception is dependent on the communication between team members and, as Data Teaming becomes more efficient and proficient, we expect communication between team members to improve and become more consistent between teams.

Annual School Goals: Attendance and Discipline

One of the most important factor to achieving academic success is also one of the most basic: going to school every day. In fact, research has shown that attendance records may be the biggest factor influencing academic success. Rose Hill has room for growth and improvement in the area of attendance.

Benefits of daily attendance

By attending class regularly, children more likely to keep up with the daily lessons and assignments, and take quizzes and tests on time.

There are other benefits as well:

Achievement: students who attend school regularly are more likely to pass reading and math assessments than students who don't attend school regularly.

Opportunity: For older students, being in school every day gives them a chance to learn more about college and scholarship opportunities, and to take the important exams they need to build a successful academic record.

Exposure to the English language: Regular school attendance can also help students who are learning English by giving them the chance to master the skills and information they need more quickly and accurately even in other subjects!

Being part of the school community: Just by being present at school, children learn how to be a good citizen by participating in the school community, learning valuable social skills, and developing a broader world view.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	Literacy
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Continued implementation of new literacy curriculum aligned to the CCSS • Use Wonders to teach reading strategies using whole group and small group instruction • Differentiated Reading Groups • BURST for our students needing intense support • Implement instructional routines as outlined in Wonder curriculum • Participate in learning walks across school sites to learn and refine instructional strategies • Emphasize importance of completing books at each students' level through AR • Practice released <i>Smarter Balanced</i> questions • Use novel study to practice skills including: identifying figurative language, making connections to text, learning vocabulary, analyzing text for comprehension, making predictions, and questioning • Have students complete Weekly Reader Magazines for additional Common Core aligned Non-Fiction reading practice • Use the results from district created Performance Assessments to inform our instruction • Collaborate with Safety Net, ELL, and SPED teachers to plan differentiated instruction for students • Emphasize importance of completing books at each students' level through AR • Flexible groupings for intervention instruction. • CORE ELA • DIBELS Benchmark testing 3x a year along with Progress Monitoring • Read Naturally for Fluency-Safety Net group • Double Dip intervention for students in Safety Net • Strategic use of instructional assistants to support ELA instruction in class and small groups
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • On-going ELA/Differentiated training through CORE • CORE • Data Teams • Learning Walks • Training for Classified staff with Instructional Routines/CORE
<i>Resources needed</i>	<ul style="list-style-type: none"> • Instructional Routines Manual • Core Sourcebook • PLC time • Data Team

<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • All staff; grade level teachers, Safety Net team, EL teacher, and IAs supporting small reading groups
---------------------------------------	---

Goal Area	Math
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Implementation of small group instruction in math • Use IXL skills and math homework to reinforce classroom lessons • Practice released MSP problems • Practice problems found in the “Show What You Know” text • Use the Envision’s curriculum to teach concepts • Use Envision’s Problem of Day to teach problem solving strategies • Complete a Data Team cycle with a focus on basic multiplication fact mastery • Homework Club to support math skills • Community volunteers (Watch Dog Dads) for individual/small group work • Keyboard practice and application for mathematics • Small group instruction – helping students to break problems apart and solve one step at a time. • Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies • Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and division facts and applications, and understanding and applying fractions
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Continued Data Team/Professional Collaboration training • Continued integration/training of IXL for new staff • More training and examples of small group instruction in mathematics
<i>Resources needed</i>	<ul style="list-style-type: none"> • Online tools-IXL • Assessment and practice resources aligned to SBA, both print and online. • Keyboarding (online) • Flash Cards and other resources for math fluency
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Title 1 Facilitator • Building Data Team • IA’s & Volunteers

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Progress monitored monthly through Rose Hill’s Building Leadership Team • Implementation of peer feedback system for staff • Implement a perception survey of Teacher Feedback to staff a couple times a year. • Continue supporting collaborative data team sessions during LEAP days. • Regular checks with individual staff members and teams by Principal and Title 1 facilitator
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Continued Data Team/Professional Collaboration training
<i>Resources needed</i>	<ul style="list-style-type: none"> • Perception Survey • Formal and informal survey data developed by the BLT
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Jennifer Hodges-Principal • Paulette Evans Title 1 Facilitator • Staff

Goal Area	Attendance
<i>Strategy to support goals</i>	<p>Increase communication with families about the importance of establishing strong attendance habits. In addition to addressing the whole school community we will:</p> <ul style="list-style-type: none"> • Track monthly attendance data • Monthly outreach to families struggling with tardies and absences • Implement attendance success plans for impacted students • Meet with parents regarding chronic tardies and absences • Leverage school attendance specialist Sandy Hearn for support and resources • Make home visits to encourage daily attendance and decrease truancy
<i>Professional Learning needed</i>	<p>Ongoing whole staff discussions about attendance and how to engage parents in the topic. Elementary attendance is nearly always tied to the behavior of adults, meaning often the child is not the reason for the tardy or absence.</p>
<i>Resources needed</i>	<p>Allocate time for the counselor and the registrar to generate attendance reports and send letter and make phone calls. I will also need to allocate</p>

	time to meet with parents of students with excessive tardies and/or absences.
<i>Responsible individual or team</i>	All staff, principal, counselor, registrar, Title I facilitator.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Strategies to involve:

- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs
- Key resources translated into Spanish
- Feedback, planning and participation through PTSA and Natural Leaders
- Community surveys to determine interests
- Home Strategies and resources provided to parents via Haiku, Safety Net Reading Connections Newsletter and Rose Hill Newsletter

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

Strategies to Inform:

- Information about goals, strategies and interventions communicated through Classroom Haiku sites, Safety Net Reading Connections Newsletter and Rose Hill Newsletter
- Key resources translated into Spanish
- Finalized CIP plan posted on website and send to each family in January newsletter
- Information shared/distributed during annual Meet & Greet, Curriculum Nights, and conferences.

Continuous Improvement Process Plan

Benjamin Rush Elementary

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

425-936-2690

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

2015-16



Lucy Davies, Principal
Barbara Deming, Associate Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 3
CIP Reflection: Evaluate Outcomes -----	Page 4
Annual School Goals -----	Page 10
Instructional Strategies and Required Resources-----	Page 12
Parent, Family, and Community Involvement -----	Page 14

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.

Benjamin Rush Elementary is a neighborhood school situated in a community dedicated to learning. Rush Elementary was the first Peace Builder School in the state of Washington, promoting a welcoming environment where mutual respect is highly valued. One of our strengths as a community is our diversity. We have over 25 languages spoken at the school and our students and families come from all over the world.

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

The Ben Rush staff is committed to continually looking at ways to improve student achievement as well as foster the overall well-being of our students. The Ben Rush Continuous Improvement Plan was developed by teams of teachers after careful analysis of state and district assessment results. Knowing that the 2014-2015 school year was the first year of the Smarter Balance Assessments, teachers also used grade-level assessments aligned to the Common Core State Standards to set goals for each student in the areas of Mathematics, English, Language Arts, and Science. Building goals were also set to provide further support for our English Language Learners and to challenge our students who were already meeting or exceeding standard in mathematics.

Teacher teams worked together throughout the year to plan, analyze, implement, and revise goals and to monitor student growth and academic achievement. The Building Leadership Team worked with the principal to provide meaningful professional development activities that supported school goals. Specifically, we focused on implementing SIOP strategies in every classroom in order to better support our students learning English as well as other students in the class. We also worked on differentiating math instruction and providing challenge opportunities for all students.

This spring, Rush was recognized for “English Language Acquisition” by the Office of the Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE). The staff at Rush works hard to differentiate instruction to support the growth of all students at the school.

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

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	75%						
		1 st	88%						
		2 nd	91%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	81.1%							
	% of 3 rd graders meeting or exceeding state standards in Math	76.1%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	81.4%							
	% of 4 th graders meeting or exceeding state standards in Math	83%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	80.3%							
	% of 5 th graders meeting or exceeding state standards in Science	69.6%							
	% of 5 th graders meeting or exceeding state standards in Math	78.6%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	87% met or exceeded standard	81.1% met or exceeded standard
3rd Grade Math	83% met or exceeded standard	76.1% met or exceeded standard
4th Grade ELA	87% met or exceeded standard	81.4% met or exceeded standard
4th Grade Math	83% met or exceeded standard	83% met or exceeded standard
5th Grade ELA	83% met or exceeded standard	80.3% met or exceeded standard
5th Grade Math	78% met or exceeded standard	69.6% met or exceeded standard
5th Grade Science	85% met or exceeded standard	78.6% met or exceeded standard
Sub-Group	We worked at better supporting our Hispanic/Latino students and increasing their tests scores. 4 th ELA: 47% 4 th Math: 17% 5 th ELA: 72% 5 th Math: 60%	The following percentage of Hispanic/Latino students met or exceeded standard on the SBA: 3 rd ELA: 67% 3 rd Math: 50% 4 th ELA: 29% 4 th Math: 14% 5 th ELA: 63% 5 th Math: 63%
Challenge:	Across the school we would like to increase our students scoring at Level 4 in mathematics by 10% 3-5 Goals: From 3 rd Grade: 40.6 to 51% From 4 th Grade: 40.3 to 50% From 5 th Grade: 58.2 to 68%	The following percentage of students achieved a Level 4 on the Mathematics SBA: 3 rd Grade: 47.6% Level 4 4 th Grade: 53.5 % Level 4 5 th Grade: 50.0% Level 4
Perception:	The percentage of staff who think that students receive extra help when they need it will increase from 76% to 85%. The percentage of staff who believe all students can learn complex concepts will increase from 67% to 75%.	The percentage of staff who thought that students received extra help when they need was 91.7%. The percentage of staff who believed all students can learn complex concepts was 83.3%.

Narrative Reflection:

Please consider the following questions and prompts to guide your narrative reflection in ELA, Math, Science, Sub-Group, Challenge, and Perception. You can also include any additional questions your team has for any of these areas.

Process:

Teachers at Ben Rush Elementary School worked as an entire staff as well as in grade-level teams to develop and implement the CIP (Continuous Improvement Plan).

Teachers began the process by analyzing state assessment data. Knowing that this past year was the first year of the Smarter Balance Assessment (SBA), teachers also used classroom and district assessments aligned to the Common Core State Standards (CCSS). Teachers reflected on student achievement across assessments and determined goals for each student.

Throughout the year, the teachers worked as an entire staff as well as in grade-level teams to achieve the goals. Our staff professional development focused on two areas. We worked together to differentiate mathematics instruction to both support struggling students and challenge our students who were already at or above grade level. We also focused on incorporating Sheltered Instruction Observation Protocol (SIOP) strategies into our teaching to support English Language Learners as well as all students. Teams of teachers worked together to implement these strategies and support all students.

Throughout the year, progress towards the goals was monitored by using Common District Summative Assessment data, DIBELS data, as well as classroom assessments. Teachers worked together to grade and analyze this assessment data.

Content Areas:

ELA

English/language arts reflections are based on DIBELS data in kindergarten, first grade, and second grade. Reflections in third grade, fourth grade, and fifth grade are based on the ELA SBA data. Remembering that this was the first time we have given the new SBA assessments, overall, we were proud of our students and their scores.

The kindergarten team was surprised that they did not meet the goal of 83% of students being at benchmark on the DIBELS assessment, however when they made the goal, they did not know the areas of strengths and challenges for their students. This year, 75% of all kindergarten students were at benchmark on the end-of-year DIBELS assessment. Throughout the year, they saw significant growth in students as they continually monitored progress in order to teach to the specific student needs.

The first grade team exceeded their goal as 88% of students were at benchmark on the DIBELS. They attribute a lot of the student success to their leveled instructional groups. The flexible grouping helps differentiate appropriately throughout the year. This year, they plan to continue the same flexible grouping structure and, in order to further

increase student achievement, they are going to be more intentional about applying the phonics/word study strategies students learn to their writing.

The second grade team came close to meeting their DIBELS achievement goal as 91% of students were at benchmark on the DIBELS. Last year, they had leveled reading groups to help differentiate for all students. This coming year, they will be structuring reading differently and will place a focus on phonics instruction. This will provide an opportunity for more differentiation in writing as students apply the phonics skills.

Overall, 81.1% of all third graders were proficient on the ELA SBA. After looking at the data, the third grade team identified areas of success and areas focus for this year. The third grade students did better on reading and writing. Areas of improvement include listening and research/inquiry and writing informational/expository texts. Last year, the team utilized videos from the Wonders curriculum and taught students how to take two-column notes in order to practice their listening skills. This year, they plan to focus more on answering comprehension question based on what they have listened to, rather than always using written text. They also want to help students learn to create their own graphic organizers to take notes on and learn what type of organizer is appropriate for each task.

Overall, 81.4% of all fourth graders were proficient on the ELA SBA. The fourth grade team was not surprised by the results as they were carefully monitoring their students reading. They were proud of having over half of our students achieve a 4 in reading and writing strands. To continue to ensure student growth, they used the writing process as well as organizational strategies for approaching narrative, expository, and opinion writing. Over the course of the year, the team will continue to carefully monitor students and focus on research and inquiry skills.

The fifth grade team almost met their goal which they are proud of considering the new, more rigorous SBA assessment. Overall, 80.3% of all students were proficient on the ELA SBA and students did well on the writing strands. This year, the focus will be applying what is learned through reading and listening to writing. The team will implement literacy centers to have students improve their speaking and listening skills. Literacy centers will also provide further differentiation for students. The fifth grade team will have students track their reading data to identify areas of strengths and weakness in order to help them reflect. This will also help teachers teach to the specific needs of the students.

This coming year, the school focus will be on writing and research instruction as well as differentiation in reading. The goal is to provide further differentiation so all students show significant growth.

Math

Math reflections are based on our third, fourth, and fifth grade Mathematics SBA data. Again, this was the first time we have given the new SBA assessments.

The third grade team was surprised that students did not perform as high as they had hoped, but were still proud overall. Overall, 76.1% of all third graders were proficient on the Mathematics SBA. Students scored well on the concepts and procedures of

mathematics so have a strong foundation of math skills. One area of focus identified by the team is problem solving. Throughout last year, they utilized the 'Writing to Explain' questions to help students develop their problem solving skills. However, this year, they would like to add more problem solving resources that can help further promote student learning.

The fourth grade team met their goal of 83% of students being proficient on the Mathematics SBA. They are particularly proud of the fact that the number of students scoring at a level 4 exceeded the number of students scoring at levels 1 and 2 combined in all strands. They are also proud that 56% of students exceeded expectations in the problem solving strand as this was a focus of their work last year. They taught problem solving every day, met with small groups when needed, discussed results and strategies as a team, and made adjustments as needed.

Overall, 69.9% of fifth graders were proficient on the ELA SBA. The fifth grade team is particularly proud of some of the students who made significant growth. Students did well on both concepts and procedures and communicating reasoning. Further work needs to be done in problem solving. Last year, the team taught problem solving strategies to help students understand the process they need to go through to solve complex, multistep problems. They will continue this work this year by having our students track their growth from pre-assessments to post-assessments and provide them with prompt feedback to help them identify how they can improve. They will also give students more opportunities to revise their explanations after receiving feedback.

Science

Science reflection our based on our 5th grade Science MSP data. On the 5th grade Science MSP, 78.6% of our 5th grade students met or exceeded standard. This did not meet the goal of 85% of students meeting or exceeding the standard. This year, the team focused on teaching systems and inquiry in science. They required students to go through the scientific process throughout the school year and compete a science fair project where each student independently went through the scientific process. Through doing this, they were able to improve their skills; our systems and inquiry scores were the highest scores of the four strands.

This next year, they will to focus more on application of science as it was a lower score than we expected. Only 68.2% of our students demonstrated understanding of the application strand. We will provide more application problems throughout each science unit and will specifically teach and assess this strand throughout the year.

Sub-Group:

As a school, we focused on supporting our English Language Learners as well as our students from Hispanic/Latino backgrounds. Based on our SBA data, we came close or met our goal in mathematics. It is obvious, though, that we still need to work on supporting our students in English/Language Arts.

In assessed areas, our sub-group data provided us with some areas in which to reflect. There is no specific trend amongst our male and female students. In third grade, our male students displayed higher achievement than our female students in both English/language arts and mathematics. That trend is reversed in both fourth and fifth grade.

When the data is disaggregated based on ethnicity, our Asian students demonstrated higher levels of achievement in all subjects assessed. Our white students also demonstrated higher levels of achievement in all subjects other than third grade math. Consistently, our Hispanic/Latino students and English Language Learners demonstrated lower levels of achievement which was our building focus last year and will continue to be a focus this year. Although achievement was lower within in this group, many students showed substantial growth which is a cause for celebration.

As a school, we plan to continue to work on strategies to support our students. We will continue to work on SIOP strategies in the classroom and will also work on partnering with families. We will work to strengthen our home-school partnership with the families of our English Language Learners. We are still trying to find ways to better communicate with families and have them more involved with our school as we also find more ways to support students in the classroom.

Challenge:

Our challenge goal was to see an increase in students achieving a level 4 in mathematics in all grade levels. Based on our Mathematics SBA data, the percentage of level 4 students in mathematics in grades three and four increased by 7% and 13.2% respectively. This was the first time we administered the Mathematics SBA so we are proud of the results. With this more rigorous test, we still saw an increase in the percentage of students earning level 4 in most grades. We will continue to work on level 4 achievement in mathematics to challenge students in the classroom and increase achievement.

Perception:

Last year we set two perception goals. The first was to increase the percentage of staff who felt that, "Students receive extra help when they need it," from 76% to 85%. The second goal was selected because Rush has continued to see an increasing number of students who are English Language Learners who need extra support and help to understand concepts. If students are given different strategies for learning complex concepts along with extra support from staff, each student can learn and understand complex concepts.

The second was to increase the percentage of staff who believed that all students can learn complex concepts from 67% to 75%. This goal was selected because we thought these were areas we could make positive changes, relating to a growth mindset. The goal was for teachers to be more intentional about providing students access to extra help when they need it. We were focused on exposing all students to rigorous common core material and giving them the opportunity to learn complex concepts.

We are proud of our accomplishments in our perception goals. The percentage of staff who thought that students received extra help when they need was 91.7%. The percentage of staff who believed all students can learn complex concepts was 83.3%. Both were well above our goal.

We are still working to find other creative ways to support our students who need extra help. We are looking into the Lunch Buddy program as well as other ways to use scheduling and volunteers to help students. We are also continuing to work on providing all students with more opportunities and support to be successful in complex thinking.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	86% of K-2 students will be proficient as measured by End Of Year DIBELS assessment.
Literacy: 3-5 ELA	79% of 3-5 students will be proficient as measured by the 2016 ELA SBA data.
Math: 3-5 Math	80% of 3-5 students will be proficient as measured by the 2016 Math SBA data.
Science: 5th Science	87% of 5 th grade students will be proficient as measured by the 2016 Science MSP data.
Achievement Gap	22 level 3 students will move to level 4 as measured by the yearly English Language Proficiency Test. This is 45% of all level 3 English Language Learners at Ben Rush Elementary.
School Effectiveness:	Based on the 2014-2015 Nine Characteristics of Highly Effective Schools Survey two goals were set. First, the score for “The staff works in teams across grade levels to help increase student achievement,” will increase from a weighted score of 3.11 to a weighted score of 3.5 on the 2015-2016 survey. Based on the 2014-2015 Nine Characteristics of Effective Schools Survey, the score for “Teachers provide feedback to each other to help improve instruction,” will increase from a weighted score of 3.31 to a weighted score of 3.5 on the 2015-2016 survey.
Attendance and Discipline:	Based on our current attendance data, we will decrease the average number of absences by 10% over the year.

Annual School Goals: Academic

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

Throughout all grades, staff are using a variety of strategies to differentiate for all students. Based on data, some students receive additional support in Safety Net and/or English Language instruction. Our Safety Net program provides small-group instruction to students, primarily in reading, who need extra support. Our extensive English Language program supports students both inside their classroom and with small-group pull-out instruction. Within the classroom, teachers differentiate by providing targeted small-group instruction, re-teaching when needed, adding level 4 thinking strategies and questions to assignments and classroom using questioning and discussion strategies.

We will be monitoring progress towards our goals both formally and informally. Teachers will use both formative and summative assessments to inform instruction and ensure growth for every student. In addition, Common District Summative Assessment (CDSA) and DIBELS data will be collected and analyzed throughout the school year.

Annual School Goals: Achievement Gap

Using data, teachers consistently identified our English Language Learners, ELL, as not performing on par with their peers. Teachers identified reading and writing English as an integral part of all academic areas. Researched-based Sheltered Instruction Observation Protocol (SIOP) strategies are being implemented to support English Language Learners. To measure the effectiveness of instruction, CDSA and DIBELS data will be collected and analyzed throughout the school year. ELL students will also be monitored with formative and summative assessments in the general education classroom with their peers, and in the ELL classroom.

Annual School Goals: School Effectiveness

To set School Effectiveness goals, the Ben Rush Building Leadership Team analyzed the results of the 2014-2015 Nine Characteristics of Highly Effective Schools Survey. After discussing the scores, the team chose two goals that they believed would have the greatest impact on student learning:

- The staff works in teams across grade levels to help increase student achievement
- Teachers provide feedback to each other to help improve instruction

Staff will participate in learning walks and vertical teaming to meet these goals. To monitor progress toward the goals, agendas from LEAP time will be saved and analyzed and notes from learning walks will be kept. Periodically, the principal will provide opportunities for feedback during staff meetings or quick surveys.

Annual School Goals: Attendance and Discipline

Attendance and discipline issues have a direct impact on student safety and learning. Our focus is on attendance and tardiness this year. We know that, for some students, attendance and tardiness negatively affect their progress. We will be monitoring the attendance of specific students who we have identified as needing to improve attendance in order to improve both academically and socially. Each month, we will set a goal for average daily tardiness. Our intention is to make the data more visible to decrease tardiness.

This year, discipline data will be carefully collected so goals can be made next year. The staff have identified students whose behavior negatively affects their academic progress. We will monitor the number of referrals from those and other students throughout the year. We will also focus on training for our classified staff to help support students on the playground.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Based on our SBA data, we are going to specifically focus on writing and researching skills with students. We will implement writers' workshop which is a research based method for teaching writing; it provides specific instruction in writing and allows teachers to differentiate their instruction based on information gathered daily about students' writing through conferencing.
<i>Professional Learning needed</i>	We will devote many of our building LEAP days (Wednesday afternoons) to writing training and collaboration. This year, the Lake Washington School District is partnering with CEL (Center for Educational Leadership) to provide writing training. Ben Rush has three teacher leaders who are attending the CEL training and bringing the learning back to our teachers.
<i>Resources needed</i>	We will continue to build our libraries of mentor texts as well as a professional library to support our work. Release time will be given to teachers to grade student writing using the district rubric. Teams of teachers will spend time together grading and calibrating their scores.
<i>Responsible individual or team</i>	Three teachers, along with the principal, will attend district CEL writing training that they will bring back to all teachers at the school. All other teachers will work together to implement writer's workshop throughout the year.

Goal Area	Math
<i>Strategy to support goals</i>	We will continue to implement the EnVision curriculum and focus on differentiation through small-group instruction for students who are struggling with concepts as well as students who are at or above standard. We will intentionally provide more opportunities for level 4 thinking to challenge students. Level 4 questions will provide an opportunity for students to transfer or apply their learning to new situations in order to think more deeply about the concepts being taught.
<i>Professional Learning needed</i>	We will continue our work on how to differentiate for small groups as well as how to teach higher level thinking so students know what is expected from level 4 questions.
<i>Resources needed</i>	We will continue to write level 4 questions and assignments.
<i>Responsible individual or team</i>	Grade-level teams of teachers will work together on differentiation. We will also start learning walks in mathematics so teachers can provide feedback to each other.

Goal Area	Science
<i>Strategy to support goals</i>	Based on the results of the science MSP data, our focus will be to improve student's application scores in all intermediate grades. The application strand of the science MSP is about the interaction between science and technology, and how both can help solve real-world problems.

<i>Professional Learning needed</i>	The teachers have looked at the Washington State Application standards and analyzed the application standards.
<i>Resources needed</i>	Time is needed for teachers to write application assessments and design application learning opportunities for students to complete in class.
<i>Responsible individual or team</i>	Teams of teachers are committed to teaching and assessing the application standards more regularly. They will work collaboratively to design leveled assessments to be able to monitor student progress.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	In order to address the first goal, we will build in opportunities through LEAP time for teachers to work across grade levels. The focus will be to share teaching strategies and ensure that rigor and expectations increase as students move through our school. In order to address the second goal, we will start learning walks so teachers can observe and provide feedback to each other.
<i>Professional Learning needed</i>	Teacher teams will have training on learning walks and providing feedback to each other.
<i>Resources needed</i>	We will research best practices in learning walks and find specific protocols to provide valuable feedback.
<i>Responsible individual or team</i>	We will start with small groups of teachers (with the principal or associate principal) who volunteer to help research and develop specific protocols for observing and providing feedback to peers.

Goal Area	Attendance
<i>Strategy to support goals</i>	There are three specific strategies that we are going to use to address our attendance goal. First, we have specifically identified students whose attendance negatively affects their academic progress and we are going to work with those families to increase attendance. Second, we will continue to send home letters to students who have been absent more than 10% of the school days. Finally, we would like to see the number of daily tardies decrease. Each month we will set a goal for average daily tardiness. Our intention is to make the data more visible to decrease tardiness. In order to reduce discipline referrals, we will carefully track discipline rates this year. We will also provide training for our classified staff who support students on the playground.
<i>Professional Learning needed</i>	This is the first year we have worked on an attendance goal. We will determine needed professional learning as we work towards this goal this year.
<i>Resources needed</i>	We will use one of our Instructional Assistants to help monitor our goals and communicate with families. She will also be responsible for displaying the tardy data.
<i>Responsible individual or team</i>	As we try this system, we may also have teachers set tardy goals and monitor them in their classrooms.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

At Ben Rush, we are fortunate to have a very supportive parent and family community. Parents and family members regularly volunteer in the classroom to support student learning. We are going to expand our volunteer program by adding a Lunch Buddy program and possibly the Watch D.O.G.S program this year to further support students.

This year, the Continuous Improvement Process (CIP) will be shared with parents and families through meetings that will include opportunities for parents to provide feedback. We will also research strategies to gather parent, family, and community input into the CIP which include focus groups and surveys.

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

There will be multiple ways for parents, families, and the community to be informed about our CIP. Information will be provided at school events such as registration, Curriculum Night, and SN/ELL information evening. Goals and progress towards the goals will be updated in our family newsletter and classroom teachers will also update families about specific student progress.

Continuous Improvement Process Plan School Goals

Mark Twain Elementary

9525 130th Ave NE
Kirkland

425-936-2730

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

2015-16



Lake Washington
School District

Craig Mott, Principal
Barbara Deming, Associate Principals
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 3
CIP Reflection: Evaluate Outcomes -----	Page 4
Annual School Goals -----	Page 12
Instructional Strategies and Required Resources-----	Page 15
Parent, Family, and Community Involvement -----	Page 21

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.

Mark Twain Elementary is a wonderful K-5 school located in the North Rose Hill neighborhood of Kirkland, Wash., serving a diverse population of about 540 highly-valued children and families. We are a Peace Builders school. As students, staff and parents, we pride ourselves in maintaining a learning environment that reduces violence and establishes a more peaceful way of living in our school and community.

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

Our staff who is committed to continually looking at ways to improve student achievement as well as foster the overall well-being of our students. The primary focus of our 2014-15 Continuous Improvement Plan will continue to be in the areas of Science, Mathematics and ELA. Teachers meet regularly in grade-level and vertical teams to analyze student work, develop common assessments and set specific short-term student growth goals. Our work consists of teachers developing and implementation of effective instructional strategies, including analyzing student work/performance after strategies had been implemented.

As a school, we continue to focus on improving the math culture of our school. We continue to implement our primary and intermediate math clubs, a family math night highlighting math games taught to our students as well as afterschool math intervention. Students have access to IXL, an online math program as a supplemental tool for use at home, which was funded by the Lake Washington Schools Foundation. We are pleased with our first year baseline results on the 2014-15 Smarter Balanced Assessment (SBA). ELA and Math scores in 3rd grade demonstrated inexperience with the new testing format with 66.3% of our students meeting standard in ELA and 69.3% in math. 4th grade scores exceeded the district in math with 80.6 % meeting standard and just below the district average in ELA with 76% meeting standard. Fifth grade students demonstrated mixed results performing just below the district average in Math and Science while performing quite a bit lower in ELA. As a staff we will continue to analyze data to determine potential causes as well as implementing interventions system wide. Most importantly, data suggests that students continue to improve from year to year while under our instructional care and we are very proud of our students.

Description of School Continued:

Student Composition

Asian	14.9%	Caucasian	56.1%	Transitional Bilingual	14.2%
African American	1.1%	Pacific Islander	0.2%	Free/Reduced Lunch	19.7%
Hispanic	15.4%	Two or More Races	11.7%	Male/Female	53/47%
Native American	0.6%	Special Ed	10.7%		

SCHOOL PERFORMANCE OVER TIME

			2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	76%						
		1 st	82%						
		2 nd	76%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		66%						
	% of 3 rd graders meeting or exceeding state standards in Math		69%						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		75%						
	% of 4 th graders meeting or exceeding state standards in Math		80%						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		71%						
	% of 5 th graders meeting or exceeding state standards in Science		57%						
	% of 5 th graders meeting or exceeding state standards in Math		76%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement (Achievement Level Descriptor)
3rd Grade ELA	75% met or exceeded standard	66.3% met or exceeded standard
3rd Grade Math	78% met or exceeded standard	69.3% met or exceeded standard
4th Grade ELA	60% met or exceeded standard	75.5% met or exceeded standard
4th Grade Math	60% met or exceeded standard	80.6% met or exceeded standard
5th Grade ELA	53% met or exceeded standard	71.4% met or exceeded standard
5th Grade Math	52% met or exceeded standard	57.1% met or exceeded standard
5th Grade Science	53% met or exceeded standard	76.9% met or exceeded standard
Sub-Group	<p><u>5th Grade:</u></p> <ul style="list-style-type: none"> • Subgroup is our Low Income Students performance in Math • We expect to move from 14% Proficient to 57% Proficient as measured by Level 3 questions at the end of topic assessments. (Word problems) <p><u>4th Grade:</u></p> <ul style="list-style-type: none"> • Subgroup is our Low income students • We expect to move our students from 20% at level 3 in fluency to 40% at level 3 as measured by the district fluency assessment. <p><u>3rd Grade:</u></p> <ul style="list-style-type: none"> • Subgroup will be low income • Our goal is to move 28% of our students in math-computation to 80% proficient using teacher designed comprehension assessments, topic test 5,6,7,8 and individual support on skills and concepts. 	<ul style="list-style-type: none"> - 60 % of low income students were proficient by the end of the year. - 72 % of students were at level 3 fluency by the end of the year.

- Our second goal is increase reading comprehension from 39% proficient to 75% proficient using Wonders curriculum, leveled readers and weekly assessments.

2nd Grade:

- The identified sub-group is our special education population.
- Previous years data from when these students were in first grade showed that
 - 67% at standard
 - 33% approaching
- We expect to move our students from 75% proficient to 85% proficient as measure by DIEBLES and wonders Oral fluency passages.

1st Grade:

- In the fall 2014, 62 students (55.5%) of first grade students are at standard for fluency (wpm). Our goal by spring 2015 is to move 32 students to standard, for a total of 84.5% at standard.

Kindy:

- SUB GROUPS: ELL (25 ELL students in Kindergarten)
- 40% (10 students) of our ELL population are at a 4
- 40% (10 students) of our ELL population are at a 3/3.5
- 4% (1 student) of our ELL population are at a 2/2.5
- 16% (4 students) of our ELL population are at a 1/1.5
- 80% of our ELL population is at standard at this time. Looking at our ELL students we do not feel we can bring any other students to standard, however, we do expect to see progress. Level 1s moving to 2s or Level 2s moving to 2.5.

- 71% of students were proficient by the end of the year

- 80% of students were proficient in comprehension by the end of the year.

- 80% of second graders were at Standard in Oral reading fluency at the end of the year.

- 84% of students were at standard or above in reading fluency

Challenge:		
Perception:	<p>Goal 1: Teachers provide feedback to each other to help improve instructional practice From 65% to 70%</p> <p>Goal 2: Staff feel free to express their ideas and opinions with one another. From 61% to 70%</p>	<ul style="list-style-type: none"> - 76% of staff agree to agree completely - 62% of staff agree to agree completely

Narrative Reflection

ELA	<p>ELA Strategies</p> <ul style="list-style-type: none"> • Focused skill development using <ul style="list-style-type: none"> ○ Netbooks for word processing ○ Practice retell, friendly letters, and units of study, adding details to writing, correct use of conventions. ○ Journaling (All Grades) ○ Writing Workshop ○ Shared/Modeled Writing ○ Small group work ○ Partner Reading ○ Conferring with readers. ○ Monitoring progress using running records and Oral Reading Passages. ○ Practice retell, friendly letters, and units of study, adding details to writing, correct use of conventions. ○ Journaling (All Grades) ○ Writing Workshop • As teams, we have established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses. • Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text. • Safety Net and Ell support for struggling readers • Units of Study which are interconnected across the content areas.
------------	--

- Writing Homework.
- Grade level planning
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low.
- Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use.
- Grade level and vertical collaboration to discuss student work.
- Ell support for struggling readers.
- Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners.
- Use of district and classroom assessments to provide on-going data on student progress.
- Targeted use of leveled readers for differentiated instruction.

Math

Math Strategies

- Analysis of district and classroom assessment data (CDSA's, CBM's, Performance assessments).
- Use of OSPI SBA resources to target learning.
- Professional Development through the EIM program.
- Differentiated instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the Envision Math program, its components and on-line resources for students and parents
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs
- Use of state, district and classroom assessments to provide data on student progress as well help drive instruction.
- Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners.
- Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home.
- We have instituted common methods with the intention of reinforcing number sense concepts and skills. Among the tools we will use: I.X.L. assignments that aligned with classroom instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies.
- A positive math disposition goal and focus has been developed and supported through activities such as monthly Challenge problem for both primary and intermediate levels; after school

	<p>Math Clubs; Family Math Nights</p> <ul style="list-style-type: none">○ Continue to add additional games, books and materials to the Math Resource Room for students and teachers.○ Developing meaningful math homework, and math fact work○ Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills:○ Making connections – what measurements are meaningful to us? (ex: your finger is about a cm wide, a paperclip is about a gram)○ Questioning strategies: Encouraging parents and students to ask themselves: “What is the strategy you are using?” “Why are you using it?” “Is there another way to solve this problem?”○ I.X.L. assignments that aligned with classroom instruction○ Before school math intervention in grades 3/4/5.
<p>Science</p>	<p>School Wide:</p> <ul style="list-style-type: none">● Science notebooks● integration with informational text● Collaborate on Science instruction● Grade level planning● Build excitement and interest in Science through effective teaching of FOSS units.● Work to implement modules according to FOSS recommendations.● Provided extension to grade level learning through outside programs such as-Physics of Sound Workshop● Introduce and use scientific vocabulary for each Investigation.● Utilize the science FOSS literature and writing assignments.● Have students work in cooperative teams during investigations.● Use a K-6 continuum of skills for the process of the scientific write-up; encourage participation in the PTSA sponsored Science Fair, Bridge Building Fair.
<p>Sub-Group</p>	<p style="text-align: center;"><u>Action Plan:</u></p> <p><u>4th/5th Grade:</u></p> <ul style="list-style-type: none">● Safety Net, Para push-in, small group re-teach, Before school math, Student mentor <p><u>3rd Grade:</u></p> <ul style="list-style-type: none">● The action plan will include Wonders curriculum-adapted/differentiated instruction.● Envision: adopted/differentiated instruction.● Some students have been identified to receive additional remedial support in the area of math before school.

- Safety Net, IA support and student mentor.

2nd Grade:

- Teachers will work together with SPED teachers to align reading and student goals. Teachers will do the same for safety net. Teachers will also work with appropriate intervention teachers to modify curriculum and provide accommodations for different students.
- Resources include: wonder works, wonders, head sprout, para reading groups, leveled readers, SPED time, take home readers on-going progress monitoring.

1st Grade:

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

Kindy:

- IA support
- ELL support
- Safety Net
- Parent support/small group work
- BURST
- Small group rotations
- Progress Monitoring
- Additional Home support

Challenge:

School Wide Effort:

- We looked at ways to introduce and use cold reads and close reading into our instruction.
- We allocated IA time to grade levels to work with students in small groups. Grade level teams determine the best use of the IA support.
- We continue to expose our students to different forms of reading, with much more emphasis on informational text.
- The new Wonders curriculum has leveled readers built into the curriculum which will allow us to meet student needs but also provide the necessary challenge for our current level 3 students.
- We have altered our Safety net support in reading to focus more on the intensive students and less on strategic. Students who

	<p>are strategic are receiving support before schools starts so they are able to remain in their general education classroom.</p> <ul style="list-style-type: none">• Focus on Sentence Fluency and building strong paragraphs, citing text evidence following the MLA format.• One on one support with in the classroom but also utilizing IA time to work with students• Small groups, differentiated instruction, providing challenge and remediation opportunities.• Leveled reading books• Just right reading books• Literature groups teaching fluency skills for advanced students• Wonders• Research sites – Britannica has 3 levels• Using resources in school for ideas –collaboration, vertical teams• Take home readers• Read naturally at different levels• Small groups• Take home readers, as well communicating with parents regarding the importance of home academic support.
<p>Perception:</p>	<ul style="list-style-type: none">• The Nine Characteristics Survey given in the spring was used to identify areas of focus need.• The actions to accomplish these goals were processed by one of the Twain Work Teams (CIP/Leadership, Assessment, Culture/Community, Communication and Safety). The goal of the work teams is to identify, prioritize, plan, and initiate the work of the building. It gathers information and makes recommendations with the goal of improving not only student performance but the culture and environment of the building. It is representative of the different grade levels and staff members. AS the process evolves, the work team prioritized and made some suggestions as it related to team building, or identifying days to be collaborative or provide opportunities for collegial time. From there, LEAP time was mapped out with focus points and activities and voted upon by the staff. Additional events to create collegiality and team building were also done to build positive relationships among staff, during and after the work day. <p>Reflection:</p> <ul style="list-style-type: none">• We did not achieve our goals with as much agreement as I would have hoped. The staff works in teams across grade levels to help increase student learning. We did improve in our second area from 61% to 70% that teachers provide feedback to each other to help improve instructional practice but.

- Accounting for change is not reflective in the Nine Characteristic Survey. Some of the questions were written different so that may have had an impact. Secondly, we had a large turn-over in staff do to retirement, moving and a couple of transfers which I believe impacted staff perception. Our teams whether it is grade level or vertical teams are designed so staff can work across grade levels to increase student learning and feedback. The new PGE system also provides opportunities for staff to work with colleagues to evaluate and monitor student growth. I believe the n-value of 24 is also indicative of priorities, which this is not. For a staff of 60 to have only 24 respond we are less than 50% participating.
- Moving forward, we will take these results to our CIP/BLT team to review and determine next steps.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	<ul style="list-style-type: none"> 79% of K-2 students will be proficient as measured by the EOY DIBELS
Literacy: 3-5 ELA	<ul style="list-style-type: none"> 73% of 3-5 students will be proficient as measured by the spring 2016 ELA SBA
Math: 3-5 Math	<ul style="list-style-type: none"> 76% of 3-5 students will be proficient as measured by the spring 2016 Math SBA
Science: 5 th Science	<ul style="list-style-type: none"> 80% of 5th grade student will be proficient as measured by the spring 2016 Science MSP
Achievement Gap	<ul style="list-style-type: none"> 9 or 28% of our Level 3 ELL students will move to a L4 and by the end of the year.
School Effectiveness:	<ul style="list-style-type: none"> Change perception of “Staff trusts one another”. From 42% agree to 60% agree. Change perception of “The staff feels free to express their ideas and opinions with one another”. From 26% completely agree to 40% completely agree.
Attendance and Discipline:	<p>The staff will be working collaboratively to ensure existing systems are effective and efficient and we will work to modify or add systems to meet the current needs of our students. As measured by data collection through June 2016, we will reduce our office referrals by 10% from the previous school year. More specifically, we will track our discipline data to identify trends in discipline that may include: location, time of day and activity.</p> <p><u>Strategies to reduce discipline include:</u></p> <ul style="list-style-type: none"> School wide implementation of social skills curriculum Second Step Continued explicit teaching about ways in which we keep our school community safe from bullying and other anti-inclusive school behaviors Professional development opportunities for IA’s and support staff – “How to deal with difficult kids” On-going opportunities to have collaborative conversations with staff and colleagues on proactive strategies. Implementation of reflection forms for students to complete to decrease repeated behaviors. <p>Progress monitoring will be by the principal on a monthly basis to see the number of referrals, as well as the type of infractions</p>

in order to identify, understand, and support the needs. Data will be shared with the BLT on a quarterly basis.

Annual School Goals: Academic

- The Mark Twain staff is committed to continued student growth through a number of processes. The first begins with understanding the curricular standards and collaborating with grade level colleagues to establish grade level and student growth goals. Our Wednesday LEAP time has been broken up throughout the year to provide staff with professional development opportunities on district initiatives but also dedicated time for grade level teams to discuss the four critical questions associated with professional learning communities. Through these collaborative conversations, teams reflected on the standards and determined the areas that the grade level felt students needed to be proficient in order to be prepared for the next grade. They determined desired outcomes, analyzed previous performance on large scale assessments along with district and curricular assessments as a starting point. To ensure that all students are receiving challenge and rigor a number of grades are utilizing a centers approach to instruction. In addition, grades are starting to use ability rotations between classes in both math and ELA to meet both high and low performing students. Additional supports for those students needing intervention include using curricular interventions, support staff, before and after school academic support for struggling students, parent volunteers along with intervention specialists such as Safety Net, ELL and Special education.
- Progress monitoring is occurring at all levels to help inform and drive instruction. K-2 will continue to use DIBLES as their multi point, across time tool along with district and curricular assessments to monitor growth. Grades 3-5 will utilize large scale assessments such as the SBA, but will also utilize district CDSA's in math, ELA performance assessments as well as topic assessments provide by the Envision and Wonders curriculums and those generated by classroom teachers.

Annual School Goals: Achievement Gap

- The student intervention team which includes the ELL, Safety Net and SPED teachers reviewed the 1st through 5th grade student data to determine gaps in student achievement.
- We selected an ELL subgroup because we continue to see more and more students enroll at Mark Twain who are English language learners and the achievement gap continues to grow. Our data shows the following
 - L1 - 4 students
 - L2 - 16 students
 - L3 - 32 students
- We feel strongly that our level three students are in the best place to make the greatest growth at this point through additional pull out and push in support.
- Extra support will be provided through ELL and Safety Net. Along with small group instruction from certificated and classified staff as well.

- We will ensure that students receive necessary intervention by supporting students through small group intervention, continuous progress monitoring, and assessment.
- We will progress monitor students through DIBELS tri-annual assessment as well as curricular based assessments.

Annual School Goals: School Effectiveness

- The Nine Characteristics Survey given in the spring was used to identify areas of focus need.
- The decision as to which area to focus on this year was processed first by the Twain CIP/Leadership team. The goal of the team is to identify, prioritize, plan, and initiate the work of the building. It gathers information and makes recommendations with the goal of improving not only student performance but the culture and environment of the building. It is representative of the different grade levels and staff members. The CIP/Leadership team went back to their respective grade teams and discussed areas they felt were important for the building to focus on. As the process evolves, the team prioritized and made some suggestions as it related to team building, or identifying days to be collaborative or provide opportunities for collegial time. From there, LEAP time was mapped out with focus points and activities and voted upon by the staff. Additional events to create collegiality and team building were also done to build positive relationships among staff, during and after the work day.
- **The two goal areas that we will focus on as a staff are:**
 - Staff trusts one another.
 - The staff feels free to express their ideas and opinions with one another.
- Our Leadership team decided on these two areas based on feedback from grade levels but we also had a large turnover in staff at the end of the year and both of these two areas are instrumental in the work we are doing at Mark Twain. In addition, the Leadership team felt that last year's survey results were skewed from the spring because of timing (SBA testing, effort to complete, not reflective of staffs overall feeling but those that were unhappy and leaving) and felt results would look differently now.
- Progress monitoring will be done by completing the Spring Staff perception survey in the spring as well as informal feedback gathered by the CIP/BLT team.

Annual School Goals: Attendance and Discipline

Student attendance rates at Mark Twain Elementary demonstrates an overall commitment to attending school. However, after looking at our overall monthly data for the first two months at each grade level we determined that kindergarten and third grade demonstrate the lowest monthly attendance on average. Factors contributing to these attendance rates could include:

- The number of siblings in each of these grades.
- Parent perceptions towards half and full day kindy.

- Vacations and/or sickness
- Parents unaware how quickly absences can add up.

Therefore, our goal for 2015-16 will be to focus on improving the overall monthly attendance rate of Kindergarten students from 85% to 95% by the end of the year.

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

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p style="text-align: center;"><u>Grade Level Specific Strategies ELA</u></p> <p><u>Kindy:</u></p> <ul style="list-style-type: none"> • Our focus continues to be developing strong foundations in the area of reading. This will occur with the support of parent volunteers, big buddies, and literacy centers focusing on specific skills. • IA support • ELL support • Safety Net • Parent support/small group work • BURST • Small group rotations • Progress Monitoring • Additional Home support • Leveled learning groups <p><u>1st Grade:</u></p> <ul style="list-style-type: none"> • IA support, working collaboratively with the safety net and ELL to support classroom instruction along with SPED. • Leveled readers, one on one support in the classroom • Take home readers, as well as communicating with parents regarding the importance of home academic support. <p><u>2nd Grade:</u></p> <ul style="list-style-type: none"> • Leveled reading books • Just right reading books

	<ul style="list-style-type: none"> • Literature groups teaching fluency skills for advanced students • Wonders • Research sites – Britannica has 3 levels • Using resources in school for ideas –collaboration, vertical teaming • Take home readers • Utilize supplemental materials such as Read naturally at different levels • Small groups • Walk to learning groups
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Continue to explore ways to differentiate and meet student needs • Continue to determine what the curriculum offers to support student learning
<i>Resources needed</i>	<ul style="list-style-type: none"> • Collaborative opportunities
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Grade level teachers • Support personnel - Safety Net, ELL SPED • Family

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>3rd Grade</p> <p>ELA:</p> <ul style="list-style-type: none"> • As a team, we have established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses. <p>Home-School Connections:</p> <ul style="list-style-type: none"> • Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills: • Assigned daily reading • Assigned daily grammar and comprehension activities • Spelling words and weekly tests • Online access to Wonders materials for home use <p>Classroom Strategies:</p> <ul style="list-style-type: none"> • Small group instruction – working with students on schema, to connect reading with real world experiences • Modeling how to write clear, accurate responses to comprehension questions based on literary text • Modeling how to use text features to find and use information in nonfiction literature: National Geographic Explorer • Modeling how to pick specific evidence from text to support answers <p>4th Grade</p> <ul style="list-style-type: none"> • Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose”

	<p>below-standard learners; focus on fiction and non-fiction text.</p> <ul style="list-style-type: none"> • Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low. • Grade level and vertical collaboration to discuss student work. • Safety Net and Ell support for struggling readers. • Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners. • The Double Dose time will be taught through Safety Net and be designed to pre-test skills, teach skills and Progress monitoring will continue with all learners who are not at standard. • Use of district and classroom assessments to provide on-going data on student progress. • Use of OSPI MSP resources to target instruction. • Supplemental support systems: <ul style="list-style-type: none"> ○ Small group work ○ Partner Reading ○ Conferring with readers. ○ Monitoring progress using running records and Oral Reading Passages ○ Word work. <p>5th Grade</p> <ul style="list-style-type: none"> • Grade level planning • Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low. • Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use. • Grade level and vertical collaboration to discuss student work. • Ell support for struggling readers. • Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners. • Use of district and classroom assessments to provide on-going data on student progress. <p>Targeted use of leveled readers for differentiated instruction</p>
<p><i>Professional Learning needed</i></p>	<ul style="list-style-type: none"> • Continue to explore ways to differentiate and meet student needs • Continue to determine what the curriculum offers to support student learning
<p><i>Resources needed</i></p>	<ul style="list-style-type: none"> • Collaborative opportunities
<p><i>Responsible individual or team</i></p>	<ul style="list-style-type: none"> • Grade level teachers • Support personnel - Safety Net, ELL SPED • Classified support personnel

Goal Area	Math
<p><i>Strategy to support goals</i></p>	<p><u>3rd Grade:</u></p> <p><u>Math Strategies:</u></p> <ul style="list-style-type: none"> • As a team, we have instituted common methods with the intention of reinforcing number sense concepts and skills. Among the tools we will use: I.X.L. assignments that aligned with classroom instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies. <p><u>Home-School Connections:</u></p> <ul style="list-style-type: none"> • Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills: • Making connections – what measurements are meaningful to us? (ex: your finger is about a cm wide, a paperclip is about a gram) • Questioning strategies: Encouraging parents and students to ask themselves: "What is the strategy you are using?" "Why are you using it?" "Is there another way to solve this problem?" • I.X.L. assignments that aligned with classroom instruction <p><u>Classroom Strategies:</u></p> <ul style="list-style-type: none"> • Small group instruction – helping students to break problems apart and solve one step at a time. • Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies • Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and division facts and applications, and understanding and applying fractions <p>Using the Envision curriculum, we will provide opportunities for students to build on prior knowledge and skills, to transfer knowledge and skills to various problems, and to strive for precision and accuracy.</p> <p><u>4th Grade:</u></p> <ul style="list-style-type: none"> • Continue using the envision Curriculum; differentiate instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the envision Math program, its components and on-line resources for students and parents. • Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs • Use of state, district and classroom assessments to provide data on student progress as well help drive instruction.

	<ul style="list-style-type: none"> • Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners. • Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home. • A positive math disposition goal and focus has been developed and supported through activities such as monthly Challenge problem for both primary and intermediate levels; after school Math Clubs; Family Math Nights <ul style="list-style-type: none"> ○ Continue to add additional games, books and materials to the Math Resource Room for students and teachers. ○ Developing meaningful math homework, and math fact work • Analysis of district and classroom assessment data (CDSA’s, CBM’s, Performance assessments). • Use of OSPI SBA resources to target learning. • Professional Development through the EIM program. <p><u>5th Grade</u> <u>Math Strategies:</u></p> <ul style="list-style-type: none"> • Continue using the envision Curriculum; differentiate instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the envision Math program, its components and on-line resources for students and parents. • Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs • Use of state, district and classroom assessments to provide data on student progress as well help drive instruction. • Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners. • Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Continue to explore ways to differentiate and meet student needs • Continue to determine what the curriculum offers to support student learning
<i>Resources needed</i>	<ul style="list-style-type: none"> • Collaborative opportunities
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Grade level teachers • Support personnel - Safety Net, ELL SPED

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Teams develop norms and expectations for PCC work • Create opportunities to build a sense of community among the staff <ul style="list-style-type: none"> ○ Team building activities among staff ○ Partnering with our community on projects ○ Release time to allow staff to complete learning walks or classroom visits ○ Vertical collaboration opportunities
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Building trust • Effective use of PCC's
<i>Resources needed</i>	<ul style="list-style-type: none"> • Willingness to participate • Costs covered by building budget and Learning Community support
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Administration • Building Leadership Team • Staff • Community

Goal Area	Attendance
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Dissemination of information to families • Work with our PTSA to share our goal and information to parents through newsletters. • Have our goal visible and shared • Send monthly information on regular attendance benefits from
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Strategies to encourage regular daily attendance • Educating our parents on the importance of daily attendance
<i>Resources needed</i>	<ul style="list-style-type: none"> • None
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Staff • Community • Students • Parents

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Close working relationships with Safety Net, ELL, Special Ed and families/community.
- Use of Instructional Assistant and parents to support the CIP by teaching small groups of strategic students and 1 on 1.
- Survey and gather feedback
- Reading with Big Buddies
- Take Home Readers
- Parent Volunteers
- Community Volunteer: Listens to students read Just Right Books
- Accessing PTSA grants to help support math club, before/afterschool academic support
- Weekly parent communication via newsletter, emails, Haiku
- Class Meetings
- Behavior and Homework Contracts

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

- PTSA sponsored events
- Presenting CIP at the PTSA board meetings
- Showcasing goals and achievements.
- Celebrating success
- Student centered goal setting conferences.
- Parent education opportunities - parenting workshops, coffee hours with the principal.
- Electronic school news
- School messenger

Continuous Improvement Process Plan

Kirkland Middle School

430 18th Ave.
Kirkland, WA 98033

425-936-2420

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

2015-16



Debbie McCarson, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 3
CIP Reflection: Evaluate Outcomes -----	Page 4
Annual School Goals -----	Page 9
Instructional Strategies and Required Resources -----	Page 16
Parent, Family, and Community Involvement -----	Page 17

DESCRIPTION OF SCHOOL

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

Kirkland Middle School (KiMS). We just completed our fourth year as a 6-8 Middle School with wonderful results. We serve approx. 580 students, and are small enough to know our students well. This fact in turn supports the important concept of a more personalized educational environment for our middle level students. Through our peer mentor program, each sixth grader is matched with a 7th or 8th grade mentor to help them navigate the first few months of Middle School. We continued our school-wide Bully Prevention Program and will continue the program during our Panther Pride meetings during Panther Time at the end of each day. We still enjoy our extensive building remodel (Has it really been eleven years? The place still looks new!), which supports and promotes our emphasis on grade level and content teaming and collaboration among staff and students.

We are especially proud to have received two state awards last year, the School of Distinction Award based on outstanding accomplishments made to improve student learning. This award is given to the top 5% of schools in our state who have made sustained improvement in reading and math over five years. Our second award -the Washington State Achievement Award is based on statewide assessment data for the three previous years. This data is analyzed using the Accountability Index. Award winners are selected using an award methodology based on many data points including performance vs. peers, performance of low income students and other sub groups and improvement from the previous year. As always, our focus is on providing every student with the opportunity to progress, advance and experience personally challenging work. Our students must be prepared to meet the challenges of an ever changing world that is increasingly more complex.

Smarter Balanced Assessment Results 2014-15

	KiMS	w/Refusals	LWSD	State
6 th ELA	84%	(83%)	79%	54%
6 th Math	80%	(79%)	70%	46%
7 th ELA	88%	(86%)	82%	57%
7 th Math	85%	(80%)	74%	48%
8 th ELA	85%	(84%)	81%	57%
8 th Math	84%	(83%)	71%	46%
8 th Science	91%	(91%)	83%	61%

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%						
	% of 6 th graders meeting or exceeding state standards in Math	79%						
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	86%						
	% of 7 th graders meeting or exceeding state standards in Math	80%						
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	84%						
	% of 8 th graders meeting or exceeding state standards in Science	91%						
	% of 8 th graders meeting or exceeding state standards in Math	83%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA: 6th	9 students currently performing at a Level 2, as measured by the MSP will increase performance to a Level 3, and 4 will increase performance to a 2.5	Of the 12 students performing Below Standard on the MSP, all students performed at Standard on the SBA Reading Performance Claim 92% of students Were Near/At / or Above Standard on the Reading Claim.
ELA: 7th	Identified students (sub group) scoring below standard in Critical Thinking (CCSS 7.6), 80% will be at (L3) or above standard (L4) when assessed using 1.) newsela.com, at grade level appropriate Lexile, and MSP practice items.	Of the students identified as scoring Below Standard on Critical Thinking (CCSS 7.6) 85% achieved At Standard Scores using stated measures 91% of students Were Near/At / or Above Standard on the Reading Claim.
ELA: 8th	60% of students who performed at a Level 2 as measured by the MSP will perform At or Above grade level Standard as measured by leveled non – fiction reading passages by June 2015.	70% of students performed At Standard as measured by leveled non – fiction reading passages 94% of students Were Near/At / or Above Standard on the Reading Claim.
Math: 6th	80% will meet or exceed standard	79% met or exceeded standard. While goal was not achieved we were very close. If exclusions are not factored in, we did meet our goal.
Math: 7th	80% will meet or exceed standard	80% met or exceeded standard so goal was achieved. If exclusions are not factored in we exceeded our goal.
Math: 8th	80% will meet or exceed standard	83.1% met or exceeded standard so goal was exceeded.
Science: 8th	6th grade- From 5% at or above standard on the pre-assessment to 80% at or above standard using the post-	6 th graders improved from 5% to 59% at standard 7 th graders improved from 20% to 66% at standard

	<p>assessment. 7th grade - From 20% at or above standard on the pre-assessment to 70% at or above standard using the post- assessment. 8th grade - From 28% at or above standard on the pre-assessment to 50% at or above standard using the post-assessment and 87.5% at standard on the MSP to 90%.</p>	<p>8th graders improved from 28% to 68% at standard AND 91% met or exceeded standard on the MSP</p>
Sub-Group:	<p>ELA: 20 8th grade students performing at or just below standard on MSP will be at Standard on SBA.</p> <p>-12 7th grade students performing below Standard on Critical Thinking Strand of MSP will perform At Standard on SBA</p> <p>-10 6th grade students performing Below Standard in Reading Comprehension will perform At Standard on SBA</p>	<p>ELA-Of the 19 students completing the SBA. 11 students achieved an At Standard score on the SBA.</p> <p>-9 identified 7th grade students performed At Standard on the SBA.</p> <p>-4 of identified 6th graders performed At Standard on the SBA</p>
Challenge:	<p>MSP-Level 4 8th Grade ELA 65% 7th Grade ELA 46% 6th Grade ELA 54%</p>	<p>SBA- Level 4 8th Grade ELA 42.6% 7th Grade ELA 42.5% 6th Grade ELA 39.4%</p>
Perception:	<p>After looking at our 9 Characteristics Data we took the staff through a protocol and selected the following 3 characteristics to focus on for the 2014-15 school year. We selected 3 characteristics that connected to our overall school/district goals</p> <p>Characteristic 5: Alignment to Standards- 2014- 84%, 2013- 91%</p>	<p>Teacher perception data improved in one of the 3 areas with only slight decreases in the other two.</p> <p>School work is meaningful to students. 2015- 100%, completely/Mostly Agree a significant increase from 73% in 2012.</p>

Characteristic 7: <i>Professional Development-</i> 2014- 86% 2013- 81%	<p>Professional activities are consistent with school goals. 2015- 85%, Completely/Mostly Agree..</p>
Characteristic 8: <i>Learning Environment-</i> 2014- 92%, 2013 -84%	<p>Students respect those that are different from them: 2015- 91%, Mostly/Completely Agree and Student work is meaningful</p>

Narrative Reflection	
ELA	<p>In ELA, student achievement was higher than expected on the new SBA. As a department, we expected to see students scoring much closer to the state level of performance, but instead saw results considerably higher - 6th grade 83% to 53%; 7th grade 85.6% to 56% and 8th grade 842% to 56%. Performance can be attributed to student preparation from elementary school through the time of assessment. Also, by targeting specific CCSS KiMS students needed practice on, we were able to concentrate time on areas of particular need. At all grade levels, we see need to continue our efforts to grow the Level 4 achievements in Reading, Listening and Speaking, Writing and research/ Inquiry.</p>
Math	<p>Implementation of our 2014-15 CIP included teaching and assessing to CCS standards, reviewing for the SBA, SBA computer practice and IXL skill practice. We were very pleased with the SBA results of our math department for grades 6-8. All students performed well with 79% meeting/exceeding standard in 6th grade, 80% meeting/exceeding standard for 7th grade and 83.1% meeting/exceeding standard for 8th grade. In 6th grade 45.3% of students exceeded standard, in 7th grade 55.3% exceeded standard, in 8th grade 58.4% exceeded standard. We had 60% of students pass who were in Safety Net.</p> <p>Our challenges included parents opting students out of Safety Net and/or IEP services, parents opting students out of the SBA. Four out of five students who opted out of Safety Net did not pass. Attendance plays a major factor in success rate of underperforming students.</p>
Science	<p>Our data told us that our students improved their overall vocabulary skills. We can attribute this to including an increased focus on vocabulary words during instruction, reviewing previous years vocabulary and periodic formative vocabulary tests.</p> <p>6th grade scores demonstrated high growth (54%). Our initial goal of 80% at standard was extremely optimistic. We felt that this goal was achievable because 6th graders did not have to recall words from</p>

	<p>previous years and the overall volume of new words was small. 7th grade scores demonstrated clear growth (46%) but not the growth we anticipated. Our 7th grade goals were established with the false expectation that we would have covered more of our spring curriculum prior to the final assessment. The 7th graders did not begin their life science unit which did not allow them to review the 6th grade life science words or be introduced to the 7th grade. We would expect to see greater growth if the test was given after all curriculum was taught. 8th grade scores demonstrated clear growth (46%) and met our expected goal. In hindsight our goal should have been higher. The Life Science curriculum doesn't connect seamlessly from year to year. We felt that this would inhibit students' recall of previous learned vocabulary. In addition the volume of words covered in all 3 grades was intimidating. Another achievement specific to our 8th graders was that 91% were at standard or above on the science MSP. We have no way of knowing what factors were involved in this success. We cannot isolate the vocabulary instruction from other variables; therefore we cannot assume that the MSP scores are a direct result of the vocabulary focus. However, our students clearly demonstrated levels of achievement that we are proud of.</p>
<p>Sub-Group</p>	<p>ELA: Subgroup data indicated that our efforts in target specific CCSS and designing assessments to benchmark achievement throughout the year was successful. Science chose our sub group to be students who- 1) Scored at level 1 on the vocabulary pre-assessment with percentages of 27%-54%. 2) did not pass the MSP in reading last year, or were a level 3 student whose score was right on the boundary between a level 2 and level 3. 3) Had grades of 2.5 or lower in our science classes. Our goal was that 20% of those students would be at or above standard as measured by the vocabulary post-assessment by April of 2015.</p>
<p>Challenge</p>	<p>ELA: Challenge data indicates that as a department we had many successes, but saw, overall, the number of Level 4 students decline in the move from MSP to SBA. This could be due to the new assessment, but also tells us that we will need to continue to develop increasingly rigorous practice in all four areas for students throughout the year. Science: goal was to increase the percentage of level 4 students from 2.5% in 8th grade, 6.5% in 7th grade and 0% in 6th grade to 20% in all grade levels by April of 2015</p>
<p>Perception</p>	<p>School work is meaningful to students. 2015- 100%, completely/Mostly Agree a significant increase from 73% in 2012. Learning Targets are posted in each classroom, and tied directly to content standards. Attempts were made to include more student voice and choice in assignments and demonstration of knowledge. Incorporating real world situation into assignments. Professional activities are consistent with school goals. 2015- 85%, Completely/Mostly Agree. Team/Teacher Leaders helped plan and implement P.D. throughout the year. This included planning for Standards Based Grading, using the PGE system, and Technology Integration. Students respect those that are different from them:</p>

2015- 91%, Mostly/Completely Agree and Student work is meaningful: Our Peer Mentors and Panther Time went a long way in helping us exceed our goal of 80% in this area. We decided as a staff to increase the student personalization time (Panther Time) from 20 to 30 minutes 4 days a week at the end of the day. Activities included- Intervention and Extensions in LA/SS/Math and Science, Anti-Bullying Instruction, Special Education Check-ins, Reading, Study Skills, RTI, Mentoring, Team/Culture Building, and Assemblies. We also had a huge uptick in students wanting to be Student Aides in our Learning Center (70 student requested it as an elective)

Additional ELA Reflection:

Content Areas

1. Overall, achievement in ELA was strong. As a school, students were At/ Near or Above Standard at a much higher rate than the state average.
2. The number of students meeting standard was higher than anticipated. On the new SBA assessment.
3. There were many aspects for celebration in ELA. In 6th grade 92% of students scored At/ Near or Above Standard in Reading Performance, and 94% in the Writing Performance Claim. In 7th grade 91% scored At/ Near or Above Standard in the Reading Performance Claim and 65% performed Above Standard on the Writing Performance Claim. In 8th grade over 90% of students performed At/ Near or Above on the Reading Performance Claim and 60% performed Above Standard on the Writing Performance Claim.

Sub Groups

1. As an ELA department, we chose to focus our sub – group analysis on students performing below identified CCSS as measured by the MSP data and in class assessments. From SBA data, we can conclude that while we aren't able to access specific data for a CCSS (RL 7.6, for example) our students were in general very successful on the SBA and our efforts gained positive results.
2. Students who had historically been near Standard on the MSP scored well on the SBA. This is due, in part, to the ELA Department's identification of these students and formative assessments used throughout the year to track progress in Reading.
3. At all grade levels, students who were identified on the 2014 – 15 CIP made progress in reading and writing.
4. Using data gathered from students in classrooms at the end of last year, students continue to struggle with CCSS 7.5, perspective and author's purpose. This is concerning as it affects their ability to evaluate evidence for bias and select appropriate evidence for support of claims.

Challenge:

1. Overall, our Challenge goals were not met this year. Fewer students performed Above Standard than expected.
2. Overall, we were successful in preparing students for the new Research and Inquiry component of the SBA. In 8th grade 57% were Above Standard and in 6th and 7th grade 60% were Above Standard.
3. Reading and Listening and Speaking are the two Performance Claims that will require our focus this year in our Challenge goals.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	<p>KiMS ELA students will meet the goal of 85.6% proficiency as measured by the Comprehensive Assessment of Reading Skills (CARS).</p> <p>8th Grade – 90% of students will perform at 75% accuracy or better, on the Comprehension and Summarization measures; Comprehensive Assessment of Reading Skills (CARS) and Upfront magazine assessments.</p> <p>7th Grade –The average score on the CARS Inferential Thinking strand will improve from a 2.46 to an average score of 3. And using the 6 Way Paragraph, students’ scores will improve from 50% correct response on Conclusions to 70%.</p> <p>6th Grade – 20 students identified who performed below Standard on Inferential Thinking and Drawing Conclusions, as measured by CARS assessment, will achieve Standard in these areas.</p>
Math: 6-8 Math	<p>At least 80% of all math students at Kirkland Middle School will achieve 80% accuracy or better on vocabulary assessments by the end of the year.</p>
Science: 8 Science	<p>88% of our students will be at standard or above as determined by the spring procedural writing assessment.</p> <p>11% of the 8th graders were at standard (level 2.5 & 3) on the fall procedural writing assessment. One student earned a level 3.5 and zero earned a level 4. The goal of the science team is for 18% of our 8th grade students to earn a level 4 and 70% to earn a level 3 by spring</p>

	<p>of 2016. This means that a total of 88% of our 8th graders will be at standard or above as determined by the spring procedural writing assessment.</p> <p>8% of our 7th and 6th graders were at standard (level 2.5 & 3) on the fall procedural writing assessment. The goal of the science team is for 18% of our 6th and 7th grade students to earn a level 4 and 70% to earn a level 3 by spring of 2016. This means that a total of 88% of our 6th and 7th graders will be at standard or above as determined by the spring procedural writing assessment.</p>
<p>Achievement Gap</p>	<p>We expect that our Hispanic students to reach 54% proficiency in ELA and 51% proficiency in the math portion of the SBA in Spring 2016.</p> <p>Science- Students whose achievement level on the ELA literacy SBA was a Level 1 or Level 2 and their procedure writing score on the initial assessment was a Level 1, will increase their procedure writing score by at least one level as measured on the spring procedure writing assessment.</p>
<p>College and Career Readiness</p>	<p>Our goal this year is to increase the number of students that choose Level 4/ Challenge / Honors work by 3% from first to second semester. Students will be surveyed in December and again in May to determine their level of participation.</p> <p>Science- Students whose achievement level on the ELA literacy SBA was a Level 4 and their procedure writing score on the initial assessment was a Level 1, will increase their procedure writing score to a Level 4 as measured on the spring procedure writing assessment.</p>
<p>School Effectiveness:</p>	<p>We will successfully complete training and implement our new Safe School Ambassador Program which will increase by 3% the number of students reporting via survey that “yes my school successfully keeps bullying to a minimum”.</p>
<p>Attendance and Discipline:</p>	<p>ATTENDANCE</p> <p>Our goal is to decrease the number of students with 4 or more tardies and decrease the number of students missing school due to vacation days 3% by the end of 2016 school year.</p> <p>DISCIPLINE</p> <p>Majority of our discipline deals with students’ tardies and attendance. Please see above.</p>

Annual School Goals: Academic

Use this section to:

1. Describe the process the school used to determine the annual school goals

ELA- As an ELA department, we analyzed school data presented by the SBA. We also shared CIP reflections with the following grade level. Following this process, we needed additional data to further identify a specific CCSS of focus for this academic year. Each grade level team administered the Comprehensive Assessment of Reading Skills (CARS), which identifies strengths and weakness.

Math- During math content meetings in the fall of 2015, math department members decided to set a goal based on mathematical vocabulary for the 2015-2016 school year.

Science- Our team began the process by discussing where we felt there were gaps in knowledge or skills in our current students. These observations were based on classroom assessments, practice, discussions, lab work and individual responses. We then prioritized the areas of need and agreed upon procedural writing because it was a skill that connected to other content areas and stood out as an area of need.

2. Describe why these goals were selected

ELA- Based on SBA data, an initial CARS assessment, and classroom observation, we determined that LA/SS students required additional instruction and support in CCSS RL/RI 6-8.1. Making correct inference and drawing conclusion's appear to be an area of weakness. And more specifically, supporting these with appropriate and the best evidence. There will be ample opportunities to practice inferential thinking, and drawing conclusions in both Language Arts and Social Studies.

Math- The rationale for focusing on vocabulary is that vocabulary is essential for understanding and communicating mathematics. Vocabulary helps students to decipher directions and speak about mathematical process steps.

Science- Our team chose the goal to improve procedural writing because we had noted in our instruction that there seemed to be a lack of higher level thinking skills being demonstrated in student responses to written answers on tests, class discussions and reflections. In order to craft a well-written procedure students must be able to identify variables, problem solve, revise, analyze and organize their thought process. Writing a procedure is challenging for most middle school age students and requires a level of fore-thought and attention to detail that we felt was lacking in this class.

3. How are you ensuring all students are receiving challenge and rigor

ELA- As an ELA department, we have identified students who, through increased rigor, will increase achievement from Level 3 to Level 4. We will be tracking these students

CARS data as they progress throughout the year and should see continued improvement overall in CARS scores and accordingly, next year's SBA scores. Students will continually be encouraged to attempt Level 4 work on all major assignments and assessments. Novel units and major assignments are differentiated for students seeking additional rigor.

Math- Vocabulary is built into lesson planning as well as assessments, insuring that all students have equal access.

Science- Primarily we are working toward the goal of having students learn to plan their own lab when given a problem. This involves writing their own procedure then testing the procedure prior to finalizing it. Some students are ready for this level of independence while others will be paired together or given problems that are less sophisticated to work with

4. How are you ensuring students receive necessary intervention

ELA- We will provide necessary intervention through identification of students requiring additional instruction in identified reading skills. Scaffolding lessons introducing, reinforcing and through continual practice for all students will be provided throughout LA/SS units. We will also offer intervention during Panther Time and through differentiated instruction in all ELA classrooms.

Math- Several options may be offered to students to aid in the understanding of vocabulary: using Quizlet, making flash cards, formative assessing during lessons, Haiku quizzes, etc. The math department compiled 40 vocabulary terms common to all students in all grade levels. Then, smaller teams compiled additional terms relative to their particular course (6th grade math, 7th grade math, 8th grade math, algebra, and geometry).

Science- We will use small group and one-on-one support as well as peer review and partnering to help the students who need additional instruction.

5. Describe how you will progress monitor you Academic Annual School Goals

ELA-

We will be progress monitoring our school goals through The CARS pretest, 5 Benchmarks and a posttest, and teacher – designed ELA reading skills assessments.

Math- The first baseline assessment was given in October with additional assessments to follow in January and March. Compilation of data in relation to all Kirkland Middle School mathematics students will take place in early spring.

Science- We are including procedural writing in the majority of our formative assessments as well as the summative assessments that are given at the end of units.

Annual School Goals: Achievement Gap

Use this section to:

1. Describe the process the school used to determine the annual school goals

Members of the administration team used data sources at the district and state level to identify sub groups of students who scored below standard on the ELA and Math content areas of the Spring 2015 SBA.

Science- Our team began the process by discussing where we felt there were gaps in knowledge or skills in our current students. These observations were based on classroom assessments, practice, discussions, lab work and individual responses. We then prioritized the areas of need and agreed upon procedural writing because it is a skill that was lacking and also connected to other content areas.

2. Describe why you selected this sub group/s

Students who are identified as Hispanic were selected as a focus sub group due to the data showing that 50% of identified students scored below standard on the overall Math content portion of the SBA in Spring 2015 and 47% scored below standard on the overall ELA content portion of the SBA in Spring of 2015.

Science- We chose this sub group because these students did not perform at standard on their ELA assessment and also performed below standard on the science procedural writing assessment. We feel that it would be beneficial to provide additional writing and analytical thinking instruction outside of the LA classroom to increase the student's ability to communicate in written form.

3. How are you ensuring students receive necessary intervention

Intervention opportunities continue to be offered to these students through Safety Net, district SIOP training (both and math and ELA teacher have attended), Academic Vocabulary and teacher driven individual student interventions. Opportunity for teachers to share their SIOP knowledge would provide intervention ideas for all staff members.

Science- We have planned instruction to include additional work on identifying variables, providing practice procedures that use guiding questions to support the learner and using a step by step process for breaking down the procedure into smaller sections. In addition we will use peer review and the use of a scoring rubric to develop a greater understanding.

4. Describe how you will progress monitor this sub group/s

This sub group'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.

Science-

We are including procedural writing in the majority of our formative assessments as well as the summative assessments that are given at the end of units.

Math- The subgroup identified by the math department is safety net students. The department has set the same expectation for safety net students of achieving 80% accuracy on vocabulary assessments by the end of the year. Safety Net teachers will be cognizant of providing vocabulary practice for safety net students through IXL, Kahoot, Haiku quizzes, Quizlet, and a variety of other strategies through instruction.

Annual School Goals: College and Career Readiness

1. Describe why you selected your goal

We currently offer Challenge/Honors on a self-select basis as part of our integrated curriculum, but not all capable student choose to do the Challenge work and earn an Honors designation on their report card.

1. Describe how you will progress monitor your goals throughout the school year.

Second semester we will again ask students to sign up (using our Honors Contracts) for additional challenge. Teachers will encourage students to take advantage of level 4 opportunities throughout the year. Students self-report that after High School 62% plan to attend a four-year college, 5% attend a technical college, 2% a community college, 2% enter the military, and 29% undecided or other.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal

Looking at 9 Characteristics Student survey data from 2014 we found that while the number of student who answered yes “my school successfully keeps bullying to a minimum” was fairly high, we still had a total of 20% of our students that reported as a school we are only “sometimes” 17% or “never” 4% successful at keeping bullying to a minimum.

2. Describe how you will progress monitor your goals throughout the school year.

We will do monthly check-ins with our Peer Mentors and our Safe School Ambassadors to get up-dates regarding their school wide initiatives. “Family” leaders (trained teachers) will meet with their families on a regular basis to support student anti-bullying efforts. We will also collect discipline data regarding bullying to get a baseline for next year.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline

The number of students with 4 or more tardies rose from 30 students in the first quarter 2013 to 52 students in the first quarter in 2014. The percentage of students who were absent from school due to vacation days rose from 6.8% in 2013 to 7.4% in 2014 for the first quarter of school.

2. Describe how you will progress monitor each goal

Weekly attendance meetings with counselors, attendance secretary and Associate Principal.

Action Steps:

Immediate, consistent consequences that progress after each additional tardy (problem solving with students, lunch duty, lunch detention, in-school suspension). Contacting parents early on to get their support. We will run the data comparing the number of students from 2014 to 2015 in the first quarter to compare the data. Contact feeder elementary and high schools to determine if this is also an issue with siblings.

Action Steps:

Revised vacation days wording for our student planner 2015-2016: Vacations or other non-illness absences should be avoiding during the school days as vacation days are provided within the regular school calendar.

Write an article for Panthergram as a reminder to parents.

DISCIPLINE

Majority of our discipline deals with students' tardies and attendance. Please see above.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Science
<i>Strategy to support goals</i>	<p>Science</p> <ul style="list-style-type: none"> • Practice identifying variables in a procedure • Provide additional instruction on how to identify variables when needed • Practice independent procedural writing when provided with a problem or a question • Provide additional support by breaking down the steps on how to write a procedure • Practice evaluating a prewritten procedure to learn to identify the various parts • Have students self-score practice procedures using a rubric • Use of peer review and peer editing
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	<p>Science</p> <ul style="list-style-type: none"> • Prewritten procedures • Prewritten questions or problems to solve • Procedure questions to use on formative and summative assessments
<i>Responsible individual or team</i>	6 th , 7 th and 8 th grade Science Team

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>ELA- Through the CARS Benchmarks, we will be able to consistently assess students and monitor their growth. With each assessment we will monitor and adjust to ensure that students are receiving appropriate interventions.</p> <p>We will continue to design instruction which targets the appropriate CCSS and use CCSS vocabulary consistently in Reading instruction.</p>
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	<p>ELA- The CARS pretest, 5 Benchmarks and a post test LA/SS teacher designed lessons and assessments: using images to observe and infer, exit slips, and a variety of fiction and nonfiction texts. In SS, using evidence from a culture or civilization, students will draw conclusions.</p>

<i>Responsible individual or team</i>	6th, 7th and 8th grade ELA Teams
---------------------------------------	----------------------------------

Goal Area	Math
<i>Strategy to support goals</i>	Math Teachers will include vocabulary into their instructional notes and assessments, will utilize Quizlet and Kahoot for vocabulary practice, will assign IXL that includes vocabulary, will encourage vocabulary self-study (flash cards, individual Quizlet use, etc.), and will include vocabulary review into starter problems.
<i>Professional Learning needed</i>	Quizlet instruction by teammates.
<i>Resources needed</i>	Quizlet and Kahoot accounts will be needed.
<i>Responsible individual or team</i>	Each math team member is responsible for stressing vocabulary through the various strategies in his/her own classes and for compiling their own data.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

The Principal meets with PTSA leadership every other week to share CIP progress and answer questions regarding programs and initiatives. At each PTSA general membership meeting the principal report is a standing item, which always contains pertinent CIP information. Newsletters go out to families once a month and contain information reported out by grade level content areas. We survey our parents to determine their interests in order to better serve our school community.

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

Family and Community Involvement - KiMS works with many community organizations that support our staff and students in a variety of ways: Kirkland Kiwanis, City of Kirkland, Kirkland Parks and Recreation, Kirkland Youth Council, Pantry Packs, YES. Parents are involved as volunteers in classrooms, our health room, as well as serving as walk-about during lunches and before and after school. We also offer evening study/organizational skills, and technology parent nights outside of our regular PTSA general membership meetings and parent coffees. The more connected we are with our community, the more opportunities we have to share our goals and progress on a regular basis.

Continuous Improvement Process Plan

Rose Hill Middle School

13505 NE 75th Street
Redmond, WA 98052

425-936-2460

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

2015-16



Erin Bowser, Principal
Michael Griffen, Associate Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 4
CIP Reflection: Evaluate Outcomes -----	Page 5
Annual School Goals -----	Page 11
Instructional Strategies and Required Resources -----	Page 16
Parent, Family, and Community Involvement -----	Page 19

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.

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

Every RHMS Student is:

- Challenged Academically
- Connected Globally
- Valued Individually
- Prepared for the Next Step

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

Our school continues to grow and become more diverse. Five years ago our total enrollment was 438 students, currently we have 782 students enrolled. The table below shows our student demographics as of October 2014.

Enrollment		
October 2014 Student Count		752
May 2015 Student Count		758
Gender (October 2014)		
Male	413	54.9%
Female	339	45.1%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	111	14.8%
American Indian / Alaskan Native	1	0.1%
Asian	112	14.9%
Black / African American	14	1.9%
Native Hawaiian / Other Pacific Islander	1	0.1%
White	445	59.2%
Two or More Races	68	9.0%

Special Programs

Free or Reduced-Price Meals (May 2015)	153	20.2%
Special Education (May 2015)	88	11.6%
Transitional Bilingual (May 2015)	58	7.7%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	53	7.0%
Foster Care (May 2015)	0	0.0%

Each year Rose Hill Middle School staff set specific goals centered on implementing specific, targeted interventions for struggling students as well as providing challenging work for students who have met or exceeded standard. All students have access to additional help during the school day and use this additional support regularly. During the 2014-2015 school year a Saturday program began with the support of the Lake Washington Schools Foundation to assist students with multiple failing grades with assignment completion, further instruction and important study and organizational skills. The Saturday program focused on developing a positive connection between the students and school and will continue in to the 2015-2016 school year.

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

In the first year of administering the Smarter Balanced Assessments, RHMS teachers met or exceeded three out of the seven goals set in our school's Continuous Improvement Plan. All areas in which we did not achieve our goals will be a focus for us during the 2015-2016 school year.

Teachers work hard to learn from one another throughout the year. Each week teachers have time to collaborate with other teachers teaching the same grade level and content area to plan instruction, design assessments and review data. While teachers are collaborating, school counselors and administrators host class meetings, workshops and assemblies with students to build a positive school environment.

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	66%						
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	81%						
	% of 7 th graders meeting or exceeding state standards in Math	70%						
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	84%						
	% of 8 th graders meeting or exceeding state standards in Science	86%						
	% of 8 th graders meeting or exceeding state standards in Math	67%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA : 6 th	80% will meet or exceed standard	ELA: 77% met or exceeded standard
ELA : 7 th	80% will meet or exceed standard	ELA: 81% met or exceeded standard
ELA: 8 th	78% will meet or exceed standard	ELA: 84% met or exceeded standard
Math: 6 th	75% will meet or exceed standard	Math: 66% met or exceeded standard
Math: 7 th	80% will meet or exceed standard	Math: 70% met or exceeded standard
Math: 8 th	75% will meet or exceed standard	Math: 67% met or exceeded standard
Science: 8 th	80% will meet or exceed standard	Science: 86% met or exceeded standard
Perception:	Teachers provide feedback to each other to help improve instructional practices. From: 76% (Agree Completely/Mostly) To: 90% (Agree completely/Mostly)	67% agree mostly/completely
Challenge:	ELA: 35% of students will achieve a level 4 on the SBA.	: 40% of 8 th grade students achieved a level 4 on the SBA : 43% of 7 th grade students achieved a level 4 on the SBA : 36% of 6 th grade students achieved a level 4 on the SBA

Narrative Reflection:

Please consider the following questions and prompts to guide your narrative reflection in ELA, Math, Science, Sub-Group, Challenge, and Perception. You can also include any additional questions your team has for any of these areas.

Process:

1. What scheduled activities supported the implementation of the CIP plan?
2. What process was used to analyze school and team level data?
3. What process was used to set school goals?

4. What process was used to monitor progress throughout the year?
5. What challenges did the school and teams face in implementing the CIP?

Content Areas:

1. Describe the school’s overall achievement in assessed areas (Literacy, Math, and Science).
2. Which data were different than anticipated (higher/lower) and which data were expected levels of achievement?
3. What aspects of each assessed area are cause for celebration?
4. What aspects of each assessed area will require specific focus for overall school growth?

Sub-Group:

1. Describe the school’s sub-group data in assessed areas.
2. Which sub-groups are demonstrating higher levels of growth/achievement?
3. Which sub-groups will require intentional focus to start reducing achievement gaps?
4. Which areas of your Sub-Group data are cause for celebration?
5. Which areas of your Sub-Group data require further attention and focus?

Challenge:

1. Describe your overall Challenge goal data.
2. Which areas of your Challenge goal data are cause for celebration?
3. Which areas of your Challenge goal data require further attention and focus?

Perception:

1. Describe your overall School Effectiveness data.
2. Which areas of your School Effectiveness data are cause for celebration?
3. Which areas of your School Effectiveness data require further attention and focus?

Narrative Reflection	
ELA	The 6 th grade team created Common Formative Assessments (CFA) and leveled them to have similar language. We also used rubrics. Within the leveled assessments we were able to offer Level 4 questions. CFAs allowed consistent data collection. For students that had not met standard, we scaffolded material. These CFAs all incorporated some type of writing to help them extend their thought process. It was difficult to find informational text to use at the 6 th grade level to assist in this type of reading/analysis as 6 th grade curriculum’s primary sources are primarily artifacts opposed to text. We did common formative and summative assessments. That is how we determined our progress throughout the year. The 7 th grade team created common assessments. We focused on

deliberate teaching and smaller groups of students. These groups were determined from MSP scores (those that were near L3).

The 8th grade team used common formative and summative assessments. We created common assessments and we chose target dates throughout the year that we administered our assessments. We would then analyze our data. We also focused on interventions with students who needed extra assistance reaching L3. We focused on inclusion of textual evidence throughout our instruction and assessments. We also developed protocols and common strategies (e.g. looking at primary sources) in instruction. We are proud that we met our overall goal. That is a really big deal! We are also proud that we had scores that were above the district average because that is an even bigger deal.

The challenge we faced was the unknown for what the SBA would look like. Using the MSP as a baseline, knowing that the test would be different, questioned the validity of the comparison. Proctoring the SBA was also challenging. (The length of the process, technology, carryover of notes from one day to the next). With MSP, there had been a variety of preparation resources (anchors, question stems, etc). This made it difficult to anticipate how to incorporate SBA structure into our instruction without similar resources. The students who were successful were the ones with strong foundational skills in writing. Direct writing instruction was helpful. Reading stamina helped to determine student success as well. This could possibly relate to their reading scores as the reading/writing questions were interconnected. Getting students to understand the questions themselves will be essential in determining their success. Many questions have multiple parts which could be confusing to some students. Getting them to stick with a multi-part question will be necessary. Getting them to use text based evidence to support their inferences will also be vital. They will need to be comfortable reading primary sources so they know how to read/interpret/analyze those types of texts will be important. Students need to understand the academic language to be able to interpret the questions and respond accordingly. We are proud that the students showed confidence throughout the testing process. We could improve on targeting our subgroups. We are on track with vertical alignment between the grades. Each team is currently thinking about what are the essential skills that we need to teach. We also think continuing to create common assessments will be a good strategy to stay on track with improving our scores. Knowing what the test looks like will also be helpful for us to target our instruction in the upcoming year. That is an advantage to last year when the test was altogether mysterious. Question: In trying to determine our claim strengths and weaknesses, we need released items from the SBA so that we know what the different questions look like for each claim. (E.g. what does a “research/inquiry” question look like vs. what is a straight “reading” question?).

Math

We reviewed overall 6th grade results and detailed results by subgroup. Each teacher did the same analysis on the results of her students. We also looked at our performance overall and for individuals on the three math claims. The 6th grade team selected the ratios strand as an area of focus for the year. We selected ratios because it is identified as one of two critical common core strands for 6th graders. Additionally, it is students' initial exposure to proportional and algebraic thinking and is critical to advanced studies in both math and science. We developed a common ratios assessment which we delivered as both pre and post assessments. We used the pre-assessment results to determine class and student needs and determine appropriate instructional strategies. We measured student growth using the post assessment results and were pleased with our results as over 85% of our students reached or exceeded standard. In order to address one of our challenges for the year, we used our weekly collaboration meetings to unpack and interpret the common core standards and to discuss and share instructional strategies. Although this work helped us to develop a better understanding of the definition and level of rigor of each standard, we believe this will continue to be a challenge we must address in 2015-2016. Our performance in Concepts and Procedures claim area was the lowest for all grades and we believe this is directly related to developing a deeper understanding of the expectations of each standard. The team observed a strong correlation of grades, homework completion, home support and attendance to individual scores. We plan to use homework club more frequently to address homework issues.

The 7th grade team believes their higher performance in the Communicating and Reasoning claim was a result of their heavy emphasis on perseverance problems this year. It was a direct result of their selection of perseverance as a goal for tracking student growth throughout the year. Because of the requirement for students to explain their reasoning and mathematical thinking in perseverance problems they present a natural opportunity to increase performance in this claim area and the positive impact is evident in their SBA results. We reviewed overall 7th grade results and detailed results by subgroup. Each teacher did the same analysis on the results of his or her students. We also looked at our performance overall and for individuals on the three math claims. The 7th grade team worked closely throughout the year during collaboration time and as needed to share student results, instructional strategies and assessments. Team challenges include developing a better understanding of the expectations of each common core standard as well as the level of rigor associated with each standard and related question on the SBA. Improving this understanding will be a focus for the team this year. 7th and 8th grade teams also face challenges with Algebra and Geometry students, as these curriculums do not cover some of the 7th and 8th grade common core standards. The team observed a strong correlation of grades, homework completion, home support and attendance to individual scores. We reviewed overall 8th

	<p>grade results and detailed results by subgroup. Each teacher did the same analysis on the results of his or her students. We also looked at our performance overall and for individuals on the three math claims. The 8th grade team performance was the highest in the Problem Solving and modeling claim. This level of performance on problem solving can be attributed to focus on perseverance problems as they present more complex situations that require students to think more broadly, determine relevant information and consider appropriate problem solving strategies. The 8th grade team worked closely throughout the year during collaboration time and as needed to share student results, instructional strategies and assessments. Team challenges include developing a better understanding of the expectations of each common core standard as well as the level of rigor associated with each standard and related question on the SBA. Improving this understanding will be a focus for the team this year. Teachers developed some supplementary materials to address the gaps but were limited by the time required to cover the algebra and geometry curriculums. The team observed a strong correlation of grades, homework completion, home support and attendance to individual scores.</p>
Science	<p>Last year we looked at MSP reading scores from 7th grade. We knew the students were capable and compared them from two years ago to last year and knew they were capable of 80%. We knew the cohort well because we had them in 6th and 7th grade. We looked at ELL and special education students to see which ones were struggling in reading. We used the variable pre-assessments (PGE) in 7th and 8th grade and monitored with formal lab reports. Some students were habitually absent. These students were often not available before and after school for help. This is especially challenging in science when so much of the work is hands-on in the classroom. We are proud that a lot of students we were concerned about based on previous academic performance, attitude and attendance, which met or exceeded standard. We also had more kids that exceeded standard than met standard. Differentiated instruction on a more regular basis via small groups for ELL, Special Ed and other struggling students. Students understanding general scientific content is challenging. Sometimes they haven't had the content in school for a couple of years. Other times they don't have the life experience to apply towards the content. Some ELL students have the content but not the language to transfer their experience. Putting extra effort during class into making connections with real world and prior academic experience will help.</p>
Sub-Group	<p>ELA- Hispanic students comprise our largest subgroup with the widest achievement gap. As a department, we exceeded/met most of our goals, however with our subgroups we did not even reach a halfway point to our goal. The biggest challenge for this group relates to vocabulary and we need to be able to concentrate more instruction on this skill. We also need to ensure student comprehension of academic language so that question comprehension does not impede on their response. We also want to encourage students to get in the habit of reading outside of</p>

	<p>school. This will help to strengthen their reading skills and language retention. Students can use graphic novels if they are ELL students because research shows that pictures help to provide context for the language they read.</p> <p>Math-The three grade levels will focus on the Hispanic and African American subgroups this year where our performance gaps were the largest. We believe that subgroup performance was affected by common core vocabulary terms that often cross content areas and will consider strategies to address this.</p>
Challenge	<p>We met our goal at all grade levels! We want to ensure that each classroom incorporates L4 questions throughout instruction and assessment. We want to make sure that L4 means higher level thinking and transfer, opposed to giving “more’ work. The questions should be age appropriate.</p>
Perception	<p>Collaboration time was used to create common assessments and check in on instructional strategies. The 6th grade teachers observed one another’s classes. Through collaboration groups, we found great success in common planning of assessments as well as the use of time to share out what was going well with lessons, what was not, and if classes were ahead/behind, how teachers could supplement to keep kids as the same pace. Collaboration was extremely beneficial in the 2014-2015 school year. Constant collaboration regarding best practices, curriculum and resources, student background and academic info, sharing lessons and strategies, sharing ideas for students that have worked previously, collaborating with grade level teams.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	71 % of RHMS students will score proficient or higher on the Spring 2016 ELA SBA.
Math: 6-8 Math	78% of RHMS students will score proficient or higher on the Spring 2016 Math SBA.
Science: 8 Science	75 % of RHMS students will score proficient and higher on the Spring 2016 Science MSP.
Achievement Gap	50% of African American and Hispanic or Latino students who scored a level 2 on the 2015 ELA Smarter Balanced Assessment will meet standard on the 2016 ELA Smarter Balanced Assessment.
College and Career Readiness	100% of 8 th grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.
School Effectiveness:	Teachers will provide feedback to one another to help improve instructional practices from 67% agree completely/mostly to 85% agree completely/mostly as measured on the Nine Characteristics Survey.
Attendance and Discipline:	<p>Attendance: 50% of the current 7th and 8th grade students who had chronic absenteeism (10% or more days absent) during the 2014-2015 school year as 6th and 7th graders and are showing signs of chronic absenteeism through the first quarter of the 2015-2016 school year (10% or more days absent so far) will increase their attendance rate by at least 2% from the 2014-2015 school year to the 2015-2016 school year.</p> <p>Discipline: The number of students who receive out of school suspensions will decrease by 20%. (15 or less students)</p>

Annual School Goals: Academic

Use this section to:

- 1. Describe the process the school used to determine the annual school goals.**

Literacy: We reviewed our SBA data, by student, as a department. We analyzed what instructional strategies lead to our success, as well as strategies that we could

use to help improve students who were not at standard. We selected critical reading and analysis as a focus at all grade levels.

Science: Teachers evaluated student results from last year and then they reviewed the list of current students. Based on the evaluation results, teachers predicted which students would be at or beyond standard on the 8th grade MSP. Teachers also discussed the skills that are being assessed on the MSP and which areas are most difficult for students.

Math: The math department met to analyze and reflect on 2014 – 2015 performance data. We began by working in grade level teams to review overall grade and subgroup performance. We used performance data to drive reflection and discussion on the effectiveness of our instructional strategies, targeted interventions and classroom practice. As a result, teams determined areas for continued or additional focus in 2015- 2016. Next, teams shared their experience and insights across grades. These insights and performance reflections were used to set 2015 – 2016 team goals.

2. Describe why these goals were selected.

Literacy: We selected these goals because critical reading skills align not only with the Common Core State Standard, but it is a skill that prepares students for the next level. It is a skill that transfers across disciplines as well as an important life skill.

Science: Based on the evaluation of where students are struggling historically on the Science MSP, the science team decided that focusing on the foundational skills that are common throughout all grades would ensure a unified focus that enable our struggling students to have focused instruction throughout grades 6-8 in preparation for the assessment in 8th grade.

Math: Goals were selected to address Smarter Balanced Assessment claim results and subgroup performance gaps.

3. How are you ensuring all students are receiving challenge and rigor?

Literacy: As a department, we are focusing on creating effective level 4 questions and tasks to ensure rigor. Working in our collaboration teams to develop common assessments allows us to work more effectively to do this.

Science: As students are mastering the basic concepts described in the individual grade level goals, teachers are challenging students with new skills that build upon the mastered skills.

Math: The math department uses a variety of classroom and school-wide processes to assure students receive challenge. All teachers differentiate by adjusting the level of rigor in both class work and homework assignments. Teachers also make optional challenge work available at all times either in their classrooms or on their Haiku

sites. The department offers a math club to all students interested in advanced math work and math competition.

4. How are you ensuring students receive necessary intervention?

Literacy: Using common formative assessments and analyzing data in our collaborative teams allows us to more effectively identify and target students who are struggling. We are using this data to determine next steps of intervention for these students. Some of these interventions include extra help during Pride Time, working with SPED and ELL teachers to make appropriate modifications, etc.

Science: Teachers are using common formative assessments at each grade level. Based on the results, students are provided with individual or small group re-teaching of the concepts. Students are also provided with extra support through Pride Time intervention.

Math: Teachers use collaboration time to discuss student performance and intervention needs. During this time, the school data team process is used to identify students who need intervention and to determine appropriate instructional strategies based on their performance gaps. Safety net students are discussed to assure alignment between general math teacher and safety net teacher. To meet student individual needs beyond the classroom, teachers offer before and after school assistance and pride time tutoring. Intervention needs are also addressed through safety net classes, homework cafe and Royal Scholars. Teachers use parent communications to solicit support for homework completion and to discuss specific academic needs.

5. Describe how you will progress monitor you Academic Annual School Goals

Literacy: Each grade level is administering common formative and summative assessments. In addition, we are using collaborative time to analyze the results of our students toward meeting these goals.

Science: The Academic Annual School Goals will be monitored through periodic content meetings where teachers will evaluate progress toward the goal and make decisions regarding the goal at these meetings.

Math: On an ongoing basis, teachers will use assessment data to monitor and reflect on student learning. Common formative assessment results will be used to determine intervention needs and to develop and share instructional strategies to ensure all students have mastered necessary concepts.

Annual School Goals: Achievement Gap

Use this section to:

1. Describe the process the school used to determine the annual school goals

This was a focus last year and we want to continue our work in this area. We reviewed by grade level all students who received a level 2 score on the 2015 ELA SBA. Next we identified which students are classified as African American, Hispanic or Latino in our Skyward student information system. We examined the

ELA Scale Score Ranges for Achievement Levels and compared those to the scale scores of the identified students. After looking closely at the ranges we decided that any selected 6th grade student with a scale score of at least 2490, any selected 7th grade student with a scale score of at least 2500 and any 8th selected 8th grade student with a scale score of at least 2520 will achieve a level 3 on the 2016 ELA SBA.

2. Describe why you selected this sub group/s.

These groups were selected because historically they have underperformed their peers and there are a disproportional results. We would like to see a similar spread of data across all student race/ethnicity categories.

3. How are you ensuring students receive necessary intervention?

Given that the students received a level 2 on the 2015 ELA SBA they have been placed in an ELA Safety Net class as one of their 6 classes for the day given that they are not already receiving ELL services and/or have an IEP with reading/writing goals and are in a special education class.

4. Describe how you will progress monitor this sub group/s.

We will review student grades at each mid-quarter and quarter grading periods. We will also use results from the common formative assessments as well as teacher input from the ELA, Safety Net, ELL and Special Education classrooms. Designated staff members will check in bi-weekly with the selected students beginning in January 2016.

Annual School Goals: College and Career Readiness

Use this section to:

1. Describe why you selected your goal
This goal is new to us. Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented.
2. Describe how you will progress monitor your goals throughout the school year.
We will administer the survey in Career Cruising and follow up with any students who do not complete the survey. In addition, we will make sure students have a record of their results.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal.
This was an area that was significantly lower than all others on the 2015 9 Characteristics Survey. We want shared leadership and learning at RHMS and want to ensure that teachers are not working in isolation. We are all in this together and can learn so much from one another.
2. Describe how you will progress monitor your goals throughout the school year.

Teachers work in collaboration groups that do a quarterly data analysis review of a common formative assessment. Through this process, teachers identify successful instructional strategies and determine additional strategies to provide support to students who are not yet proficient. In addition, we have hosted staff meetings where teachers are explicitly teaching their colleagues different strategies. This year we would also like to re-implement peer observations.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline

Attendance: This goal was selected because we want to focus on students who are demonstrating a pattern of chronic absenteeism (10% or more per year) during the 2014-2015 and 2015-2016 school years with the intent of improving student attendance during the 2015-2016 school year. We want students to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.

Discipline: We had 20 students receive one or more out of school suspensions during the 2014-2015 school year and want to decrease this number. Some of these students are the same students we are targeting within our attendance goal.

2. Describe how you will progress monitor each goal

Attendance: Weekly review of identified students' attendance. See strategies for more information.

Discipline: Suspension reviews at mid and end of quarter checkpoints. See strategies for more information.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	Literacy
<i>Strategy to support goals</i>	Weekly one on one instruction to targeted students-pullout model; targeted small group instruction, full staff professional development on explicitly teaching academic vocabulary to students in all content areas, identification by grade level as to which content areas are teaching which words, full staff professional development on SIOP vocabulary strategies, parent education on academic vocabulary through meeting and parent newsletter Grade level teams uses common formative assessments to collaborate on identifying student intervention needs and developing appropriate instructional strategies to address them.
<i>Professional Learning needed</i>	Differentiated instruction within the Common Core Standards, Continued ideas on incorporating SIOP strategies within all classroom settings
<i>Resources needed</i>	Common Core Standards document; supporting curriculum <ul style="list-style-type: none"> • <u>Visible Learning for Teachers</u> by John Hattie • <u>Building Academic Vocabulary</u> by Robert Marzano • <u>Vocabulary for the Common Core</u> by Robert Marzano
<i>Responsible individual or team</i>	ELA Department; Brenda Sierer-small group instruction; Safety Net teachers, all teachers

<i>Goal Area</i>	Math
<i>Strategy to support goals</i>	<p>Math teachers provide students with perseverance problems that are designed to improve students' ability to analyze complex problems and as practice in explaining their mathematical thinking verbally and in written form. These problems are part of a strategy to address skills required by the SBA performance task.</p> <p>Grade level teams uses common formative assessments to collaborate on identifying student intervention needs and developing appropriate instructional strategies to address them</p> <p>Teachers use online tools such as IXL to reinforce the math skills required to perform more complex math tasks and as a intervention tool to target specific skill deficits identified by formative assessments.</p> <p>Math department teachers use a heterogeneous group work strategy (Complex Instruction) designed to assure equitable group work participation. This method facilitates the use of peer teaching and collaboration as well as group reflections as instructional strategies designed to assure the success of all students.</p>

	The math department provides math homework sessions, before and after school one to one tutoring to help students who need add additional math support.
<i>Professional Learning needed</i>	Unpacking the common core standards to improve our understanding of the required balance between conceptual and procedural instruction, the appropriate level of rigor and the implementation of the mathematical practices. Classroom strategies for incorporating the mathematical practices into daily instruction and for increasing student performance on the SBA performance task.
<i>Resources needed</i>	CCSS aligned curriculum. Intervention (Safety Net) curriculum.
<i>Responsible individual or team</i>	All members of the math department, CIP team

Goal Area	Science
<i>Strategy to support goals</i>	Science collaboration teams and grades 6 – 8 have similar goals that focus on the mastery of identifying variables within scenarios and writing hypotheses. These skills are critical for all grade levels and by reinforcing the mastery of them throughout all grades, older students are receiving review to keep those skills strong and struggling students are continuing to get reinforcement throughout their middle school years. Grade level teams uses common formative assessments to collaborate on identifying student intervention needs and developing appropriate instructional strategies to address them
<i>Professional Learning needed</i>	The science team would benefit from additional learning in the area of formative assessment ideas that can be administered and evaluated quickly.
<i>Resources needed</i>	The science team would like additional resources that will supplement our in class instruction, such as worksheets that reinforce the skills we are teaching.
<i>Responsible individual or team</i>	Each of the science teachers is responsible for working towards the goal.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Collaboration teams meet weekly to plan curriculum, instruction and assessment. At least once quarterly, collaboration teams analyze the data together for a common formative assessment and identify successful teaching strategies. In addition, once per month, at least one staff member hosts a staff meeting where they model instructional strategy(ies). Lastly, we are looking at a way to implement peer observations on a regular cycle.
<i>Professional Learning needed</i>	Continued work on team dynamics and process when focusing on student data
<i>Resources needed</i>	Time, peer observation protocol

<i>Responsible individual or team</i>	CIP team, admin team, all staff
---------------------------------------	---------------------------------

Goal Area	Discipline
<i>Strategy to support goals</i>	Utilize other consequences such as after school detention, Wednesday School and In-School suspension in lieu of out-of school suspension. Review quarterly restorative justice strategies as an admin team. Plan to train all staff on restorative justice philosophy and strategies for 2016-2017 school year.
<i>Professional Learning needed</i>	Restorative justice training for staff
<i>Resources needed</i>	LEAP or staff meeting time to train staff, Skyward information system to retrieve suspension data
<i>Responsible individual or team</i>	Admin team

Goal Area	Attendance
<i>Strategy to support goals</i>	Meet with counselors to discuss identified students and determine extenuating circumstances in order to identify additional support needed for students. Meet bi-weekly with identified students to discuss progress, challenges and next steps.
<i>Professional Learning needed</i>	None
<i>Resources needed</i>	Skyward Information System for grade and attendance information, connection to community resources as needed.
<i>Responsible individual or team</i>	Admin team, counselors, BECCA coordinator.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

This is one of the more challenging things to determine as part of this plan. The challenge comes in **authentically** involving parents, families and the community in the CIP process. The administration will work with other Lake Washington Learning Community schools to devise strategies to **involve** these stakeholders in the Continuous Improvement Process.

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

Include information and strategies in the weekly parent newsletter and host parent meetings that specifically address the goals and strategies being implemented to achieve those goals. An example from that this year is a principal chat for parents that covered our focus on academic vocabulary as a school and how parents can help their students with academic vocabulary at home. This has been followed up by a “word of the week” in the parent newsletter that is an academic vocabulary word. We will create a running list of academic vocabulary words that will be on our website for parent/student reference. The administration will work with other Lake Washington Learning Community schools to devise a strategy to inform our community about the Continuous Improvement Process.

Continuous Improvement Process Plan

Lake Washington High School

12033 NE 80th St
Kirkland, WA 98033

425-936-1700

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

2015-16



Christina Thomas, Principal
Lloyd Higgins, Associate Principal
Brian Story, Associate Principal
Kia DuNann, Associate Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 3
CIP Reflection: Evaluate Outcomes -----	Page 4
Annual School Goals -----	Page 8
Instructional Strategies and Required Resources -----	Page 10
Parent, Family, and Community Involvement -----	Page 11

DESCRIPTION OF SCHOOL

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

Lake Washington High School received a Washington Achievement Award for the fourth year in a row. We are very proud of the academic accomplishments of our students and the continued focused work of our staff. The state adopted the Smarter Balance Assessment this past year. Juniors were to take the English Language Arts and Math assessments while the sophomores took the English Language Arts Assessment. This test replaced the previous High School Proficiency exam. Our students performed above the state average for both tests. Of the 450 students who took the English Language Arts test, 80% of them were proficient. This assessment measures reading, writing, listening and research skills. Our Advanced Placement scores are at a five year high. 74.8% of the AP students who took an AP exam scored at a level 3 or better. This exceeds the state and global average by over 10%!

As a staff, we have focused our work on alignment of curriculum to the Common Core Standards. Teachers create common assessments to measure student growth throughout the year. Teachers implement a variety of intervention strategies to assist our struggling learners.

We continue to examine our course offerings to meet the changing global workplace. Students have many opportunities to select challenging coursework. We have recently added Advanced Placement Computer Science to our other 12 Advanced Placement Options.

Student Composition	
Asian	11.3%
African American	1.9%
Hispanic	11.5%
Native American	0.2%
Caucasian	69.2%
Pacific Islander	0.1%
Two or More Races	5.8%
Special Ed	13.5%
Transitional Bilingual	1.9%
Free/Reduced Lunch	16.2%
Male/Female	51/49%

School Enrollment	
October 2013	1,441
October 2014	1,407

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	NA	NA					
	% of 10 th graders accumulating 12.0 credits	76	83					
	% of 10 th graders meeting or exceeding state standards in Literacy	92.8						
	% of 10 th graders meeting or exceeding state standards in Math	83						
	% of 10 th graders meeting or exceeding state standards in science	83						
High School Students Graduating Future Ready	Graduation rates	On time	91%					
		Extended	90.4					
	% of graduates passing a dual credit course	Data not avail						
	% of graduates enrolling in post-secondary institution within 2 years of graduation	Data not available						

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	71	93					
	On Track: Math	52	78/89					
	On Track: Science	65	90					
	On Track: Grad Req's	91	NA					
	On Track: Credits	91	75					
11th Grade Students	On Track: Literacy	68						
	On Track: Math	57	87/92					
	On Track: Science	65	76					
	On Track: Credits	76	76					

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2014 Outcomes:

Data

	Goal	Achievement
12th Grade: Reading	100%	100% of students enrolled at the end of the year met the requirement.
12th Grade: Writing	100%	100% of students enrolled at the end of the year met the requirement.
12th Grade: Geometry and Algebra	100	Two students did not meet standard in math
12th Grade: Biology	100	One student did not meet standard in Biology
12th Grade: Graduation Requirements	100%	91% of students graduated
12th Grade: Credits	100%	91% of students graduated
12th Grade: On Time Graduation	100%	91% of students graduated
11th Grade: Reading	100%	Of the 32 students who needed to retake 19 met standard
11th Grade: Writing	100%	Of the 33 students who needed to retake 22 met standard
11th Grade: Geometry and Algebra	100%	Of the 34 students who needed to retake, 12 met standard
11th Grade: Biology	100%	Of the 20 students who needed to retake 6 met standard
11th Grade: Graduation Requirements	100%	Aside from state testing and credits there are no other grad requirements. See other data points.

11th Grade: Credits	100%	95 students were not on track with credits at the end of their junior year
10th Grade: ELA	N/A	86.9% met standard on SBA
10th Grade: Math	N/A	Of the 33 students who were not at standard, 13 met standard during retakes
10th Grade: Biology	100%	75% of students met standard
9th Grade: ELA	N/A	N/A
9th Grade: Math	N/A	Click here to enter text.
9th Grade: Credits	100%	Click here to enter text.
9th Grade: Biology	100%	Click here to enter text.
Sub-Group:	92%	75%%
Challenge:	75%	66%
Perception:	95%	95%

Narrative Reflection:

Please consider the following questions and prompts to guide your narrative reflection in ELA, Math, Science, Sub-Group, Challenge, and Perception. You can also include any additional questions your team has for any of these areas.

Process:

1. What scheduled activities supported the implementation of the CIP plan? *The CIP implementation is aligned to Content teams. Content teams use a Cycle of Inquiry to guide their lessons. In grades 9 and 10 the core content teams have been trained in the data team process. They use this process to intervene based on real time data.*
2. What process was used to analyze school and team level data? *Teachers met in departments and content teams to complete a data review.*
3. What process was used to set school goals? *Each content team and department is required to write SMART goals using a PLC document.*
4. What process was used to monitor progress throughout the year? *Teams monitor process using a progress monitoring form.*
5. What challenges did the school and teams face in implementing the CIP? *The CIP uses state testing data which at the high school is not current enough. We only test once in four years so often we are comparing apples to oranges in terms of cohort groups.*

Content Areas:

1. Describe the school’s overall achievement in assessed areas (Literacy, Math, and Science). *Overall our students tend to do well on state tests. This year was challenging with the switch to SBA. Science achievement did drop this year which is interesting.*

2. Which data were different than anticipated (higher/lower) and which data were expected levels of achievement? *Literacy and Math were as expected and followed the trends of past years. This year's science scores were lower.*
3. What aspects of each assessed area are cause for celebration? *One celebration is our AP scores which had an average of 75% of students earning 3 or higher on the AP exams. This is 10% higher than in past years.*
4. What aspects of each assessed area will require specific focus for overall school growth? *We need to develop interventions for students who are not at standard. There are less than 100 of these students but those are the ones we are focusing on. These are largely sped students or ELL.*

Sub-Group:

1. Describe the school's sub-group data in assessed areas. *Our Hispanic students performed better than expected on the SBA. 75% were proficient of the 37 students in this category for 10th grade. There is still an achievement gap, as 91.7 % of our white students were proficient.*
 2. Which sub-groups are demonstrating higher levels of growth/achievement? *Our African American students did the best but there were only 4 students. 100% of them met standard.*
 3. Which sub-groups will require intentional focus to start reducing achievement gaps? *We are continuing to focus on our Hispanic students as they are the largest minority group.*
 4. Which areas of your Sub-Group data are cause for celebration? *Hispanic students continue to show gains in Literacy.*
 5. Which areas of your Sub-Group data require further attention and focus? *Math will require further attention and focus.*
-
1. Describe your overall Challenge goal data. *Our challenge goal was around our Hispanic students. See above answers for sub groups.*
 2. Which areas of your Challenge goal data are cause for celebration? *Every year our scores go up, but still not where we want to be, as our scores indicate.*
 3. Which areas of your Challenge goal data require further attention and focus? *More connections with entering Ninth Grade students and their families. Continuation with our Hispanic Intervention Programs to make stronger relational connections.*

Credits:

1. Describe your 9th and 10th grade credit data. *74% of our 10th graders are on track with credits. 83% of last year's 9th graders were on track for credits.*
2. What were some of the barriers for 9th grade students not attaining 6 credits and 10th grade students not attaining 12 credits? *Barriers are lack of homework completion, students with special needs and low skills.*
3. What were the strategies used to help support students struggling in credit attainment? *We have implemented a longer tutorial for this year with specific focus on students failing. We have implemented data teams and safety net classes to address skill deficit. We are continuing to engage families to work with students as well.*

On-Time Graduation:

1. Describe your on-time graduation data. *91% of our students graduated last year.*
2. Which areas of your on-time graduation data are cause for celebration? *The fact that 91% graduated.*
3. Which areas of your on-time graduation data require further attention and focus? *We still are not at 100% which is our goal. We need to disaggregate the data to determine which students and why.*

Perception:

1. Describe your overall School Effectiveness data. *Our school effectiveness data reflected a general rise on all characteristics. Staff all agree that the school has a clear sense of purpose. They also all agree that the school's primary emphasis is improving student learning.*
2. Which areas of your School Effectiveness data are cause for celebration? *Teachers routinely work together to plan what is taught has been a focus of our content teams. 90% of staff feel we do this on a regular basis.*
3. Which areas of your School Effectiveness data require further attention and focus? *Students are consistently challenged by a rigorous curriculum is an area that we need to explore further. The perception data indicates that there is a drop from last year.*

Narrative Reflection	
9-12 Reading	Students continue to do well in reading with between 80-95% of students meeting standard
9-12 Writing	Students are doing well in writing between 85-95% of students are meeting standard
9-12 Math	Math is an area for improvement. Students are meeting standard but not on the first attempt. The rate is about 75% in math

9-12 Science	Science has usually been higher than this past year scores indicate.
Sub-Group	Our Hispanic group are showing improvement but there is still a significant gap.
Challenge	Hispanic students are our challenge group
9th-10th On Track: Credits	The majority of students are on track as indicated above. We have implemented more tutorial time during the school day.
12th Grade: On Time Graduation	91% of our students last year graduated. This is good but we would like 100%.
Perception:	90% of the staff agree that they routinely work together to plan what will be taught.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy:	88% of last year's 10 th graders were proficient. 95% of this year's 11 th graders will be proficient based on spring testing.
Math:	Because most students have passed the EOC for Algebra or Geometry we don't anticipate a high number taking the SBA. 95% of all students will be proficient in math for graduation.
Science:	75 % of students were proficient last year. This year we want to raise that to 85%
Achievement Gap	Improve achievement of Hispanic students from 28% not meeting standard on SBA to 10% not meeting standard on SBA
On-Track Credits:	100% of 9 th grade students will be on track for graduation.
College and Career Readiness	100% of 9 th graders will complete activities for High School and Beyond in Career Cruising.
School Effectiveness:	The school uses a system to obtain a variety of perspectives when making decisions. 10% of staff indicated disagree.
Attendance and Discipline:	Improve attendance of 9 th grade students from 29% at risk with 4 plus absences to 20% with 4 plus absences

Annual School Goals: Academic

Use this section to:

1. Content teams and departments reviewed data.
2. The goals are aligned to the assessments at the state level
3. Most content teams use a four point scale and are developing success criteria to ensure students are working to achieve the highest standard if appropriate.
4. We have embedded an intervention time into the school day as well as created various team- taught Safety Net classes
5. Each content team will be monitoring their Smart Goals that support the overall CIP plan.

Annual School Goals: Achievement Gap

Use this section to:

1. As a school we looked at all of our data regarding sub groups.
2. Our largest sub group is Hispanic and they are under achieving based on state test scores.
3. Each department has written a SMART goal around their Hispanic students
4. We will look at grades during grading periods as well as attendance.

Annual School Goals: On-Track Credits

Use this section to:

1. Our goal was based on the 24 credit requirement for the class of 2019.
2. We are pulling quarter grades by subject and teacher and working with the content teams and counselors for interventions.

Annual School Goals: College and Career Readiness

Use this section to:

1. This is the first year for the new HS and Beyond requirement with specific expectations for 9th graders
2. We have two advisors and counselor who will monitor individual student progress.

Annual School Goals: School Effectiveness

Use this section to:

1. Ten percent of staff disagree that the school uses a system to obtain a variety of perspectives when making decisions.
2. Building leadership will work to develop a clearly articulated system and then monitor through the year.

Annual School Goals: Attendance and Discipline

Use this section to:

1. We chose this goal to ensure success at the 9th grade level. Over one quarter of our 9th grade students are at risk based on the factor of attendance.
2. We have identified the 9th grade students. We will be looking closely at the attendance of each student and determining cause of absences.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	A)Use of data team process for grades 9-11 in English, Social Studies, Science and math. B)School wide focus on using evidence to support answers.
<i>Professional Learning needed</i>	A)Teachers having release to go through data team process and align work to the standards B) All teachers introducing/ using with classes.
<i>Resources needed</i>	See above
<i>Responsible individual or team</i>	English and Social Studies content team leaders and Christina Thomas and admin team, counselors

Goal Area	Math
<i>Strategy to support goals</i>	Data team process in Algebra, Geometry and Algebra 2
<i>Professional Learning needed</i>	Teachers having release to go through data team process and align work to the standards
<i>Resources needed</i>	See above
<i>Responsible individual or team</i>	Math content team leaders and Christina, admin team and counselors

Goal Area	Attendance
<i>Strategy to support goals</i>	Identify 9 th grades students with 4 or more absences. Determine cause of absences. Where appropriate meet with parents and students to develop action plan to improve attendance.
<i>Professional Learning needed</i>	Strategies to impact attendance that are in Locus of Control for High School
<i>Resources needed</i>	Time and support
<i>Responsible individual or team</i>	Admin team and counselors

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Building Leadership will develop a system to obtain a variety of perspectives when making decisions.
<i>Professional Learning needed</i>	Unsure
<i>Resources needed</i>	Unsure
<i>Responsible individual or team</i>	Building Leadership and admin team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Parents will be informed through PTSA meetings, Kang Crier articles and quarterly meetings with Christina.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Same as above.

Continuous Improvement Process Plan

Emerson K-12

10903 NE 53rd
Kirkland, WA 98033

425-936-2311

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

2015-16



Nell Ballard-Jones, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
CIP Reflection: Evaluate Outcomes -----	Page 3
2015-16- Annual School Goals -----	Page 6
Instructional Strategies and Required Resources -----	Page 8
Parent, Family, and Community Involvement -----	Page 9

DESCRIPTION OF SCHOOL

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

Emerson K-12's (EK12) Continuous Improvement Plan was designed to set goals and objectives to improve student learning as measured by the Smarter Balanced Assessment (SBA), Measurement of Student Performance (MSP), End of Course Exam(s) (EOC), and High School Proficiency Exam (HSPE) that are administered each spring. Overall, our students score well in writing and in reading in both comprehension and in analyzing and interpreting both literary and informational text. Many students, however, opt out of the math tests so our scores don't adequately reflect content and skill mastery among our students.

This year, we will continue to focus on educating parents about the importance of assessment data across content areas and increasing opportunities for rigorous academic coursework. Additionally, our professional development will continue to intentionally focus on increasing our capacity to support parents in the transition to standards based teaching, learning, and assessing using the Common Core State Standards (CCSS) and NGSS science standards as the foundation for our standards-based work.

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Reading: K-2	100% of K-2 students will participate in DIBELS	100% participated in at least one of the DIBELS assessments
ELA: 3 rd	70% participation 75% achievement	5/14 participated (36%) 100% proficient
ELA: 4 th	85% participation 80% achievement	4/7 participated (57%) 50% proficient
ELA: 5 th	65% participation 85% achievement	3/12 participated (25%) 100% proficient
ELA: 6 th	75% participation 80% achievement	6/17 participated (35%) 50% proficient
ELA: 7 th	80% participation 85% achievement	7/15 participated (47%) 71% proficient
ELA: 8 th	95% participation 70% achievement	10/16 participated (63% participated) 70% proficient
ELA: 9 th	NA	NA
ELA:10 th	78% participation 100% achievement	5/10 participated (50%) 100% proficient
ELA: 11 th	57% participation 100% achievement	0/9 participated (0%) NA
ELA: 12 th	NA (all previously passed HSPE)	NA
Math: 3 rd	70% participation 70% achievement	4/14 participated (29%) 50% proficient
Math: 4 th	80% participation 65% achievement	4/7 participated (57%) 25% proficient
Math: 5 th	65% participation 70% achievement	2/12 participated (17%) 50% proficient

Math: 6th	70% participation 75% achievement	5/17 participated (29%) 80% proficient
Math: 7th	75% participation 70% achievement	8/15 participated (53%) 38% proficient
Math: 8th	86% participation 60% achievement	10/16 participated (63%) 30% proficient
Math: 9th	NA	NA
Math: 10th	NA (all student previously passed EOC)	NA
Math: 11th	20% participation 75% achievement	NA
Math: 12th	NA	NA
Science: 5th	45% participation 75% achievement	2/12 participated (17%) 100% proficient
Science: 8th	85% participation 100% achievement	8/16 participated (50%) 50% proficient
Science: 9th	1/1 (100%) participation 100% achievement	3/8 participation 38% (increase is due to changed enrollment) 100% proficient
Science: 10th	44% participation 100% achievement	1/10 participated (10%) 100% proficient
Science: 11th	NA (none eligible in fall when goals set)	1/9 participated (11%) 100% proficient
Science: 12th	NA	NA
Sub-Group:	Our school is so small, we continue to focus on goal setting based on individual students.	NA
Challenge:	Not included in previous CIP	NA
Perception:	87.5% of staff agree slightly or mostly with Assessment results are used to determine professional activities Change to 100% mostly/completely agree	2015 LWSD survey did not ask the same questions so directly comparable data isn't available.

	<p>75% of staff agree slightly or mostly that staff members get help in the areas they need to improve.</p> <p>Change to 100% mostly/completely agree</p>	
--	---	--

Narrative Reflection	
ELA	Our biggest challenge continues to be test participation – with the implementation of the SBA last spring, we had a higher than normal rate of students opting out of the exam. Of our 3 rd , 5 th , and 10 th graders, all who participated met proficiency. Many of the students who did not test and did not meet proficiency were not enrolled in literacy classes at EK12. We are optimistic that the new structure and schedule will encourage higher levels of participation because more students are taking all/most of their core content with EK12 teachers.
Math	Our biggest challenge continues to be test participation – with the implementation of the SBA last spring, we had a higher than normal rate of students opting out of the exam. At the high school level we expect to continue to have low participation rates in the math SBA because 10 th – 12 th grade students can meet this graduation requirement by passing EOC exams. The most common claim area where students struggled is in concepts and procedures so will need to be a deliberate focus this year. We have more students taking math at EK12 than in previous years, so this should also support improvement work in this area.
Science	Most students who tested in science (regardless of grade level) met proficiency in science which is indicative of the numbers of students who were enrolled in EK12 science classes.
Sub-Group	Based on our small size we generally don't make sub-group goals.
Challenge	Did not set challenge goal on previous CIP
Perception	The survey did not ask the same questions as previous surveys so unable to adequately reflect on perception goals.

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	All students will improve DIBELS scores by at least one level at EOY testing.
Literacy: 3-5 ELA	All students will remain at standard or improve by 0.5 on SBA.
Science: 5th Science	All 17 students will score a 3 or better.
Literacy: 6-8 ELA	All students scoring at a 1 or 2, will improve by one level on this year's SBA. Students scoring a 3 or 4, will remain at standard.
Math: 6-8 Math	All students scoring at a 1 or 2, will improve by one level on this year's SBA. Students scoring a 3 or 4, will remain at standard.
Science: 8 Science	70% of 25 students will score a 3 or better.
9th -12th grade ELA	All students scoring at a 1 or 2, will improve by one level on this year's SBA. Students scoring a 3 or 4, will remain at standard.
9th – 12th Math	All students scoring at a 1 or 2, will improve by one level on this year's SBA. Students scoring a 3 or 4, will remain at standard.
Biology EOC	80% of students participating in the EOC will score 3 or better.
Achievement Gap	All 3-8, 11 th grade special education students will improve performance on SBA assessments by one level.
College and Career Readiness: 6-12	All 8 th graders will successfully complete identified Career Cruising activities June 2016. All 12 th graders will successfully complete the Resume builder activity in Career Cruising by June 2016.
On-Track Credits 9-12:	All 9-11 graders continuously enrolled in full-time program will earn 6 credit by June 2016. All 12 th who start the year with 15 or more credits who are seeking a LWSD diploma will graduate by June 2016.
School Effectiveness:	Staff will work together with parents to implement the monthly learning plan updates, with the goal of 100% monthly submission.
Attendance and Discipline:	Each Learning Plan Advisor will have a 100% completion rate of contacting home of those students who reach 5 unexcused absences/tardies. 100% of the certificated staff (contract staff will be invited) will explore restorative justice practice by spring of 2016 to see if it applies to Emerson K12.

Annual School Goals: Academic

Use this section to:

1. Describe the process the school used to determine the annual school goals.
Based on previous SBA scores and Dibels scores, we set our new goals.
2. Describe why these goals were selected.
They were measurable and attainable.
3. How are you ensuring all students are receiving challenge and rigor?
Providing differentiated instruction and assignments.
4. How are you ensuring students receive necessary intervention?
Monthly Progress Reports for all students not making progress. Also frequent staff consults.
5. Describe how you will monitor your Academic Annual School Goals.
We will review these goals quarterly and execute PGE plans which directly connect to academic goals.

Annual School Goals: Achievement Gap

Use this section to:

1. Describe the process the school used to determine the annual school goals
Considering individual students on IEP's we set a reasonable goal which aligns with SPED goals.
2. Describe why you selected this sub group/s.
SPED students generally scored lower.
3. How are you ensuring students receive necessary intervention?
SPED support in classroom, in pull-out, Wednesday support and quarterly updates.
4. Describe how you will progress monitor this sub group/s.
Quarterly updates.

Annual School Goals: College and Career Readiness

Use this section to:

1. Describe why you selected your goal.
Implementing new college and career curriculum as provided by district.
2. Describe how you will progress monitor your goals throughout the school year.
Career Cruising curriculum allows Advisory teachers to monitor the progress.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal.

Monthly progress reports are a legal requirement, and in the past it was difficult to get parent compliance.

2. Describe how you will progress monitor your goals throughout the school year.
Monthly checks by Learning Plan advisor to see who is in compliance.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline.
Attendance is correlated to poor student achievement.
2. Describe how you will progress monitor each goal.
Monthly attendance checks.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Monitor and analyze formative and summative assessment data.
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	Additional time and funds for release time would be helpful
<i>Responsible individual or team</i>	Literacy teachers

Goal Area	Math
<i>Strategy to support goals</i>	Monitor and analyze formative and summative assessment data
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	Time and funds for release time would be helpful.
<i>Responsible individual or team</i>	Math teachers

Goal Area	Science
<i>Strategy to support goals</i>	Monitor and analyze formative and summative assessment data
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	Additional time and funds for release time.
<i>Responsible individual or team</i>	Science teachers

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Principal email reminder on 1 st of each month. Principal follow up with parents who have not submitted by the 15 th of each month. LP Advisors direct contact with advisees.
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	NA
<i>Responsible individual or team</i>	Principal and all LP advisors

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Email and direct communication in bi-monthly newsletters, during monthly Washington State Student Learning Plan meetings, and in PTA meetings.

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

Same as above

Continuous Improvement Process Plan School Goals

Emerson High School

10903 NE 53rd St.
Kirkland, WA 98033

425-936-2300

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

2015-16



Ballard-Jones, Nell
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>	<u>Due Date</u>
Description of School	Page 2	November 6
CIP Reflection: Evaluate Outcomes	Page 5	November 6
Annual School Goals.....	Page 9	November 6
Instructional Strategies and Required Resources.....	Page 12	November 6
Parent, Family, and Community Involvement	Page 13	November 6

Description of School

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

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

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

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

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	46%						
	% of 10 th graders accumulating 12.0 credits	31%						
	% of 10 th graders meeting or exceeding state standards in Literacy	75%						
	% of 10 th graders meeting or exceeding state standards in Math	75%						
	% of 10 th graders meeting or exceeding state standards in science	57.1%						
High School Students Graduating Future Ready	Graduation rates	On time	55%					
		Extended	76%					
	% of graduates passing a dual credit course	16/16 enrolled in dual credit classes						
	% of graduates enrolling in postsecondary institution within 2 years of graduation	Not known						

CIP REFLECTION: EVALUATE OUTCOMES

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

	Goal	Achievement
12th Grade: Reading	Of the 9 students eligible to test in November, 8 will pass HSPE.	0/2 passed HSPE (spring administration)
12th Grade: Writing	Of the 9 students eligible to test in November, 8 will pass HSPE.	75% (3/4) passed HSPE
12th Grade: Geometry and Algebra	Of the 9 students eligible to test in November, 7 will pass math EOC.	EOC Algebra: 1/1 passed (100%) EOC Geometry: Not tested
12th Grade: Biology	Of the 4 students eligible to test in November, 4 will pass math EOC	Not tested
12th Grade: Graduation Requirements	No goal in this area in previous CIP plan	40%
12th Grade: Credits	No goal in this area in previous CIP plan	20%
12th Grade: On Time Graduation	No goal in this area in previous CIP plan	55%
11th Grade: Reading	Of the 8 eligible to test in November, 7 will pass HSPE.	100% passed HSPE (4/4) SBA ELA: NA (students opted out)
11th Grade: Writing	Of the 8 eligible to test in November, 7 will pass HSPE	71.4% passed HSPE (5/6) SBA ELA: NA (students opted out)
11th Grade: Geometry and Algebra	Of the 9 eligible to test in November, 7 will pass EOC or SBA math.	EOC Algebra: 28.6% EOC Geometry: 0% (0/1 passed) SBA Math: (students opted out)

11th Grade: Biology	Of the 10 eligible to test in November, 7 will pass HSPE.	None tested
11th Grade: Graduation Requirements	No goal in this area in previous CIP plan	68%
11th Grade: Credits	No goal in this area in previous CIP plan	27%
10th Grade: ELA	No goals as we didn't know 10 th graders would have opportunity to take SBA ELA exam	75% met or exceeded standard.
10th Grade: Math	Of the 2 students eligible to test in November, 2 will pass.	EOC Algebra: 0/1 passed EOC Geometry: 1/1 passed
10th Grade: Biology	Click here to enter text.	12/16 passed (75%)
9th Grade: ELA	Not Tested	Not Tested
9th Grade: Math	Of the 9 eligible to take EOCs in November, 7 will pass	EOC Algebra: 42.9% (3/7)
9th Grade: Credits	No goal in this are in previous CIP	6 of 13 (46%) 9 th graders earned 6 credits*
9th Grade: Biology	No goal area goal in this area in previous CIP.	80% met or exceeded standard
Sub-Group:	NA (based on small size of our school, we will continued to focus on individual student growth based on the specific students we have in classes.	NA

Challenge:	85% 11 th graders eligible to take the Smarter Balanced Assessment in ELA will participate in the exam (regardless of previous passes on the HSPE)	1/29 took ELA SBA 2/29 took math SBA
Perception:	Teachers provide feedback to each other to help improve instructional practices (Q44) From weighted score of 3.25 to weighted score of 3.75 Staff routinely work together to plan what will be taught (Q27)	The 2015 LWSB survey did not use the same questions as on previous surveys when the perception goals were baselined.

Narrative Reflection	
9-12 Reading	Our students show strength in their composition of full persuasive texts as well as identifying central ideas in informational reading. Our areas of needed improvement continue to be in the area of test attendance/participation – without increased participation it is nearly impossible to identify valid and reliable trend data for individual students and the whole school.
9-12 Writing	Our students show strength in their composition of full persuasive texts as well as identifying central ideas in informational reading. Our areas of needed improvement continue to be in the area of test attendance/participation – without increased participation it is nearly impossible to identify valid and reliable trend data for individual students and the whole school.
9-12 Math	Our tested students performed well in the target areas of number and quantities and exponents. Specific areas where our students struggled are in building functions that involve a relationship between two quantities. We anticipate that our SBA data will continue to be limited due to “opt outs” by students who can still meet their graduation requirement by passing the Year 1 or Year 2 End of Course Exam.
9-12 Science	Science scores generally look good . 80% of our 9 th graders passed the Biology EOC. The strands of processes within cells and mechanisms of evolution are where students scored lower than other assessed areas.
Sub-Group	Given our small size, we generally do not make sub-group goals.

Challenge	While we've continued to encourage participation in the new SBA assessment, it is incredibly difficult to get students and parents to buy-in to testing when the student has already met that particular graduation requirement with the HSPE or EOC. We anticipate this will continue for a couple years until the HSPE and EOC exams are no longer accepted options.
9th-10th On Track: Credits	9 th & 10 th graders who were enrolled for the entire year did well in credits earned. Because many of our students came mid-way through the year or left mid-year, those students are not fully on-track with credits, however, most are on track with meeting state graduation requirements (EOC & SBA).
12th Grade: On Time Graduation	Our on-time graduation rate remains low due primarily to the fact that many students enroll with us already credit deficient in their 10 th , 11 th , 12 th years and/or after completing 4 years at a comprehensive school but come to EmHS to finish remaining requirements. Students who enter in 9 th grade and stay enrolled for the duration of their high school careers tend to graduate on-time. Our extended graduation rate is far higher than the district and state average.
Perception:	We cannot accurately reflect on the perception goals we set last year because the survey administered in the spring of 2015 did not ask the same questions as the survey administered in 2014 on which our perception goals were based.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy:	90% of students who participate in SBA testing will reach proficiency. 100% of students who did not meet proficiency during the previous academic year will participate in and submit a COE to meet proficiency.
Math:	80% of students who participate in the SBA/EOC testing will reach proficiency.
Science:	80% of students who participate in the SBA/EOC testing will reach proficiency.
Achievement Gap	<i>In what areas (gender, special education, mental health, attendance, etc.) do we experience significant achievement gaps?</i>
On-Track Credits:	100% of students who enroll at EmHS as credit deficient will be provided with the opportunity to gain ground on their credit graduation requirements.
College and Career Readiness	100% of students enrolled at EmHS will participate in Career Cruising activities that will contribute to the completion of the High School and Beyond Plan.
School Effectiveness:	EmHS staff will gather data relating to underlying causes for student absenteeism and effective intervention strategies to increase overall student attendance.
Attendance and Discipline:	100% of staff will be trained in restorative justice or other alternative discipline strategies aimed at balancing the needs of all student populations by June 2016. 100% of teachers will communicate with parents when students have multiple unexcused absences.

Annual School Goals: Academic

Use this section to:

1. Describe the process the school used to determine the annual school goals.
 - Annual goals based on previous year's data, group discussion, known / observed student needs.
2. Describe why these goals were selected.
 - SBA / state testing proficiencies are required for high school graduation.
3. How are you ensuring all students are receiving challenge and rigor
 - Daily advisory classes, review process for academic progress at the end of each session.
4. How are you ensuring students receive necessary intervention
We will receive test scores from the state, performance on monthly summative assessments.
5. Describe how you will progress monitor you Academic Annual School Goals
We will monitor progress through conference and academic/credit data throughout the year.

Annual School Goals: Achievement Gap

Use this section to:

1. Describe the process the school used to determine the annual school goals
2. Describe why you selected this sub group/s
3. How are you ensuring students receive necessary intervention
4. Describe how you will progress monitor this sub group/s

Annual School Goals: On-Track Credits

Use this section to:

1. We selected our goal because the large majority of incoming 10th-12th grade EmHS students are credit deficient.
2. We will progress monitor our goal by tracing student completion of summative assessments, credit manager, core advisor meetings.

Annual School Goals: College and Career Readiness

Use this section to:

1. The High School and Beyond Plan is a graduation requirement which is why we selected it as a goal area.
2. Advisors will monitor at CORE grade levels.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal:

Poor attendance is leading cause of poor academic progress

2. Describe how you will progress monitor your goals throughout the school year:
Tracking of student attendance data from multiple sources (excused vs. unexcused, periods missed, data from counselor(s) process groups, etc.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline:
We are noticing a shift in population where some student externalize and some students internalize given behaviors and intervention strategies need to be differentiated to support all student needs.
2. Describe how you will progress monitor each goal:
We will seek out professional development opportunities focused on restorative practices.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Use formative and summative assessment data to measure student levels and growth; and to inform targeted instruction.
<i>Professional Learning needed</i>	NA
<i>Resources needed</i>	Time to analyze data
<i>Responsible individual or team</i>	English teachers

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

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

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

Parent, Family, and Community Involvement

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

Email and direct communication in monthly newsletters and in parent meetings.

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

Email and direct communication in monthly newsletters and in parent meetings.

Continuous Improvement Process Plan

Northstar Middle School

10903 NE 53rd St.
Kirkland, WA 98033

425-936-2390

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

2015-16



Nell Ballard-Jones, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 2
CIP Reflection: Evaluate Outcomes -----	Page 3
Annual School Goals -----	Page 6
Instructional Strategies and Required Resources -----	Page 8
Parent, Family, and Community Involvement -----	Page 9

DESCRIPTION OF SCHOOL

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

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

Northstar continues to focus on individual student achievement in its small learning environment. The school serves 90 students, of which 15% are receiving special education services. This size provides both an opportunity and a challenge. Teachers continue to provide individual assistance to students.

Additionally, Northstar staff will spend the year transitioning to a model focused on standards-based instruction, assessment, and reporting.

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	100%						
	% of 6 th graders meeting or exceeding state standards in Math	93.3%						
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	96.7%						
	% of 7 th graders meeting or exceeding state standards in Math	93.3%						
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	93.1%						
	% of 8 th graders meeting or exceeding state standards in Science	89.7%						
	% of 8 th graders meeting or exceeding state standards in Math	82.8%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA: 6th	73% met or exceeded standard	ELA: 100% met or exceeded standard
ELA: 7th	73% met or exceeded standard	96.7% met or exceeded standard
ELA: 8th	73% met or exceeded standard	93.1% met or exceeded standard
Math: 6th	73% met or exceeded standard	93.3% met or exceeded standard
Math: 7th	73% met or exceeded standard	93.3% met or exceeded standard
Math: 8th	73% met or exceeded standard	82.8% met or exceeded standard
Science: 8th	83% met or exceeded standard	89.7% met or exceeded standard
Sub-Group:	Improve 6 th grade writing skills in the areas of organization and persuasive theme writing.	100% of 6 th graders who took the SBA ELA exam passed. All 6 th graders showed growth on school-wide common assessments (formative & summative).
Challenge:	Majority of students will exceed standard on SBA writing exam.	8 th : 93.1% passed, 58.6% exceeded standard 7 th : 96.7% passed, 63.3% exceeded standard 6 th : 100% passed, 73.3% exceeded standard
Perception:	Increase level of parental involvement in perception surveys from 14% to 75% Decrease number of students reporting lack of after-school activities from 12% to 8%	7% of Northstar parents responded to spring survey. 3% of Northstar students responded to the spring survey so data on specific questions is not reliable, our challenge is for increasing greater parent participation.

Narrative Reflection:

Please consider the following questions and prompts to guide your narrative reflection in ELA, Math, Science, Sub-Group, Challenge, and Perception. You can also include any additional questions your team has for any of these areas.

Process:

1. What scheduled activities supported the implementation of the CIP plan?
2. What process was used to analyze school and team level data?
3. What process was used to set school goals?
4. What process was used to monitor progress throughout the year?
5. What challenges did the school and teams face in implementing the CIP?

Content Areas:

1. Describe the school's overall achievement in assessed areas (Literacy, Math, and Science).
2. Which data were different than anticipated (higher/lower) and which data were expected levels of achievement?
3. What aspects of each assessed area are cause for celebration?
4. What aspects of each assessed area will require specific focus for overall school growth?

Sub-Group:

1. Describe the school's sub-group data in assessed areas.
2. Which sub-groups are demonstrating higher levels of growth/achievement?
3. Which sub-groups will require intentional focus to start reducing achievement gaps?
4. Which areas of your Sub-Group data are cause for celebration?
5. Which areas of your Sub-Group data require further attention and focus?

Challenge:

1. Describe your overall Challenge goal data.
2. Which areas of your Challenge goal data are cause for celebration?
3. Which areas of your Challenge goal data require further attention and focus?

Perception:

1. Describe your overall School Effectiveness data.
2. Which areas of your School Effectiveness data are cause for celebration?
3. Which areas of your School Effectiveness data require further attention and focus?

Narrative Reflection	
ELA	Most students achieved above standard in reading, writing, and research inquiry on the SBA ELA assessment. An area for growth is in listening/speaking which will be an area of focus across content areas this year
Math	In math, the majority of students earned above standard scores in all three claims, however, there was some weakness noted in communicating reasoning. Based on the results, we will focus on better understanding assessment expectations and addressing those in all math classes.
Science	We exceeded our 8 th grade MSP achievement goal, however, scores were lower than in previous years. While Northstar’s science scores exceed both state and district averages, systems of science and inquiry in science are the strands where students earn lower levels of proficiency (still at 83%).
Sub-Group	Our sub-group goal was for 6 th grade literacy, specifically thesis paper writing. All students showed growth in school-wide common assessments and all of our 6 th graders passed the SBA ELA assessment in the spring.
Challenge	We met & exceeded the challenge goal which is exciting given that the SBA measurement tool was brand new. We will continue to “dig-in” to the test format so that we can ensure our high success rate continues
Perception	We did not get adequate feedback on the spring perception survey, so we will need to change our communication approach to get more feedback so we can track trends and patterns over time.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	90% of students who take the exam will meet or exceed standard
Math: 6-8 Math	85% of students who take the exam will meet or exceed standard
Science: 8 Science	85% of students who take the exam will meet or exceed standard
Achievement Gap	Students who struggle will have an opportunity to participate in targeted assistance for ELA.
College and Career Readiness	All 8 th graders will successfully complete identified Career Cruising activities by June 2016.
School Effectiveness:	Increase communications to parents encouraging participation in school survey
Attendance and Discipline:	100% of families of students who are chronically late will be contacted by staff. Re-evaluate via an internal audit to ensure behavior interventions are successful.

Annual School Goals: Academic

1. The academic goals are based on analysis of SBA data.
2. Staff analyzes and discusses specific trends in content areas to determine goals.
3. We are ensuring all students are receiving challenge and rigor by designing curriculum and classes.
4. We ensure students receive necessary intervention through targeted assistance and frequent collaboration regarding student learning needs.
5. We will monitor progress through conferences and academic grade data throughout the year.

Annual School Goals: Achievement Gap

Use this section to:

1. The academic goals are based on analysis of SBA data and teacher observations.
2. We selected this subgroup based on SBA data.
3. We ensure students receive necessary intervention through targeted assistance and frequent collaboration regarding student learning needs.
4. We will monitor progress through conferences and academic grade data throughout the year.

Annual School Goals: College and Career Readiness

1. We selected this goal because it fulfills the district's college and career readiness plan.
2. We monitor their progress through teacher advisors.

Annual School Goals: School Effectiveness

1. The goal was selected on the previous year's response data.
2. We will follow up during conferences to make sure parents are aware of the survey.

Annual School Goals: Attendance and Discipline

1. We selected this goal because regular and timely attendance affects academic performance.
2. We will monitor this goal through teacher attendance data.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Monitor and analyze formative and summative assessments
<i>Professional Learning needed</i>	Peer collaboration
<i>Resources needed</i>	Additional funding to support targeted assistance and release time to create specialized curriculum
<i>Responsible individual or team</i>	Northstar staff

Goal Area	Math
<i>Strategy to support goals</i>	Monitor and analyze formative and summative assessments
<i>Professional Learning needed</i>	Peer collaboration
<i>Resources needed</i>	Release time to create specialized curriculum
<i>Responsible individual or team</i>	Northstar staff

Goal Area	Science
<i>Strategy to support goals</i>	Monitor and analyze formative and summative assessments
<i>Professional Learning needed</i>	Peer collaboration
<i>Resources needed</i>	Release time to create specialized curriculum

<i>Responsible individual or team</i>	Northstar staff
---------------------------------------	-----------------

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Communicate directly with parents about importance of survey participation
<i>Professional Learning needed</i>	Self-Directed with District Level Resources
<i>Resources needed</i>	Self-Directed with District Level Resources
<i>Responsible individual or team</i>	Northstar staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Email and direct communication during conferences and PTA meetings
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Email and direct communication during conferences and PTA meetings

Continuous Improvement Process Plan

Stella Schola Middle School

13505 NE 75th Street
Redmond, WA

425-936-2475

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

2015-16



Erin Bowser, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
School Performance Over Time -----	Page 3
CIP Reflection: Evaluate Outcomes -----	Page 4
Annual School Goals -----	Page 7
Instructional Strategies and Required Resources-----	Page 10
Parent, Family, and Community Involvement -----	Page 11

DESCRIPTION OF SCHOOL

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

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

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

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

Stella Schola Middle School teachers met or exceeded five out of the six SBA and MSP goals set in their Continuous Improvement Plan. 100% of students met or exceeded standard on the 7th grade ELA Smarter Balanced Assessment! Demographic information is in the following table:

Enrollment		
October 2014 Student Count		91
May 2015 Student Count		91
Gender (October 2014)		
Male	47	51.6%
Female	44	48.4%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	3	3.3%
Asian	36	39.6%
White	47	51.6%
Two or More Races	5	5.5%
Special Programs		
Free or Reduced-Price Meals (May 2015)	5	5.5%
Special Education (May 2015)	3	3.3%
Transitional Bilingual (May 2015)	0	0.0%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	6	6.6%
Foster Care (May 2015)	0	0.0%

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	96.7%						
	% of 6 th graders meeting or exceeding state standards in Math	83.3%						
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	100%						
	% of 7 th graders meeting or exceeding state standards in Math	93.3%						
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	96.7%						
	% of 8 th graders meeting or exceeding state standards in Science	96.7%						
	% of 8 th graders meeting or exceeding state standards in Math	96.7%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA: 6 th	90% will meet or exceed standard	ELA: 96.7% met or exceeded standard
ELA: 7 th	90% will meet or exceed standard	ELA: 100% met or exceeded standard
ELA: 8 th	90% will meet or exceed standard	ELA: 96.7% met or exceeded standard
Math: 6 th	90% will meet or exceed standard	Math: 83.3% met or exceeded standard
Math: 7 th	90% will meet or exceed standard	Math: 93.3% met or exceeded standard
Math: 8 th	90% will meet or exceed standard	Math: 96.7% met or exceeded standard
Science: 8 th	100% will meet or exceed standard	Science: 96.7% met or exceeded standard
Sub-Group:	Students who speak a language other than English at home will demonstrate an 80% passing rate on the new SBA ELA test.	This goal was met with a 96% passing rate.

Narrative Reflection:

Please consider the following questions and prompts to guide your narrative reflection in ELA, Math, Science, Sub-Group, Challenge, and Perception. You can also include any additional questions your team has for any of these areas.

Process:

1. What scheduled activities supported the implementation of the CIP plan?
2. What process was used to analyze school and team level data?
3. What process was used to set school goals?
4. What process was used to monitor progress throughout the year?
5. What challenges did the school and teams face in implementing the CIP?

Content Areas:

1. Describe the school's overall achievement in assessed areas (Literacy, Math, and Science).

2. Which data were different than anticipated (higher/lower) and which data were expected levels of achievement?
3. What aspects of each assessed area are cause for celebration?
4. What aspects of each assessed area will require specific focus for overall school growth?

Sub-Group:

1. Describe the school’s sub-group data in assessed areas.
2. Which sub-groups are demonstrating higher levels of growth/achievement?
3. Which sub-groups will require intentional focus to start reducing achievement gaps?
4. Which areas of your Sub-Group data are cause for celebration?
5. Which areas of your Sub-Group data require further attention and focus?

Challenge:

1. Describe your overall Challenge goal data.
2. Which areas of your Challenge goal data are cause for celebration?
3. Which areas of your Challenge goal data require further attention and focus?

Perception:

1. Describe your overall School Effectiveness data.
2. Which areas of your School Effectiveness data are cause for celebration?
3. Which areas of your School Effectiveness data require further attention and focus?

Narrative Reflection	
ELA	We accomplished our ELA goals by using read-aloud strategies guided by the teacher in class. Specifically designing group activities that fostered student discussions of literary text, with an emphasis on note taking skills and inferential conclusions. Individual student assessments, standards-based project assessments, teacher observations, in-class oral reading and discussion, Socratic Seminars, and various in-class assessments were used systematically to guide our teaching. Students were given opportunities to respond to writing prompts using the writing process after completing research. Position papers, compare/contrast essays, expository/persuasive, and report writing were also a part of the curriculum. We also incorporated discussion boards on Haiku to ensure equity of speaking time/opportunity for those less vocal students. Teachers gave timely and specific feedback to help students continuously improve their skills..
Math	We taught directly and provided problem solving strategies and opportunities for the purpose of improving logical thinking across the curriculum. We allowed for small group discussion of mathematics, and we provided independent practice. We promoted and modeled a good math attitude and integrated mathematics into other subject areas so students could see the value of their math learning. Individual student assessments, standards-based project assessments, teacher observations, and various in class assessments were used systematically to guide our teaching.

Science	Science lessons targeted basic science knowledge and inquiry method/skills, with ample opportunities for hands-on lab work and use of the scientific method. MSP, individual student assessments, standards-based project assessments, teacher observations, and various in class assessments were used systematically to guide our teaching. The eighth grade teacher attended a STEM summit to enhance her knowledge of physics and STEM opportunities which she shared with the staff. Direct teaching and small group learning were part of the plan, as well as mini-lessons to address misconceptions and areas of weakness.
Sub-Group	We provided opportunities for close reading activities with thematic novels and with the district textbook in class and at home. We also did a lot of reading aloud and discussion of text/prediction/author's intent/symbolism in class. We gave examples and non-examples of using evidence from text to support a claim, and we structured opportunities to discuss and interpret figurative language throughout the curriculum.
Challenge	In math, we promoted logical thinking skills and persevering on their own to solve complex story problems and basic arithmetic calculations without the use of a calculator. Math vocabulary was specifically taught and emphasized, and students kept math notes which were used to study from and to help with independent homework.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	96.6 % of SSMS students will score proficient or higher on the Spring 2016 ELA SBA.
Math: 6-8 Math	91 % of SSMS students will score proficient or higher on the Spring 2016 Math SBA.
Science: 8 Science	100 % of SSMS students will score proficient and higher on the Spring 2016 Science MSP.
Achievement Gap	Stella staff will do intentional outreach to under-represented demographic groups to encourage application for the lottery in the January of 2017..
College and Career Readiness	100% of 8 th grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.
School Effectiveness:	New staff members will be fully integrated this year and the results of the 9 characteristics survey will reflect this with 90% of responses being agree completely or agree mostly.
Attendance and Discipline:	<p>Attendance: Each staff member will have 100% completion of contacting home of those students who reach 3 consecutive absences.</p> <p>Discipline: There will be no out of school suspensions.</p>

Annual School Goals: Academic

Use this section to:

1. Describe the process the school used to determine the annual school goals
As a team we reviewed previous SBA scores for each student and looked at current classroom performance to determine goals. Our focus in ELA will be on "Listening and Speaking," Claim 2.
2. Describe why these goals were selected

ELA: As a team, we selected this goal because 43 out of 90 students were at, near, or below standard in this area on the SBA and showed some difficulty in daily assignments. We have observed that students are talking over one another during discussions and asking clarifying questions that have already been asked.

MATH: As a team, we selected this goal because 7 out of 90 students were below standard in Math on the SBA, and 5 students didn't take the SBA last year. We have observed that some students are struggling with basic math concepts and perseverance on more challenging problems.

3. How are you ensuring all students are receiving challenge and rigor?

ELA: We are ensuring challenge and rigor in the area of listening and speaking by creating differentiated activities and scaffold levels of difficulty between and within grade levels.

Math: We are ensuring challenge and rigor in math in various ways (i.e., differentiated activities, challenge problems, investigative group problems, logic puzzles, and opportunities for horizontal expansion).

Science: I am ensuring challenge and rigor in science by providing hands-on investigations when appropriate, experience with the scientific method, and opportunities to read and discuss current scientific/technological advancements.

4. How are you ensuring students receive necessary intervention?

ELA: We are ensuring students receive necessary intervention by directly teaching listening/speaking skills, what they look like, and how they sound.

Math: We are ensuring students receive necessary interventions by directly teaching math skills, providing multiple opportunities for practice and individualized work, and one-on-one meetings with the teacher after school hours when scheduled.

Science: I am ensuring students receive necessary interventions by directly teaching science skills, planning hands-on activities and investigations, and providing opportunities for students to present findings to the class on current topics.

5. Describe how you will progress monitor you Academic Annual School Goals.

ELA: We are going to be monitoring progress via grades, observations, and anecdotal notes.

Math/Science: We are going to be monitoring progress via daily homework, quizzes, tests, and in-class observations.

Annual School Goals: Achievement Gap

Use this section to:

1. Describe the process the school used to determine the annual school goals
Review of demographic data of Stella Schola and the Lake Washington School District.
2. Describe why you selected this sub group/s
The demographics of Stella Schola Middle School currently are not reflective of the demographics of the Lake Washington School District and have never been historically. It

is important that we have a diverse group of students applying for the Stella Schola lottery.

3. How are you ensuring students receive necessary intervention
N/A for this particular goal
4. Describe how you will progress monitor this sub group/s
Various timelines for activities will be established.

Annual School Goals: College and Career Readiness

Use this section to:

1. Describe why you selected your goal
This goal is new to us. Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented.
2. Describe how you will progress monitor your goals throughout the school year.
We will administer the survey in Career Cruising and follow up with any students who do not complete the survey. In addition, we will make sure students have a record of their results.

Annual School Goals: School Effectiveness

Use this section to:

1. Describe why you selected your goal
There are three new staff members this year and with a small staff (6) it is critical that everyone feels as if they are part of the school and supported.
2. Describe how you will progress monitor your goals throughout the school year
Mid-year check-in survey and the 9 characteristics survey during the Spring of 2016.

Annual School Goals: Attendance and Discipline

Use this section to:

1. Describe why you selected your focus on attendance and discipline
There are very few attendance and discipline concerns at Stella Schola Middle School.
2. Describe how you will progress monitor each goal
Weekly review of attendance data and follow up with teachers.

Instructional Strategies and Required Resources

Goal Area	Literacy
<i>Strategy to support goals</i>	#1: Given in class listening assignments, students’ success will increase incrementally throughout the school year as more challenging assignments are given. To address the speaking portion, we will create opportunities for students to share their work in front of the class, and participate with appropriate responses in small and large discussions. #2: In class observations and anecdotal notations. We will be keeping notes on students while they are working on various assignments to see that they have followed all directions given. Our notes will include behaviors of students (are they choosing to talk to others, being distracting to others) and if they are following all directions.
<i>Professional Learning needed</i>	As a staff, we need time to research appropriate activities at each grade level to allow students to practice listening. We also need collaborative time to coordinate grade-level activities.
<i>Resources needed</i>	Time and computer.
<i>Responsible individual or team</i>	Team.

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

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

<i>Resources needed</i>	Time and pilot materials.
<i>Responsible individual or team</i>	Individual.

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

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

This is one of the more challenging things to determine as part of this plan. The challenge comes in authentically involving parents, families and the community in the CIP process. Each fall and spring the Stella Schola teachers give parents a survey that has been used to guide the school effectiveness goal. The administration will work continue with other Lake Washington Learning Community schools to devise strategies to involve these stakeholders in the Continuous Improvement Process.

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

Include information in monthly parent letter and share survey results.