Continuous Improvement Process Plan

Explorer Community School

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2017 - 2018

Lake Washington
School District

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Lake Washington School District
2017 - 2018

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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. There are 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 for specialists and extra-curricular activities as Dickinson children. 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. At grade levels, 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 (PLC) 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 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/Explorer 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 *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	n/a	n/a	n/a				
		1st	92.3%	100%	100%				
		2nd	100%	93.8%	93.8%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		100%	100%	92.8%				
	% of 3rd graders meeting or exceeding state standards in Math		100%	100%	92.8%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		80%	100%	92.3%				
	% of 4th graders meeting or exceeding state standards in Math		93.3%	100%	92.3%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		92.3%	100%	93.7%				
	% of 5th graders meeting or exceeding state standards in Math		84.6%	80%	87.5%				
	% of 5th graders meeting or exceeding state standards in Science		100%	100%	100%				

- **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

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	93% of students in grades 1-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2017.	96.6% of students were at or above grade level expectations as measured by DIBELS end of year assessment in 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.	100% of students who participated in the Smarter Balanced Assessment met or exceeded grade level expectations 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.	97.5% of students who participated in the Smarter Balanced Assessment met or exceeded grade level expectations 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.	100% of students met or exceeded grade level expectations by May 2017 as measured by the MSP Assessment.
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	93.8% of male students in grades 1-5 met or exceeded grade level expectations in reading/ELA as measured by the end of the 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.	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 for Dickinson and Explorer combined.

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 the Explorer teachers using baseline data from September 2016 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 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.
Literacy: **K-2 Reading**	Explorer teams used regular parent volunteers to support differentiation based upon student need for additional support or challenge. Teams analyzed student progress through the Data Teams protocol and determine 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 determine 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 determine targeted interventions through a cycle of action research.
Science: **5th Science**	5th grade teacher is 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 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 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 Virtue 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

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	97% of students in grades 1-2 will meet or exceed grade level expectations as measured by the DIBELS assessment in May 2018.
Literacy: 3-5 ELA	95% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2018.

Math: 3-5 Math	92% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2018.
Science: 5th Science	100% of students in 5th grade will meet or exceed grade level expectations as measured by theWCAS Science Assessment by May 2018.
Achievement Gap	92% of grades 3-5 female students will meet or exceed grade level expectations in math as measured by the Smarter Balanced 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 12 or fewer.
Discipline:	Student referrals to the office during recess will decrease from an average of 27 weekly occurances to less than 20 by May 2018.

Annual School Goals: Academic

Academic goals were set by Explorer Team 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. The Explorer 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. The 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 female 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 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

5 students have one or more excused absences. School administrators selected this goal to strengthen the communication between home and school when a child will not attend school. Considering that Explorer families must provide their own transportation to and from school, this goal reflects continued partnership and communication when students need to miss school.

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	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.
Professional Learning needed	Continued learning about highly effective Data Teams and new professional learning to support the writing process.
Resources needed	Additional resources for the writing program
Responsible individual or team	Explorer teams and the Instructional Leadership Team

Goal Area	Math
Strategy to support goals	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.
Professional Learning needed	Continued learning about highly effective Data Teams and new professional learning to support the writing process
Resources needed	Additional resources for the writing program
Responsible individual or team	Explorer teams and the Instructional Leadership Team

Goal Area	Science
Strategy to support goals	5th grade teacher is focusing on integrating informational text and writing within the science program to improve performance on the science MSP.
Professional Learning needed	Continued learning about the writing process and resources

Resources needed	Additional resources for the writing program
Responsible individual or team	5th grade teacher and 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 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 and book studies.
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.