

Continuous Improvement Process Plan

Christa McAuliffe Elementary

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

2017 -
2018



Principal Brady Howden

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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.

It is the mission of Christa McAuliffe Elementary to ensure that all students are empowered and inspired to learn so that they can achieve success. We are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe and welcoming learning environment for all students, and fostering a partnership with our parent community.

The staff at Christa McAuliffe works in teams to best meet the needs of students. All decisions are measured by the academic and social benefit to our students. Our Reach for the Stars program is designed to help all students be their best by showing kindness and respect and by being safe and responsible at school. Parent involvement is a key component to the success of our students. We use a variety of communication strategies to keep parents informed of student progress.

We have an active PTSA that supports many after school programs, provides resources for teachers, and organizes enrichment opportunities for students. Parents volunteer throughout the school on a daily basis, supporting students and teachers as we work towards school goals. We are very fortunate to have an involved parent community, supportive PTSA, and dedicated teaching staff who work together to support our students.

Academic goals and focus areas are determined based upon careful evaluation of data, both at the grade and individual student levels. As a result of these efforts, McAuliffe students have consistently performed above state and district averages in all areas of the SBA.

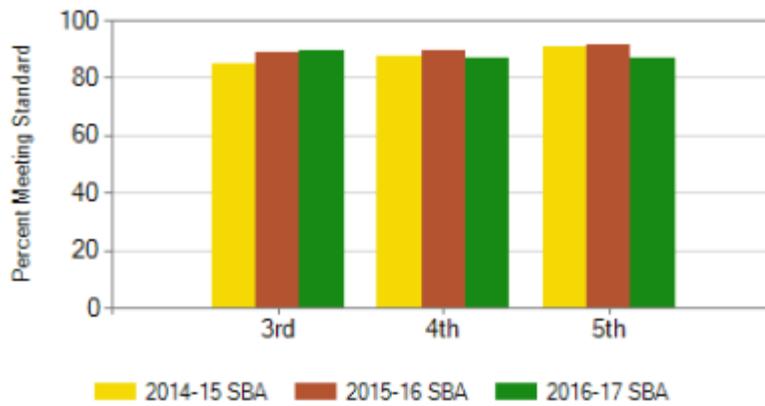
Christa McAuliffe Elementary is made up of a diverse population of students that represent many different ethnicities. Our school also has a growing ELL and Special Needs population, the latter of which is due to McAuliffe housing one of LWSD's Special Needs Learning Center programs.

McAuliffe is a healthy school, both academically and culturally. It is a school full of dedicated educators, supportive parents, and students excited to learn. This is evidenced by our high test scores, positive reviews on staff and parent surveys, and high attendance at school and PTSA events. We have low staff turnover and parents seek housing within our school boundaries so their students can attend McAuliffe.

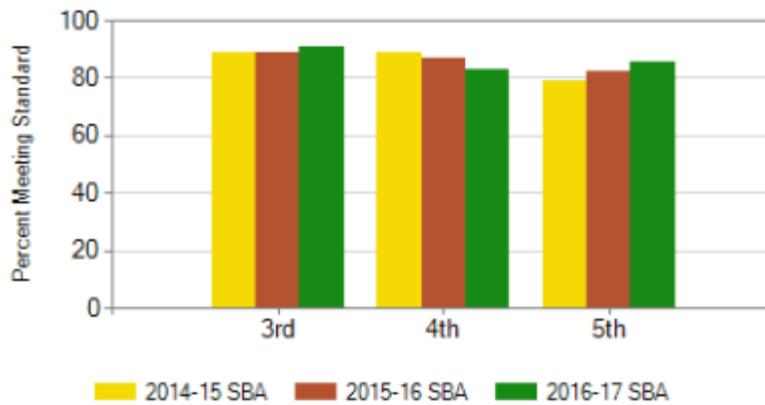
Student Demographics		
Enrollment		
October 2016 Student Count		534
May 2017 Student Count		546
Gender (October 2016)		
Male	275	51.5%
Female	259	48.5%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	38	7.1%
Asian	166	31.1%
Black / African American	6	1.1%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	290	54.3%
Two or More Races	33	6.2%
Special Programs		
Free or Reduced-Price Meals (May 2017)	17	3.1%
Special Education (May 2017)	60	11.0%
Transitional Bilingual (May 2017)	64	11.7%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	16	2.9%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	182	0.2%

Teacher Information (2016-17) (more info)	
Classroom Teachers	34
Hispanic / Latino of any race(s)	1
American Indian / Alaskan Native	1
Asian	2
White	30
Average Years of Teacher Experience	13
Hispanic / Latino of any race(s)	16.3
American Indian / Alaskan Native	7
Asian	0
White	14
Teachers with at least a Master's Degree	61.8%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%

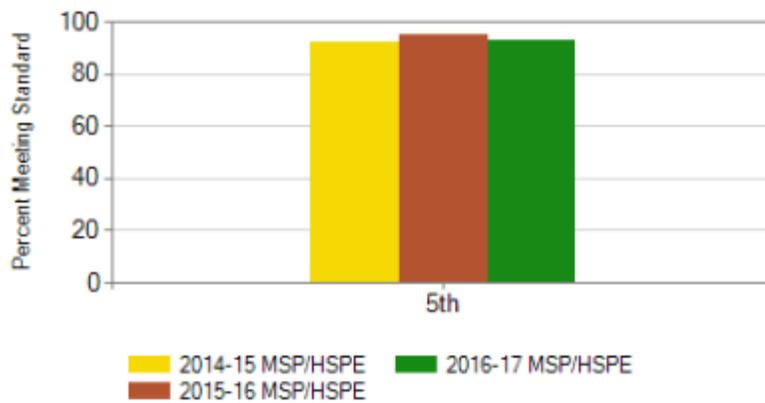
English Language Arts



Math



Science



DISTRICT PERFORMANCE TARGETS

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

The 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	100%	91.3%	90.8%				
		1 st	96.1%	96.2%	90.1%				
		2 nd	94.4%	89.5%	83.5%				
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		84.7%	88.7%	89.4%				
	% of 3 rd graders meeting or exceeding state standards in Math		88.8%	88.7%	90.9%				
4 th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		87.6%	89.3%	87.0%				
	% of 4 th graders meeting or exceeding state standards in Math		88.7%	86.6%	82.8%				
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		90.9%	91.5%	86.9%				
	% of 5 th graders meeting or exceeding state standards in Math		79.2%	82.1%	85.7%				
	% of 5 th graders meeting or exceeding state standards in Science		92.2%	96.8%	92.8%				

- **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 <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	85% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2017.	88.3% of students in grades K-2 met or exceeded standard in literacy as measured by the EOY DIBELS assessment in May 2017.
Literacy: 3-5 ELA	88% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2017.	87.6% of students in grades 3-5 met or exceeded standard in literacy as measured by the SBA assessment in May 2017.
Math: 3-5 Math	90% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2017.	86.1% of students in grades 3-5 met or exceeded standard in math as measured by the SBA assessment in May 2017.
Science: 5th Science	88% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2017.	92.8% of students in grade 5 met or exceeded standard in science as measured by the MSP assessment in May 2017.
Achievement Gap	66% of students in the lower math groups (September 2016) in grades 3, 4, and 5 will score at a Level 3 or above as measured by the SBA assessment in May 2017.	48.8% of students in the lower math groups (September 2016) in grades 3, 4, and 5 met or exceeded standard in math as measured by the SBA assessment in May 2017.
School Effectiveness:	<u>Goal #1:</u> Christa McAuliffe Elementary will improve from 88% “agrees mostly/completely” to 98% “agrees mostly/completely” in the area of “Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2017).	<u>Goal #1:</u> 94% of staff responded that they “agree mostly/completely” in the area of “Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2017).

	<p><u>Goal #2:</u> Christa McAuliffe Elementary will improve from 93% “agrees mostly/completely” to 100% “agrees mostly/completely” in the area of “Staff members work together to solve problems related to school issues” as measured by question #25 on the Spring 9 Characteristics of Effective Schools Survey (May 2017).</p>	<p><u>Goal #2:</u> 97% of staff responded that they “agree mostly/completely” in the area of “Staff members work together to solve problems related to school issues” as measured by question #25 on the Spring 9 Characteristics of Effective Schools Survey (May 2017).</p>
<p>Attendance and Discipline:</p>	<p><u>Attendance:</u> Christa McAuliffe Elementary will improve from 3.3% of students having a 10% or greater absence rate to 1.5% of students having a 10% or greater absence rate as measured by June 2017 attendance information.</p> <p><u>Discipline:</u> Christa McAuliffe Elementary will improve from 1.0% of students receiving a suspension from school to less than 1.0% of students receiving a suspension from school as measured by June 2017 suspension data.</p>	<p><u>Attendance:</u> 8.3% of students at Christa McAuliffe Elementary had a 10% or greater absence rate as measured by June 2017 attendance data.</p> <p><u>Discipline:</u> 2.3% of students at Christa McAuliffe Elementary were suspended as measured by the suspension/student population ratio count in June 2017.</p>

Narrative Reflection:

Narrative Reflection	
Process:	<p><u>CIP process and monitoring during the 2016-2017 school year was as follows:</u> Teachers examined data from the prior year to set/inform CIP goals. PGE goals were created to support CIP goals. Teachers met with the principal on a regular basis throughout the year to monitor both PGE and CIP goals, adjusting practice and adding supports as needed.</p> <p><u>Reflection on the 2016-2017 school year was as follows:</u> Teachers were provided with data from the 2016-2017 school year and asked to provide the following feedback: (1) Successes experienced; (2) Challenges; and (3) Strategies, tools, scheduled activities, or resources used/implemented that resulted in student growth.</p> <p>Teachers met in K-2 and 3-5 grade level bands to reflect. Later, they shared their collective thoughts for the whole staff to consider as we began planning our 2017-2018 goals.</p>
Literacy: K-2 Reading	<p><u>Summary:</u> Our school did very well in the area of ELA. Primary students (K-2) exceeded their goal, with 88.3% of students scoring at or above standard as measured by the EOY DIBELS (as compared to their 85% at/above standard goal).</p> <p><u>Successes:</u> Teachers in grades K, 1, and 2 did an excellent job of working together to plan instruction and interventions. They also used IA support during their literacy blocks to support students in this area. As a result, all grade levels exceeded their grade level goals, which contributed to them exceeding their K-2 goal by 3.3%.</p> <p><u>Struggles:</u> Despite our successes, there were also some struggles to overcome. These included addressing demographic changes that impacted support of students at home and in the classroom. Specifically, we've seen an increase in primary students who qualify for ELL services as Level 1 and Level 2 students. We've also seen an increase in student behaviors and attention deficits, which may be attributed to a younger student population that is the result of more kindergarten students registering with late summer birthdays. Lastly, it has been necessary for teachers to adapt their instructional methods to support higher common core standards.</p> <p><u>Strategies Implemented:</u> A variety of strategies were implemented in grades K, 1, and 2 to support students in the area of reading. Strategies included: Use of IA support during literacy blocks, use of parent volunteers to support reading instruction, increase of ELL support, use of Safety Net support in the area of primary literacy, Read Naturally, Kindergarten LAUNCH, Accelerated Reader, increased focus on</p>

	<p>nightly reading homework, and focused leveled book shopping for take-home books.</p>
<p>Literacy: 3-5 ELA</p>	<p><u>Summary:</u> Intermediate students also did very well in the area of ELA. Intermediate students (3-5) met their goal, with 88% of students scoring at or above standard as measured by the Spring 2017 SBA (as compared to their 88% at/above standard goal).</p> <p><u>Successes:</u> One of the biggest successes our school had was that all grades scored above the district and state averages on the Spring 2017 SBA. Another year of experience with newer district curriculum and state standards helped teachers better design instruction for their students. Another success was that all McAuliffe teachers piloted LWSD's new writing curriculum, which was clear and easy to follow. They also gained additional experience and familiarity with state standards and the Wonders curriculum, which led to more enrichment opportunities for our students and increased use of authentic literature.</p> <p><u>Struggles:</u> Finding time to fit in the necessary instruction prior to the SBA continued to be a struggle. Specifically, our teachers struggled to fit in each domain of writing twice before the SBA. In addition, teachers found it difficult to find time to adequately teach the tech aspects of the test, both in terms of functionality and typing speed. There is also some uncertainty of how the SBA is scored, especially with regards to grammar/writing. Lastly, teachers continued to look for ways to best meet the needs of students exited from ELL and SPED services as they no longer received the helpful supports that were previously available to them.</p> <p><u>Strategies Implemented:</u> A variety of strategies were used to support students in the area of ELA. Teachers used typing.com and other resources for homework to help improve students' typing speed. For writing, teachers used the new writing curriculum, which provided better teaching strategies and consistent delivery of content. Teachers also used Fountas and Pinel and STARS resources to identify student reading levels for the purpose of designing differentiated instruction in this area. Reading was taught using the Wonders curriculum and included the use of book clubs, small group instruction, direct instruction, and graphic organizers to help students better learn skills within this content area.</p>
<p>Math: 3-5 Math</p>	<p><u>Summary:</u> Although our school had strong scores in math, with 86% of our students scoring at or above standard on the Spring 2017 SBA, we did not achieve our goal in the area of math. Our goal was to have 90% of students at or above standard as measured by the Spring 2017 SBA.</p>

Successes: One of the biggest successes our school had was again having all grades score above the district and state averages on the Spring 2017 SBA. Another success was the high number of students passing at a Level 4. McAuliffe had 63% of third grade students, 69% of fourth grade students, and 62% of fifth grade students scoring at a Level 4, which was a higher percentage of Level 4 students than the year before. Our teachers in third, fourth, and fifth grades have all adopted a similar approach to teaching math. This includes using flexible leveled groups, with the lower group having a smaller class size and extra adult support assigned. Our fifth grade students had their highest passing rate in many years. This is significant because our school does not house a gifted program and fifth grade math is an area that our state, district, and school typically score lower in compared to other grade levels.

Struggles: As with ELA, we found it difficult to cover all of the needed topics prior to the May SBA. It was also challenging to use common core language during instruction when the topic tests provided by the district are not yet aligned to the common core. Third grade noted that it was a challenge for students at that age to explain their thinking and answer multi-step problems, while at the same time learning basic multiplication and division. Our teachers also speculated that district assessments in fourth and fifth grades appeared to be less rigorous than the SBA. In addition, teachers found that Envision Math performance assessments do not adequately align with the SBA's problem-solving heavy focus.

Strategies Implemented: Teachers in third, fourth, and fifth grades all use flexible leveled groupings for math instruction. Under this format, the lower ability group has smaller class sizes and additional adult support. In addition, each of these grades uses the online tool IXL Math to enrich and supplement math topics and concepts. Our school also held two family math nights and used LEAP time for the purpose of vertical teaming in math in grades K-5. Other strategies used included increased fact practice in third grade, journaling and reteaching of lessons in the lower ability group, and using Watch DOGS volunteers to support small group instruction.

**Science:
5th Science**

Summary: Our school did exceptionally well in the area of science, with 93% of fifth grade students scoring at or above standard on the state MSP.

Successes: Having a high majority of our students be at or above standard on the Science MSP was a huge success. Exceeding our goal of having 88% of students at standard was also a reason to celebrate. Another success was having 80% of fifth grade students score a Level 4 on the science MSP.

	<p><u>Struggles:</u> The one struggle we faced was lack of curriculum to adequately prepare students for specific content/processes assessed on the science MSP.</p> <p><u>Strategies Implemented:</u> A variety of strategies were used to support students in the area of science. These included regular practice of the scientific process in class, weekly practice of MSP released items, use of district provided curriculum, designing an end of year science fair project, use of teacher-created materials, and rotating classes so that each teacher was an expert in a particular field of science.</p>
Achievement Gap	<p><u>Summary:</u> Our school focused on students in grades 3, 4, and 5 who were placed in the lower level math groups as of September 2016. Beginning of year pre-assessment data was used to determine September placement, with students changing groups throughout the year based upon performance and need.</p> <p><u>Successes:</u> 49% of students who were placed in the lower math groups in third, fourth, and fifth grades passed the Spring 2017 math SBA. We saw increased vertical teaming by the teachers in third, fourth, and fifth grades who teach the lower math groups. This provided for sharing of suggestions, strategies, and resources. Each lower math group had a lower class size and was assigned a dedicated IA to support students.</p> <p><u>Struggles:</u> Some of our grade levels only had three teachers within that grade, making it more difficult to accurately level students. This was especially true for the medium low and medium high students as they were grouped together where there were only three teachers in a grade level. Teachers are finding that the common core is rich in reading, which often creates additional challenges for students in the lower level math group. Lastly, we have found that third grade students have a difficult time processing the complex concepts taught within the common core due to their age/maturity/development.</p> <p><u>Strategies Implemented:</u> A variety of strategies were used to support our focus students. This included: (1) Using flexible leveled math groupings in third, fourth, and fifth grades; (2) Lowering class sizes for the lower (focus) math groups; (3) Providing dedicated IA support for the lower math groups; (4) Providing teachers with time to vertically team; and (5) Hosting two math nights, which were targeted towards students struggling in math.</p>
School Effectiveness:	<p><u>Summary:</u> Our school selected two “school effectiveness” goals, making progress in both areas. We scored at 97% “agree mostly/completely” on question #25 on the 9 Characteristics survey (the goal was 100%) and at 94% “agree mostly/completely” on question #26 on the 9 Characteristics survey (the goal was 98%).</p>

Successes: There were many successes in both goal areas. The biggest success was our ability to implement new practices for both classified and certificated staff that will pay dividends for years to come. This included offering more regular meetings (classified staff), scheduling vertical teaming (certificated staff), and providing targeted training (all). Another success was that we made increases in both goal areas, improving by 4% on question #25 and 6% on question #26.

Struggles: The biggest struggle we faced involved time constraints related to staff meeting times. Although our IA/Para meetings took place on a monthly basis, there was always a need for more meeting time. IA/Para schedules and school budget constraints limited our ability to extend and schedule additional meetings. Our certificated staff also faced a time constraint-related challenge. While they met throughout the year for the purpose of vertical teaming, our plans to collaborate were slightly impacted due to snow make-up days taking place on LEAP afternoons.

Strategies Implemented: Both goals related to staff working together in various aspects. Question #25 related more to a need of our IA/Para staff to meet, learn, and collaborate on a more regular basis. As a result, we increased our meeting times from quarterly to monthly. These meetings included opportunities to share ideas, discuss challenges, and receive job-related professional development. Question #26 related to a need of our certificated staff. At the request of our teachers, LEAP afternoons were set aside for vertical teaming and collaboration in math, science, homework practices, and writing. Teachers met with the grade level below and above them for the purpose of calibration and alignment.

Attendance and Discipline:

Summary: Our school did not meet our goals in the areas of attendance and discipline, instead showing decline in these categories. The number of students with a 10% or greater absence rate increased from 3.3% to 8.3%. The number of students receiving a suspension increased from 1.0% to 2.3%.

Successes: One success was that we were able to effectively communicate and implement LWSD's new attendance policy. Also, our overall attendance rate (% absences) and discipline rate (% suspensions) remained relatively low.

Struggles: Although we were able to effectively implement LWSD's new attendance policy, we found the policy was more lenient than the policy adopted by McAuliffe in recent years. The new policy did not address tardies and provided many exceptions for parents, which resulted in increased absences. Regarding discipline, the increase can be attributed to newly enrolled students who came to McAuliffe in late Spring with a prior history of discipline issues and lack of necessary

	<p>supports. These students were not accounted for when setting our goals and attributed to our increase in suspension rates.</p> <p><u>Strategies Implemented:</u> The following strategies were used to address attendance goals: (1) Regular attendance checks by the administrator and registrar; (2) Clear communication with parents in the form of email, phone calls, curriculum night presentation, and letters; and (3) Communication with our area Becca Coordinator to support persistent attendance issues. The following strategies were used to address discipline goals: (1) Use of tiered discipline system; (2) Regular communication with parents (ex: emails, meetings, behavior charts, etc.); (3) Incentive-based goals for students (ex: lunch with principal, star tickets, etc.); (4) Adjusting recess and before/after school supports and supervision in high needs areas; and (5) Adjusting supports/programming for students with severe behaviors.</p>
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ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	82% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.
Literacy: 3-5 ELA	85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.
Math: 3-5 Math	84% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.
Science: 5th Science	88% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.
Achievement Gap	67% of students listed on the equity grid provided in August 2017 will improve by one or more proficiency levels in either ELA or math as measured by June 2018 state assessment data.
School Effectiveness:	<p><u>Goal #1:</u> Christa McAuliffe Elementary will improve from 89% “agrees mostly/completely” to 97% “agrees mostly/completely” in the area of “Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p> <p><u>Goal #2:</u> Christa McAuliffe Elementary will improve from 97% “agrees mostly/completely” to 100% “agrees mostly/completely” in the area of</p>

	“Teachers provide feedback to each other to help improve instructional practices” as measured by question #44 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).
Attendance:	Christa McAuliffe Elementary will improve from 8.3% of students having a 10% or greater absence rate to 3.3% of students having a 10% or greater absence rate as measured by June 2018 attendance information.
Discipline:	Christa McAuliffe Elementary will improve from 145 communication slips being handed out to students during the school year to 110 communication slips (or less) being handed out to students during the school year as measured by June 2018 discipline data.

Annual School Goals: Academic

Teachers examined DIBELS, SBA, and MSP results to determine school goals. Goal areas were selected as a result of state requirements. Specific strands within goal areas were selected by teachers as a result of close examination of data.

Teachers met within grade bands (K-2 and 3-5) to discuss strategies to be used to increase performance in academic areas. Grade level teams then met to refine strategies, design interventions, and create challenge opportunities for students.

Students will be regularly assessed to ensure they are receiving the appropriate intervention/challenge. In addition, support staff (IAs, Para Educators) and specialists (ELL, Safety Net, SPED) will be used to support students with their individual needs.

Challenge and rigor will be provided through the use of flexible leveled groupings in math and reading, differentiated instruction in all subjects, assigned “Just Right” books in reading, parent volunteers, and use of district supports (Safety Net, K-3 Highly Capable, Pull-out Quest, etc.).

Goals will be monitored regularly through the use of teacher-created and district assessments. Teachers will also regularly conference with students to track progress and provide differentiated instruction. In addition, grade level teams have tied their school goals to teacher Professional Goals and will monitor them throughout the year during regular team meetings. Formal meetings with the building principal to look at data/results will take place three times throughout the year. School and PTSA budgets have been designed to support school academic and social goals.

Annual School Goals: Achievement Gap

Staff met in October of 2017 to examine data and look at growth opportunities. Our staff found a majority of our students either meeting or exceeding standard as measured by the prior year’s state assessments.

Further examination of data failed to reveal a subgroup in this area that was based upon characteristics related to socio-economic status, gender, or ethnicity. This required

additional reflection for the purpose of identifying the sub group that our school would focus on. After much discussion, it was determined that our subgroup would be students in grades 1 – 5 who did not pass one or more areas of the state assessment for their grade level the prior year (2017).

In order to properly monitor student progress, our school created an “equity grid” that listed the names of each student who did not pass one or more areas of the state assessment the prior year. This grid contained each student’s level score and composite/scale score from the prior year’s state assessment.

While our school plans on using traditional methods of intervention to address students not at standard, we also wanted to explore other factors that may provide obstacles towards student success in school. As a result, the equity grid also contained opportunities for teachers to track student attendance, school/club involvement, IEP/Special Services, past strategies used, and the unique story/circumstances that may be present for each student. It is our goal to not only address each student’s academic need, but also any other potential challenges the student faces that may negatively impact their performance in the classroom.

Strategies to be used to support students listed on the equity grid include:

- Learning Walks and Class Visitations (within our school, at other schools)
- Identification and use of new SBA data to better target instructional needs
- Increased use of manipulatives and kinesthetic movement during lessons
- Scaffold lessons to incorporate supplemental materials (as needed)
- Flexible leveled math groupings in grades 3, 4, and 5
- Smaller class sizes for lower groups (when leveled)
- Use of various graphic organizers to help organize thinking
- Use of conferencing, charting, mentor texts, and parent volunteers
- Designated IA support during math/ELA instruction
- Monitoring of student attendance, story, school involvement, special needs, etc.
- Time during LEAP afternoons for vertical teaming within our entire school (K-5)
- Homework for the purpose of reinforcing and practice math and ELA concepts
- Use of all other strategies listed under grade 3-5 math and ELA goals
- Move SBA testing dates to later in the year
- Use SBA interim assessments to gauge progress and readiness in this area

Goals will be monitored on a regular basis. Grade level teams have tied their school goals to their teacher Professional Goals and will also monitor them through regular team meetings. Formal meetings with the building principal will take place three times throughout the year and include check-ins on PGE goals, CIP goals, and updates of students listed on the equity grid.

Annual School Goals: School Effectiveness

Our effectiveness goal was selected as a result of conversations with both classified and certificated staff. The principal met with each group to examine data and identify areas of need. The areas of need chosen were specific to each group (classified and certificated).

Certificated staff chose to work on question #44, “Teachers provide feedback to each other to help improve instructional practices”. This area was identified during our Spring 2017 9 Characteristics Reflection questionnaire as 8 staff members selected this as their greatest area of need. After much discussion, additional staff members also identified this as our focus area due to the potential positive impact on student learning and school culture.

The certificated staff goal will be addressed through staff observations of each other for the dual purpose of learning and providing feedback. This will be accomplished through the use of building release time, professional learning coach sessions, and informal visits during teacher planning time. Feedback and learning will also take place at staff meetings via a regularly scheduled “teach me” section of the meeting.

Classified staff chose to work on question #26, “Staff works in teams across grade levels to help increase student learning”. This is an area that we worked on as a school last year, growing as a result of our efforts. While progress was made as a whole school last year, there is still a desire within the classified staff to focus on this area within their specific group.

This goal will be addressed by creating processes to increase lines of communication between IA, para educator, and special education staff. This includes regular reviews and updates on behavior plans and IEP goals. We will also increase communication between classified staff and the teachers they support. Lastly, we will continue to provide opportunities for monthly classified meetings, which will include time for professional development and collaboration. These meetings will be facilitated and supported by our Associate Principal.

Annual School Goals: Attendance

Our staff decided to address chronic attendance issues as our area of focus. Chronic attendance issues are defined as students who are absent 10% or more school days. This goal was selected because students who miss school also miss valuable instruction.

Our attendance goal will be monitored through the LWSD attendance policy, which requires daily monitoring of attendance and frequent communication between school/families when days are missed. When days are missed parents are required to share a plan to support students at home academically. Because attendance is monitored daily, this may result in attendance letters being sent more frequently. In addition, we will conference with any student/family receiving attendance letters.

Other strategies to be used this year to encourage regular attendance will include: (1) Increased emphasis on attendance via principal communication (Curriculum Night and monthly newsletters); (2) Celebrating exceptional attendance at our end of year assembly; and (3) Awarding of star tickets every two months to students who have 100% attendance (no absences or tardies).

Annual School Goals: Discipline

Our staff selected “communication slips” as our focus area, with our goal being to reduce the number of communication slips handed to students.

Communication slips are a form of intervention that support students when classroom management strategies and plans need additional support. The first communication slip generally results in communication between the school and home and may not include a consequence. A second and third communication slip typically includes a school consequence, along with additional communication between school and home. A fourth communication slip (or more) may result in a suspension from school. The goal behind communication slips is to increase communication between school and home for the purpose of supporting our students in making good choices at school.

This goal will be monitored through our discipline spreadsheet, which tracks the number of communication slips handed out to students. Changes to playground and lunchroom supervision and strategies will be employed to support the reduction of communication slips. In addition, our school counselor will be supporting students at recess two times each week for the purpose of teaching problem solving skills and supporting students before a poor decision is made on the playground. Lastly, increases in communication between our IA, para, and SPED staff regarding behavior plans will better help out classified staff who utilize strategies listed with each student’s behavior intervention plan.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	Grades K-2: ELA
<i>Strategy to support goals</i>	Grades K-2 will use the following strategies: <ul style="list-style-type: none"> • Safety Net support • Sound boxes • “What I Need” (WIN) Time targeted intervention blocks • Fluency and nightly reading homework • Read Naturally, Headsprouts, and Launch • Emphasis on sight words and use of Daily 4 strategies • Small group instruction • Accelerated Reader (AR) and Stars online resources • Use of Wonders and new district writing curriculums
<i>Professional Learning needed</i>	Grades K-2 need the following Professional Learning Opportunities: <ul style="list-style-type: none"> • Professional development in writing provided by CEL instructors (August and October) and school writing leads (throughout the year) • Professional development and support provided by our ELL teacher (strategies, etc.) • Book study on the following text: “Reading in the Wild: The Book Whisperer’s Keys to Cultivating Lifelong Reading Habits”
<i>Resources needed</i>	Grades K-2 need the following resources: <ul style="list-style-type: none"> • Words Their Way: Word Sorts for Within Word Pattern Spellers • Words Their Way: Word Sorts for Syllables and Affixes Spellers • March Book Madness: Picture books for whole-school reading focus/competition

<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.
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Goal Area	Grades 3-5: ELA
<i>Strategy to support goals</i>	Grades 3-5 will use the following strategies: <ul style="list-style-type: none"> • Use of ability reading and targeted intervention groups • Providing students with “just right” books through the use of Fountas and Pinnell and Accelerated Reader (AR) leveling systems • Whole class instruction that match Common Core and introduce increased grade level expectations • Use of Scholastic News as a supplemental resource for teaching informational text • Use of monthly reading AR goals • Regular conferencing with students in reading and writing (collection and use of related notes) • Use of IA and Para staff to support struggling students • Schedule SBA testing for later in the school year
<i>Professional Learning needed</i>	Grades 3-5 need the following Professional Learning Opportunities: <ul style="list-style-type: none"> • Opportunities for vertical teaming in reading • Continued learning related to new writing curriculum • Professional development in writing provided by CEL instructors (August and October) and school writing leads (throughout the year) • Book clubs with fellow Eastlake Learning Community teachers
<i>Resources needed</i>	Grades 3-5 need the following resources: <ul style="list-style-type: none"> • Wonders end of unit assessments and weekly comprehension quizzes • Wonders and new writing curriculums • Accelerated Readers and Star Reading online programs and resources (ex: quizzes)
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Grades 3-5: Math
<i>Strategy to support goals</i>	Grades 3-5 will use the following strategies: <ul style="list-style-type: none"> • Differentiated math groups • Math workshop model • Timed tests • IXL online resources • Parent-led and Watch DOGS-led math groups • Schedule SBA testing for later in the school year
<i>Professional Learning needed</i>	Grades 3-5 need the following Professional Learning Opportunities: <ul style="list-style-type: none"> • Opportunities for vertical teaming in math • Learning walks • Communication with middle school teachers regarding expectations
<i>Resources needed</i>	Grades 3-5 need the following resources: <ul style="list-style-type: none"> • enVision curriculum and assessments (quick checks and Topic tests) • Teacher-created assessments (timed tests) • Release time for the purpose of learning walks • LEAP time dedicated to vertical teaming
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Grade 5: Science
<i>Strategy to support goals</i>	Grade 5 will use the following strategies: <ul style="list-style-type: none"> • Use of whole and small group instruction • Coordination with special education teacher for instruction of students who need procedural writing support • Weekly science packets (beginning in January) • Fifth grade science fair with related research/projects • Monthly science switch with “expert teachers” that focus on specific content strands
<i>Professional Learning needed</i>	Grade 5 will need the following Professional Learning Opportunities: <ul style="list-style-type: none"> • There are no additional district learning opportunities needed at this time (as evidenced by 90%+ scores over the past 6 years) • Collaboration with other fifth grade science teachers in the ELC to gather ideas on how to support students with concepts not included in the district curriculum.
<i>Resources needed</i>	Grade 5 will need the following resources: <ul style="list-style-type: none"> • Use of district adopted science curriculum • Use of teacher-created supplemental materials
<i>Responsible individual or team</i>	The fifth grade team will be responsible for monitoring and tracking progress towards our science goal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Christa McAuliffe Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent, Eastside Catholic, Watch DOGS, and other volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities to support CIP goals
- Use communication processes that further involve/inform parents in the areas of attendance and discipline (ex: monthly newsletters, Skyward emails, principal letters, teacher newsletters, PTSA meeting reports, etc.).
- Provide parent education to support CIP goals (ex: Math nights).

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

The building principal will inform parents, families, and the community about the continuous improvement process at the November 2017 PTSA meetings (board and general membership). Parents will also be informed of this process via the November 2017 monthly newsletter from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both in PTSA meetings and the monthly principal newsletter. Lastly, the CIP will be posted on the Christa McAuliffe website after being approved by the Lake Washington School District (January 2018).