



Continuous Improvement Process Plan 2018-2019

Environmental & Adventure Middle School

8040 NE 132nd St.

Kirkland, WA 98034

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

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I. Description of School

The Environmental & Adventure School (EAS) is a Lake Washington School District Choice School. Founded in 1999, it is celebrating its twentieth year of successfully providing middle-level learners with a challenging educational program based on an environmentally-focused thematic integrated curriculum, infused with adventure-learning and community stewardship.

Located on the Finn Hill Middle School campus, EAS draws students from all geographic areas of the district. While distribution of the student population varies from year-to-year, the majority of EAS students generally reside in the west side of the district. Additionally, a significant portion of the school population has historically come from the Redmond High School feeder area.

School Programs

The heart of EAS is its thematically-integrated curriculum that facilitates critical connections of student learning experiences. Subject-area classes share the same annual school-wide curricular theme, so student learnings are integrated and connected from class-to-class. The thematic curriculum uses the concept of “environment” as the integrating context, or “lens”, that organizes student learnings. This connects students to their environments – both natural and built – at the local, regional, and global levels.

Our Community Stewardship Projects (CSPs) connect our students to their local community. These work groups allow students to make meaningful contributions to their community as they work with various social service organizations, work to restore and enhance natural habitats, or mentor younger students in environmental learnings. To date, EAS students have contributed over 90,000 hours of service towards environmental and social needs in our community.

Adventure-education is also a standard of EAS. Embedded in each excursion are school and academic goals. We begin the school year with a week-long outdoor education and community-building experience at Camp Hamilton, near Monroe, WA. This allows our new sixth-graders to make immediate connections with peers, staff, and parent volunteers. In addition, we have spring and year-end outdoor learning expeditions.

In partnership with our parents and the local community, EAS provides a wide variety of elective class options through our Wednesday Electives Program. Students participate in five different six-week elective classes in the areas of Arts & Crafts, Performing Arts, Technology, and Sports that take place both on and off campus.

Another distinctive EAS program is our annual Healthy Choices Fair. This three-day event is organized as a health conference with daily keynote speakers and break-out sessions. These deliver district and state mandated health curriculum along with a diverse set of elective offerings in the areas of physical, mental, and social health. Sessions are taught by EAS staff, community partners, and parents with health-field expertise.

Unique Characteristics of School

The majority of EAS classes (LA, SS, Science, STEM, and Art) consist of balanced, multi-age student groups. This recognizes that middle-level students are on a variety of cognitive and social continuums and allows students to mentor and assume leadership roles, develop a strong classroom community, and offers structured challenge for younger learners. It also allows students to spend several years with the same teachers, allowing teachers to develop a deeper understanding of each individual student's strengths and needs.

All EAS students take Spanish in grades 6-8. Students learn the language in-depth and develop a strong understanding of a variety of Hispanic cultures.

EAS has employed standards-based grading since 2003. Student work products are assessed on demonstration of mastery to meet defined district, state, and national learning standards.

Our high level of parent involvement is another hallmark of EAS. Middle school is often a time when parental engagement decreases as compared to the elementary years due to students having a greater number of teachers and varying schedules throughout the year. The reverse is true at EAS, where our project-based curriculum, stewardship activities, and adventure-learning expeditions are, in part, made possible, by the large volunteer commitment of our parents. EAS parents do not merely chaperone and transport students. They also apply their expertise in partnering with EAS teachers to create unique and engaging Wednesday Elective offerings, challenging adventure-education rotations, and other learning events.

EAS teachers pool two class periods of contractual prep time each week. This creates time for extended weekly staff meetings and additional time for integration of curriculum, evaluating individual student progress, planning for expeditions and school events, and developing and evaluating PGE and CIP goals and strategies.

Current Demographics:

Enrollment: 141

- Males: 73
- Female: 68

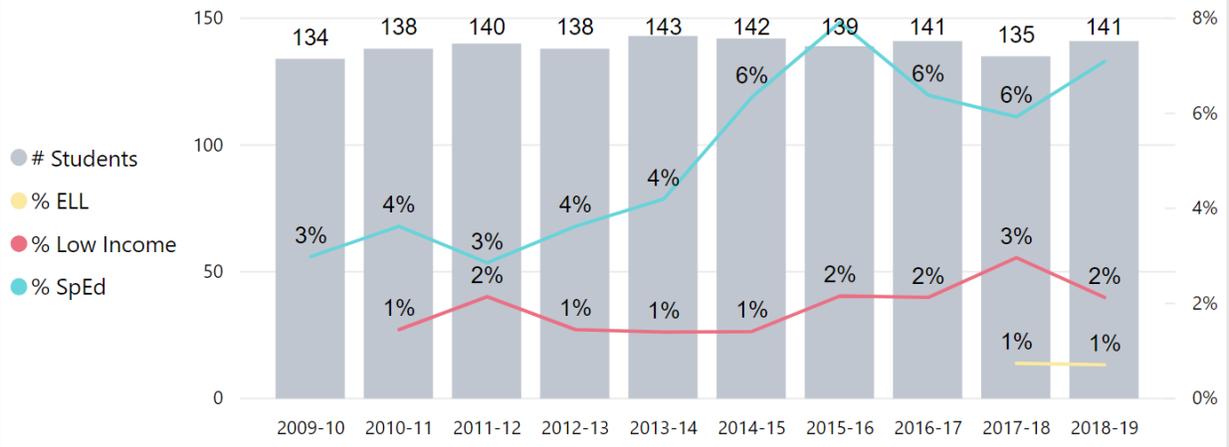
Special Education: 10 (7.1%)

Low Income: 3 (2.1%)

ELL: 1 (0.7%)

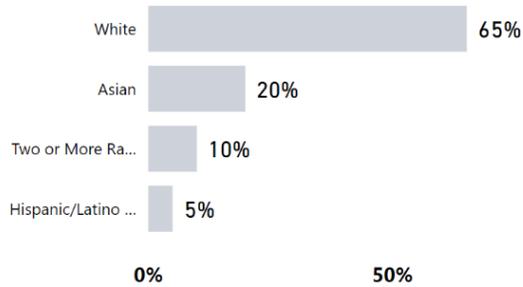
Exited ELL: 15 (7%)

Enrollment

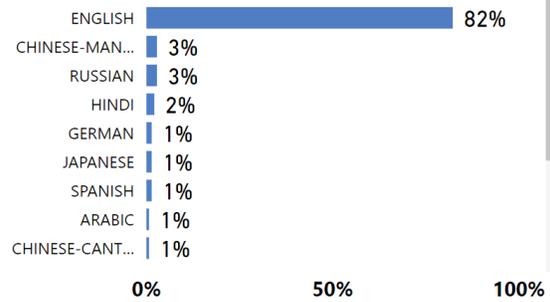


Current Race/Cultural/Language Data:

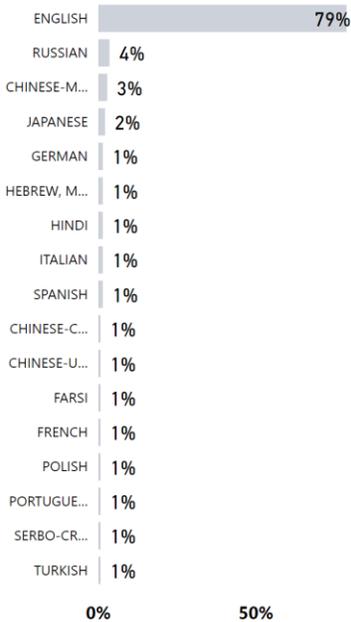
Race/Ethnicity



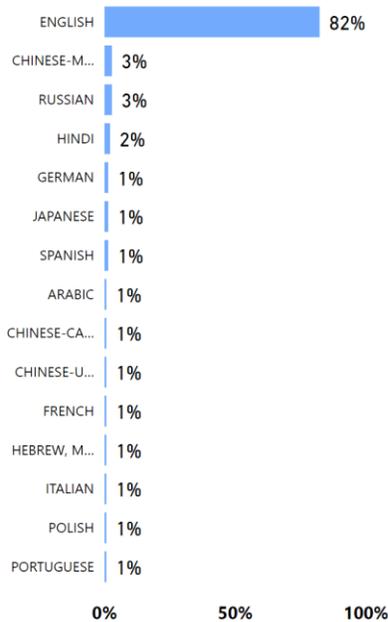
Native Language (Language student first learned)



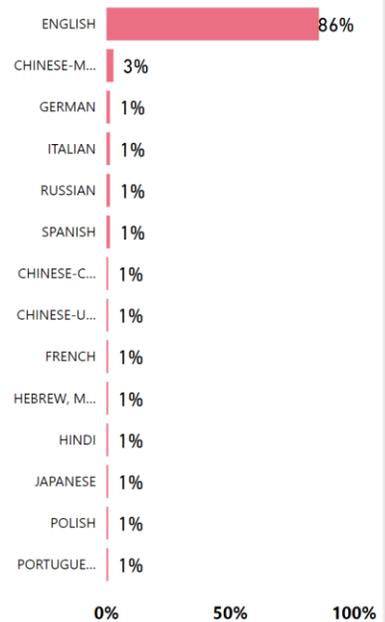
(1) Language Most Used in Student's Home



(2) First Language Learned



(3) Language Most Used by Student at Home



II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine School 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 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.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	85.7%	78.2%	93.8%	85.1%			
	% of 6 th graders meeting or exceeding state standards in Math	75.5%	63.0%	89.7%	82.9%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	86.6%	91.6%	81.8%	91.4%			
	% of 7 th graders meeting or exceeding state standards in Math	82.2%	85.4%	84.0%	80.8%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	85.4%	≥95%	93.7%	84.0%			
	% of 8 th graders meeting or exceeding state standards in Math	72.7%	86.6%	87.5%	75.0%			
	% of 8 th graders meeting or exceeding state standards in Science	85.4%	≥95%	≥95%	86.3%			

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to evaluate Outcomes and develop Narrative Reflection:

The EAS staff meets to reflect on CIP goals and outcomes throughout the year during our extended Wednesday staff meetings. In August of 2017, the staff evaluated our state testing data during LEAP week and drew initial conclusions.

Our meetings throughout each year inform our PGE work, which is closely tied to our CIP plan. The state testing data reveals areas needing improvement, which become the focus of our PGE strategies. These strategies focus on bolstering student skills in those identified areas. Teachers cooperatively develop shared instructional strategies and assessment tools that target the identified critical skills and are used in all classes. Teachers monitor student progress through a cycle of pre-assessment, three instruction/assessment cycles, and a post-assessment in all classes.

We found need for improvement of both the ELA “writing” claim and the math “communicating and reasoning” claim across all grades, with specific need in the 7th grade cohort.

Our primary challenge was to identify a specific set of needed key skills to address that could be addressed in different classes – Language arts, social studies, science, STEM, art, Spanish and math. For this we directed our team’s 2017-18 PGE efforts to focus on “Communicating and Reasoning”. Specifically, we sought to improve our students’ abilities to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others in both ELA and mathematics.

EAS teachers chose to use the “ACES” strategy to improve students’ communicating & reasoning skills. The ACES acronym is:

- A – Answer the prompt
- C – Cite reasoning (multiple citations) that supports your answer; including direct quotations from sources
- E – Explain how the citations/quotations support your answer (with elaboration)
- S – Summarize, clearly restating your answer

EAS teachers developed an instructional plan and tools to implement the ACES process in all classes. These included subject-specific pre-instructional assessments, a cycle of two additional subject-specific, embedded instructional lessons & leveled assessment tools in each class, along with a common, standards-based scoring rubric.

Our goal was to move all EAS students to “at or above-standard” in their ability to clearly construct arguments that supported their reasoning in correctly answering a prompt. More specifically, our goal was to have all EAS students demonstrate at- or above-standard competency in applying the ACES strategy to correctly answer prompts and support their reasoning.

We delivered the instruction & assessments to all EAS students. Our focus group was our 7th grade cohort of 47 seventh graders, with our target group being core group of 20 seventh graders who scored “Below” or “At or Near Standard” on both the SBA ELA-Writing and the SBA Math-Communicating and Reasoning: claims.

Following our pre-instructional assessments, we found that only 7 of our 47 seventh-graders met standard in clearly supporting their answers to the prompt in all subject areas. Following our cycle of two instructional lessons & assessments, only four 7th grade students needed additional remediation, after which ALL forty-seven 7th graders had demonstrated at or above standard skills in each subject area.

Throughout this process, EAS teachers tracked student progress with a shared tracking sheet. They also set individual improvement goals for every EAS 7th grader. Teachers regularly devoted staff meeting time to discuss instructional strategies and student progress.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: Increase the number of EAS students (6 th -8 th) meeting standard on the SBAC-ELA from 89.8% to 92%.	Outcome: 86.9% met or exceeded standard on the Spring 2018 SBA—This shows a slight decrease of 1.9%, or the equivalent of one less student meeting standard as compared to the previous year.
Narrative Reflection: We were initially disappointed that we did not see improvement in this area. When we analyzed the data by grade-level cohort groups, we were pleased to find that, while the 7 th grade class had shown a drop of 2.4% in those meeting standard as compared to their 6 th grade scores (93.8% to 91.4%), our 8 th grade class demonstrated a gain of 2.2% as compared to their 7 th grade scores (81.8% to 84.0%). While these represent less than a difference of 2 students meeting or not meeting standard, it did show that our three grade-level cohorts had very little variation and that each had responded similarly to instructional interventions.	
Math: 6-8 Math Goal: Increase the number of EAS students (6 th -8 th) meeting standard on the SBAC-Math assessment from 87.1% to 90%	Outcome: 79.7% met or exceeded standard on the Spring 2018 SBA. This shows a significant decrease of 7.4% from the previous year.
Narrative Reflection: Both our 7 th and 8 th grade cohort groups showed a roughly 9% drop in those meeting standard as compared to their previous year’s scores. These results were not expected and very concerning. They must be a focus of our team’s CIP and PGE efforts for the coming year.	

<p>Science: 8 Science Goal: Maintain the number of EAS students meeting standard on the MSP Science-8 assessment at our current $\geq 95\%$.</p>	<p>Outcome: 86.3% of 8th graders met or exceeded standard on the Spring 2018 WCAS test. This shows a significant decrease of 11.6% from the previous year.</p>
<p>Narrative Reflection:</p> <p>Initially, we hoped this disappointing outcome might be due to the change from MSP to WCAS. Analysis of other LWSD middle schools did not show decreases; most held steady or slightly increased the percent of students meeting or exceeding standard.</p> <p>This very unexpected outcome must also be a focus of our team's CIP/PGE efforts for the coming year.</p>	
<p>Achievement Gap Goal:</p> <p>Due to our small school size, the data for all our subgroups was suppressed, so we could not evaluate nor set goals for them.</p>	<p>Outcome:</p> <p>This year, Power-BI data does not suppress the small subgroup data. While we cannot evaluate goals from last year, we can set goals for the coming year.</p>
<p>Narrative Reflection:</p> <p>The data shows that only 50-60% of our Special Education students are meeting or exceeding standard on the SBA ELA and Math assessments. This must also be a focus of instructional efforts in the coming year.</p> <p>Interestingly, 100% of our 8th grade SpEd students met standard on the WCAS-Science assessment. This is cause for celebration.</p>	
<p>College and Career Readiness Goal:</p> <p>All EAS students in grades 6-8 will complete the two 8th grade LWSD HBSC Career Cruising activities, identifying a career field of interest and, from that investigation, produce a reflective work product for inclusion in their end-of-year display/portfolio of learning.</p>	<p>Outcome:</p> <p>This goal was met. All 139 EAS students completed the Career Cruising activities and produced a written reflection on their identified careers of interest.</p>
<p>Narrative Reflection:</p> <p>This work prompted much discussion among students and between students and parents. In many ways, that is an unidentified goal of the process. We look forwards to additional reflective discussions as students track their Career Matchmaker results for and</p>	

additional year.	
<p>School Effectiveness Goal:</p> <p>The Spring '18 Nine Characteristics Survey will show increased agreement among EAS staff, with results showing staff "Agree Mostly" or "Agree Completely" on all 60 assessment questions.</p>	<p>Outcome:</p> <p>The results of the Spring 2018 Nine Characteristics Survey showed that EAS staff "Agreed Mostly" or "Agreed Completely" on 97% (58 of 60) of applicable survey questions. This represented a nearly 5% increase in staff consensus over the Spring 2017 data.</p>
<p>Narrative Reflection:</p> <p>The Spring 2018 results showed strong alignment/agreement among EAS staff members in virtually every area of the survey. This shows not only a common, shared perception of school effectiveness, but also of attitudes and shared goals among staff.</p>	
<p>Attendance Goal:</p> <p>We will continue to maintain a truancy incidence rate of $\leq 0.1\%$.</p>	<p>Outcome:</p> <p>We met this goal, as we had zero truanancies and only 12 unexcused tardies (0.04%) for the year.</p>
<p>Narrative Reflection:</p> <p>Our success was due to increased follow-up for two specific students who had a history of unexcused tardies to the start of school. Specifically, this involved repeated office contacts with parents and parent-student conferences for each student that addressed this primarily parental issue.</p>	
<p>Discipline Goal:</p> <p>We will lower school-wide incidences of harassment/bullying by 50% from 12 students receiving corrective discipline to ≤ 6.</p>	<p>Outcome:</p> <p>We met this goal as only 5 students needed corrective discipline for HIB during the school year.</p>
<p>Narrative Reflection:</p> <p>This is cause for celebration, as all EAS staff made significant efforts to increase presence and supervision of students during transitions (class breaks, lunches, before/after school in common areas).</p> <p>Additionally, our Leadership group (selected 8th grade students) implemented several "kindness" initiatives throughout the year. This helped increase the positive school</p>	

culture.

Finally, we initiated several targeted communications to parents at the start of the school year, soliciting their assistance in early-reporting of any HIB concerns raised by their students. This allowed us to be more proactive and deal with precursors to HIB behavior before it manifested itself.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

- Timely focus on students experiencing academic or behavior issues, involving students, staff, and parents.
- Extensive parent involvement in EAS programs including the three annual week-long excursions, Healthy Choices Fair, Career Day, 10 days of Community Stewardship Projects, and Wednesday Electives program.

Reflection on Outcome:

Throughout the year, EAS teachers devote significant staff meeting time to discussing the progress of each and every student. Additionally, we hold a “student review” at the end of every academic term. While the primary focus is academic progress, we are very intentional about discussing the social/emotional progress of each student. This provides numerous perspectives on each student to be shared and acted upon as needed. This allows us to be very proactive in adjusting instruction/programs and implementing interventions at an earlier stage.

Parental engagement and community connection continues to be a hallmark of our school programs. As previously mentioned in the “Description of School” section, many EAS programs depend on strong parent/community involvement. Parental and community volunteer involvement is tracked by our volunteer programs coordinator.

Our three, week-long excursions were supported by over 125 parents who spent all or part of the week with us. Additionally, over 30 different parents provided support by driving carpools of students to excursion sites.

Our Wednesday Electives program provided 20 elective classes led by 48 parents. We partnered with 32 community vendors to provide additional Wednesday Elective offerings for our students. A great many EAS parents also supported the programs by driving carpools of students to off-site class sessions.

Our Community Stewardship Projects (CSPs) also enlists many parents to carpool students to off-site project work sessions for the 10 days of CSP work. These projects also involve partnerships with city and county parks, non-profit environmental organizations. Additionally, they involve partnerships with community social service organizations, such as HopeLink, St. Vincent de Paul, Salvation Army, and Northwest Harvest.

In summary, the aforementioned avenues for parental involvement at EAS have powerful benefits beyond the obvious support of school programs. Frequently partnering with

parents in a variety of situations greatly enhances communication between staff and parents, who become true partners in the educational process. Parents and staff become familiar with each other well-beyond the relationships in a typical middle school. Due to this, student interventions are instituted earlier and/or in less overt ways. In many ways, the “cracks” that students might fall through are significantly decreased.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy: 6-8 ELA SMART Goal:

Increase the number of EAS students (6th-8th) meeting standard on the SBAC-ELA from 86.9% to 90%.

Process used to determine goal:

During September & October, EAS staff met to evaluate the past several years of SBA data. This goal is intended to move our combined 6th-8th grade SBA results back to, or near, high marks of previous years. We seek improvement goals that are realistic yet challenge our instructional program.

Responsible individual or team:

All EAS teachers. Student improvement in the writing process will be addressed in all classes, regardless of subject.

Strategy/ies that will be implemented to support goal:

We have tied our team’s PGE work to these efforts, creating a writing protocol that will aid students in identifying critical aspects of a prompt, analyzing informational text for an answer, and to specifically answer the prompt, supporting their thinking with textual references. This protocol has the acronym W.A.S.P.:

W— What is the question asking you to do? (*Identify the type of writing you will need to do...Annotate the prompt to identify. List? Compare/contrast? Justify? Describe? Explain?*)

A— Analyze the text for the answer. (*Mark the text for key pieces that will help you answer the question — underline, highlight, use asterisks, etc.*)

S— Support your writing with textual evidence (*Once you begin writing, answer the question and support your response with examples from the text.*)

P— Paraphrase what the text evidence or citation means. (*In your own words, further explain/elaborate upon the significance or importance of the evidence and how it best answers the question.*)

How challenge and rigor will be ensured for all students: All EAS students will be instructed in the WASP protocol and undergo three instruction/assessments in each of their LA/SS, Science/STEM, and Art classes for a total of nine cycles. Student work will be assessed with a common, standards-based rubric. All student scores will be tracked, with individual student improvement goals based upon the initial pre-assessment. All EAS students will be expected to be at- or above-standard by the end of the WASP instruction/assessment cycles. Any students not meeting standard at that time will receive additional, remedial instruction and assessment opportunities until they meet or exceed the standard.

How necessary interventions will be determined:
Instructional interventions will be based upon tracked student WASP assessment scores.

Any professional learning needed:
EAS staff will share developed strategies and work products.

Any resources needed and plans to obtain them:
Each EAS teacher will create specific, subject-area prompts and will identify and/or create related textual resources.

Timelines and Progress Monitoring Plans:
This work will be tied to our team PGE plan, so the timeline will conform to the year's PGE timeline. Student scores will be kept on a shared tracking document. Evaluation of student progress will occur at PGE team meetings.

Math: 6-8 Math SMART Goal:
Increase the number of EAS students (6th-8th) meeting standard on the SBAC-Math assessment from 79.7% to 86%.

Process used to determine goal:
During September & October, EAS staff met to evaluate the past several years of SBA data. This goal is intended to move our combined 6th-8th grade SBA results back to, or near, high marks of previous years. We seek improvement goals that are realistic yet challenge our instructional program.

Responsible individual or team:
EAS Math teachers (Marcus Rose, Marie Jo Andrada, and Michelle Minato)

Strategy/ies that will be implemented to support goal:
All EAS math classes will formalize and standardize the use of the ALEKS adaptive math learning system. All EAS students will participate, and class time will be devoted each week to ALEKS work. Students will also be expected to use the program outside of class to meet both performance goals set for each math class.
How challenge and rigor will be ensured for all students: The adaptive nature of the ALEKS program addresses the specific math learning needs of each student, ensuring appropriate challenge and rigor.

How necessary interventions will be determined:

The adaptive nature of ALEKS adjusts the mathematical tasks delivered to each student based on their submitted work. Math teachers will closely monitor student use of the program and progress towards class-specific goals.

Any professional learning needed:

Initial teacher inservice on the ALEKS program, including the student and teacher interfaces.

Any resources needed and plans to obtain them:

None. ALEKS is a district-provided program.

Timelines and Progress Monitoring Plans:

EAS math teachers met in August to establish common expectations and standards for use across all math classes. Individual teachers will monitor student progress with the ALEKS program throughout the year.

Science: 8 Science SMART Goal:

Increase the number of EAS students meeting standard on the WACS-8 assessment from 86.3% to $\geq 95\%$.

Process used to determine goal:

During September & October, EAS staff met to evaluate the past several years of MSP-Science & WCAS data. This goal is intended to return our 8th grade WCAS results back to the high marks of previous years.

Responsible individual or team: EAS Science teachers (Brian Healy & Marcus Rose)

Strategy/ies that will be implemented to support goal:

- 1) EAS Science and STEM coursework will be audited to ensure that all district, state, and NGSS standards are being addressed by our three-year, thematic curriculum.
- 2) All EAS Science & STEM classes will increase the emphasis on teaching the Scientific Method along with proper experimental design and evaluation of variables.
- 3) EAS Science and STEM instructors will spend additional class time on the WCAS practice tests in the two weeks prior to state testing. This will include additional student time on the practice tests and class discussions on concepts addressed and strategies used to answer sample prompts.

How challenge and rigor will be ensured for all students:

All EAS students will be assessed on different aspects of the scientific process and application of the Scientific Method. Particular emphasis will be placed on identification

of experimental and controlled variables.

How necessary interventions will be determined:

Throughout the year, EAS Science and STEM teachers will monitor and adjust instruction based on evaluation of student work products

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Access to current NGSS standards, which are all online.

Timelines and Progress Monitoring Plans:

Students will receive targeted instruction in each of their three trimesters in both Science and STEM classes.

Achievement Gap SMART Goals:

- 1) Increase the number of EAS Special Education students meeting standard on the SBAC-ELA assessment from 50% to 70%.
- 2) Increase the number of EAS Special Education students meeting standard on the SBAC-Math assessment from 60% to 70%.

Process used to determine goal:

When EAS staff reviewed our 2018 state testing results, the results of our Special Education students stood out more than those of any other subgroup. Of our ten 6th-8th grade SpEd students, only 50% met or exceeded standard on the SBA-ELA assessment. For the SBA-Math assessment, only 60% met or exceeded the standard. We feel that these goals are realistic yet challenge our instructional program.

Responsible individual or team:

All EAS teachers; Scott Kielty, SpEd Resource Room instructor.

Strategy/ies that will be implemented to support goal:

EAS teachers will more closely monitor SpEd student performance in all classes and will meet monthly with Scott Kielty to review individual student progress. Weekly communication will be strengthened using a shared, digital Student Work Log, where EAS teachers will enter specific weekly work goals for each SpEd student, allowing Scott to make more timely interventions and provide targeted assistance to EAS SpEd students when in their resource room class with him. These strategies will tighten the communication loop, reducing the delay between observed learning difficulties and remediation.

How challenge and rigor will be ensured for all students:

In addition to teacher direction, EAS SpEd students will self-monitor their work logs, assuming primary responsibility for completing work and meeting performance goals. This process will allow greater individualization and accountability for EAS SpEd students.

How necessary interventions will be determined:
EAS teachers and Scott Kielty will constantly monitor SpEd student progress. Communication via the weekly Student Work Log and monthly team meetings will provide more frequent and timely intervention plans.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:

- Monthly staff meeting time dedicated to discussing each SpEd student's progress.
- The digital Student Work Log has been created by Scott Kielty and is electronically sent to each EAS teacher for updates each week.

Timelines and Progress Monitoring Plans:

The efficacy of this process will be monitored throughout the year, primarily at monthly staff meeting time dedicated to this.

College and Career Readiness SMART Goal:

All EAS students in grades 6-8 will complete the two 8th grade LWSD HBSC Xello (formerly Career Cruising) activities, identifying a career field of interest and, from that investigation, produce a reflective work product for inclusion in their end-of-year display/portfolio of learning.

Process used to determine goal:

During the August 2018 LEAP week, EAS staff discussed the use of Career Cruising during the previous school year and how it was included in our end-of-year student displays of learning. Teachers agreed that this was successful and prompted positive student investigation and discussion of career options and should be replicated again this coming year. Repeating this process will provide EAS 7th and 8th graders with longitudinal data about their career interests over 2- and 3-years respectively.

Responsible individual or team:

EAS Advisory Teachers (Marie Jo Andrada, John Hamilton, Brian Healy, Michelle Minato, and Marcus Rose).

Strategy/ies that will be implemented to support goal:

Once the Xello platform is fully provisioned, students will complete the Career Matchmaking and Investigation activities through their Advisory classes. Advisory teachers will monitor student completion of work products through the Xello interface. They will also guide students in the completion of their year-end reflection on their results.

How challenge and rigor will be ensured for all students:

Beyond the basic completion of the two required 8th grade activities, 6th and 7th grade students will also complete the Xello activities. This will allow all EAS students to become familiar with the Xello interface over their three middle school years, better-

equipping them for its use in high school.

How necessary interventions will be determined:

Advisory teachers will monitor student progress and quality of work during the school year and will work with individual students as needed.

Any professional learning needed:

Staff inservice on use of the Xello platform and changes from the previous Career Cruising platform.

Any resources needed and plans to obtain them:

Staff meeting time will be devoted to staff training once the Xello platform is fully provisioned.

Timelines and Progress Monitoring Plans:

Once the Xello platform is fully provisioned, EAS Advisory teachers will establish a timeline for work product completion. The two required activities should be completed by May 1st. The end-of-year reflective piece will be completed in May. Advisory teachers will monitor student progress using the established timeline.

School Effectiveness SMART Goal:

The Spring 2019 Nine Characteristics Survey will show strong consensus among EAS staff, with results showing staff “Agree Mostly” or “Agree Completely” on $\geq 90\%$ of the assessment questions.

Process used to determine goal:

During the August LEAP week, EAS staff met to review the results of the Spring 2018 Nine Characteristics Survey. We were pleased with the high level of consensus showed by the data and seek to maintain this.

Responsible individual or team: All EAS staff.

Strategy/ies that will be implemented to support goal:

- Continue efforts to have consistent, clear communication and shared responsibilities among staff. This includes shared creation of staff meeting agendas, timely “staff meeting action items” published to staff following each meeting.
- Continue to work as a team to formulate our annual PGE team plan, with shared decision-making and shared evaluation of progress toward goals during the year.
- Continue to consistently analyze the needs of all EAS students to make needed adjustments to program and instruction in the most timely manner possible. This is accomplished by consistently devoting time at weekly staff meetings to examine and discuss student academic and social progress with an emphasis on at-risk students. This allows staff to make small, frequent, and timely interventions.

How challenge and rigor will be ensured for all students:

Continuing to regularly review individual student progress throughout the year will

increase student accountability for their progress.

How necessary interventions will be determined:

Based on the cycle of student review, EAS staff will work together to determine the most appropriate intervention(s).

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Dedicated staff meeting time for student review and discussion.

Timelines and Progress Monitoring Plans: Ongoing throughout the year.

Attendance SMART Goal:

We will continue to maintain a truancy incidence rate of $\leq 0.1\%$.

Process used to determine goal:

During staff meetings at the end of September 2018, EAS staff reviewed the past year's attendance data and agreed on this goal. Staff also agreed that this is primarily a parent-communication issue, as we have very few true student truanancies. The primary need is for parents to consistently and accurately report student absences.

Responsible individual or team:

All EAS staff. Office Manger Colleen McLaughlin will be the lead on this, following up with students and parents regarding any unexcused absences.

Strategy/ies that will be implemented to support goal:

Clear communication at the start of the year of attendance policies and reporting procedures. Timely reminders of the process will be published in the EAS News Bulletin.

How challenge and rigor will be ensured for all students:

N/A.

How necessary interventions will be determined:

Our Office Manager will follow-up with parents as needed when absences have not been excused. The Lead Teacher, Brian Healy, will follow-up with parents as needed if this is not successful.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Ongoing throughout the year.

Discipline SMART Goal:

We will maintain our current level of school-wide incidences of harassment/bullying requiring corrective discipline at ≤ 6 incidents.

Process used to determine goal:

During staff meetings at the end of September 2018, EAS staff reviewed the HIB discipline records from the previous year. We were very pleased with the decrease in incidences of HIB requiring corrective action.

Responsible individual or team:

All EAS staff. Brian Healy, Lead Teacher will be the lead on this. The EAS 8th Grade Leadership Team will also play an important role.

Strategy/ies that will be implemented to support goal:

- Clear communication of district and school policies regarding HIB. This occurred during the first week of school and at Curriculum Night. This included role-play scenarios to educate students and parents on how to properly address and report incidents of HIB.
- Encouraging parents to regularly discuss school climate with their students and to immediately communicate any HIB concerns to EAS staff. This allows early investigation and intervention before HIB issues develop further.
- EAS 8th Grade Leadership will continue to implement “Kindness” activities throughout the school year. This includes weekly recognition of individual acts of student kindness at all-school Monday Morning Meetings.
- Quick and decisive action taken on all reported HIB incidences. This will raise awareness of the “zero tolerance on HIB” for all students.
- Continued use of restorative discipline measures in the resolution of HIB incidences. We feel this practice greatly reduces the number of repeated incidents.

How challenge and rigor will be ensured for all students:

We will continue to include HIB-related questions as part of our start-of-year EAS Handbook Test. Students not correctly answering these questions will receive remediation by their Advisory teacher until they can successfully complete those questions. This process ensures and documents understanding of HIB policies by all students.

How necessary interventions will be determined:

Each incidence of HIB will be addressed based on the situation, severity, and characteristics of the students involved. The goal is that early awareness and interventions will be largely educational, without the need for corrective discipline.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Ongoing throughout the year. The Lead Teacher will maintain discipline records that will be monitored and discussed by EAS staff at the end of each trimester during the associated student review.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

Overall, we seek to continually increase parental involvement in school programs. When parents are intimately involved in school activities, they have increased awareness of how our CIP strategies enhance student learning and engagement. Efficacy is greatly enhanced by strong school-home partnerships. EAS will continue to involve parents, families, and our community by

- Parents partnering with EAS teachers as chaperones and instructors during our three, week-long adventure-education expeditions.
- Parents partnering with EAS Staff to plan and deliver our annual three-day “EAS Healthy Choices Fair”. This includes many parents delivering health-career related sessions for students.
- Parents partnering with EAS staff on our ten days of Community Stewardship Projects, serving as carpool drivers, chaperones, and working alongside teachers to instruct students. We also partner with several community organizations such as Kirkland Parks, Northwest Harvest, St. Vincent de Paul, and local environmental organizations to create unique learning experiences for our students. This program also partners EAS students with 4th and 5th grade students from Thoreau, Sandburg, and Juanita elementaries in the delivery of environmental education lessons.
- Parents partnering with EAS staff for our Wednesday Electives sessions. Parents create and deliver approximately 40% of these elective sessions. Other sessions are delivered by community organizations and vendors, such as Vertical World, Arena Sports, STEM for Teens, Jet City Improv, Studio East, NW Aerials, and local arts & crafts instructors.

Timelines and Progress Monitoring Plans:

These efforts are ongoing and the EAS staff continually monitors and adjusts as needed. Our Volunteer Coordinator, Laura Bartoletti, keeps parental involvement data and reports this to staff on a regular basis.

2018-19 Strategies to inform parents, families and the community in the CIP process:

We will continue to use twice-weekly “EAS News Bulletin” to inform our school community of CIP actions and progress towards goals. This year we are also including a section titled “EAS Educational Insights” every other week. This section will share specific school strategies and offer advice on effective home strategies to promote student success.