

Continuous Improvement Process Plan

Redmond Middle School

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

2017 -
2018



Lake Washington
School District

Principal, Jon Young

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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.

We are proud of the programs and opportunities we have at Redmond Middle School for students. We have robust ASB and leadership programs. Our ASB is committed to increasing student voice and participation throughout our school. We offer a high-quality music program that gives students opportunities to compete as well as perform throughout the year. We have high participation in all our sports programs. Each year we have diverse club offerings, which are completely driven by student interest.

This will be the third year of our AVID Program. AVID is a nationwide program designed to support students who are in the academic middle to ensure they are ready for college. AVID is also about incorporating best practices in instruction school-wide. We now have a full class of students who have gone through the program and all our teachers will receive monthly support on implementing AVID WICOR (writing, inquiry, organization, collaboration, and reading) instructional strategies into their daily instruction.

The school continues to define the “Grizzly Way” in all aspects of our work. For this year, we are expanding the “Kind, Honesty, and Pride” anthem to help launch our PBIS (Positive Behaviors, Interventions, and Support) program. Staff have defined positive expectations for students in all areas of our school. We are excited to partner with our community to build incentives to help students reach these expectations. Our leadership students will take the lead in this area.

We have interventions in place to help students who need extra help or time to do work such as our After-School Study Hour, hosted by the City of Redmond, and PACE time built into our daily schedule. Our parent support through PTSA is excellent and responsive to all our needs. Finally, we have a caring and hard-working staff committed to helping students achieve.

Redmond Middle grows more diverse as our enrollment increases. For the 2016-2017 school year, our demographic makeup included:

Hispanic/Latino	14.4%	Free/Reduced Lunch	15.8%
American Indian/Alaskan Native	.1%	Special Education	10.3%
Asian	25.4%	Transitional Bilingual	6.3%
Black/African American	1.8%	Section 504	4.4%
Native Hawaiian/Pacific Islander	.2%		
White	49.8%		
Two or More Races	8.4%		

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2016-17	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%	80.9%	92%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 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/>).

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 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
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	70.5%	83.3%	75.4%				
	% of 6 th graders meeting or exceeding state standards in Math	60.7%	73.3%	73.9%				
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	71.4%	77.2%	81.4%				
	% of 7 th graders meeting or exceeding state standards in Math	66.0%	69.0%	79.1%				
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	76.9%	75.2%	74.8%				
	% of 8 th graders meeting or exceeding state standards in Math	68.1%	72.2%	66.4%				
	% of 8 th graders meeting or exceeding state standards in Science	79.6%	82.1%	78.7%				

Grade 6-8 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/>).

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: 6-8 ELA	80% will meet or exceed standard on the 2017 SBA.	77.4% met or exceeded standard.
Math: 6-8 Math	76% will meet or exceed standard on the 2017 SBA.	73.4% met or exceeded standard.
Science: 8 Science	81% will meet or exceed standard on the 2017 MSP.	78.7% met or exceeded standard.
Achievement Gap	Increase the number of free/reduced lunch students who meet or exceed standard on the math SBA from 36% - 50%.	30.5% of students qualifying for free/reduced lunch met or exceeded standard.
College and Career Readiness	We will prepare our current 7 th grade students so that we have 100% of them enrolled in either algebra or geometry in their 8 th grade year.	63.61% of current 8 th graders are enrolled in either Algebra or Geometry.
School Effectiveness:	We will improve family engagement in our school by participating in the National PTA School of Excellence program. Improvement will be measured by results of family survey given in the spring, compared to the results of the same survey given in the fall.	Redmond Middle School earned the distinction of National PTSA School of Excellence – one of 3 schools in the State of Washington to earn this distinction. Specifically, we went from 37.8% of families who identify that the school always has a two-way conversation about their child’s learning to 48.1%.
Attendance and Discipline:	We will provide education for both staff and our parents this year in understanding what anxiety looks like in middle school and how to mitigate the effects to reduce lost school/classroom time for students suffering from anxiety. We will develop systems and procedures to decrease the number of out of school suspensions for our Hispanic and Special	1.51% of students were Severely Chronically Absent during the 2016-2017 School year. 22.8% of suspensions were for students who qualify for Special Education. 74.8% of suspensions were for students who identify as Hispanic/Latino. 73.2% of suspensions were for male students.

Education male students for physical aggression and willful disobedience.	
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Narrative Reflection:

Narrative Reflection	
Process:	<p>We aligned our work for the school year to support our goals in the CIP:</p> <ul style="list-style-type: none"> • Use of LEAP time for whole group review and learning for staff • PCC/PGE Team meetings around student growth goals • PACE (Homeroom) for individual student support • Release days for core content are teachers to support common planning. <p>To analyze data, the BLT and PCC/PGE teams reviewed formative and summative assessments, as well as SBA/MSP historical data. Teachers throughout the year monitored student progress from baseline assessments with assessments throughout the year to track growth.</p> <p>Our Building Leadership Team (BLT) reviewed student achievement data from the previous school year. The BLT drafted the goals and then shared with all staff for additions and edits during August LEAP. PCC/PGE team meetings worked to align their goals to the CIP goals. Counselors and administrators took the lead on discipline, attendance, and college readiness goals, while teacher teams led the way on achievement goals. The goals were finalized after presenting to our parent community through a “Coffee with the Principal” event.</p> <p>To track our progress throughout the year, PCC/PGE teams utilized common assessments, pre and post assessments, and their PCC/PGE teams. To track our discipline/attendance goals, we tracked student progress and shared out during grade level “student support team” meetings.</p> <p>Prioritizing our time on the work around our CIP goals was one of the main challenges our school faced. Our teachers do not have common planning time, so all meetings took place during LEAP, staff meetings, and times set up by individual teachers before/after the school day.</p>
Literacy: 6-8 ELA	<p>Our goal for ELA achievement for the 2016-2017 school year was to have 80% of all students reach standard. Our overall rate of students reaching standard was 77.4%. For 6th grade, 76% of students met standard, 7th grade had 81% and 8th grade had 75%. We are proud to see the 7th grade reach our goal, but we see that our 6th and 8th grade teams fell short. When diving deeper, we can see that for most sub-groups of students in our school, we outperformed the State achievement levels. Our area of focus will be on the sub groups that are not seeing as much success. Specifically, students who have an</p>

	IEP, qualify for ELL, or identify as Hispanic/Latino achieve lower rates of students meeting standard.
Math: 6-8 Math	Our goal for Math achievement for the 2016-2017 school year was to have 76% of all students reach standard. Our overall rate of students reaching standard was 73.4%. For 6 th grade, 74% of students met standard, 7 th grade had 79% and 8 th grade had 66%. We are proud to see the 7 th grade reach our goal, but we see that our 6 th and 8 th grade teams fell short. When diving deeper, we can see that for most sub-groups of students in our school, we outperformed the State achievement levels. Our area of focus will be on the sub groups that do not achieve at the same level. Specifically, students who have an IEP, qualify for ELL, or identify as Hispanic/Latino we see lower rates of students meeting standard.
Science: 8 Science	Our goal for Science achievement for the 2016-2017 school year was to have 81% of students reach standard. The Science MSP is only given to 8 th graders, and we had 78.7% reach standard. We were a few percent short of our goal. When diving deeper, we can see that for most sub-groups of students in our school, we outperformed the State achievement levels. Our area of focus will be on the sub groups that we are not seeing as high of success. Specifically, students who have an IEP, qualify for ELL, or identify as Hispanic/Latino achieve lower rates of students meeting standard.
Achievement Gap	As noted in our content area goals, we do see some discrepancy between the number of students reaching standard for some subgroups within our school. Our goal was looking specifically at students who qualified for free/reduced lunch and increasing their rate of passage on the Math SBA to between 36% and 50%. We were a bit short of our goal with only 30.5% of students who qualify reaching standard. This will be an increasing focus for us, as we have yet to see significant gains in reducing our gap. We have noted that in all content areas, not just math, we have yet to find a way to help this population reach the same level of achievement as all students combined. An area of celebration we noted when reviewing the data, was that over the last three years, we have seen significant growth for our Hispanic/Latino students in math. 18% of students met standard in 2015, 23% in 2015, and 33% last year. We attribute this gain to our work with safety net classes, co-taught math, and our AVID program expansion.
College and Career Readiness	Our goal to help prepare all students for college was to have 100% of 8 th grade students enrolled in Algebra or Geometry to launch their high school careers. At the start of this school year, 63.61% of 8 th graders are in one of those math classes. We also are seeing a significant increase in the number of 7 th grade students who qualify for Algebra. When disaggregating the data, we see the same group of students, ELL, those with an IEP, and those who identify as Hispanic/Latino, not qualify for these math classes at the same rate as the rest of the student population. We will need to continue to support these students to give them the same opportunities as their peers.

School Effectiveness:	<p>Our focus for our School Effectiveness goal was to improve our family and community engagement. In partnership with our PTSA, we launched an initiative to qualify as a “National School of Excellence” with a focus on parent engagement. To help with this goal, we sent a survey to our community in the fall and then again in the spring. Throughout the year we worked to make our building more inviting to families of diverse backgrounds and ensured access to interpreters for all events. Our PTSA was a great ally in providing materials in many home languages. Because of our work, we saw significant gains in families who feel connected to our school. A few highlights include 50% of families who reported always seeing friendly signs welcoming families in the languages they speak, and 67.6% of families who feel they are always treated fairly regardless of age, gender, race, or cultural background. The area we will need to continue to focus on is engaging more families in general, we had 136 responses in our fall survey, but only 75 in our spring survey.</p>
Attendance and Discipline:	<p>Our goal for attendance was to reduce the number of students who missed school for anxiety related issues. We established a “Resiliency Room” to provide students a safe space during the day to help build their coping strategies. As a result, we saw only 1.51% of students were Severely Chronically Absent during the 2016-2017 School year. Our work on discipline is an area that we can continue to work towards. We saw 22.8% of suspensions were for students who qualify for Special Education, 74.8% of suspensions were for students who identify as Hispanic/Latino and, 73.2% of suspensions were for male students. While we know that many of these students overlap, that is are both male and Hispanic, and possible qualify for Special Education, these numbers are still far too high. We increased the use of in-school suspension to ensure students still have access to school and teachers, but still need to find better ways to improve student behavior.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	81% of students will meet or exceed standard on the 2018 SBA.
Math: 6-8 Math	77% of students will meet or exceed standard on the 2018 SBA.
Science: 8 Science	82% of students will meet or exceed standard on the 2018 WCAS.
Achievement Gap	Our goal for this area will focus on increasing the number of students who identify as Hispanic/Latino who reach standard. For ELA, 55% of students will reach standard on the 2018 SBA and 100% will by 2020. In Math, 45% of students will reach standard on the 2018 SBA and 100% will by 2020. In Science, 55% of students will reach standard on the 2018 WCAS and 100% will by 2020.
College and Career Readiness	Increase the number of students participating in Algebra/Geometry classes by the time they finish 8 th grade. Increase the number of Hispanic/Latino students participating in Algebra/Geometry classes by the time they finish 8 th grade.
School Effectiveness:	We will better engage our Hispanic/Latino parent community and increase our two-way communication.
Attendance:	Reduce the number of chronically absent Hispanic/Latino students.
Discipline:	Reduce the number of discipline incidents for our Hispanic/Latino students.

Annual School Goals: Academic

ELA Goal:

81% of students will meet or exceed standard on the 2018 SBA. The BLT and ELA/SS department reviewed the 3 previous years of SBA data and feel that this goal is achievable, and gives an appropriate amount of growth for our building.

The English department is revising their lessons for higher rigor. To help with this process, their collaborative time will be spent increasing communication between grade levels. They will work to better level assignments – with a focus on defining level 3 achievement and always providing level 4 extension opportunities (including challenge questions ranging from 3.5-4) .

The English department will use common, team-built assignments and assessments expecting the same for all students across a grade level. They provide varied levels of text complexity to scaffold or extend student learning as needed. They regularly have students self-reflect and self-monitor their achievement of both content standards and ISA skills.

English teachers will align their PGE Goals (pre-assessments vs. post-assessments) with standards-based assignments/assessments to consistently compare student achievement against a given standard. They will select their goals based on previous year's SBA scores. They will monitor student progress by utilizing interim SBA assessment data, data from common assessments within grade level teams, including scoring guides and normed grading, and frequent 1:1 check-ins for students with high academic needs.

Math Goal:

77% of students will meet or exceed standard on the 2018 SBA. The BLT and Math department reviewed the 3 previous years of SBA data and feel that this goal is achievable, and gives an appropriate amount of growth for our building.

The math department will provide differentiated instruction through small group and 1-on-1 instruction for students who need the support. Students self-pace and get individualized curriculum through the computer based ALEKS system. Math teachers provide enrichment opportunities for students already demonstrating mastery. The math department works collaboratively, including with their colleagues in the elementary and high school level to ensure vertical alignment and common expectations for their courses.

The math department will monitor student progress through common classroom based assessments both formatively throughout units and summative at the end of each unit of instruction. Teachers will utilize the interim SBA assessments as well as ALEKS to track progress for individual students throughout the year.

Science Goal:

82% of students will meet or exceed standard on the 2018 WCAS. The BLT and Science department reviewed the 3 previous years of MSP data and feel that this goal is achievable, and gives an appropriate amount of growth for our building. Having a new

Ambitious Science Teaching (AST) model of instruction is the main reason we feel we can reach this goal as it will better engage more students in the science curriculum.

The science department provides differentiation within our curriculum. On all major assignments and assessments there is an opportunity for students attempt level 4 work related to each standard. Assignments are also modified to accommodate IEP, 504's and ELL students.

Students are assessed in a variety of modalities. To the best of our ability these assessments are aligned to NGSS. We meet regularly as grade level teams to review student data. Through the AST model we are attempting to give more frequent formative assessments through more student dialog and evidence citation related to claims. We monitor for, and apply student specific interventions when needed and appropriate. Students in science are allowed the opportunity to reflect on learning and help guide future learning/teaching strategies.

Annual School Goals: Achievement Gap

Our goal for this area will focus on increasing the number of students who identify as Hispanic/Latino who reach standard. For ELA, 55% of students will reach standard on the 2018 SBA and 100% will by 2020. In Math, 45% of students will reach standard on the 2018 SBA and 100% will by 2020. In Science, 55% of students will reach standard on the 2018 SBA and 100% will by 2020.

We selected this aspirational goal as this is the sub-group of students that we have yet to see achieve at the same level as our overall school performance. To support this goal, we have implemented school-wide AVID instructional strategies, co-teaching in our Safety Net classes, co-teaching in our Special Education math courses, leveled ELL courses with IA support, and intentional PD for all teachers on culturally relevant teaching and learning.

Many teachers have selected this sub group as their focus goal for their PGEs. This allows us to have relevant formative assessment data throughout the year. We have also implemented a data dashboard system that monitors grades for students in real time. Counselors and teachers work together during our student support team meetings to identify students who are not progressing and then implement research-based interventions for students on a 1-1 basis.

Annual School Goals: College and Career Readiness

Increase the number of students participating in Algebra/Geometry classes by the time they finish 8th grade. Increase the number of Hispanic/Latino students participating in Algebra/Geometry classes by the time they finish 8th grade.

We see a large discrepancy in the demographics of 8th grade math and Algebra/Geometry courses. We also have worked with our high school colleagues and can say that completion of algebra by 8th grade is a key indicator of success in high school and beyond. It is a major factor in accessing college for Hispanic/Latino students, as they are typically underrepresented in higher level math courses later in their public education careers.

We will monitor this goal by measuring student SBA scores and grades in 6th and 7th grade math. These courses include the fundamental skills needed for success in Algebra.

Teachers will utilize interim SBA assessments and common formative assessments during the year to better identify students in need of more support.

Annual School Goals: School Effectiveness

We will better engage our Hispanic/Latino parent community and increase our two-way communication.

We strive to have all students and families welcome at RMS. We have partnered with our PTSA to help support this goal by surveying families to identify themes that would be more impactful for family education nights. We have also increased the use of interpreter services and are beginning to send information home in the native language of our families.

Annual School Goals: Attendance

Reduce the number of chronically absent Hispanic/Latino students.

The correlation between school attendance and academic success is strong. We have implemented a data dashboard system that will help us better identify when students are having poor school attendance. We have also refined our attendance intervention protocol so that we meet with students and their parents earlier and more often when we see a pattern of non-attendance.

Annual School Goals: Discipline

Reduce the number of discipline incidents for our Hispanic/Latino students.

In previous years' data, this sub group of students was over represented in student discipline incidents. As above with attendance, when students are not in class, they cannot learn. As such, we have rolled out a PBIS initiative this year. We have identified, in positive terms, expectations for student behavior in the various environments we have in the school. We have created a student behavior team that is tasked with identifying incentives that students themselves would find motivating to meet these expectations. We have created lessons that are included as part of PACE to teach students our expectations and how they can make better choices for themselves. We will be doing a book study with staff to help change our own mindsets to "catch kids doing good."

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Science
Strategy to support goals	Variety of assessments (performance, extended response and phenomena based learning) are given that are aligned to state science standards. Aligning to NGSS will support learning tested on the upcoming WCAS test. Transitioning our instructional strategies to align with the AST style of teaching which encourages the use of models, claims, evidence and reasoning to support NGSS
Professional Learning needed	Access to AST trainings provided by district. Learning related specifically to newly implemented state testing (WCAS).
Resources needed	Collaboration time to design new AST based curriculum and share curriculum materials across the district. Time is needed to consult with team and compare data on common leveled assessments.
Responsible individual or team	Science Teachers

Goal Area	Literacy
Strategy to support goals	Explicitly Teaching, Schaffer model, revision skills, expository, argument, and narrative writing. Text evidence: citing from a variety of media. Research skills. Close reading (AVID marking the text strategies). Cornell notes. Analyzing author's purpose and point of view. Vary modalities of student engagement (speaking, reading, small vs. large group, multi-media, movement, WICOR). Allow for student choice in assignments. Providing students with examples of leveled responses. Data-driven interventions (e.g. Intervention Days). Having students complete SBA interim assessments focused on areas of need.
Professional Learning needed	The 7th grade team is participating in a district cohort for MS ELA teachers. Several team members will be receiving AVID training to better align with school wide instructional practices.
Resources needed	Release time for common planning; including the completion of our ELA 6-8 vertical alignment chart.
Responsible individual or team	ELA/SS Teachers

Goal Area	Math
Strategy to support goals	Many of our math classes use the co-teaching model; both for our special education courses as well as safety-net grade level math classes. Teachers will implement classroom interventions such as re-teach worksheets, problem solvers for word problems, graphic organizers, and inquiry labs.
Professional Learning needed	Training on how to implement and track interim SBA assessments. Further PD for the new curriculum.
Resources needed	Time to collaborate on the new curriculum and to outline a systematic RTI.
Responsible individual or team	Math Teachers

Goal Area	Achievement Gap
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<i>Strategy to support goals</i>	Utilize interpreter services to better communicate with families. Scaffolding instruction with the SIOP model for instruction. Continue to expand AVID implementation. Intentionally involve more students in this sub-group in school leadership activities. Increase diversity of library offerings and more texts in multiple languages. Expand after school study lab to support students.
<i>Professional Learning needed</i>	Training on SBA interim assessments and how to use these to better monitor student learning. AVID training for core teachers. Learning walks for teachers to observe AVID, SIOP and the co-teaching models already in place.
<i>Resources needed</i>	Transportation for students for leadership activities and after school study lab. AVID conferences. Release time for teachers to observe these practices in action.
<i>Responsible individual or team</i>	Counselors, Administrators, Teachers, Support Staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

We shared the data from previous years and then the goals we as a staff developed at our fall PTSA meeting and a Coffee with the Principal event. We asked parents for input about our goals and changes they would like to see. We shared that feedback with the BLT to refine before departments began to strategize how to meet the goals. Throughout the year, we will share data about our progress towards these goals at future PTSA events.

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

We will post our CIP to the school website and send out a SchoolMessenger when it is available. We maintain copies of our CIP in our main office areas for parents and community members to view while they are visiting our school.