Continuous Improvement Process Plan

John James Audubon Elementary

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2016 - 2017

Lake Washington School District

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Lake Washington School District
2016 - 2017

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DESCRIPTION OF SCHOOL

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. Last year, we established performance baselines using the Smarter Balanced Assessment (SBA) and are building our trends with the second set of SBA data. Audubon continues to perform at a very high level in Reading, Writing, Math and Science. However, we are seeing some interesting cohort differences with the second year of testing.

Highlights include scores 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 continue to notice a consistent pattern of Level 4 performance with school-wide performance difference between Level 2 and Level 3 scores.

Our Continuous Improvement Plan for 2016-2017 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 and supporting professional development using a train-the-trainers model with two new staff members now on board.

Performance Focus: Data Teams Process
Rationale: We are in our fourth year of learning and application of the Data Teams Process. Last year, we focused on a schoolwide goal in reading supported by Data Teams mentors working with each team. This year, our focus will be on a similar math standard addressing multi-step word problems.

School Culture Focus: Professional Learning Communities
Rationale: We have been expanding professional learning communities at Audubon to include other schools in the Lake Washington Learning Community by putting together grade levels and job-alike teams during our All-Day LEAP opportunities. We will also be dealing with the limitations of the number of opportunities we have to stay connected throughout the year.

Achievement Gap Focus: Transitional Bilingual
Rationale: We will be tracking performance of ELL students who no longer receive English Language Learners services due to their test performance on the English Language Proficiency Assessment (ELPA). Most of these students do not qualify for Safety Net services upon exiting. As an ELL school, Audubon has over 150 students (~28% of the school) designated as Transitional Bilingual.

Community Engagement Focus: Parent Involvement in the CIP Process
Rationale: While information about the CIP is talked about and shared with parents, it is evident that many of our school's CIP initiatives are well known to staff and not so well known to our parent community. Initial discussions are beginning with the Audubon PTSA to bridge this gap so that parents have information about improvement planning for their children. This includes finding suitable venues or mediums to 'get the word out' to the community.

Student Demographics		
Enrollment		
October 2015 Student Count		556
May 2016 Student Count		565
Gender (October 2015)		
Male	271	48.7%
Female	285	51.3%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	33	5.9%
Asian	256	46.0%
Black / African American	5	0.9%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	225	40.5%
Two or More Races	36	6.5%
Special Programs		
Free or Reduced-Price Meals (May 2016)	22	3.9%
Special Education (May 2016)	36	6.4%

Transitional Bilingual (May 2016)	159	28.1%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	10	1.8%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	419	0.5%

Teacher Information (2015-16) (more info)	
Classroom Teachers	32
Hispanic / Latino of any race(s)	3
White	29
Average Years of Teacher Experience	9.4
Hispanic / Latino of any race(s)	11.8
White	9.2
Teachers with at least a Master's Degree	46.9%
Total number of teachers who teach core academic classes	30
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	30
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	96.7%
% of classes taught by teachers who do not meet ESEA HQ definition	3.3%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	N/A

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	88.3%	95.0%
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	88.2%	95.0%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**
- **reported on the OSPI Washington State Report**

Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

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	90.9%	91.5%					
		1st	88.5%	91.8%					
		2nd	90.1%	92.4%					
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		88.5%	88.6%					
	% of 3rd graders meeting or exceeding state standards in Math		89.0%	91.1%					
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		84.0%	79.7%					
	% of 4th graders meeting or exceeding state standards in Math		90.7%	89.2%					
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		88.1%	81.4%					
	% of 5th graders meeting or exceeding state standards in Math		84.0%	80.0%					
	% of 5th graders meeting or exceeding state standards in Science		93.6%	87.1%					

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**
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CIP Reflection: Evaluate Outcomes

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	>90% meeting or exceeding standard***	~92% of students met or exceeded standard in K-2nd Literacy
Literacy: 3-5 ELA	>90% meeting or exceeding standard***	~84% of students met or exceeded standard in 3rd-5th Literacy
Math: 3-5 Math	>90% meeting or exceeding standard***	~87% of students met or exceeded standing in 3rd-5th Math
Science: 5th Science	>90% meeting or exceeding standard***	~87% of students met or exceeded standard in 5th grade Science
Achievement Gap	Increase Performance of Limited English Proficient students from 61% proficiency on the SBA Math 4th grade to >70% performance on the 5th grade Math SBA	This performance target was difficult to determine based upon changes in cohort and limited size of the cohort. The numbers show a sizable decrease in performance from 61% to 38%, but the detail also showed a much smaller group being measured.
School Effectiveness:	Increase staff trust to >80% 'Mostly' or 'Completely' agree on Question 29 of the Nine Characteristics Survey with no 'Don't Agree' responses	31% of staff 'Agree Completely' and 56% of staff 'Agree Mostly' (87%) and 0% responded to 'Don't Agree at All' on the 2015-2016 Nine Characteristics Survey
Attendance and Discipline:	Attendance: Identify students who have significant attendance concerns and develop individual plans of support. Discipline: Decrease behavior incidents by 10% from 2014-2015 to 2015-2016 as measured by Behavior Communication Slips and develop individual plans of support for all students with more than three communication slips	Attendance: Five students were identified (non-sick, non-extended absence) for attention and support Discipline: We reduced Behavior Communication from 266 slips issued in 2014-2015 to 208 slips issued in 2015-2016, a reduction of 22%.

Narrative Reflection:

NOTE: Our across-the-board >90% performance target was less about expected student performance and more about the SBA being a new assessment. As we build our trends directly related to the SBA, we will be able to better target student performance as the driver of our goals in the future.

Narrative Reflection	
Literacy: K-2 Reading	Results were compiled using DIBELs EOY Performance data resulting in ~92% of Audubon Students meeting or exceeding standard in Literacy. However, this is only an indicator intended to identify students who were missing basic foundational skills and does not provide us with baseline reading data for most students. Instead, the Data Teams Process was used to identify student needs using the Common Core and looking at a single standard recommended by the Data Teams planning team and approved by staff. The standard selected related to 'Main Idea/Main Topic' and provided a common base for Data Teams and PGE Student Growth Goals for this past year. The DIBELs assessment scores were consistent with student growth goals data.
Literacy: 3-5 ELA	We saw interesting results from 3rd thru 5th grade performance with a slight dip to 84% overall. This is interesting information because we did not see cohort performance transfer from the 2015 SBA to the 2016 SBA. For instance, in 2015, 89% of 3rd graders met or exceeded standard in Literacy, but in 2016, as 4th graders only 79% met or exceeded standard. Similar results were seen in 4th grade and 5th grade Literacy results.
Math: 3-5 Math	Our overall results were uneven. A good example of this is the improvement overall from 89% to 91% of 3rd graders meeting or exceeding standard on the SBA but losing 8 percentage points on students scoring at Level 4. We see the opposite in 4th grade, with overall performance moving down from 91% to 89%, but an increase of 9 percentage points in students scoring at a Level 4.
Science: 5th Science	Another of Audubon's interesting numbers with less students (from 94% in 2015 MSP to 87% in 2016 MSP) meeting or exceeding standard, but with huge 17-point gain in Level 4 MSP performance from 2015 to 2016 (from 58% to 75%). We are still determining what accounts for this.
Achievement Gap	Our goal this past year was to track Limited English Proficiency in Math. Unfortunately, the data we chose (SBA Math performance) proved to be inaccurate as the cohort numbers changed such that we had far fewer students scored and a drop in proficiency percentage from 61% to 36%. Upon further examination, our scores were not reflective of the same students due to a LEP designation change that removed a large portion of them from the data sample.
School Effectiveness:	While we made our goal of >80% agreement and no staff members disagreeing with the statement, the area of trust will be an ongoing goal for the staff to maintain what is a very positive school culture at the moment. While not our focus for the upcoming year, moving more

	staff to 'agree completely' and to stay above 90% (currently 87%) 'mostly' and 'completely' is a reasonable next step.
Attendance and Discipline:	Attendance: We have identified students with significant attendance issues that affect their school performance. This amounts to less than five students at the school. This does not include students dealing with sickness or students who go on extended vacation. Of the handful of students we identified, we have seen two of them improve attendance at the end of the year and they have continued to attend regularly this year. Discipline: We reduced the number of overall behavior communication slips issued, from 266 in 2014-2105, to 209 in 2015-2016—a reduction of 22%. Additionally, we identified nine students with more than three referrals. These students were supported with behavior plans developed specific to their concern with five of those students referred for additional support through special services.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	LITERACY GOAL To move from 92% (EOY 2016) to 95% or better proficiency overall as measured by the DIBELs (EOY 2017).
Literacy: 3-5 ELA	LITERACY GOAL To move from 84% at or above standard to 89% at or above standard as measured by the ELA Smarter Balanced Assessment
Math: 3-5 Math	MATH GOAL To move from 87% at or above standard to 90% at or above standard as measured by the Math Smarter Balanced Assessment.
Science: 5th Science	To move from 87% to over 90% Proficiency overall and from 84% to 90% Proficiency in the Claim area of 'Systems of Science' as measured by the Science MSP for 5th Grade.
Achievement Gap	Sub Group Focus: Transitional Bilingual students (those exited from ELL services) Goal: Initial tracking of students who were recently exited from ELL services in the area of language arts. We will be forming baseline data tracking both large scale assessment data (SBA ELA) and report card data for these students and then form a goal. We do not have a current performance goal as Transitional Bilingual students are not tracked past two years after exiting the ELL program, so we will need to figure out how to do that.
School Effectiveness:	100% of respondents 'Agree Mostly' or 'Agree Completely' on Question 42 (Teachers receive regular feedback on how they are doing) and Question 44 (Teacher provide feedback to each other to help improve instructional practices) as measured by the Nine Characteristics Survey.
Attendance:	Attendance is a not a generalized concern at Audubon and our goal will be to target specific students with attendance concerns that impedes their performance. We will be working with those students (less than five) and their families on an individualized program. We

	will also have adopted an Extended Absence Policy and Packet for planned (vacation) absences that extend beyond a week.
Discipline:	Our goal is to decrease our Behavior Communication Referrals by 20% from 206 referrals in 2015-2016 to less than 165 referrals in 2016-2017. All students who receive more than three referrals will be reviewed and a plan for additional support put in place.

Annual School Goals: Academic

READING GOAL
Focus: Compare and Contrast in Literature OR Informational Text

In Reading, we noticed a much greater range of interest than the common thread found in Math. After discussion of each strand, grade level representatives recommend the following:

We would like for grade levels to consider RI.x.9 or RL.x.9 under 'Integration of Knowledge and Ideas' which addresses 'Compare and Contrast'.

Process: Data Teams

Expected Growth: Students will demonstrate one level of growth from pre-assessment in October 2016 to final assessment prior to April 2017 as measured by common curriculum based assessment determine by the grade level/team

MATH GOAL
Focus: Solving Word Problems
Goal: Students will demonstrate one level of growth from initial/pre-assessment in October 2016 to final assessment in April 2017 using Common Core State Standards in Math.

Process: Data Teams Process
Measurement Vehicle: Curriculum Based Assessment using Envision Curriculum with Grade Level Adjustments as needed.

Secondary Goal/Measurement: Increase fifth grade students' performance from 80% at or above standard to 85% or better performance based upon the 2017 Math SBA administered in April/May 2017.

Common Core State Standard by Grade Level
Kindergarten K.OA.2
Solve addition and subtraction word problems, and add and subtract within 10...
1st Grade 1.OA.2

Solve word problems that call for addition of three whole numbers whose sum is…
2nd Grade 2.OA.1
Use addition and subtraction within 100 to solve one-and two-step word problems…
3rd Grade 3.OA.8
Solve two-step word problems using the four operations. Represent these problems…
4th Grade 4.OA.3
Solve multi-step word problems posed with whole numbers…
5th Grade 5.NF.2
Solve word problems involving addition and subtraction of fractions referring to…
(NOTE: 5th Grade's standard connects well with our schoolwide goal/standard even
though it is listed under Numbers and Operations-Fractions)

SCIENCE GOAL
The Science Goal was determined by our 5th grade team looking at MSP Results from
Spring 2016. Systems of Science was our lowest sub-section score and therefore our
greatest opportunity for growth.

Annual School Goals: School Effectiveness

Based upon results from the 2015-2016 Nine Characteristics, our staff will focus on
getting and receiving feedback to improve instructional practices.
As a secondary focus, this will inform our ability to provide professional growth
opportunities based upon this information.

As a secondary focus, we are hoping that the feedback about instructional effectiveness
will inform our 'ability for growth' through Professional Development opportunities. One
such opportunity will be the reinstitution of staff learning walks both in-house or with
partnership exchanges with other Lake Washington Learning Community schools.

Annual School Goals: Attendance

Our attendance goal for this year is unchanged from previous years with individual plans
for the few students with avoidable tardies or absences. Last year, we made positive
inroads with three students who have dramatically improved attendance patterns; two of
our students no longer attend Audubon; and we surfaced one student with significant
concerns through a review of records.

Our second goal is parent education about Extended Absences and the use of an
Extended Absence Packet.

Annual School Goals: Discipline

See comments in goals table regarding Discipline.
20% reduction is in keeping with a 22% reduction from the previous year

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

NOTE: Instructional strategies used in the classroom are in response to student need. Below is a listing of possible instructional strategies that teachers will employ to address specific student learning needs.

Reading:

- School focus on Compare and Contrast in Informational Text and/or Literature
- Chanting sight words, movement activities with sight words
- Flexible grouping
- IA support to assist with small groups
- Safety Net push in and pull out
- ELL emersion in literacy
- Graphic organizers
- Explicit instruction on literary analysis (themes & compare/contrast)
- Anchor charts on main idea
- Focus on quality written answers, focusing on complete sentences and using text evidence (including visualization)
- Leveled questions
- WONDERS assessment tools and resources for pre- and post-assessments and to check progress mid-way
- Use of mentor texts
- Learning Walks
- Vertical collaboration and teaming

Math:

- School focus on Solving Word Problems
- Place Value with addition and subtraction properties (primary focus)
- Tens frames (primary)
- Tens and ones cubes (primary)
- Math Stations (primary)
- Common formative and summative assessments designed by team
- RTI model for identifying root problems and choosing explicit interventions
- IXL for additional practice or use in centers
- Extension activities and games
- Peer support; peer homework checks
- Math Journals
- Student created word problems
- SBAC practice items
- Learning Walks
- Vertical collaboration and teaming

Science:

- School Focus on Systems of Science

- Writing steps of process as a focus in primary (demonstrate using first, next, etc. with a beginning and ending statement)
- Use proficiency scales
- Emphasis on scientific process and investigative design
- Investigative process for procedural writing
- Use of science journals in all grade levels
- Research skills instruction with multiple sources
- Two-column note-taking
- Foss Web resources
- Wiki-projects
- Learning Walks
- Vertical collaboration and teaming

Writing:

- School Focus on implementing new writing curriculum
- Non-fiction writing and sharing in all grades
- Two-column note-taking in all grades across all subjects
- Writing w/evidence to support literary analysis
- CCSS rubrics
- Publishing and sharing work online
- Author's Chair
- Mentor texts
- Peer editing/revising
- Quickwrites
- Web-based reading response/discussions
- Student created projects to demonstrate understanding
- Student netbook use
- Learning Walks
- Vertical collaboration and teaming

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Traditionally, parents/families/community have not been an active participant in the Continuous Improvement Process other than passive access to the Continuous Improvement Plan documents. Through conversation with PTSA leadership, it is evident that much of this document, its purpose and 'education vocabulary' is not readily understood by parents. Processes such as Data Teams, data analysis of claims in SBA results, or the use of Common Core State Standards are some of the examples that don't immediately make sense to parents. Our first strategy will be to convene a group of interested parents (determined by PTSA leadership) to walk through the CIP document, first outlining areas of confusion, then determining what parts of the plan are more (and less) meaningful for parents to know.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Our second strategy will be to roll out information to the community based upon the recommendations of our PTSA to provide a concise and understandable communication to the Audubon community. This will be followed up with informal opportunities, such as the 'Coffee with the Principal' to ask questions, etc.

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