

Continuous Improvement Process Plan

Explorer Elementary

7040 208th Avenue NE
Redmond, WA 98053

425-936-2533

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

2016 -
2017



Principal Karen Barker

Associate Principal Jef Lingelbach

Lake Washington School District

2016 - 2017

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
District Performance Targets -----	Page 3
School Performance Over Time -----	Page 4
CIP Reflection: Evaluate Outcomes -----	Page 5
Annual School Goals -----	Page 7
Strategies to Accomplish Goals -----	Page 9
Parent, Family, and Community Involvement -----	Page 10

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.

Explorer Community School is a Choice elementary school in the Lake Washington School District, housed on the campus of Emily Dickinson Elementary School. Parent involvement is an integral asset of Explorer. Explorer has 73 students and three teachers, configured in three multiage classrooms serving children in grades one through five. Although it operates independently, Explorer is part of the larger Dickinson community in many ways. Explorer staff members attend Dickinson staff meetings, join school committees and work teams and work collaboratively with Dickinson grade level teams. Explorer students have the same opportunities to engage in specialist and extra-curricular activities as the Dickinson students. They also have lunch and recess with Dickinson students. Explorer and Dickinson have a collaborative partnership that benefits all students and staff.

Explorer's learning community provides an enriched curriculum that inspires life-long learners. Explorer strives to provide a hands-on, interactive learning experience. This approach ensures a strong foundation in basic skills through inquiry-based and collaborative learning. The curriculum includes a strong commitment to the arts and sciences. Field trips, community service, and outside resources are an integral part of Explorer's school program.

Explorer Community School collaborates with Emily Dickinson Elementary School in developing and implementing a Continuous Improvement Process Plan and with Dickinson Elementary School grade level teams to create goals in all content areas. Staff development is focused on math and technology. In grade level teams, teachers from both schools use training and student work samples to devise effective instructional strategies for their classrooms. We also take time to share ideas between schools and across grade levels to maximize an articulated curriculum in grades 1-5.

Our Professional Learning Community model includes leadership teams collaborating to develop our improvement plans. Explorer teachers are an integral part of our Dickinson-Explorer school leadership model. Both Explorer and Dickinson have benefited from this partnership and together form a true community of learners.

Teachers continuously analyze data, assess student growth and develop plans for interventions or extensions as needed on a four-week cycle of inquiry using the Data Teams protocol to ensure student success. Dickinson teachers are being trained to implement a Response to Intervention model that meets the needs of all students. This approach has resulted in dramatic increases of students achieving the highest level of proficiency on district and state measures.

DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>		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 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5 th 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	n/a	n/a	n/a	n/a	n/a	n/a
		1 st	92.3%	100%				
		2 nd	100%	100%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		≥95%	≥95%				
	% of 3 rd graders meeting or exceeding state standards in Math		≥95%	≥95%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		80.0%	≥95%				
	% of 4 th graders meeting or exceeding state standards in Math		93.3%	≥95%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		92.3%	≥95%				
	% of 5 th graders meeting or exceeding state standards in Math		84.6%	80.0%				
	% of 5 th graders meeting or exceeding state standards in Science		≥95%	≥95%				

- **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/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	83% met or exceeded standard	100% met or exceeded standard
Literacy: 3-5 ELA	84% met or exceeded standard	100% met or exceeded standard
Math: 3-5 Math	75% met or exceeded standard	100% met or exceeded standard
Science: 5th Science	91% met or exceeded standard	100% met or exceeded standard
Achievement Gap	75% of male students in grades K-5 will meet grade level standard in reading/ELA	100% of male students met standard
School Effectiveness:	Highly Effective Schools Survey #44: Teachers provide feedback to each other to help improve instructional practice. Goal is to improve from 70% agreement to 87% agreement by May 2016	89% of teachers agreed that teachers provide feedback to each other to help improve instructional practice
Attendance and Discipline:	The number of students reporting to the school past the start of the school day will decrease from 126 tardies in September 2015 to less than 100 per month by June 2016 The number of minor negative recess behavior incidents will decrease from 55 per week in November 2015 to less than 40 per week as measured by data tracked by recess teachers on four identified target behaviors (student conflict, aggressive play, name calling, disrespect to others) by May 2016	122 tardies were reported in May 2016. 32 minor negative behavior incidents per week were reported in May 2016

Narrative Reflection:

Narrative Reflection	
Process:	Academic goals were set by the Explorer teachers using baseline data from September 2015 in all academic areas. The team uses a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are involved in self-assessing their skills and tracking their progress towards end-of-year standards. Explorer team meets weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end-of-year goals.
Literacy: K-2 Reading	Explorer teams used regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Literacy: 3-5 ELA	Explorer teams used regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Math: 3-5 Math	Explorer teams used regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Science: 5th Science	The 5th grade teacher focused on integrating informational text and writing within the science program to improve performance on the science MSP.
Achievement Gap	The Instructional Leadership Team selected male student performance in reading as the sub group of focus for the year as this was the only group significantly underperforming on last year's end of year assessments. The Explorer team planned for targeted instructional strategies and interventions throughout the year within their weekly meetings and monitored progress through use of the Data Teams protocol as well as their professional growth goal monitoring.
School Effectiveness:	The Instructional Leadership Team analyzed our results from the 2015 Highly Effective Schools Survey and found that #44 (Teachers provide feedback to each other to help improve instructional practice) to be our lowest positive response overall. Additionally, we felt that this was our next area for growth as past goals focused on school culture had been met and exceeded. The Instructional Leadership Team developed plans and protocols to address this need throughout the year to provide opportunities for increased Explorer Community School teacher collaboration both within their grade level teams and vertically between levels.

Attendance and Discipline:	School Administrators selected punctuality as our attendance goal for the year. We increased communication to ensure awareness of both parents and students on the importance of attending school on time. Administration monitored student tardiness monthly and add increased support to families with frequent attendance issues. Daily tardy rates were posted in a chart in the lunchroom and became a part of weekly school announcements. School Administrators selected negative behaviors at recess as our goal for the year. These minor behavior issues have an impact in the classroom and are important for students to feel safe and happy at school. Instructional Assistants took baseline data on four high frequency issues at recess (student conflict, aggressive play, name calling, disrespect to others). The school Virtues Team planned multiple interventions to decrease negative behaviors and increase recognition of positive recess behaviors. The creation of a student “Virtues Patrol” resulted to increase positive reinforcement at recess.
-----------------------------------	---

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	93% of students in grades K-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2017.
Literacy: 3-5 ELA	91% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2017.
Math: 3-5 Math	98% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2017.
Science: 5th Science	100% of students in grade 5 will meet grade level standard as measured by the end of year MSP Assessment by May 2017.
Achievement Gap	90% of male students in grades 1-5 will meet grade level standard in reading/ELA as measured by the end of year DIBELS and Smarter Balanced Assessments by May 2017.
School Effectiveness:	Highly Effective Schools Survey #44: Teachers provide feedback to each other to help improve instructional practice. Goal is to improve from 89% agreement to 96% agreement by May 2017.
Attendance:	The number of students reporting to the school past the start of the school day will decrease from 171 tardies in October 2016 to less than 125 per month by May 2017 as measured by Skyward attendance reports.

Discipline:

The number of minor negative recess behavior incidents will decrease from an average of 40 per week in November 2016 to less than 30 per week as measured by data tracked by recess teachers on four identified target behaviors (*student conflict, aggressive play, name calling, disrespect to others*) by May 2017.

Annual School Goals: Academic

Academic goals were set by Explorer Team using baseline data from September 2016 in all academic areas to accurately reflect current students. Members of the intervention programs (ELL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. Team uses a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are also involved in self assessing their skills and tracking their progress towards end of year standards. Explorer Team meets weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Annual School Goals: Achievement Gap

The Instructional Leadership Team selected male student performance in reading as the sub group of focus for the year as this was the only group significantly underperforming on last year's end of year assessments. The Explorer team will be planning for targeted instructional strategies and interventions throughout the year within their weekly meetings and will monitor progress through use of the Data Teams protocol as well as their professional growth goal monitoring.

Annual School Goals: School Effectiveness

The Instructional Leadership Team analyzed our results from the Dickinson/Explorer 2015 Highly Effective Schools Survey and found that #44 (Teachers provide feedback to each other to help improve instructional practice) to be our lowest positive response overall. Additionally, we feel that this is our continued area for growth as past goals focused on school culture have been met and exceeded. The ILT will develop plans and protocols to address this need throughout the year and we will assess progress towards this goal through the 2017 spring survey.

Annual School Goals: Attendance

School Administrators selected punctuality as our continued attendance goal for the year. We have experienced a trend of continual tardiness at both Dickinson & Explorer, and want to increase awareness of both parents and students on the importance of attending school on time. Administration will monitor student tardiness monthly and add increased support to families with frequent attendance issues in partnership with the school counselor.

Annual School Goals: Discipline

School Administrators selected negative behaviors at recess as our continued goal for the year. These minor behavior issues have an impact in the classroom and are important for students to feel safe and happy at school. Instructional Assistants took baseline data on four high frequency issues at recess (*student conflict, aggressive play, name calling,*

disrespect to others). The school Virtues Team is planning multiple interventions to decrease negative behaviors and increase recognition of positive recess behaviors. Data will be taken on the same behaviors in May 2017 to determine effectiveness of these interventions.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Explorer teams will use regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
<i>Professional Learning needed</i>	Continued learning about highly effective Data Teams and new professional learning to support the writing process.
<i>Resources needed</i>	Additional resources for the writing program
<i>Responsible individual or team</i>	Explorer teams and the Instructional Leadership Team

Goal Area	Math
<i>Strategy to support goals</i>	Explorer teams will use regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
<i>Professional Learning needed</i>	Continued learning about highly effective Data Teams and new professional learning to support the writing process.
<i>Resources needed</i>	Additional resources for the writing program
<i>Responsible individual or team</i>	Explorer teams and the Instructional Leadership Team

Goal Area	Science
<i>Strategy to support goals</i>	5 th grade teacher is focusing on integrating informational text and writing within the science program to improve performance on the science MSP.
<i>Professional Learning needed</i>	Continued learning about the writing process and resources
<i>Resources needed</i>	Additional resources for the writing program
<i>Responsible individual or team</i>	5 th grade teacher and the Instructional Leadership Team

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Plan for increased teacher collaboration time within the LEAP calendar. Additionally, staff have agreed to exchange all staff meeting time for weekly 30 minute meetings focused on student learning. A new 'feedback board' has been established in the staff lounge and a consistent vertical teaming protocol is being added to CIP/CAI LEAP.
<i>Professional Learning needed</i>	Continued learning about highly effective Data Teams as well as additional vertical teaming/teacher feedback strategies to implement.
<i>Resources needed</i>	Time to focus on facilitating highly effective teacher collaborative processes.
<i>Responsible individual or team</i>	The Instructional Leadership Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Administrators meet with Explorer Steering Committee monthly to get input on school performance and shares school plans for continual improvement processes in academic and non-academic areas. Parent education opportunities are provided multiple times throughout the year in the form of PTSA meetings, book studies, and weekly sessions for families that are ELL.

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

Administrators will post the plan to the school website and provide a link to families in the school newsletter.