Continuous Improvement Process Plan

Emily Dickinson Elementary

7040 208th Ave N.E.
Redmond, WA 98053

425-936-2530

http://www.dickinson.lwsd.org/

2017 - 2018

Lake Washington
School District

Karen Barker, Principal

Melissa Doering, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

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.

Emily Dickinson Elementary is an outstanding school focused on student success. Our dedicated staff provides a high-quality education that meets the needs of all our students.

Dickinson benefits from a high level of parent support and participation. Our PTSA volunteers give countless hours of their time providing an array of programs and activities. Art Smart, science enrichment, Big and Little Theater productions and International Night are a just few. Additionally, Dickinson benefits from the Watch D.O.G.S. Program, which involves 30 volunteer hours per week by men in our community to support student learning and safety and is an important resource in meeting our school goals.

Our students have a voice in our school through involvement in ASB Student Council. ASB organizes spirit days, school dances, the student store and school-wide community service events. ASB also is the student branch of our school-wide focus on The Virtues Project, which promotes character development.

The Dickinson community cares for and preserves the wetlands on site and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

Dickinson student performance on the Smarter Balanced Assessment & Measurement of Student Progress continues to exceed the overall state performance. Our school primarily focuses on the areas of math and reading. Annual goals are developed to improve student learning in these subjects. Teachers continuously analyze data, assess student growth and develop plans for interventions or extensions as needed on a four-week cycle of inquiry within a Professional Learning Community model 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.

The staff and community at Dickinson have adopted the Virtues Project as a means to create a positive school culture that promotes character development and a positive school culture that is inclusive of all people.

Our school leadership model includes teachers at every level contributing to one of three areas of school focus: Instructional Leadership, Building Leadership, or Virtues Team. We are a community of learners with a laser focus on student achievement within a positive school environment.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	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/).**

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	87.8%	89.5%	93.5%				
		1st	83.7%	80.5%	89.5%				
		2nd	81.1%	83.8%	79.3%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		81.2%	76.2%	71.2%				
	% of 3rd graders meeting or exceeding state standards in Math		84.1%	78.4%	74.0%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		81.4%	81.1%	73.8%				
	% of 4th graders meeting or exceeding state standards in Math		78.7%	75.3%	68.6%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		82.8%	80.5%	82.8%				
	% of 5th graders meeting or exceeding state standards in Math		64.9%	60.5%	70.0%				
	% of 5th graders meeting or exceeding state standards in Science		85.5%	83.3%	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/).**
- **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

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	79% of students in grades K-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2017.	88% of K-2 students met grade level standard at the end of the year DIBELS assessment.
Literacy: 3-5 ELA	71% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2017.	75.6% of students in grades 3-5 met or exceeded grade level standards based on the Smarter Balanced Assessment in May 2017.
Math: 3-5 Math	78% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2017.	70.9% of students in grades 3-5 met or exceeded grade level standards based on the Smarter Balanced Assessment in May 2017.
Science: 5th Science	74% of students in grade 5 will meet grade level standard as measured by the end of year MSP Assessment by May 2017.	87.1% of students in 5th grade met or exceeded grade level standards in science as measured by the MSP in May 2017.
Achievement Gap	65% of students in grades K-5 that are identified as ELL will meet grade level standard in reading/ELA as measured by the end of year DIBELS and Smarter Balanced Assessments by May 2017.	88.8% of students in grades K-5 that are identified as ELL met or exceeded grade level standards in reading/ELA as measured by the end of the year DIBELS and Smarter Balanced Assessments in 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.	100% of teachers responded in agreement with statement #44 from the Highly Effective Schools Survey 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 171 tardies in October 2016 to less than 125	There were 235 recorded tardies in May 2017.

	per month by May 2017 as measured by Skyward attendance reports.
	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.	The number of negative recess behavior incidents declined to an average of 27 per week by May 2017.

Narrative Reflection:

Narrative Reflection	
Process:	Academic goals were set by grade level teams 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. Teams used 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 were also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams met weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process was used in conjunction with team professional growth goals to monitor our progress towards the end of year goals
Literacy: K-2 Reading	Grade level teams used flexible grouping strategies to appropriately target student needs. Teams analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Literacy: 3-5 ELA	Grade level teams used flexible grouping strategies to appropriately target student needs. Teams analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Math: 3-5 Math	Grade level teams used flexible grouping strategies to appropriately target student needs. Teams analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Science: 5th Science	5th grade team 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 students that are English Language Learners as our continuing focus last year. Grade level teams used baseline data to set a goal of moving individual students to meet or exceed standard in reading, using the DIBELS or SBA as a measurement. Students received support through the ELL teachers providing pull-out and push-in models as appropriate daily. ELL Teachers also collaborated with grade level teachers to provide strategies and coaching to support students throughout their school day. Student progress was monitored through the Data Teams protocol and professional growth and evaluation meetings.
School Effectiveness:	The Instructional Leadership Team analyzed our results from the 2016 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 ILT developed plans and protocols to address this need throughout the year to provide opportunities for increased 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 added 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 previous years' baseline data on four high frequency issues at recess (student conflict, aggressive play, name calling, disrespect to others). The work of the Virtues Committee, classroom instruction, and small social groups led by the school counselor all led to a decrease in negative behavior at recess. By the end of the school year 2016-2017, several students who were frequently referred to the office had also been placed in the behavior program at another school.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	89% of students in grades K-2 will score at or above benchmark according to the DIBELS assessment by May 2018.
Literacy: 3-5 ELA	77% of students in grades 3-5 will meet or exceed grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.
Math: 3-5 Math	72% of students will meet or exceed grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.
Science: 5th Science	89% of students will meet or exceed grade level standard as measured by the end of the year WCAS Assessment by May 2018.
Achievement Gap	40% of students in grades 3-5 who qualify for free or reduced lunch will score at or above grade level standards on the Smarter Balanced Math Assessment by May 2018.
School Effectiveness:	Highly Effective School Survey #42: Teachers receive regular feedback on how they are doing. The weighted score will increase from 3.39 to 3.54, demonstrating an increase in agreement with the statement by May 2018.
Attendance:	By the end of the 2017-2018 school year, the total number of unexcused absence days will be 400 or less.
Discipline:	Student referrals to the office during recess will decrease from an average of 27 weekly occurrences to less than 20 by May 2018.

Annual School Goals: Academic

Academic goals were set by grade level teams using baseline data from September 2017 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. Teams use 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. Grade level teams meet 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 students that are eligible for free or reduced lunch focus this year. Data indicates that this is our most significant gap, and this gap is widening in subsequent grade levels. Grade level teams used baseline data to set a goal of moving individual students to meet or exceed standard in reading, using the DIBELS or

SBA as measurement. This goal will be monitored in Data Teams meetings and during our professional collaboration time.

Annual School Goals: School Effectiveness

The Instructional Leadership Team analyzed our results from the 2017 Highly Effective Schools Survey and found that #42 (Teachers receive regular feedback on how they are doing) to be our lowest positive response. Additionally, we believe this is an area for continued growth as past goals focusing on teacher-teacher feedback was met. The Instructional Leadership Team will develop plans and protocols to address this need throughout the year and we will assess progress toward this goal through the 2018 spring survey.

Annual School Goals: Attendance

113 students have one or more unexcused absences, totaling 234.5 days of school missed. School administrators selected this goal to ensure awareness for both parents and students of the importance of attending school regularly, and to increase support to families with frequent attendance issues.

Annual School Goals: Discipline

School administrators selected negative behaviors at recess as our continued goal for the year. We have expanded the scope of the reasons students can be referred to the office to include being inside the building without permission during recess times, with hopes of improving student safety by ensuring students are adequately supervised.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research
Professional Learning needed	Refinement to the Data Teams process, and continued professional learning to support the writing curriculum. Teacher leaders will attend professional development sessions and share strategies during professional development LEAP Wednesdays
Resources needed	Conference fees, release time; writing leads to present district developed professional learning
Responsible individual or team	Grade level teams, writing teacher-leaders, and the Instructional Leadership Team

Goal Area	Math
Strategy to support goals	Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research
Professional Learning needed	Refinement to the Data Teams process, technology integration/software to develop individualized learning and practice for students.
Resources needed	Subscription to Dreambox, technology integration through the BIT plan

Responsible individual or team	Grade level teams, and the Instructional Leadership Team

Goal Area	**Science**
Strategy to support goals	Focus on integration of informational text and writing within the science program to improve performance on the MSP; focus on reading standards for key ideas and details, and the writing curriculum for non-fiction writing genres.
Professional Learning needed	Refinement to the Data Teams process, using rubrics for scoring informational text to support student self-assessment and student monitoring of learning against the learning targets
Resources needed	Resources to integrate STEM activities and experiences, cross-curricular integration in mathematics
Responsible individual or team	5th grade team and the Instructional Leadership Team

Goal Area	**School Effectiveness**
Strategy to support goals	Plan for one-half page immediate feedback form for teachers to receive from administrators or colleagues; establish protocols for technology integration for feedback
Professional Learning needed	Continued professional development for effective teaching strategies, refinement to Data Teams procedures, support for vertical teaming/teacher feedback strategies
Resources needed	Dedicated time during professional development LEAP Wednesdays
Responsible individual or team	Instructional Leadership Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Administrators will meet with PTSA leadership and PTSA Executive Board monthly to get input on school performance and share school plans for continual improvement processes in academic and non-academic areas. We will collaborate with the PTSA to fund teacher professional development seminars and teaching tools. We will continue to offer information nights to parents who are new to the U.S. school system, and offer advice and opportunities to connect to continue to build the Dickinson learning community.
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.