



Lake Washington

School District

Continuous Improvement Plans

Summaries

2016-2017

- **Eastlake Learning Community**
- **Juanita Learning Community**
- **Lake Washington Learning Community**
- **Redmond Learning Community**

**Eastlake Learning Community
CIP Summary January 2017**

CIP Outcomes, Reflections, Goals & Strategies

Eastlake Learning Community: Elementary

Elementary 2015-16 CIP Goal Outcomes

	Range of scores
Literacy: K-2 Reading	89 to 94.5% met or exceeded standard
Literacy: 3-5 ELA	86% to 93.4% met or exceeded standard
Math: 3-5 Math	83% to 92% met or exceeded standard
Science: 5th Science	86.9% to 97% met or exceeded standard
Achievement Gap	ELC elementary schools set goals for 2015-16 in the areas of improving student achievement for subgroups of students who received services in ELL and Safety Net. Most schools achieved growth in these subgroups, ranging from small growth to significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2016-17 school year.
School Effectiveness	Based on data from their Nine Characteristics surveys, ELC elementary schools set goals for 2015-16 focusing on: <ul style="list-style-type: none"> • Staff development activities are consistent with school goals (exceeded goal) • School uses a system to obtain a variety of perspectives when making decisions (exceeded goal) • Staff works in teams across grade levels to help increase student learning (no growth) • Staff members work together to solve problems related to school issues (exceeded goal) • Staff routinely work together to plan what will be taught (exceeded goal) • Assessment results are used to determine professional learning activities (no growth)
Attendance and Discipline	ELC elementary schools set Attendance goals for 2015-16 focusing on: <ul style="list-style-type: none"> • Decreasing tardies (6 schools, slight to significant progress) • Decreasing unexcused absences (6 schools, zero to slight progress) ELC elementary schools set Discipline goals for 2015-16 focusing on: <ul style="list-style-type: none"> • Decreasing behavior referrals to office (6 schools, moderate to high progress) • Decreasing student suspensions (1 school, some progress)

Eastlake Learning Community CIP Summary January 2017

Elementary Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the importance of designing the school's professional development and LEAP time intentionally to address the focus areas laid out in the CIP plans. Time being the most important resource, it was important to create and protect the time for data analysis and instructional planning by school teams both within grade level teams and in vertical alignment between grade levels. All schools continued to participate in the ELC PLC, the collaboration between all teachers across the learning community, on all-day LEAPs and selected Wednesday LEAPs. Several schools found success in decreasing attendance issues by collaborating with families and using incentive systems for students.

Elementary 2016-17 Annual School Goals

	Range of goals
Literacy: K-2 Reading	85% to 93% meet or exceed standard
Literacy: 3-5 ELA	88% to 91% meet or exceed standard
Math: 3-5 Math	78% to 90% meet or exceed standard
Science: 5th Science	88% to 95% meet or exceed standard
Achievement Gap	ELC elementary schools set Achievement Gap goals for 2016-17 focusing on increased student achievement for ELL students, students in Safety Net, and students underperforming on DIBELS and in math.
School Effectiveness	Based on data from their Nine Characteristics surveys, ELC elementary schools set goals for 2016-17 focusing on: <ul style="list-style-type: none"> • Staff works in teams across grade levels to help increase student learning (5 schools) • School uses a system to obtain a variety of perspectives when making decisions (1 school) • Staff members work together to solve problems related to school issues (1 school) • Teachers provide feedback to each other to help improve instructional practices (1 school)
Attendance	ELC elementary schools set Attendance goals for 2016-17 focusing on: <ul style="list-style-type: none"> • Decreasing tardies (3 schools) • Decreasing unexcused absences (3 schools)
Discipline	ELC elementary schools set Discipline goals for 2016-17 focusing on: <ul style="list-style-type: none"> • Decreasing behavior referrals to office (4 schools) • Decreasing student suspensions (2 schools) • Continued professional learning in PBIS practices (3 schools)

Eastlake Learning Community CIP Summary January 2017

Elementary Strategies

To support their CIP goals, ELC elementary schools identified a variety of strategies. Some common themes were an emphasis on instructional differentiation strategies, higher level questioning strategies, flexible grouping of students to allow for targeted intervention, book studies, teacher learning walks and vertical meeting time to support professional collaboration.

Elementary Parent, Family and Community Involvement Strategies

ELC elementary schools identified a variety of strategies to increase parent, family and community involvement, including intentional collaboration with families to support student success in academics, behavior and attendance, inviting input on school CIP plans, providing multiple ways to access CIP information (website, in the school, email). The ELC schools also plan to continue to foster their thriving partnerships with the PTSA around parent volunteers, Art Start instructors, parent education nights, WatchDOGS, and collaborating around how to procure resources to support the school initiatives designed to achieve their CIP goals.

Eastlake Learning Community: Middle School

Middle School 2015-16 CIP Goal Outcomes

	Range of scores
Literacy: 6-8 ELA	86.4% to 89% met or exceeded standard
Math: 6-8 Math	75% to 79.5% met or exceeded standard
Science: 8 Science	86% to 90% met or exceeded standard
Achievement Gap	ELC middle schools set goals for 2015-16 in the areas of improving student achievement in math for students who are on a 504 plan, and made significant progress toward those goals.
College and Career Readiness	ELC middle schools set College and Career Readiness goals for 2015-16 in the areas of students completing the self-assessment in the Career Cruising system, as well as partnering with parents around educating students/parents on preparing for high school and postsecondary education. Significant progress was made toward those goals.
School Effectiveness	Based on data from their Nine Characteristics surveys, ELC middle schools set goals for 2015-16 focusing on increasing the perception that all students are consistently challenged by rigorous curriculum (significant progress).
Attendance and Discipline	ELC middle schools set an attendance goal for 2015-16 of focusing on decreasing absences with no to some progress reported, set a discipline goal for 2015-16 of decreasing suspensions with some progress, and addressing late work with some progress.

Eastlake Learning Community

CIP Summary January 2017

Middle School Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effectiveness of using technology to impact student success (Accelerated Reader, IXL), the collaboration of teachers in a variety of formats (department meetings, schoolwide professional learning) and the creative use of after-school tutoring and supports.

Middle School 2016-17 Annual School Goals

	Range of goals
Literacy: 6-8 ELA	91.3% to 91.7% meet or exceed standard
Math: 6-8 Math	75% to 85.6% meet or exceed standard
Science: 8 Science	95% meet or exceed standard
Achievement Gap	ELC middle schools set Achievement Gap goals for 2016-17 focusing on increasing student achievement in mathematics, with a special focus on ELL students achieving in math.
College and Career Readiness	ELC middle schools set College and Career Readiness goals for 2016-17 in the areas of all students completing the Career Cruising Matchmaker self-assessment.
School Effectiveness	Based on data from their Nine Characteristics surveys, ELC middle schools set goals for 2016-17 focusing on: Staff members work together to solve problems related to school issues; and the school uses a system to obtain a variety of perspectives with making decisions.
Attendance	ELC middle schools set Attendance goals for 2016-17 in the areas of reducing both excused and unexcused absences.
Discipline	ELC middle schools set Discipline goals for 2016-17 in the areas of reducing both suspensions and referrals.

Middle School Strategies

To support their CIP goals, ELC middle schools identified a variety of strategies. Some common themes were using technology to support learning (ALEKS, Excel) and continuing to support students before/after school with individual support (RAP sessions, STAT time). The staffs are committed to implementing the new district curriculum in math and science, and will continue their focus on leveraging their PCC/PGE teams to improve instruction.

Middle School Parent, Family and Community Involvement Strategies:

ELC middle schools identified a variety of strategies to increase parent, family and community involvement, including increasing communications with families about the goals of the schools, soliciting input from the parents/community, and maintaining an open discussion throughout the year.

**Eastlake Learning Community
CIP Summary January 2017**

Eastlake Learning Community: High School

High School 2015-16 CIP Goal Outcomes

	Achievement
Literacy	96 to 99% met or exceeded standard
Math	100% met or exceeded standard
Science	96 to 99% met or exceeded standard
Achievement Gap	The ELC high schools set goals for 2015-16 in the areas of improving student achievement for students on an IEP passing their co-taught class, and improving their proficiency on standardized tests in ELA. Both efforts achieved significant results.
On-Track Credits	The ELC high schools set goals for 2015-16 to increase the number of student with On-Track credits. There was some progress towards this goal.
College and Career Readiness	The ELC high schools set College and Career Readiness goals for 2015-16 in the areas of having very few student drops from AP and UW courses, and having all juniors demonstrate the 21 st century skill of collaboration by successfully participating in a group project in their signature lab. Both goals were achieved.
School Effectiveness	Based on data from their Nine Characteristics surveys, the ELC high schools set a goal 2015-16 focusing on “Teachers receive regular feedback on how they are doing,” and that they “have enough opportunities to grow professionally,” and that “Staff members get help in the area they need to improve.” There was some growth in one area, and no growth in two areas.
Attendance and Discipline	<p>The ELC high schools set the Attendance goal for 2015-16 of focusing on decreasing unexcused absences, and decreasing tardies to 1st period, and made little to no progress.</p> <p>The ELC high schools set the Discipline goal for 2015-16 of focusing on the percentage of suspended students who will be able to maintain/increase their GPA during the semester in which they are suspended.</p>

High School Reflections:

The ELC high schools analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some themes in their reflections were the need for continued collaboration and coordination of strategies and supports for timely interventions, the positive impact of close monitoring of students for credit retrieval support, and the importance of ongoing relevant professional development for teachers.

Eastlake Learning Community CIP Summary January 2017

High School 2016-17 Annual School Goals

	Goals
Literacy	Class of 2018: 97% proficiency
Math	Class of 2018: 80% proficiency
Science	Class of 2018: >95% proficiency
Achievement Gap	The ELC high schools set an Achievement Gap goal for 2016-17 focusing on reducing the percentage of students with an IEP who earn an F in one or more classes, and students qualifying for Special Education will improve their proficiency on ELA standardized tests.
On-Track Credits:	The ELC high schools set an On-Track Credit goal for 2016-17 focusing on using intentional interventions and supports to increase the number of 9 th graders earning at least six credits.
College and Career Readiness	The ELC high schools set a College and Career Readiness goal for 2016-17 focusing on reducing the number of students who drop AP and UW courses, and all juniors will demonstrate the 21 st century skill of collaboration by successfully participating in a group project in their signature lab.
School Effectiveness:	The ELC high schools set a School Effectiveness goal for 2016-17 focusing on increasing the number of teachers who agree mostly or completely with the statement that “Teachers receive regular feedback on how they are doing” and “Staff members get help in areas they need to improve.”
Attendance:	The ELC high schools set an Attendance goal for 2016-17 focusing on reducing the number of unexcused absences, and reducing the number of 1 st period tardies.
Discipline:	The ELC high schools set a Discipline goal for 2016-17 focusing on students who are suspended and their ability to maintain or increase their GPA during the semester in which they are suspended; and they are focusing on reducing plagiarism.

High School Strategies

To support their CIP goals, The ELC high schools identified a variety of strategies. Some themes were supporting teacher professional learning through a cycle of inquiry model, ensuring student equity and access to honors and AP courses, collaborating to provide effective intervention for all students and to provide individual focus on the underlying causes of attendance problems.

High School Parent, Family and Community Involvement Strategies:

The ELC high schools are working with families to solicit input from all stakeholders and involve them in the process of continuous improvement. The schools really appreciate the support of our community, and the parent partnerships we have developed to support all students. We have worked to improve both our communication and collaboration with the community. We work closely with the PTSA and its leadership to support the achievement of the goals in the CIP.

**Juanita Learning Community
CIP Summary January 2017**

Juanita Learning Community: Elementary

Elementary 2015-16 CIP Goal Outcomes

	Range of scores
Literacy: K-2 Reading	80.1% to 91.1% meet or exceeded standard.
Literacy: 3-5 ELA	64% to 95% meet or exceeded standard.
Math: 3-5 Math	95% to 56.6% meet or exceeded standard.
Science: 5th Science	71% to 94% meet or exceeded standard.
Achievement Gap	JLC elementary schools set goals for 2015-16 in the areas of improving student achievement for subgroups of students who were low income, Hispanic/Latino, and ELL. Most schools achieved growth in these subgroups, ranging from small growth to significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2016-17 school year.
School Effectiveness	Based on data from their Nine Characteristics surveys, JLC elementary schools set goals for 2015-16 focusing on: <ul style="list-style-type: none"> • 3 schools focused on improving the percentage of parents who respond positively to communicating the school’s goals effectively. All 3 schools improved in this area. • 2 schools focused on “Student discipline problems are managed well”. Both schools saw improvement in this area. • 1 school focused on staff feeling safe to express their ideas and opinions and saw an improvement. • 1 school focused on staff members getting the help they need to improve and also saw improvement.
Attendance and Discipline	JLC elementary schools set Attendance goals for 2015-16 focusing on: <ul style="list-style-type: none"> • Decreasing tardies (3 schools, slight to significant progress) • Decreasing unexcused absences (4 schools, slight progress) <p>JLC elementary schools set Discipline goals for 2015-16 focusing on:</p> <ul style="list-style-type: none"> • Decreasing behavior referrals to office (1 school – mixed results based on number of new staff members. Baseline data will be used for future measurements) • Decreasing student suspensions (5 schools, significant progress) • Training staff in restorative justice (2 schools all staff were trained).

Juanita Learning Community CIP Summary January 2017

Elementary Reflections:

Utilization of PLC time at grade level to continue work in the data team cycle to inform student progress and teacher instruction as well as monitoring progress of the school CIP goals.

All schools used current and former data to help in their reflection process resulting in identification of areas of improvement for their school, teacher teams, groups and individual students.

Schools also worked on vertical alignment to help establish success criteria as students move through grade levels.

CORE professional development was identified as very valuable for teacher in their improvement in teaching literacy. This training as resulted in a consistency of expectation for what teaching reading should look like in each classroom.

Many schools focused on training of classified staff members in PBIS/Restorative justice to assist in school wide efforts to address student behavior in a consistent and constructive way.

Elementary 2016-17 Annual School Goals

	Range of goals
Literacy: K-2 Reading	70% to 93% meet or exceed standard.
Literacy: 3-5 ELA	72% to 88% meet or exceed standard.
Math: 3-5 Math	71% to 88% meet or exceed standard.
Science: 5th Science	70% to 95% meet or exceed standard.
Achievement Gap	JLC elementary schools set Achievement Gap goals for 2016-17 focusing on increased student achievement for Special Education students (2 schools), ELL students (3 schools), Low income students (1 school), and Hispanic students (1 school).
School Effectiveness	Based on data from their Nine Characteristics surveys, JLC elementary schools set goals for 2016-17 focusing on: <ul style="list-style-type: none"> • All students expected to achieve high standards (2 schools). • Teachers provide feedback to one another (2 school). • Teachers received feedback on how they are doing (1 school). • High Levels of collaboration and communication (1 school). • Parent engagement will improve school-wide (1 school).

Juanita Learning Community CIP Summary January 2017

Attendance	JLC elementary schools set Attendance goals for 2016-17 focusing on: <ul style="list-style-type: none">• Parent notification to the office of early release/changes to after school schedule (1 school).• Decreasing tardies (3 schools).• Decreasing unexcused absences (3 schools).
Discipline	JLC elementary schools set Discipline goals for 2016-17 focusing on: <ul style="list-style-type: none">• Implementing PBIS strategies that result in fewer discipline issues (5 schools).• Decreasing student suspensions (1 school).• Reducing office referrals (1 school).

Elementary Strategies:

To support their CIP goals, JLC elementary schools identified a variety of strategies. Some common themes were:

- Focusing on writing training.
- Continued Restorative Justice Training for all staff and increasing teacher use of and support of the Second step curriculum.
- Maximizing use of master schedule and putting student needs first in order to build supports for them and increase the amount of time teaching literacy.
- Use of CORE ELA instructional routines and maximizing use of Wonders Curriculum.
- Improving small group instructional practices for students and the use of Lexia for all students.
- Training and use of SIOP strategies during instruction.
- Refining and continued training on the PCC/Data team process.

Elementary Parent, Family and Community Involvement Strategies:

JLC elementary schools identified a variety of strategies to increase parent, family and community involvement. Some of these strategies include teachers intentionally collaborating with families to support student success in academics, behavior and attendance through weekly letters come and their Haiku websites. Many are providing multiple ways to access CIP information (website, in the school, email and to seek ways to intentionally communicate with and involve families who are under-represented in school activities. Many are exploring ways to include the broader community in the development of some areas of their CIP.

**Juanita Learning Community
CIP Summary January 2017**

Juanita Learning Community: Middle School

Middle School 2015-16 CIP Goal Outcomes

	Range of scores
Literacy: 6-8 ELA	68.4% to 89% met or exceeded standard
Math: 6-8 Math	51.6% to 78% met or exceeded standard
Science: 8 Science	72.7% to 95% met or exceeded standard
Achievement Gap	JLC middle schools set goals for 2015-16 in the areas of improving student achievement for subgroups of students who received Special Education services in math and students considered to be at high risk according to MySchoolData.
College and Career Readiness	JLC middle schools set College and Career Readiness goals for 2015-16 in the areas of decreasing the instances of 7 th grade students receiving an 'F' in a core course and to increase the number of underrepresented students enrolling in a high school level course (specifically Spanish), and made significant progress toward those goals.
School Effectiveness	Based on data from their Nine Characteristics surveys, JLC middle schools set goals for 2015-16 focusing on increasing collaborative time and professional development to assist staff in achieving their student growth goals, and to improve the perception that students receive regular feedback about what they need to improve. Neither made significant gains in these areas.
Attendance and Discipline	JLC middle schools set their Attendance goal for 2015-16 of focusing on decreasing tardies and absences with some progress reported, and set the Discipline goal for 2015-16 of decreasing suspensions, with both schools reporting little to no progress.

Middle School Reflections:

Use of PCC teams to develop CIP goals and intervention strategies with the use of AVID strategies.

Utilization of PCC time with content level teams to continue work in the PCC cycle to inform student progress and teacher instruction as well as monitoring progress of the school CIP goals.

All schools used current and former data to help in their reflection process resulting in identification of areas of improvement for their school, teacher teams, groups and individual students.

Juanita Learning Community CIP Summary January 2017

Middle School 2016-17 Annual School Goals

	Range of goals
Literacy: 6-8 ELA	72% to 90% meet or exceed standard
Math: 6-8 Math	55% to 82% meet or exceed standard
Science: 8 Science	78% to 95% meet or exceed standard
Achievement Gap	JLC middle schools set goals for 2016-17 in the areas of improving student achievement for subgroups of students who receive Special Education services math and reducing the number of F's by 8 th grade students.
College and Career Readiness	JLC middle schools set goals for 2016-17 in the areas of underserved students receiving a "C" or better in high school courses and having 100% of 8 th grade students who are eligible signed up for the College Bound Scholarship.
School Effectiveness	Based on data from their Nine Characteristics surveys, JLC middle schools set goals for 2016-17 focusing on: Staff routinely work together to plan what will be taught and Teachers provide feedback to each other to help improve instructional practices.
Attendance	JLC middle schools set Attendance goals for 2016-17 in the area of reducing the number of unexcused absences.
Discipline	JLC middle schools set Discipline goals for 2016-17 in the areas of reducing suspensions and reducing serious discipline for 8 th grade students.

Middle School Strategies

To support their CIP goals, JLC middle schools identified a variety of strategies:

- Monitoring student attendance weekly with a teacher designated as a coach/mentor for groups of students who demonstrate issues with attendance.
- Providing professional development in the areas of SIOP and AVID strategies for teachers to utilize in their classroom to improve student academic abilities.
- Utilizing intervention time for re-teaching concepts, reinforcing strategies, and providing enrichment for student learning.
- Teachers working in cross-content collaborative teams to increase academic vocabulary acquisition and reading comprehension within math. Also, providing math tutoring after school and math-related clubs to reinforce concepts and skills.
- Refining and continued training on the PCC/Data team process.

Juanita Learning Community CIP Summary January 2017

Middle School Parent, Family and Community Involvement Strategies:

JLC middle schools identified a variety of strategies to increase parent, family and community involvement, including working with PTSA Presidents, leadership students, sharing at coffee talks and other PTSA meetings.

Juanita Learning Community: High School

High School 2015-16 CIP Goal Outcomes

	Achievement
Literacy	80% to 100% met or exceeded standard
Math	91% to 100% met or exceeded standard
Science	78% to 100% met or exceeded standard
Achievement Gap	The JLC high schools set goals for 2015-16 in the areas of reducing the percentage of F's earned by Hispanic students, reducing the number of NC's earned by students, and increasing the number of Hispanic seniors at or above standard. Each school saw little to significant improvement in these areas.
On-Track Credits	The JLC high schools set goals for 2015-16 to improve the number of students who are on-track to earn the number of credits with little to moderate success.
College and Career Readiness	The JLC high schools set goals for 2015-16 in the areas of increasing the number of students accessing AP courses and increasing the usage of Career Cruising.
School Effectiveness	The JLC high schools set goals in the areas of improving teachers being provided feedback to one another, and staff working in teams to improve student learning with some to little success.
Attendance and Discipline	The JLC high schools set goals for 2015-16 in the following areas: Attendance – reducing unexcused absence of Hispanic students which showed significant improvement. Discipline – reducing out of school suspensions. All schools show significant improvement in this area.

High School Reflections:

The CIP was shared with building leader groups and teachers were asked to participate in the development of specific goals. The academic goals (Literacy, Math, Science) were developed with those specific departments, specifically the team leader and the teachers who had the students being tested in class. Teachers and staff were presented with their respective student data for reading, writing, mathematics, and science. Using these data, teachers were asked to identify areas of concern or areas of growth for their students. Throughout the year administration and teachers used D and F lists, attendance and discipline reports and other measures to assess progress towards the goals and would use that information to apply interventions such as extending the dates for incompletes, more consistent use of in-school vs out-of-school suspension, and reshaping the attendance policies.

Juanita Learning Community CIP Summary January 2017

High School 2016-17 Annual School Goals

	Goals
Literacy	Class of 2018: from 85% to 90% meet or exceed standard.
Math	Class of 2018: from 87% to 90% meet or exceed standard.
Science	Class of 2018: from 89% to 100% meet or exceed standard.
Achievement Gap	The JLC high schools set Achievement Gap goals for 2016-17 in the following areas: <ul style="list-style-type: none"> • Reducing the number of NC's. • Raising the GPA of Hispanic and African American students. • Reducing the number of F's given to Hispanic students.
On-Track Credits	The JLC high schools set On-Track Credit goals for their students.
College and Career Readiness	The JLC high schools set College and Career Readiness goals in the following areas: <ul style="list-style-type: none"> • Increasing the number of students taking dual credit courses. • Utilization of Career Cruising with students.
School Effectiveness	The JLC high schools set School Effectiveness goals in the following areas: <ul style="list-style-type: none"> • Increasing collaborative efforts among staff. • Increasing the perception from students that school work is meaningful.
Attendance	The JLC high schools set Attendance goals in the following areas: <ul style="list-style-type: none"> • Reducing the number of absences among Hispanic, Low income, and IEP students. • Reducing the number of unexcused absences.
Discipline	Narrative about common themes

High School Strategies

To support their CIP goals, JLC high schools identified a variety of strategies:

- Increase use of focus group data to understand why students in these sub groups are not attending; increasing the use of attendance contracts as part of the community truancy board process
- Increase the use of restorative justice practices as an alternative to suspension.
- Use of interim based assessments to target the specific skill deficits students have before taking the SBA (if available).
- Train students to use a text marking rubric to improve their reading comprehension.
- Begin to explore and utilize AVID strategies.
- Professional development and use of formative assessment strategies.

Juanita Learning Community CIP Summary January 2017

High School Parent, Family and Community Involvement Strategies:

JLC high school identified a variety of strategies to increase parent, family, and community involvement including the introduction of community truancy boards to support attendance goals; inclusion in restorative justice practices, when appropriate, to support discipline goals; the opportunity to participate in the school effectiveness (9 characteristics) survey; and the regular inclusion of parents and families in developing appropriate educational plans that include appropriate college and career access opportunities for students.

Parents, families and the community will have access to the Continuous Improvement Process through the school website, the presentation to the PTSA, and references in the Principal e-blasts and other forms of mass communication

**Lake Washington Learning Community
CIP Summary January 2017**

CIP Outcomes, Reflections, Goals & Strategies

Lake Washington Learning Community: Elementary

Elementary 2015-16 CIP Goal Outcomes

	Range of scores
Literacy: K-2 Reading	83% to 92% met or exceeded standard
Literacy: 3-5 ELA	66% to 90% met or exceeded standard
Math: 3-5 Math	70% to 87% met or exceeded standard
Science: 5th Science	77% to 94% met or exceeded standard
Achievement Gap	LWLC elementary schools set goals for 2015-16 in the areas of improving student achievement for subgroups of students who received services in special education, ELL, Safety Net. Most schools achieved growth in these subgroups, ranging from two schools with decreased growth (ELL), one with decreased growth (IEP) to all others with small to significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2016-17 school year.
School Effectiveness	Based on data from their Nine Characteristics surveys, LWLC elementary schools set goals for 2015-16 focusing on: <ul style="list-style-type: none"> • staff trust one another (2 schools, both exceeded goal) • teachers providing feedback to one another (3 schools- none met goal) • Teachers often tell students how they're doing.. (one school, exceeded goal) • Students receive detailed info about the quality of their work (one school, made slight progress) • staff working across grade levels (1 school- slight growth) • staff receiving feedback (2 schools, both some progress)
Attendance and Discipline	LWLC elementary schools set Attendance goals for 2015-16 focusing on: <ul style="list-style-type: none"> • Decreasing absences/tardies (7 schools, 5 had slight to significant progress; two decreased slightly) • Decreasing unexcused absences (2 schools, zero to slight progress) <p>LWLC elementary schools set Discipline goals for 2015-16 focusing on:</p>

Lake Washington Learning Community CIP Summary January 2017

	<ul style="list-style-type: none"> • Decreasing behavior referrals to office (3 schools, moderate to high progress) • Decreasing student suspensions (1 school, significant progress) • Training staff in restorative justice (1 school, met training goal)
--	--

Elementary Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the importance of focusing on collaboration within the staff from all programs (general education, ELL, Safety Net, Special Education); implementation of behavior/restorative justice strategies and staff professional learning in that area; and continuing professional learning in effective implementation of common assessments, data analysis, flexible grouping and instructional planning by school teams both within grade level teams and in vertical alignment between grade levels. Several schools found success in beginning implementation of a co-teaching model (ELL/Gen Ed) using SIOP strategies focused on literacy instruction.

Elementary 2016-17 Annual School Goals

	Range of goals
Literacy: K-2 Reading	84% to 94% meet or exceed standard
Literacy: 3-5 ELA	74% to 87% meet or exceed standard
Math: 3-5 Math	70% to 88% meet or exceed standard
Science: 5th Science	64% to 90% meet or exceed standard
Achievement Gap	LWLC elementary schools set Achievement Gap goals for 2016-17 focusing on increased student achievement for: <ul style="list-style-type: none"> • ELL students (7 schools) • IEP students (1 school)
School Effectiveness	Based on data from their Nine Characteristics surveys, LWLC elementary schools set goals for 2016-17 focusing on: <ul style="list-style-type: none"> • teachers providing feedback to one another (2 schools) • staff working across grade levels (2 schools) • teachers receiving feedback (3 schools) • classes challenge students (1 school) • students feel safe at school (1 school) • discipline is handled well (1 school)
Attendance	LWLC elementary schools set Attendance goals for 2016-17 focusing on: <ul style="list-style-type: none"> • Increase attendance rate (3 schools) • Decreasing tardies (2 schools) • Decreasing chronic absences (3 schools)

Lake Washington Learning Community CIP Summary January 2017

Discipline	LWLC elementary schools set Discipline goals for 2016-17 focusing on: <ul style="list-style-type: none"> • Decreasing behavior referrals to office (4 schools) • Increase positive behavior in line-ups lunch. specialists (1 school) • Decreasing student suspensions (1 school) • Continued professional learning and implementation of Restorative Justice practices (2 schools)
-------------------	---

Elementary Strategies

To support their CIP goals, LWLC elementary schools identified a variety of strategies. Some common themes were an emphasis on common assessments/planning, data analysis, instructional differentiation strategies, flexible grouping of students to allow for targeted intervention, integration of SIOP strategies, more training and implementation of co-teaching and vertical meeting time to support professional collaboration.

Elementary Parent, Family and Community Involvement Strategies

LWLC elementary schools identified a variety of strategies to increase parent, family and community involvement, including intentional collaboration with families to support student success in academics, behavior and attendance, inviting input on school improvement, providing multiple ways to access school information (website, in the school, email) and to seek ways to intentionally communicate with and involve families who are under-represented in school activities.

Lake Washington Learning Community: Middle School

Middle School 2015-16 CIP Goal Outcomes

	Range of scores
Literacy: 6-8 ELA	77% to 97% met or exceeded standard
Math: 6-8 Math	72% to 95% met or exceeded standard
Science: 8 Science	63% to 97% met or exceeded standard
Achievement Gap	LWLC middle schools set goals for 2015-16 in the areas of improving student achievement for subgroups of students who are Hispanic or African American, made good progress toward those goals.
College and Career Readiness	LWLC middle schools set College and Career Readiness goals for 2015-16 in the areas of: <ul style="list-style-type: none"> • increasing the number of students taking honors courses (1 school) • 100% of 8th graders will identify at least 2 possible careers of interest (1 school) • Intentional outreach to under-represented groups at Choice schools (2 schools)

Lake Washington Learning Community CIP Summary January 2017

	Goals were achieved in all areas
School Effectiveness	Based on data from their Nine Characteristics surveys, LWLC middle schools set goals for 2015-16 focusing on: <ul style="list-style-type: none"> • Students feel safe at school-Initiate Safe School Ambassadors Program for 6th graders (1 school) • Teachers will provide feedback to one another to improve instructional practices (1 school-slight decrease) • Increase parent participation in survey (1 school)-increased participation. • New staff feel integrated into the team (1 school) - 90% agree
Attendance and Discipline	LWLC middle schools set the Attendance goal for 2015-16 of focusing on decreasing absences/tardies with no to some progress reported. 2 MS's focused on more proactive timely communication with parents and reported improved relationships with parents <ul style="list-style-type: none"> • 2 MS's set Discipline goal for 2015-16 of decreasing suspensions, progress was made in both schools

Middle School Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effectiveness of using school-wide common strategies (focused intervention times, reading comp strategies across content areas) to impact student success, the collaboration of teachers in a variety of formats (department meetings, job alike meetings, schoolwide LEAP professional learning) and the creative use of after-school tutoring and supports.

Middle School 2016-17 Annual School Goals

	Range of goals
Literacy: 6-8 ELA	80% to 100% meet or exceed standard
Math: 6-8 Math	76% to 100% meet or exceed standard
Science: 8 Science	80 to 100% meet or exceed standard
Achievement Gap	LWLC middle schools set Achievement Gap goals for 2016-17 focusing on: <ul style="list-style-type: none"> • increased student achievement for Hispanic students (2 schools), African American students (1 school) and students who are receiving Special Education services (2 schools). • Intentional outreach to under-represented demographic groups (1 choice school)
College and Career Readiness	LWLC middle schools set College and Career Readiness goals for 2016-17 in the areas of increasing student completion of Career Cruising requirements.

Lake Washington Learning Community CIP Summary January 2017

School Effectiveness	Based on data from their Nine Characteristics surveys, LWLC middle schools set goals for 2016-17 focusing on: <ul style="list-style-type: none"> • Increase the # of students choosing to participate in honors level work (1 school) • Increase the # of staff who provide leadership (1 school) • Provide consistency and clarity around enrichment/summer options (1 school) • Fully integrate new staff members (1 school)
Attendance	LWLC middle schools set Attendance goals for 2016-17 in the areas of reducing unexcused and/or chronic absences and tardies.
Discipline	LWLC middle schools set Discipline goals for 2016-17 in the areas of reducing suspensions and/or increasing attendance of students with chronic absences/tardies.

Middle School Strategies

To support their CIP goals, LWLC middle schools identified a variety of strategies. Some common themes were creating systemic processes that support and facilitate intentional connections between general education staff, ELL, Special Education, Intervention staff and counselors as they focus on individual student needs, continuing to focus on strategies schoolwide and integrating positive behavior systems to support student success.

Middle School Parent, Family and Community Involvement Strategies:

LWLC middle schools identified a variety of strategies to increase parent, family and community involvement, including improved communication, increasing parent volunteers for participation in academics and clubs, communicating more with families about the importance of regular attendance, finding ways to involve families in participating in school activities, providing more opportunities for parent-admin face to face chats, and providing input to the CIP.

Lake Washington Learning Community: High School

Lake Washington & Emerson High School 2015-16 CIP Goal Outcomes

	Achievement
Literacy	88% to 90% met or exceeded standard
Math	90% to 94% met or exceeded standard
Science	53% to 84%% met or exceeded standard
Achievement Gap	LWHS set a goal for 2015-16 in the area of improving achievement for Hispanic students on ELA assessment. Proficiency improved by 8%.

Lake Washington Learning Community CIP Summary January 2017

On-Track Credits	Schools set goals for 2015-16 to increase the number of students with On-Track credits. Some progress made at both schools
College and Career Readiness	Schools set College and Career Readiness goals for 2015-16 in the area of increased student completion of High School and Beyond Plan requirements. Some progress was made at both schools
School Effectiveness	Based on data from their Nine Characteristics surveys, LWHS did not have enough staff participation in the survey to identify accurate perception data. The survey will be re-administered in Jan. 2017 and Spring 2017.
Attendance and Discipline	LWHS set the Attendance goal for 2015-16 of focusing on decreasing absenteeism/tardies for 9 th grade students. Data showed no improvement. EmHS – Poor attendance is the leading cause of poor academic performance at EmHS. Continued efforts in effective/timely communication between school/students/parents remained a focus.

Lake Washington & Emerson High School Reflections:

Schools analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some themes in their reflections were the need for continued collaboration and coordination of strategies and supports for ELL and at-risk students, the positive impact of close monitoring of students for credit retrieval and attendance support, and the need to create systems for wraparound support and restorative intervention for at-risk students and those with mental health and behavioral issues.

Lake Washington High School 2016-17 Annual School Goals

	Goals
Literacy	LWHS: 93% of students will meet literacy standard as measured by SBA EmHS: 90% of 10 th & 11 th graders who take the ELA SBA will earn proficiency on the Reading Target: Word Meanings: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships, word patterns, etymology, or use of reference materials, with primary focus on determining meaning based on context and academic (tier 2) vocabulary common to complex texts in all disciplines.
Math	LWHS: 95% of students will meet math standard as measured by SBA or EOC EmHS: 80% of 10 th & 11 th graders who take the ELA SBA will earn proficiency on the Math Targets Algebra: Understand solving equations as a process of reasoning and explain the reasoning; Solve equations and inequalities in one variable.
Science	LWHS: 85% of students will pass the Biology End of Course

Lake Washington Learning Community CIP Summary January 2017

	EMHS: 60% of students who take the EOC Biology Exam will earn proficiency in the target area of Processes within cells.
Achievement Gap	LWHS: 83% of Hispanic students will meet Literacy standard as measured by SBA. EMHS:
On-Track Credits:	LWHS: 95% of all freshman will earn 6.0 credits at the end of their freshman year. EMHS: 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	LWHS: 95% of freshmen and sophomores will complete all career cruising activities. EMHS: 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:	LWHS: The school uses a system to obtain a variety of perspectives when making decisions from 90%-95% agreement EMHS: EmHS staff will gather data relating to underlying causes for student absenteeism and effective intervention strategies to increase overall student attendance.
Attendance:	LWHS: Improve the number of students missing in excess of 18 days through personal contact. EMHS: Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session.
Discipline:	LWHS: Implement restorative justice practices to decrease suspensions. EmHS: All certificated staff will continue working on strategies related to restorative practice.

Lake Washington Learning Community High School Strategies

To support their CIP goals, LWLC HS's identified a variety of strategies. Some themes were collaborating to provide effective intervention for all students and to provide individual attention, continued and increased implementation of restorative justice practices, continued focus on the underlying causes of attendance problems, and a focus on increasing awareness and skills to provide support to those students whose post-graduate course may not be immediate entry into a four-year college.

Lake Washington Learning Community High School Parent, Family and Community Involvement Strategies:

LWHS: Administer parent and student surveys to determine perception and feedback from parents and students on our current practices.

Parents will be informed of the CIP process through a presentation at PTSA meetings and PTSA newsletter with Link on the website to the document. Parents are invited into the

Lake Washington Learning Community CIP Summary January 2017

school quarterly for coffees to ask questions and hear about a variety of programs. These are in addition to the PTSA meetings.

EmHS: More effective and timely communication with parents (e-mail, phone, parent meetings) re: attendance and credit retrieval options.

**Redmond Learning Community
CIP Summary January 2017**

CIP Outcomes, Reflections, Goals & Strategies

Redmond Learning Community: Elementary

Elementary 2015-16 CIP Goal Outcomes

	Range of scores
Literacy: K-2 Reading	86 to 100% met or exceeded standard
Literacy: 3-5 ELA	65% to 100% met or exceeded standard
Math: 3-5 Math	54% to 100% met or exceeded standard
Science: 5th Science	77% to 100% met or exceeded standard
Achievement Gap	RLC elementary schools set goals for 2015-16 in the areas of improving student achievement for subgroups of students who were low income, Hispanic/Latino, male and who received services in special education, ELL, Safety Net. Most schools achieved growth in these subgroups, ranging from small growth to significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2016-17 school year.
School Effectiveness	Based on data from their Nine Characteristics surveys, RLC elementary schools set goals for 2015-16 focusing on: <ul style="list-style-type: none"> • teachers providing feedback to one another (2 schools- exceeded goal) • staff working across grade levels (1 school- significant growth) • staff receiving feedback (3 schools, some progress) • aligning professional development activities (1 school, good progress) • increasing respectful student behavior (2 schools, some to good progress.)
Attendance and Discipline	RLC elementary schools set Attendance goals for 2015-16 focusing on: <ul style="list-style-type: none"> • Decreasing tardies (6 schools, slight to significant progress) • Decreasing unexcused absences (2 schools, zero to slight progress) RLC elementary schools set Discipline goals for 2015-16 focusing on: <ul style="list-style-type: none"> • Decreasing behavior referrals to office (5 schools, one focusing on male referrals, moderate to high progress) • Decreasing student suspensions (1 school, significant progress) • Training staff in Second Step/restorative justice (1 school with very low discipline rates; met training goal)

Redmond Learning Community CIP Summary January 2017

Elementary Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effects of large numbers of new students and staff following boundary changes and enrollment growth; the importance of focusing on collaboration within the staff from all programs (general education, ELL, Safety Net, Special Education); implementation of behavior/PBIS strategies and staff professional learning in that area; and continuing professional learning in effective implementation of data analysis and instructional planning by school teams both within grade level teams and in vertical alignment between grade levels. Several schools found success in decreasing attendance issues by collaborating with families and using incentive systems for students.

Elementary 2016-17 Annual School Goals

	Range of goals
Literacy: K-2 Reading	79% to 97% meet or exceed standard
Literacy: 3-5 ELA	70% to 92% meet or exceed standard
Math: 3-5 Math	63% to 98% meet or exceed standard
Science: 5th Science	74% to 100% meet or exceed standard
Achievement Gap	RLC elementary schools set Achievement Gap goals for 2016-17 focusing on increased student achievement for ELL students (6 schools), for male students in Reading (1 school) and for students of color (1 school.)
School Effectiveness	Based on data from their Nine Characteristics surveys, RLC elementary schools set goals for 2016-17 focusing on: <ul style="list-style-type: none"> • teachers providing feedback to one another (2 schools) • staff working across grade levels (1 school) • staff receiving feedback (2 schools) • aligning professional development activities (1 school) • increasing respectful student behavior (2 schools)
Attendance	RLC elementary schools set Attendance goals for 2016-17 focusing on: <ul style="list-style-type: none"> • Decreasing tardies (4 schools) • Decreasing unexcused absences (2 schools) • Decreasing extended absences for family trips (1 school)
Discipline	RLC elementary schools set Discipline goals for 2016-17 focusing on: <ul style="list-style-type: none"> • Decreasing behavior referrals to office (5 schools) • Decreasing aggressive behavior incidents (1 school) • Decreasing student suspensions (1 school) • Continued professional learning in Restorative Justice practices (1 school with very low discipline rates)

Redmond Learning Community CIP Summary January 2017

Elementary Strategies

To support their CIP goals, RLC elementary schools identified a variety of strategies. Some common themes were an emphasis on instructional differentiation strategies, flexible grouping of students to allow for targeted intervention, integration of SIOP strategies across all classrooms, teacher learning walks and vertical meeting time to support professional collaboration.

Elementary Parent, Family and Community Involvement Strategies

RLC elementary schools identified a variety of strategies to increase parent, family and community involvement, including intentional collaboration with families to support student success in academics, behavior and attendance, inviting input on school CIP plans, providing multiple ways to access CIP information (website, in the school, email and to seek ways to intentionally communicate with and involve families who are under-represented in school activities.

Redmond Learning Community: Middle School

Middle School 2015-16 CIP Goal Outcomes

	Range of scores
Literacy: 6-8 ELA	79% to 88% met or exceeded standard
Math: 6-8 Math	72% to 86% met or exceeded standard
Science: 8 Science	81% to 91% met or exceeded standard
Achievement Gap	RLC middle schools set goals for 2015-16 in the areas of improving student achievement for subgroups of students who were low income and who received Special Education services and made good progress toward those goals.
College and Career Readiness	RLC middle schools set College and Career Readiness goals for 2015-16 in the areas of increasing the number of students taking high school credit-bearing courses and increasing low income student enrollment in higher level math courses, and made significant progress toward those goals.
School Effectiveness	Based on data from their Nine Characteristics surveys, RLC middle schools set goals for 2015-16 focusing on increasing the perception that many parents volunteered in the school (no progress) and increasing the perception that students who respect those who are different (no progress.)
Attendance and Discipline	RLC middle schools set the Attendance goal for 2015-16 of focusing on decreasing tardies with no to some progress reported, and set the Discipline goal for 2015-16 of decreasing suspensions, with both schools reporting an increase instead.

Redmond Learning Community CIP Summary January 2017

Middle School Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effectiveness of using school-wide common AVID strategies to impact student success, the collaboration of teachers in a variety of formats (department meetings, job alike meetings, schoolwide LEAP professional learning) and the creative use of after-school tutoring and supports.

Middle School 2016-17 Annual School Goals

	Range of goals
Literacy: 6-8 ELA	80% to 90% meet or exceed standard
Math: 6-8 Math	76% to 88% meet or exceed standard
Science: 8 Science	92% meet or exceed standard
Achievement Gap	RLC middle schools set Achievement Gap goals for 2016-17 focusing on increased student achievement for low income students and students who are receiving Special Education services.
College and Career Readiness	RLC middle schools set College and Career Readiness goals for 2016-17 in the areas of increasing student completion of Career Cruising and increasing the number of 8 th graders enrolled in algebra or geometry.
School Effectiveness	Based on data from their Nine Characteristics surveys, RLC middle schools set goals for 2016-17 focusing on: Increasing the perception that schoolwork is meaningful to students, increasing the perception that teachers care about students and increasing family engagement.
Attendance	RLC middle schools set Attendance goals for 2016-17 in the areas of reducing unexcused absences and providing parent education in student anxiety contributing to absences.
Discipline	RLC middle schools set Discipline goals for 2016-17 in the areas of reducing suspensions, with one school focusing on decreasing out of school suspensions for Hispanic and Latino students.

Middle School Strategies

To support their CIP goals, RLC middle schools identified a variety of strategies. Some common themes were creating systemic processes that support and facilitate intentional connections between general education staff, ELL, Special Education, Intervention staff and counselors as they focus on individual student needs, continuing to focus on AVID strategies schoolwide and integrating positive behavior systems to support student success.

**Redmond Learning Community
CIP Summary January 2017**

Middle School Parent, Family and Community Involvement Strategies:

RLC middle schools identified a variety of strategies to increase parent, family and community involvement, including increasing parent volunteers for participation in academics and clubs, communicating more with families about the importance of regular attendance, and finding ways to involve families in providing input to the CIP.

Redmond Learning Community: High School

Redmond High School 2015-16 CIP Goal Outcomes

	Achievement
Literacy	89.2% met or exceeded standard
Math	95.7% met or exceeded standard
Science	86.9% met or exceeded standard
Achievement Gap	<p>RHS set a goal for 2015-16 in the area of improving student achievement for students who were enrolled in Safety Net intervention classes. Overall there were good results, with two classes showing poor results:</p> <p>SN Algebra 1: 2/51 proficient SN Algebra 2: 15/15 proficient 17/23 Algebra proficient EOC</p> <p>SN Geometry: 2/23 proficient SBA 1/23 Geometry proficient EOC</p> <p>SN English 10: 18/25 proficient</p>
On-Track Credits	RHS set goals for 2015-16 to increase the number of student with On-Track credits. There was a slight decrease for the class of 2018.
College and Career Readiness	RHS set College and Career Readiness goals for 2015-16 in the areas of increasing the number of students enrolled in AP, Honors and college courses, and that all Class of 2019 students would complete High School and Beyond Plan requirements. There as an increase in overall AP enrollment, and more AP tests taken, with a slight drop in scores. Only 12 of the 480 students in the Class of 2019 failed to complete all HSBP requirements. Of those 12, 8 had over half completed. Of the four remaining students, one is being tutored at home, one was only enrolled from February through early June, one is part time RHS and part time Emerson K-12, and one is HB 1758 and only attends RHS for Choir.
School Effectiveness	Based on data from their Nine Characteristics surveys, RHS set a goal 2015-16 focusing on increasing teacher perception that they receive regular feedback on how they are doing. A technology glitch

Redmond Learning Community CIP Summary January 2017

	prevented RHS from obtaining accurate data from the Nine Characteristics survey in Spring 2016 (only 2 surveys showed as complete.) Subsequently, RHS administered another survey in the Fall 2016. Results showed that 49 out of 69 respondents were either in agreement with or neutral to the statement.
Attendance and Discipline	<p>RHS set the Attendance goal for 2015-16 of focusing on decreasing absenteeism for D/F students who had been suspended, and had no improvement in this area.</p> <p>RHS set the Discipline goal for 2015-16 of focusing on decreasing disruptive conduct/willful disobedience referrals. There was a very slight decreased in referrals, however 4 students accounted for 20 of the 26 incidents and the school is actively working with special education and wraparound support agencies to provide support for them.</p>

Redmond High School Reflections:

RHS analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some themes in their reflections were the need for continued collaboration and coordination of strategies and supports for ELL and Intervention students, the positive impact of close monitoring of students for credit retrieval support, and the need to create systems for wraparound support of students of poverty and those with mental health and behavioral issues.

Redmond High School 2016-17 Annual School Goals

	Goals
Literacy	Class of 2018: From 89.2% to 95% proficiency
Math	Class of 2018: From 87.9% to 93% proficiency
Science	Class of 2018: From 86.9% to 92% proficiency
Achievement Gap	RHS set an Achievement Gap goal for 2016-17 focusing on reducing the overrepresentation of students of Hispanic descent that are credit deficient and/or performing below standard on state tests in the Classes of 2018 and 2019.
On-Track Credits:	RHS set an On-Track Credit goal for 2016-17 focusing on significantly increasing the credits of credit-deficient students in the class of 2019.
College and Career Readiness	RHS set a College and Career Readiness goal for 2016-17 focusing on 97% of students fulfilling the High School & Beyond requirements.
School Effectiveness:	RHS set a School Effectiveness goal for 2016-17 focusing on increasing the number of teachers who agree or are neutral to statement that they receive regular feedback on how they are doing.
Attendance:	RHS set an Attendance goal for 2016-17 focusing on reducing the number of students who are filed on for BECCA (attendance law.)

Redmond Learning Community CIP Summary January 2017

Discipline:	RHS set a Discipline goal for 2016-17 focusing on reducing the number of disruptive conduct/willful disobedience referrals.
--------------------	---

Redmond High School Strategies

To support their CIP goals, RHS identified a variety of strategies. Some themes were aligning student goals to Common Core State Standards and deepening teacher professional learning in that area, ensuring student equity and access to honors and AP courses, collaborating to provide effective intervention for all students and to provide individual attention, continued focus on the underlying causes of attendance problems, and a focus on increasing awareness and skills to provide support to those students whose post-graduate course may not be immediate entry into a four-year college.

Redmond High School Parent, Family and Community

Involvement Strategies:

RHS is working with families and responding to concerns brought forward in mutual discussions. They have heard the parent request for more support for students bound for 2 year colleges, military or the trades. They continue to work with families and community agencies to develop wraparound supports for many students. They are developing a simplified, accessible CIP summary document that will present an overview of the school's CIP plan and will email that to all parents using School Messenger.