



## **Continuous Improvement Plans**

# **Summaries**

**2017-2018**

- Eastlake Learning Community
- Juanita Learning Community
- Lake Washington Learning Community
- Redmond Learning Community

# **Eastlake Learning Community**

## **CIP Summary January 2018**

### **CIP Outcomes, Reflections, Goals & Strategies**

#### **Eastlake Learning Community: Elementary**

##### **Elementary 2016-17 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: K-2 Reading</b>	88.3% to 94.1% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	83.3% to 91% met or exceeded standard
<b>Math: 3-5 Math</b>	79% to 89.6% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	89% to 97% met or exceeded standard
<b>Achievement Gap</b>	ELC elementary schools set goals for 2016-17 in the areas of improving student achievement for subgroups of students who received services in ELL and Safety Net. Most schools achieved growth in these subgroups, ranging from small growth to significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2017-18 school year.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, ELC elementary schools set goals for 2016-17 focusing on: <ul style="list-style-type: none"><li>• Staff feels free to express their ideas and opinions with each other (goal not met)</li><li>• School uses a system to obtain a variety of perspectives when making decisions (exceeded goal)</li><li>• Staff works in teams across grade levels to help increase student learning (exceeded goal)</li><li>• Teachers provide feedback to each other to help improve instructional practices (goal not met)</li><li>• </li></ul>
<b>Attendance and Discipline</b>	ELC elementary schools set Attendance goals for 2016-17 focusing on: <ul style="list-style-type: none"><li>• Decreasing tardies (2 schools, slight to significant progress)</li><li>• Decreasing unexcused absences (4 schools, zero to slight progress)</li></ul> ELC elementary schools set Discipline goals for 2016-17 focusing on: <ul style="list-style-type: none"><li>• Decreasing behavior referrals to office (4 schools, moderate to high progress)</li><li>• Decreasing student suspensions (2 school, some progress)</li></ul>

##### **Elementary Reflections**

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and

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### **CIP Summary January 2018**

reflected on their effectiveness. Some common themes in their reflections were the importance of designing the school's professional development and LEAP time intentionally to address the focus areas laid out in the CIP plans. Time being the most important resource, it was important to create and protect the time for data analysis and instructional planning by school teams both within grade level teams and in vertical alignment between grade levels. All schools continued to participate in the ELC PLC, the collaboration between all teachers across the learning community, on all-day LEAPs and selected Wednesday LEAPs. Several schools found success in decreasing attendance issues by collaborating with families and using incentive systems for students.

#### **Elementary 2017-18 Annual School Goals**

	<b>Range of goals</b>
<b>Literacy: K-2 Reading</b>	82% to 94% meet or exceed standard
<b>Literacy: 3-5 ELA</b>	82% to 92% meet or exceed standard
<b>Math: 3-5 Math</b>	81% to 92% meet or exceed standard
<b>Science: 5<sup>th</sup> Science</b>	80% to 95% meet or exceed standard
<b>Achievement Gap</b>	ELC elementary schools set Achievement Gap goals for 2017-18 focusing on increased student achievement for ELL students, students in Safety Net, and students underperforming on DIBELS and in math.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, ELC elementary schools set goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>• Staff works in teams across grade levels to help increase student learning (1 schools)</li><li>• Student discipline management (1 school)</li><li>• Staff members trust one another (1 school)</li><li>• The staff feels free to express their ideas and opinions with one another (1 school)</li><li>• Staff routinely work together to plan what will be taught (1 school)</li><li>• Teachers provide feedback to each other to help improve instructional practices (2 school)</li><li>• Staff use assessment results to determine professional learning activities (1 school)</li></ul>
<b>Attendance</b>	ELC elementary schools set Attendance goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>• Decreasing tardies (1 school)</li><li>• Decreasing unexcused absences (5 schools)</li></ul>
<b>Discipline</b>	ELC elementary schools set Discipline goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>• Decreasing behavior referrals to office (6 schools)</li><li>• Continued professional learning in PBIS practices (1 school)</li></ul>

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### **Elementary Strategies**

To support their CIP goals, ELC elementary schools identified a variety of strategies. Some common themes were an emphasis on instructional differentiation strategies, focusing on equity, higher level questioning strategies, flexible grouping of students to allow for targeted intervention, book studies, teacher learning walks and vertical meeting time to support professional collaboration.

### **Elementary Parent, Family and Community Involvement Strategies**

ELC elementary schools identified a variety of strategies to increase parent, family and community involvement, including intentional collaboration with families to support student success in academics, behavior and attendance, inviting input on school CIP plans, providing multiple ways to access CIP information (website, in the school, email). The ELC schools also plan to continue to foster their thriving partnerships with the PTSA around parent volunteers, parent education nights, Watch DOGS, and collaborating around how to procure resources to support the school initiatives designed to achieve their CIP goals.

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### **Eastlake Learning Community: Middle School**

#### **Middle School 2016-17 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: 6-8 ELA</b>	88.6% to 90% met or exceeded standard
<b>Math: 6-8 Math</b>	71% to 85% met or exceeded standard
<b>Science: 8 Science</b>	88.6% to 96% met or exceeded standard
<b>Achievement Gap</b>	ELC middle schools set goals for 2016-17 in the areas of improving student achievement in math for students who are on a 504 plan and for ELL students, and made significant progress toward those goals.
<b>College and Career Readiness</b>	ELC middle schools set College and Career Readiness goals for 2016-17 in the areas of students completing the self-assessment in the Career Cruising system, as well as partnering with parents around educating students/parents on preparing for high school and postsecondary education. Significant progress was made toward those goals.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, ELC middle schools set goals for 2016-17 focusing on increasing the perception that all students are consistently challenged by rigorous curriculum (significant progress).
<b>Attendance and Discipline</b>	ELC middle schools set an attendance goal for 2016-17 of focusing on decreasing absences with no progress reported, and set a discipline goal for 2016-17 of decreasing suspensions with some progress, and decreasing referrals with some progress.

## **Eastlake Learning Community CIP Summary January 2018**

### **Middle School Reflections**

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effectiveness of using technology to impact student success (Accelerated Reader, ALEKS, IXL), the collaboration of teachers in a variety of formats (department meetings, schoolwide professional learning) and the creative use of in/after-school tutoring and supports.

### **Middle School 2017-18 Annual School Goals**

	<b>Range of goals</b>
<b>Literacy: 6-8 ELA</b>	92% to 93% meet or exceed standard
<b>Math: 6-8 Math</b>	75% to 90% meet or exceed standard
<b>Science: 8 Science</b>	95% meet or exceed standard
<b>Achievement Gap</b>	ELC middle schools set Achievement Gap goals for 2017-18 focusing on all students who are currently Level 1 or 2 in any SBA subject
<b>College and Career Readiness</b>	ELC middle schools set College and Career Readiness goals for 2017-18 in the areas of all students completing the <u>Career Cruising Matchmaker</u> self-assessment.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, ELC middle schools set goals for 2017-18 focusing on: Staff members work together to solve problems related to school issues; and the school uses a system to obtain a variety of perspectives with making decisions.
<b>Attendance</b>	ELC middle schools set Attendance goals for 2017-18 in the areas of reducing both excused and unexcused absences.
<b>Discipline</b>	ELC middle schools set Discipline goals for 2017-18 in the areas of reducing both suspensions.

### **Middle School Strategies**

To support their CIP goals, ELC middle schools identified a variety of strategies. Some common themes were using technology to support learning (ALEKS, Excel) and continuing to support students before/after school with individual support (RAP sessions, STAT time). The staffs are committed to implementing the new district curriculum in math and science, and will continue their focus on leveraging their PCC/PGE teams to improve instruction.

### **Middle School Parent, Family and Community Involvement Strategies:**

ELC middle schools identified a variety of strategies to increase parent, family and community involvement, including increasing communications with families about the goals of the schools, soliciting input from the parents/community, and maintaining an open discussion throughout the year.

# **Eastlake Learning Community**

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### **Eastlake Learning Community: High School**

#### **High School 2016-17 CIP Goal Outcomes**

	<b>Achievement</b>
<b>Literacy</b>	90.6 to 97.2% met or exceeded standard
<b>Math</b>	95.9 to 100% met or exceeded standard
<b>Science</b>	90.9 to 92.6% met or exceeded standard
<b>Achievement Gap</b>	The ELC high schools set goals for 2016-17 in the areas of improving student achievement for students on an IEP passing their co-taught class, and improving their proficiency on standardized tests in ELA. Both efforts achieved significant results.
<b>On-Track Credits</b>	The ELC high schools set goals for 2016-17 to increase the number of student with On-Track credits. There was some progress towards this goal.
<b>College and Career Readiness</b>	The ELC high schools set College and Career Readiness goals for 2016-17 in the areas of having very few student drops from AP and UW courses (not achieved), and having all juniors demonstrate the 21 <sup>st</sup> century skill of collaboration by successfully participating in a group project in their signature lab (achieved).
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, the ELC high schools set a goal 2016-17 focusing on “Teachers receive regular feedback on how they are doing,” and that “Staff members get help in the area they need to improve.” There was no growth in these areas.
<b>Attendance and Discipline</b>	The ELC high schools set the Attendance goal for 2016-17 of focusing on decreasing unexcused absences, and decreasing tardies to 1 <sup>st</sup> period, and made little progress.  The ELC high schools set the Discipline goal for 2016-17 of focusing on the percentage of suspended students who will be able to maintain/increase their GPA during the semester in which they are suspended, and saw some progress.

#### **High School Reflections:**

The ELC high schools analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some themes in their reflections were the need for continued collaboration and coordination of strategies and supports for timely interventions, the positive impact of close monitoring of students for credit retrieval support, and the importance of ongoing relevant professional development for teachers.

## **Eastlake Learning Community CIP Summary January 2018**

### **High School 2017-18 Annual School Goals**

	<b>Goals</b>
<b>Literacy</b>	Class of 2019: 96% proficiency
<b>Math</b>	Class of 2019: 95% proficiency
<b>Science</b>	Class of 2019: 90% proficiency
<b>Achievement Gap</b>	The ELC high schools set an Achievement Gap goal for 2017-18 focusing on reducing the percentage of students with an IEP and low-income students who earn an F in one or more classes.
<b>On-Track Credits:</b>	The ELC high schools set an On-Track Credit goal for 2017-18 focusing on using intentional interventions and supports to increase the number of 9 <sup>th</sup> graders earning at least six credits, and 10 <sup>th</sup> graders earning at least 12 credits.
<b>College and Career Readiness</b>	The ELC high schools set a College and Career Readiness goal for 2017-18 focusing on increasing the number of Low SES/L/AA students who enroll in dual credit courses, and all juniors will demonstrate the 21 <sup>st</sup> century skill of collaboration by successfully participating in a group project in their signature lab.
<b>School Effectiveness:</b>	The ELC high schools set a School Effectiveness goal for 2017-18 focusing on increasing the number of teachers who agree mostly or completely with the statement that “Teachers use effective strategies to help low-performing students meet academic standards.”
<b>Attendance:</b>	The ELC high schools set an Attendance goal for 2017-18 focusing on reducing the number of unexcused absences.
<b>Discipline:</b>	The ELC high schools set a Discipline goal for 2017-18 focusing on students who are suspended and retaining them at the high school post-suspension; and they are focusing on reducing plagiarism.

### **High School Strategies**

To support their CIP goals, The ELC high schools identified a variety of strategies. Some themes were supporting teacher professional learning through a cycle of inquiry model, ensuring student equity and access to honors and AP courses, collaborating to provide effective intervention for all students and to provide individual focus on the underlying causes of attendance problems.

### **High School Parent, Family and Community Involvement Strategies:**

The ELC high schools are working with families to solicit input from all stakeholders and involve them in the process of continuous improvement. The schools really appreciate the support of our community, and the parent partnerships we have developed to support all students. We have worked to improve both our communication and collaboration with the community. We work closely with the PTSA and its leadership to support the achievement of the goals in the CIP.

# Juanita Learning Community

## CIP Summary January 2018

### CIP Outcomes, Reflections, Goals & Strategies

#### *Juanita Learning Community: Elementary*

##### **Elementary 2016-17 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: K-2 Reading</b>	73% to 91% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	68% to 88% met or exceeded standard
<b>Math: 3-5 Math</b>	67% to 95% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	73% to 100% met or exceeded standard
<b>Achievement Gap</b>	JLC elementary schools set goals for 2016-17 in the areas of improving student achievement for subgroups of students who were low income, Hispanic/Latino, and students who received services in Special Education. Most schools achieved growth in these subgroups, ranging from small growth to moderate growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2017-18 school year.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, JLC elementary schools set goals for 2016-17 focusing on: <ul style="list-style-type: none"><li>• teachers providing feedback to one another (3 schools-exceeded goal)</li><li>• staff receiving feedback (1 schools, good progress)</li><li>• Increasing parent engagement (2 schools, exceeded goal)</li><li>• Staff believing students can learn complex concepts (1 school, exceeded goal)</li><li>• Increasing high levels of collaboration and communication (1 school, good progress)</li></ul>
<b>Attendance and Discipline</b>	JLC elementary schools set Attendance goals for 2016-17 focusing on: <ul style="list-style-type: none"><li>• Decreasing tardies (3 schools, slight to very good progress)</li><li>• Increase average daily attendance rate (2 schools, both schools met their goal)</li><li>• Reduce chronic absenteeism (2 school, good progress)</li></ul> JLC elementary schools set Discipline goals for 2016 -17 focusing on: <ul style="list-style-type: none"><li>• Decreasing behavior referrals to office (3 schools, moderate to high progress)</li><li>• Decreasing student suspensions (1 school, very good progress)</li><li>• Training staff in PBIS/restorative justice (3 schools with very low discipline rates; met training goal)</li></ul>

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#### **Elementary Reflections**

Schools used their PCC's as a structure to reflect on the results of their school improvement planning goals either during staff meeting time or during their designated PCC time. The elementary schools continued to fine tune the designated time, and structures around the use of PCC's. These PCC's use multiple data points that include DIBELS, SBA, MSP, curricular assessments, and common formative assessment to inform instructions and plan for student growth.

Given the socio-economic and ethnic diversity in the JLC, schools continue to identify the need to further their work on ELA instruction. This includes improving in whole group and small group instruction practices. Frost, Muir, Bell, and Keller utilized CORE as part of their professional development and their reflection is that the training is having a positive impact on their ELA instruction.

Schools have identified their sub-group work with Hispanic, low income, and special education populations as important. Schools have identified improved strategies with SIOP, culturally responsive instruction, and strategically planning intervention time during the school day.

Schools are seeing some success in their focus on attendance and discipline. Many schools are reaching out to their community relating the importance of attendance and staff are personally reaching out to families more when students are late or absent. Training in restorative practices are being reported as having a positive effect on discipline. Also, putting in management systems that allow for better tracking of data is having success.

#### **Elementary 2017-18 Annual School Goals**

	<b>Range of goals</b>
<b>Literacy: K-2 Reading</b>	75% to 87% meet or exceed standard
<b>Literacy: 3-5 ELA</b>	71% to 87% meet or exceed standard
<b>Math: 3-5 Math</b>	71% to 95% meet or exceed standard
<b>Science: 5<sup>th</sup> Science</b>	69% to 98% meet or exceed standard
<b>Achievement Gap</b>	JLC elementary schools set Achievement Gap goals for 2017-18: <ul style="list-style-type: none"><li>• Special education (2 schools)</li><li>• ELL (2 schools)</li><li>• Hispanic students (3 schools)</li><li>• Low income (1 school)</li></ul>
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, JLC elementary schools set goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>• All students can learn complex concepts (3 schools)</li><li>• Improve communication with families (1 school)</li><li>• Staff receiving feedback (1 school)</li><li>• Students respect those who are different (1 school)</li><li>• Staff works in teams across grade levels (1 school)</li></ul>

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### **CIP Summary January 2018**

	<ul style="list-style-type: none"><li>• Staff members trust one another and feel free to express their ideas and opinions (1 school)</li><li>• The school works with many community organizations to support its students (1 school)</li></ul>
<b>Attendance</b>	JLC elementary schools set Attendance goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>• Improving average daily attendance (6 schools)</li><li>• Decreasing tardies (2 schools)</li></ul>
<b>Discipline</b>	JLC elementary schools set Discipline goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>• Decreasing behavior referrals to office (3 schools)</li><li>• Decreasing student suspensions (2 schools)</li><li>• Continued professional learning in Restorative Justice practices (2 schools)</li></ul>

### **Elementary Strategies**

Each school identified a variety of strategies to support their CIP. The following are general themes across the JLC:

- To support ELA instruction schools are implementing the new writing curriculum, improving small group instruction to further develop differentiation strategies in literacy instruction, and developing learning walks within the building.
- Schools are intentional about unpacking math standards and developing of success criteria to improve math instruction. Schools are also utilizing Dreambox and IXL.
- Alignment of intervention schedules with core reading in support of balanced push-in / pull-out models.
- Training in SIOP and culturally responsive teaching.
- Continued training with staff on attendance procedures and parent communication.
- Training and implementation of PBIS and other restorative practices as a way to improve discipline.

### **Elementary Parent, Family and Community Involvement Strategies**

The following are examples of strategies used across the JLC:

- Focus on parent/home strategies to support student progress towards CIP goals.
- Specific home strategies and resources provided to parents via classroom PowerSchool, Safety Net Reading Connections Newsletter, Bulletins, and parent information nights.
- Key resources translated into Spanish.
- Feedback, planning, and participation through PTSA and Natural Leaders
- Community surveys to determine specific needs and interests.
- Parent education opportunities provided to develop skills for home academic support.
- Resources targeted to Spanish speaking/underrepresented families.
- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs.
- Inviting parents to join PBIS team.

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- Information about goals, strategies, and interventions communicated through Website, Classroom PowerSchool sites, Safety Net Reading Connections Newsletter, and weekly Bulletins.
- Information shared/distributed during annual Meet & Greet, Curriculum Night, PTSA and Natural Leader meetings, Safety Net/ELL evening parent events, and Conferences.

### **Juanita Learning Community: Middle School**

#### **Middle School 2016-17 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: 6-8 ELA</b>	64% to 90% met or exceeded standard
<b>Math: 6-8 Math</b>	53% to 87% met or exceeded standard
<b>Science: 8 Science</b>	68% to $\geq 95\%$ met or exceeded standard
<b>Achievement Gap</b>	JLC middle schools set goals for 2016-17 in the areas of improving student achievement for subgroups of students who received a failing grade in a core course and who received Special Education services and made good progress toward those goals.
<b>College and Career Readiness</b>	JLC middle schools set College and Career Readiness goals for 2016-17 in the areas of increasing the number of ethnic students historically underserved taking high school credit-bearing courses and to reach 100% of 8 <sup>th</sup> grade students signed up for the College Bound Scholarship who are eligible. 1 school made significant progress in increasing high school courses taken for underserved populations and the other school reached 100% sign up for the College Bound Scholarship.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, JLC middle schools set goals for 2016-17 focusing on “Staff routinely work together to plan what will be taught” and “Teachers provide feedback to each other to help improve instructional practices”. Both school made significant progress toward these goals.
<b>Attendance and Discipline</b>	JLC middle schools set the Attendance goal for 2016-17 on focusing on decreasing unexcused absence with no to some progress reported, and set the Discipline goal of decreasing suspensions, with both schools reporting little improvement.

#### **Middle School Reflections**

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effectiveness of using school-wide common AVID strategies to impact student success, the collaboration of teachers in a variety of formats (department meetings, job alike meetings, schoolwide LEAP professional learning), and the use of during school intervention time.

## **Juanita Learning Community CIP Summary January 2018**

### **Middle School 2017-18 Annual School Goals**

	<b>Range of goals</b>
<b>Literacy: 6-8 ELA</b>	70% to 92% meet or exceed standard
<b>Math: 6-8 Math</b>	56% to 90% meet or exceed standard
<b>Science: 8 Science</b>	72% to 90% meet or exceed standard
<b>Achievement Gap</b>	JLC middle schools set Achievement Gap goals for 2017-18 focusing on increased student achievement for Hispanic and African American students.
<b>College and Career Readiness</b>	JLC middle schools set College and Career Readiness goals for 2017-18 in the areas of increasing historically underserved participating in a high school level course and reducing failing grades in core courses.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, JLC middle schools set goals for 2017-18 focusing on: Receiving time to collaborate and that our targeted professional development and staff routinely work together to plan what will be taught.
<b>Attendance</b>	JLC middle schools set Attendance goals for 2017-18 in the areas of reducing unexcused absences.
<b>Discipline</b>	JLC middle schools set Discipline goals for 2017-18 in the areas of reducing suspensions and reducing the serious discipline risk score for the class of 2022.

### **Middle School Strategies**

To support their CIP goals, JLC middle schools identified a variety of strategies. Some common themes were implementing the use of SBA interim assessments as a measure of student progress, working on culturally responsive instruction, and implementing AVID strategies schoolwide, and continuing to develop and implement alternative forms of discipline other than out of school suspension.

### **Middle School Parent, Family and Community Involvement Strategies:**

The JLC middle schools identified the following strategies to increase parent, family and community involvement – Presentations to PTSA and student leadership, coordinating a family diversity event to deepen the involvement of families in our schools, and creating a school improvement on-line survey.

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### Juanita Learning Community: High School

#### **High School 2016-17 CIP Goal Outcomes**

	Achievement
<b>Literacy</b>	81% to 88% met or exceeded standard
<b>Math</b>	The number of students who took the SBA in Math was significantly low due to the lack of graduation requirement associated with the exam. As a result, both schools disaggregated data, including claim data to determine progress toward their goals.
<b>Science</b>	Both schools were successful in their goals for students taking the Science EOC.
<b>Achievement Gap</b>	Goals were set in reducing the number of NC's (any grade below a 'C' at ICS) and increasing the GPA of Hispanic and African American students. Neither school progressed in these areas.
<b>On-Track Credits</b>	ICS met its goal with 100% of students on track. JHS did not meet their goals for the classes of 2020 (83% on track), 2019 (83% on track), and 2018 (80% on track).
<b>College and Career Readiness</b>	ICS met its goal of 100% of 10 <sup>th</sup> grade students completing the Career Cruising modules. JHS set a goal of 95% of seniors taking a college and/or career readiness course (AP, UW, STEM, Cambridge, Tech Prep, WANIC, or Running Start). They fell short of their goal with 85.9% of the class of 2018 taking such a course.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys JHS set a goal in the percentage of respondents mostly or completely agreeing that school work is meaningful for students would increase from 71% to 85%. The result went down to 67%. The former administration at ICS did not set an appropriate School Effectiveness goal. Even after a process of analyzing their 9 Characteristics survey with staff (DSS was present) their goal became around use of collaboration time with no measurable progress.
<b>Attendance and Discipline</b>	ICS set a goal to reduce the number of unexcused absences by 4% and met their goal. JHS set a goal for reducing the number of absences for Hispanic, FRL, and IEP students by an average of 5%. The result was an increase of absences for Hispanic students going from 223 to 229. There was no data reported for the other student groups.

#### **High School Reflections:**

Both high schools analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some themes in their reflections were the need for improving the use of intervention time during the school day, continuing to utilize the SBA interim assessments as a tool to successfully prepare students, and identifying social-economic and ethnic groups that could use more targeted interventions. Having 2 brand new administrative teams created a challenge as is relates to reflection on previous school

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goals that they were not a part of creating with their staff. However, moving forward this is an opportunity to have a fresh perspective on school improvement at both high schools.

#### **High School 2017-18 Annual School Goals**

	<b>Goals</b>
<b>Literacy</b>	Class of 2018: From 85% to 100% proficiency
<b>Math</b>	The number of students who took the SBA in Math was significantly low due to the lack of graduation requirement associated with the exam. As a result, both schools disaggregated data, including claim data to determine the math goals. One school is measuring growth on abstract and qualitative reasoning to solve problems and the other has a goal around problem solving and data analysis.
<b>Science</b>	There is a new state NGSS exam coming this spring. As a result both schools are focusing on the implementation of the standards and preparing students to meet the performance standards on the exam.
<b>Achievement Gap</b>	The JLC high schools set Achievement Gap goals for 2017-18 in the following areas: <ul style="list-style-type: none"> <li>• Improving passing rates and attendance rates of ELL students</li> <li>• Focused improvement of Special Education and 504 students</li> </ul>
<b>On-Track Credits:</b>	On track credit goals range from 90% to 92%
<b>College and Career Readiness</b>	The JLC high schools set College and Career Readiness goals in the following areas: <ul style="list-style-type: none"> <li>• 90% of the class of 2019 will have taken, or will be enrolled in a college / career readiness course.</li> <li>• Fully implementing Career Cruising including the development of a 4-year plan for all freshman.</li> </ul>
<b>School Effectiveness:</b>	The JLC high schools set School Effectiveness goals in the following areas: <ul style="list-style-type: none"> <li>• Increase the percentage of respondents who mostly agree or agree completely that “school work is meaningful for students” from 47% in 2016-17 to 55% in 2017-18.</li> <li>• Develop a survey and collect data to analyze around why students chose to leave ICS prior to their senior year.</li> </ul>
<b>Attendance:</b>	The JLC high schools set Attendance goals in the following areas: <ul style="list-style-type: none"> <li>• Reduce the number of students missing more than 18 days this school year through personal contact with the students.</li> <li>• Reduce the overall number of absences by the end of 2018 as compared to 2017.</li> </ul>
<b>Discipline:</b>	The JLC high schools set Discipline goals in the following areas: <ul style="list-style-type: none"> <li>• Implement a clear and consistent behavior support process during the 2017-18 school year that all staff and students understand.</li> <li>• Remain focused on early prevention of issues and continue to engage our students in the Safe Schools Ambassador program.</li> </ul>

## **Juanita Learning Community CIP Summary January 2018**

### **High School Strategies**

To support their CIP goals, JLC high schools identified a variety of strategies. Some themes were focusing on teaching academic language (vocabulary), and strong study skills. Teach, model, and reinforce behavior expectations across the campus.

### **High School Parent, Family and Community Involvement Strategies:**

JLC high school identified a variety of strategies to increase parent, family, and community involvement including discussion and communication regarding restorative justice practices to support discipline goals; the opportunity to participate in the school effectiveness (9 characteristics survey); and the regular inclusion of parents and families in developing appropriate educational plans that include appropriate college and career access opportunities for students.

Parents, families and the community will have access to the Continuous Improvement Process through the school website, the presentation to the PTSA, and references in the Principal e-blasts and other forms of mass communication

# **Lake Washington Learning Community**

## **CIP Summary January 2018**

### **CIP Outcomes, Reflections, Goals & Strategies**

#### **Lake Washington Learning Community: Elementary**

##### **Elementary 2016-17 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: K-2 Reading</b>	81% to 90% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	66% to 86% met or exceeded standard
<b>Math: 3-5 Math</b>	71% to 87% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	70% to 96% met or exceeded standard
<b>Achievement Gap</b>	LWLC elementary schools set goals for 2016-17 in the areas of improving student achievement for subgroups of students who received services in ELL (six schools), Safety Net/SPED (one school). 6/7 schools achieved growth in these subgroups, ranging from one school with decreased growth (33% growth, 33% maintained, 33% decreased), to all others meeting their goals with small to significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2017-18 school year.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, LWLC elementary schools set goals for 2016-17 focusing on: <ul style="list-style-type: none"><li>• Classes challenge students to think and solve problems (one school-parent survey, significant improvement)</li><li>• Staff receiving feedback (2 schools, one some progress; one significant decline)</li><li>• Teachers provide feedback to one another (2 schools- both declined, one slightly, one significantly)</li><li>• Staff working across grade levels (2 schools- one stayed same; one slight decline)</li><li>• Students feel safe at school (one school, stayed the same)</li><li>• Discipline is managed well (one school, stayed the same)</li></ul>
<b>Attendance and Discipline</b>	LWLC elementary schools set Attendance goals for 2016-17 focusing on: <ul style="list-style-type: none"><li>• Decreasing absences/tardies (7 schools, all had slight to moderate progress for targeted groups)</li><li>• Decreasing unexcused absences (1 school, moderate progress)</li></ul> LWLC elementary schools set Discipline goals for 2016-17 focusing on: <ul style="list-style-type: none"><li>• Decreasing behavior referrals to office (3 schools, moderate to high progress; one school significant increase in referrals)</li></ul>

# **Lake Washington Learning Community**

## **CIP Summary January 2018**

	<ul style="list-style-type: none"><li>Decreasing student suspensions (2 schools, both met goals)</li><li>Increase Positive Classroom Recognition (one school, no progress)</li></ul>
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### **Elementary Reflections**

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the importance of focusing on collaboration within the staff from all programs (general education, ELL, Safety Net, Special Education); implementation of behavior/restorative justice strategies and staff professional learning in that area; and continuing professional learning in effective implementation of common assessments, data analysis, flexible grouping and instructional planning by school teams both within grade level teams and in vertical alignment between grade levels. Several schools found success in beginning implementation of a co-teaching model (ELL/Gen Ed) using SIOP strategies focused on literacy instruction.

### **Elementary 2017-18 Annual School Goals**

	<b>Range of goals</b>
<b>Literacy: K-2 Reading</b>	77% to 89% meet or exceed standard
<b>Literacy: 3-5 ELA</b>	74% to 88% meet or exceed standard
<b>Math: 3-5 Math</b>	69% to 88% meet or exceed standard
<b>Science: 5<sup>th</sup> Science</b>	70% to 92% meet or exceed standard
<b>Achievement Gap</b>	LWLC elementary schools set Achievement Gap goals for 2017-18 focusing on increased student achievement for: <ul style="list-style-type: none"><li>ELL students (2 schools)</li><li>IEP students (2 schools)</li><li>SES – (one school)</li><li>Safety Net (2 schools)</li></ul>
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, LWLC elementary schools set goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>Students respect those who are different from them (1 school)</li><li>Teachers providing feedback to one another (1 school)</li><li>Staff working across grade levels (2 schools)</li><li>Staff Members trust one another (1 school)</li><li>Teachers receiving feedback from admin (2 school)</li><li>Increase parent volunteers (1 school)</li><li>Increase parent participation in Effective Schools Survey (1 school)</li><li>High quality work is expected of all adults (1 school)</li><li>Discipline is managed well (2 schools)</li><li>Teachers seek help on areas they need to improve (1 school)</li></ul>

## **Lake Washington Learning Community CIP Summary January 2018**

<b>Attendance</b>	LWLC elementary schools set Attendance goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>• Decrease overall absence rate (2 schools)</li><li>• Decrease students with chronic absences/tardies (2 schools)</li><li>• Decrease unexcused absence rate (1 school)</li><li>• Decrease tardies (2 schools)</li></ul>
<b>Discipline</b>	LWLC elementary schools set Discipline goals for 2017-18 focusing on: <ul style="list-style-type: none"><li>• Decreasing behavior referrals to office (4 schools)</li><li>• Decrease behavior referrals for repeat offenders (1 school)</li><li>• Increase positive behavior recognition (2 schools)</li><li>• Decrease recess referrals for boys (1 school)</li><li>• Continued professional learning and implementation of Restorative Justice practices (2 schools)</li></ul>

### **Elementary Strategies**

To support their CIP goals, LWLC elementary schools identified a variety of strategies. Some common themes were an emphasis on common assessments/planning, data analysis, instructional differentiation strategies, flexible grouping of students to allow for targeted intervention, integration of SIOP strategies, more training and implementation of co-teaching and vertical meeting time to support professional collaboration.

### **Elementary Parent, Family and Community Involvement Strategies**

LWLC elementary schools identified a variety of strategies to increase parent, family and community involvement, including intentional collaboration with families to support student success in academics, behavior and attendance, inviting input on school improvement, providing multiple ways to access school information (website, in the school, email) and to seek ways to intentionally communicate with and involve families who are under-represented in school activities (natural leaders, under-represented focus group activities)

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### **Lake Washington Learning Community: Middle School**

#### **Middle School 2016-17 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: 6-8 ELA</b>	81% to 96% met or exceeded standard
<b>Math: 6-8 Math</b>	77% to 98% met or exceeded standard
<b>Science: 8 Science</b>	87% to 100% met or exceeded standard
<b>Achievement Gap</b>	LWLC middle schools set goals for 2016-17 in the areas of improving student achievement for subgroups of students who are Hispanic or African American or special education. <ul style="list-style-type: none"><li>• One school met goals for ELA &amp; Math for Hispanic students</li></ul>

## Lake Washington Learning Community CIP Summary January 2018

	<ul style="list-style-type: none"> <li>• One school did not meet goals for 100% of IEP students being proficient in ELA (50%)</li> <li>• One school did not meet goal of 55% of Level 2 Hispanic and African American meeting standard on ELA (30%)</li> <li>• One school met their goal of more intentional recruitment of under-represented students</li> </ul>
<b>College and Career Readiness</b>	<p>LWLC middle schools set/met College and Career Readiness goals for 2016-17 in the areas of:</p> <ul style="list-style-type: none"> <li>• 100% of 8<sup>th</sup> graders will identify at least 2 possible careers of interest (2 schools)</li> <li>• 100% of 8<sup>th</sup> graders will complete their Career Cruising Activities in preparation for 9<sup>th</sup> grade (4 schools)</li> </ul> <p>Goals were achieved in all areas</p>
<b>School Effectiveness</b>	<p>Based on data from their Nine Characteristics surveys, LWLC middle schools set goals for 2016-17 focusing on:</p> <ul style="list-style-type: none"> <li>• Students feel safe at school- Successfully implement 2<sup>nd</sup> year of Safe School Ambassadors Program (1 school, goal met)</li> <li>• Increase the # of staff who provide leadership (1 school) - perception data decreased from 67 % to 64%, however, staff participation on building level leadership teams increased significantly</li> <li>• New staff feel integrated into the team (1 school) – goal met 90% agree mostly or completely</li> <li>• Provide consistency and clarity around enrichment/summer options (1 school, goal met)</li> </ul>
<b>Attendance and Discipline</b>	<p>LWLC middle schools set the Attendance goal for 2016-17 of focusing on decreasing absences/tardies with no to some progress reported.</p> <ul style="list-style-type: none"> <li>• 2 MS's focused on more proactive timely communication with parents and reported improved relationships with parents</li> <li>• 2 MS's set Discipline goal for 2016-17 of decreasing suspensions, progress was made in both schools</li> </ul>

### Middle School Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effectiveness of using school-wide common strategies (focused intervention times, reading comp strategies across content areas) to impact student success, the collaboration of teachers in a variety of formats (department meetings, job alike meetings, schoolwide LEAP professional learning) and the creative use of after-school tutoring and supports.

### Middle School 2017-18 Annual School Goals

	Range of goals
<b>Literacy: 6-8 ELA</b>	83% to 100% meet or exceed standard

## Lake Washington Learning Community CIP Summary January 2018

<b>Math: 6-8 Math</b>	78% to 100% meet or exceed standard
<b>Science: 8 Science</b>	75% to 100% meet or exceed standard
<b>Achievement Gap</b>	LWLC middle schools set Achievement Gap goals for 2017-18 focusing on: <ul style="list-style-type: none"> <li>• Increased student achievement for Hispanic students in ELA &amp; Math SBA (1 school)</li> <li>• Increased student achievement for IEP students in ELA SBA (1 school)</li> <li>• 100% proficiency for 8<sup>th</sup> grade IEP students on all SBA's (1 school)</li> <li>• Increased student achievement for Hispanic students &amp; African American students on ELA SBA (1 school)</li> </ul>
<b>College and Career Readiness</b>	LWLC middle schools set College and Career Readiness goals for 2017-18 in the areas of: <ul style="list-style-type: none"> <li>• 100% student completion of Career Cruising requirements (4 schools)</li> <li>• 100% of students will identify at least 2 career choices (1 schools)</li> </ul>
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, LWLC middle schools set goals for 2017-18 focusing on: <ul style="list-style-type: none"> <li>• Increase teachers who agree that they provide feedback to each other to improve instructional practices (1 school)</li> <li>• Increase the number of staff who provide leadership – Teachers work in collaborative groups to complete quarterly data analysis of common assessments (1 school)</li> <li>• Staff and parent organization will develop an efficient grant proposal process (1 school)</li> <li>• Increase to 100% staff that feel integrated into the team (1 school)</li> </ul>
<b>Attendance</b>	LWLC middle schools set Attendance goals for 2017-18 in the areas of reducing unexcused and/or chronic absences and tardies. <ul style="list-style-type: none"> <li>• Increase attendance rate of students with chronic absenteeism (2 schools)</li> <li>• Increase on time attendance (2 schools)</li> </ul>
<b>Discipline</b>	LWLC middle schools set Discipline goals for 2017-18 in the areas of reducing suspensions (2 schools) and/or increasing attendance of students with chronic absences/tardies (3 schools)

### Middle School Strategies

To support their CIP goals, LWLC middle schools identified a variety of strategies. Some common themes were creating systemic processes that support and facilitate intentional connections between general education staff, ELL, Special Education, Intervention staff

## **Lake Washington Learning Community CIP Summary January 2018**

and counselors as they focus on individual student needs, continuing to focus on schoolwide strategies and integrating positive behavior systems to support student success.

### **Middle School Parent, Family and Community Involvement Strategies:**

LWLC middle schools identified a variety of strategies to increase parent, family and community involvement, including improved communication, increasing parent volunteers for participation in academics and clubs, communicating more with families about the importance of regular attendance, finding ways to involve families in participating in school activities, providing more opportunities for parent-admin face to face chats, and providing input to the CIP.

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### **Lake Washington Learning Community: High School**

#### **Lake Washington & Emerson High School 2016-17 CIP Goal Outcomes**

	<b>Achievement</b>
<b>Literacy</b>	63% to 87% met or exceeded standard on SBA
<b>Math</b>	77% to 95% met or exceeded standard on SBA or EOC
<b>Science</b>	69% to 91% met or exceeded standard
<b>Achievement Gap</b>	LWHS set a goal for 2016-17 in the area of improving achievement for Hispanic students on ELA assessment. While goal of 83% proficient was not met, proficiency improved by 14%.
<b>On-Track Credits</b>	Schools set goals for 2016-17 to increase the number of students with On-Track credits. <ul style="list-style-type: none"><li>• LWHS set goal of 95% of freshman will be on track (did not meet goal, 88% achieved)</li><li>• EmHS set goal of providing opportunities for credit retrieval. Goal met however, a significant number of students come to EmHS credit deficient and remain so</li></ul>
<b>College and Career Readiness</b>	Schools set College and Career Readiness goals for 2016-17 in the area of increased student completion of High School and Beyond Plan requirements. Progress was made at both schools (EmHS had 100% completion rate; LWHS 95+%)
<b>School Effectiveness</b>	LWHS: The school uses a system to obtain a variety of perspectives when making decisions from 90% to 95% agreement. 95% goal met. EMHS: EmHS staff gathered data relating to underlying causes for student absenteeism and effective intervention strategies to increase overall student attendance. Data showed better attendance for some students (anecdotally due to parent/student communication) however, absenteeism continues to be a significant challenge.

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<b>Attendance and Discipline</b>	<p>LWHS: Improve the number of students missing in excess of 18 days through personal contact. Data did not indicate improvement. LWHS chronic absence rate is higher than all the other LWSD comprehensive high schools.</p> <p>EMHS: Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session. This goal was met, however data does not support that the intervention improved attendance.</p> <p>LWHS: Implement restorative justice practices to decrease suspensions. Suspensions dropped from 95 to 53 incidents.</p> <p>EmHS: All certificated staff will continue working on strategies related to restorative practice. Staff was provided professional development on restorative practices.</p>
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### **Lake Washington & Emerson High School Reflections:**

Schools analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some themes in their reflections were the need for continued collaboration and coordination of strategies and supports for ELL and at-risk students, the positive impact of close monitoring of students for credit retrieval and attendance support, and the need to create systems for wraparound support and restorative intervention for at-risk students and those with mental health and behavioral issues.

### **Lake Washington High School 2017-18 Annual School Goals**

	<b>Goals</b>
<b>Literacy</b>	<p>LWHS: 93% of students will meet literacy standard as measured by SBA</p> <p>EmHS: 90% of 10<sup>th</sup> &amp; 11<sup>th</sup> graders who take the ELA SBA will meet/exceed standard</p>
<b>Math</b>	<p>LWHS: 95% of students will meet math standard as measured by SBA or EOC</p> <p>EmHS: 80% of 10<sup>th</sup> &amp; 11<sup>th</sup> graders who take the Math SBA will meet/exceed standard</p>
<b>Science</b>	<p>LWHS: Decrease # of students failing physical science and biology from 15 students to 5 students.</p> <p>EMHS: 75% of students who take the EOC Biology Exam will meet/exceed standard.</p>
<b>Achievement Gap</b>	<p>LWHS: 83% of Hispanic students will meet Literacy standard as measured by SBA.</p> <p>EMHS: 70% of 10<sup>th</sup> &amp; 11<sup>th</sup> grade special education students will meet or exceed standard on one or more state exam.</p>
<b>On-Track Credits:</b>	<p>LWHS: 95% of all freshman will earn 6.0 credits at the end of their freshman year.</p> <p>EMHS: 100% of students who enroll at EmHS as credit deficient will be provided with the opportunity to gain ground on their credit graduation requirements</p>

## **Lake Washington Learning Community CIP Summary January 2018**

<b>College and Career Readiness</b>	LWHS: 95% of juniors will complete all career cruising activities. EMHS: 100% of students enrolled at EmHS will participate in Career Cruising activities that will contribute to the completion of the High School and Beyond Plan.
<b>School Effectiveness:</b>	LWHS: Improve perception of “school has a clear sense of purpose” from 86% agree to 95% agree. EMHS: Staff will work with YES to develop strategies to support students with anxiety and/or toxic/traumatic stress.
<b>Attendance:</b>	LWHS: Decrease moderate chronic unexcused absence rate from 14.51 % to 10% or less. EMHS: Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session.
<b>Discipline:</b>	LWHS: Implement restorative justice practices to decrease suspensions. EmHS: All certificated staff will continue working on strategies related to restorative practice.

### **Lake Washington Learning Community High School Strategies**

To support their CIP goals, LWLC HS's identified a variety of strategies. Some themes were collaborating to provide effective intervention (i.e. imbedded intervention period) for all students and to provide individual attention, continued and increased implementation of restorative justice practices, continued focus on the underlying causes of attendance problems, and a focus on increasing awareness and skills to provide support to those students whose post-graduate course may not be immediate entry into a four-year college.

### **Lake Washington Learning Community High School Parent, Family and Community Involvement Strategies:**

**LWHS:** Administer parent and student surveys to determine perception and feedback from parents and students on our current practices.

Parents will be informed of the CIP process through a presentation at PTSA meetings and PTSA newsletter with Link on the website to the document. Parents are invited into the school quarterly for coffees to ask questions and hear about a variety of programs. These are in addition to the PTSA meetings.

**EmHS:** More effective and timely communication with parents (e-mail, phone, parent meetings) re: attendance and credit retrieval options.

# Redmond Learning Community

## CIP Summary January 2018

### CIP Outcomes, Reflections, Goals & Strategies

#### *Redmond Learning Community: Elementary*

##### **Elementary 2016-17 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: K-2 Reading</b>	88 to 97% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	69% to 100% met or exceeded standard
<b>Math: 3-5 Math</b>	63% to 98% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	67% to 100% met or exceeded standard
<b>Achievement Gap</b>	RLC elementary schools set goals for 2016-17 school year in the areas of improving student achievement for a variety of subgroups of students: Hispanic/Latino students, male students, students who receive services in special education and students who receive ELL services. Most RLC schools achieved some growth in these subgroups, ranging from small growth to very significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2017-18 school year.
<b>School Effectiveness</b>	<p>Based on data from their Nine Characteristics surveys, RLC elementary schools set goals for 2016-17 focusing on:</p> <ul style="list-style-type: none"> <li>• Teachers providing feedback to one another (2 schools) <i>Both schools far exceeded goals with increase to 100%</i></li> <li>• Staff perception that unruly behavior is kept to a minimum (1 school) <i>Far exceeded goal with large increase from 55 to 80%</i></li> <li>• Staff works in teams across grade levels to increase student learning (1 school) <i>Partially met goal with 76% agree mostly/agree completely</i></li> <li>• Teachers receive feedback on areas to improve (1 school) <i>Goal not met</i></li> <li>• Teachers receive regular feedback (1 school) <i>Exceeded goal at 82</i></li> <li>• Professional development activities aligned to school goals (1 school) <i>Far exceeded goal at 92%</i></li> <li>• Respectful behavior between staff (1 school) <i>Goal not met</i></li> </ul>
<b>Attendance and Discipline</b>	<p>RLC elementary schools set the following Attendance goals for 2016-17:</p> <ul style="list-style-type: none"> <li>• Decrease tardies (4 schools) <i>One school exceeded goal; 2 schools did not meet goal and</i></li> </ul>

## Redmond Learning Community CIP Summary January 2018

	<p><i>tardies actually increased</i></p> <ul style="list-style-type: none"><li>• Decrease unexcused absences (3 schools) <i>Two schools met goal; one school did not meet goal and unexcused absences increased</i></li><li>• Decrease extended absences due to family trips (1 school) <i>Almost met, with a large decrease in extended absences due to family trips</i></li></ul> <p>RLC elementary schools set the following Discipline goals for 2016-17:</p> <ul style="list-style-type: none"><li>• Decrease recess incidents (2 schools) <i>Both schools met goal with recess incidents declining significantly</i></li><li>• Decrease office referrals (2 schools) <i>One school almost met with goal with significant decrease; the other school did not meet goal, with an increase occurring</i></li><li>• Decrease office referrals for physical or verbally aggressive behaviors (1 school) <i>Goal not met, with an increase occurring</i></li><li>• Decrease suspension rate (1 school) <i>Almost met goal, significant decrease</i></li><li>• Train all staff 100% in restorative justice (1 school with extremely low discipline rates) <i>Met goal</i></li></ul>
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### **Elementary Reflections**

The staff of each RLC elementary school collaboratively analyzed their assessment results and reflected on the possible reasons for the outcomes achieved. They reviewed the strategies and supports that were used during the 2016-17 school year and reflected on their effectiveness. Strategies and supports used included: school grade level teams using a continuous cycle of data analysis to design instruction; regular CIP monitoring by grade level teams and administration; students involved in self-tracking their own academic progress; intervention programs targeted to individual student needs; collaboration between school staff in order to provide students with wraparound support; focus on intensive literacy instruction including the implementation of the new writing curriculum; flexible student groupings that are created, monitored and adjusted based on data in order to tailor intervention and academic support; use of interim assessments to inform instructional decisions; parent volunteers being utilized to support the delivery of instructional differentiation; coordination of classified and certificated staff efforts to impact discipline/behavior; collaborative planning by administration and staff of professional development; and focused parent education on the effects of tardies and absences on student achievement.

# Redmond Learning Community

## CIP Summary January 2018

### **Elementary 2017-18 Annual School Goals**

	<b>Range of goals</b>
<b>Literacy: K-2 Reading</b>	83% to 97% will meet or exceed standard
<b>Literacy: 3-5 ELA</b>	71% to 95% will meet or exceed standard
<b>Math: 3-5 Math</b>	70% to 92% will meet or exceed standard
<b>Science: 5<sup>th</sup> Science</b>	70% to 100% will meet or exceed standard
<b>Achievement Gap</b>	<p>RLC elementary schools set Achievement Gap goals for 2017-18:</p> <ul style="list-style-type: none"> <li>• Increase student achievement in math for students of poverty (1 school)</li> <li>• Increase student achievement in math for female students (1 school) -Increase student achievement in ELA for English Learner students (4 schools)</li> <li>• Increase number of students exiting English Learner services (1 school)</li> <li>• Increase student achievement in K-2 ELA and 3-5 Math for Hispanic/Latino and Black students (1 school)</li> </ul>
<b>School Effectiveness</b>	<p>Based on data from Nine Characteristics surveys, RLC elementary schools set School Effectiveness goals for 2017-18:</p> <ul style="list-style-type: none"> <li>• Increase the number of teachers who agree that they receive regular feedback (2 schools)</li> <li>• Increase the number of students who respect those who are different from them (1 school)</li> <li>• Increase the number of staff who agree that they get help in areas they need to improve (1 school)</li> <li>• Increase the number of teachers who agree that many parents are volunteers (1 school)</li> <li>• Maintain or increase the number of teachers who agree that professional development aligns with school goals (1 school)</li> <li>• Increase the number of teachers who agree that they work in grade level teams (1 school)</li> <li>• Increase the number of teachers who agree that they experience consistently respectful adult behavior (1 school)</li> </ul>
<b>Attendance</b>	<p>RLC elementary schools set Attendance goals for 2017-18:</p> <ul style="list-style-type: none"> <li>• Decrease number of tardies (2 schools)</li> <li>• Decrease number of chronically tardy students (1 school)</li> <li>• Decrease number of unexcused absences (3 schools)</li> <li>• Decrease number of extended absences due to family trips (1 school)</li> <li>• Decrease number of chronically absent students (1 school)</li> </ul>
<b>Discipline</b>	<p>RLC elementary schools set Discipline goals for 2017-18:</p> <ul style="list-style-type: none"> <li>• Decrease playground/recess referrals to office (4 schools)</li> <li>• Decrease physically aggressive recess incidents (1 school)</li> </ul>

## **Redmond Learning Community CIP Summary January 2018**

	<ul style="list-style-type: none"><li>• Decrease office referrals for aggression (1 school)</li><li>• Decrease number of office referrals (2 schools)</li></ul>
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### **Elementary Strategies**

In order to support their CIP goals, RLC elementary schools identified many strategies and resources they will be using during the 2017-18 school year, including:

- analysis of student progress through Data Teams protocol
- flexible grouping strategies to target student needs
- specific literacy strategies targeting common retell and fluency strategies and rubrics
- collaboration in delivering instructional support with Safety Net, Special Education and ELL
- use of parent volunteers to support differentiation
- frequent administrative communication with parents regarding CIP and school goals
- grade level and vertical team planning in math
- release time for teacher-to-teacher learning walks
- professional development for teachers to support writing instruction and technology integration
- integration of STEM activities across curriculum
- cross-curricular integration between science and math
- Second Step school-wide instruction
- recognition incentives for attendance
- school-wide focus on behavioral expectations
- identification of school-dependent learners and focus on support with individualized and multiple interventions
- education of and communication with families regarding attendance
- building student leadership for positive behavior at recess and lunch
- conflict resolution training for Instructional Assistants

### **Elementary Parent, Family and Community Involvement Strategies**

RLC elementary schools employ a number of strategies to increase parent, family and community involvement, including:

- regular collaboration with PTSA leadership
- sharing with the parents the school plans for continuous improvements processes in both academic and non-academic areas
- revising CIP with parent advisory and input
- involve families in strategies to meet attendance goals
- partnering with PTSA to fund professional development
- holding informational nights for those new to the US school system
- specifically seeking the involvement of parents less typically involved in school using Natural Leaders, parent representative from diverse groups including income, parents of students receiving special services, parents from diverse cultures
- make parent events meet the needs of families by offering flexible meetings times, including childcare and offering interpreters
- provide multiple opportunities and ways to volunteer

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- ensuring that all parents feel welcome to share their culture
  - supporting online home access to communication and newsletters
  - partnering with middle school Hispanic/Latino students provide extra math support to elementary Hispanic/Latino students
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### Redmond Learning Community: Middle School

#### Middle School 2016-17 CIP Goal Outcomes

	<b>Range of scores</b>
<b>Literacy: 6-8 ELA</b>	77% to 88% met or exceeded standard
<b>Math: 6-8 Math</b>	73% to 86% met or exceeded standard
<b>Science: 8 Science</b>	79% to 89% met or exceeded standard
<b>Achievement Gap</b>	RLC middle schools set goals for 2016-17 in the areas of improving student achievement for two subgroups of students: <ul style="list-style-type: none"><li>• Increase math achievement for students of poverty (1 school) <i>This goal was not met</i></li><li>• Increase ELA and math achievement for students who receive Special Education services (1 school) <i>This goal was met for 6<sup>th</sup> graders, but not met for 7<sup>th</sup> and 8<sup>th</sup> graders</i></li></ul>
<b>College and Career Readiness</b>	RLC middle schools set College and Career Readiness goals for 2016-17: <ul style="list-style-type: none"><li>• Increase the number of 8<sup>th</sup> graders who complete Career Cruising (1 school) <i>Met goal</i></li><li>• Increase the number of 8<sup>th</sup> graders who are enrolled in algebra or geometry in 8<sup>th</sup> grade <i>Some progress, goal not met</i></li></ul>
<b>School Effectiveness</b>	Based on data from Nine Characteristics surveys, RLC middle schools set goals for 2016-17: <ul style="list-style-type: none"><li>• Increase number of staff who agree that schoolwork is meaningful to students (1 school) <i>Met goal</i></li><li>• Improve family engagement by achieving the designation of National PTA School of Excellence. (1 school) <i>Met goal, school is now one of three such schools in state, family surveys identify increased two-way communication</i></li></ul>
<b>Attendance and Discipline</b>	RLC middle schools set Attendance goals for 2016-17: <ul style="list-style-type: none"><li>• Reduce unexcused absences (1 school) <i>Met goal, significant reduction</i></li><li>• Reduce severely chronically absent students (1 school) <i>Met goal, significant reduction</i></li></ul>

## Redmond Learning Community CIP Summary January 2018

	<p>RLC middle schools set Discipline goals for 2016-17:</p> <ul style="list-style-type: none"><li>• Reduce number of suspensions (1 school) <i>Goal not met, number of suspensions actually increased</i></li><li>• Reduce number of suspensions in the subgroups: Special Education, male, Hispanic/Latino (1 school) <i>Goal not met, number of suspensions still more than overall population</i></li></ul>
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### Middle School Reflections

The two RLC middle schools supported their school CIPs with grade level and content team work including department meetings, team analysis of data and collaborative development of academic and behavioral strategies, and focus on collaboration between special services staff, Safety Net staff, ELL staff and general education staff. Professional development included the intentional research of instructional techniques and strategies. Transitional activities encouraged vertical alignment between middle and high school. There is a continued focus on the support of students with emotional and mental health issues. Data is regularly disaggregated, focusing particularly on students who receive Special Education services, those students who receive English Learner services, and Hispanic/Latino students.

### Middle School 2017-18 Annual School Goals

	<b>Range of goals</b>
<b>Literacy: 6-8 ELA</b>	81% to 90% will meet or exceed standard
<b>Math: 6-8 Math</b>	77% to 89% will meet or exceed standard
<b>Science: 8 Science</b>	82% will meet or exceed standard (1 school) All students will increase one level on WCAS test (1 school)
<b>Achievement Gap</b>	RLC middle schools set Achievement Gap goals for 2017-18: <ul style="list-style-type: none"><li>• Increase number of students who receive special education services who meet standard in ELA and Math (1 school)</li><li>• Increase number of Hispanic/Latino students who meet standard in ELA and Math (1 school)</li></ul>
<b>College and Career Readiness</b>	RLC middle schools set College and Career Readiness goals for 2017-18: <ul style="list-style-type: none"><li>• Increase number of 8<sup>th</sup> grade students who are on track with College and Career Readiness (1 school)</li><li>• Increase the overall number of 8<sup>th</sup> graders and the number of Hispanic/Latino students enrolled in Algebra or Geometry in 8<sup>th</sup> grade.</li></ul>
<b>School Effectiveness</b>	Based on data from Nine Characteristics surveys, RLC elementary schools set School Effectiveness goals for 2017-18: <ul style="list-style-type: none"><li>• Decrease the number of teachers who strongly disagree that teachers provide feedback to each other (1 school)</li><li>• Increase the engagement of and two-way communication with the Hispanic/Latino community (1 school)</li></ul>

## **Redmond Learning Community CIP Summary January 2018**

<b>Attendance</b>	RLC middle schools set Attendance goals for 2017-18: <ul style="list-style-type: none"><li>• Increase overall attendance (1 school)</li><li>• Reduce chronically absent Hispanic/Latino students (1 school)</li></ul>
<b>Discipline</b>	RLC middle schools set Discipline goals for 2017-18: <ul style="list-style-type: none"><li>• Reduce suspensions by 50% (1 school)</li><li>• Reduce the number of discipline incidents for Hispanic/Latino students (1 school)</li></ul>

### **Middle School Strategies**

In order to support their CIP goals, RLC middle schools identified many strategies and resources they will be using during the 2017-18 school year, including:

- explicitly teaching literacy skills across content areas
- focus on writing conventions school wide
- provide designated release time during LEAP time to be focused solely on data analysis
- schoolwide adoption of productivity and instructional tools such as graphic organizers
- providing adequate job alike collaboration time
- provide content specific strategies
- aligning formative assessments in Science to NGSS and new WCAS test
- implement co-teaching in math classes
- focus on multilingual resources to support learning and communication with families in multiple languages.

### **Middle School Parent, Family and Community Involvement Strategies:**

RLC middle schools employ a number of strategies to increase parent, family and community involvement, including:

- held a Fall event to share school data and staff goals, asking for parental input into plan
  - using parent input to refine goals and select strategies
  - will share progress with PTSA regularly throughout the year
  - specific plans to keep parents regularly informed regarding each class and content area
  - agreements to regularly update Skyward and PowerSchool
  - special education staff attend all intervention meetings to share their expertise and provide support for all students
  - highlight school effectiveness in newsletter communications
  - emphasize attendance and discipline goals and strategies in communication to families
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# **Redmond Learning Community**

## **CIP Summary January 2018**

### **Redmond Learning Community: High School**

#### **Redmond High School 2016-17 CIP Goal Outcomes**

	<b>Achievement</b>
<b>Literacy</b>	Class of 2018: 86% of students met or exceeded standard
<b>Math</b>	Class of 2018: 96% of students met or exceeded standard
<b>Science</b>	Class of 2018: 87% of students met or exceeded standard Class of 2019: 86% of students met or exceeded standard
<b>Achievement Gap</b>	Class of 2018: the number of credit deficient students stayed the same (18.) 84% met or exceeded the Math standard; 60 % met or exceeded the ELA standard. Class of 2019: the number of credit deficient students increased from 15 to 17 students. 75% met or exceeded the standard on the Biology EOC.
<b>On-Track Credits</b>	17 of 32 students who were between .5-2.0 credit deficient remain in that range.
<b>College and Career Readiness</b>	Completion of High School and Beyond requirements: Class of 2017-100% Class of 2018-75% Class of 2019-90% Class of 2020-94% Whole school-89%
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, RHS set a goal for 2016-17 focusing on increasing teacher perception that they receive regular feedback on how they are doing. The results indicated the perception stayed about the same.
<b>Attendance and Discipline</b>	The Attendance goal for 2016-17 was to reduce the number of BECCA cases filed from 53 to 48 per year. This goal was met with 44 petitions filed. The Discipline goal for 2016-17 was to reduce disruptive conduct/willful disobedience referrals from 26 to 20 per year. The referrals stayed the same at 26.

#### **Redmond High School Reflections:**

RHS staff thoughtfully analyzed their assessment results and reflected on the possible reasons for their outcomes. In each area, they reflected on overall achievement, “surprising data” leading to insights about possible next steps, causes for celebration and focused areas for growth. They reviewed the strategies and supports that were used in the past and reflected on their effectiveness. Some themes in their reflections were the need for continued collaboration and coordination of strategies and supports for subgroups of students who demonstrate below standard achievement (Black, Hispanic/Latino, English Learners.)

## **Redmond Learning Community CIP Summary January 2018**

### **Redmond High School 2017-18 Annual School Goals**

	<b>Goals</b>
<b>Literacy</b>	Increase from 85.7% to 91% meeting or exceeding standard on the SBA ELA.
<b>Math</b>	Increase from 40% to 90% meeting or exceeding standard on the SBA Math.
<b>Science</b>	Increase from 85% to 90% meeting or exceeding standard on the Biology EOC in Class of 2019.
<b>Achievement Gap</b>	Increase the number of Hispanic/Latino students passing state testing from: SBA ELA- 60% to 80% SBA Math- 6% to 75% Biology EOC- 75% to 85%
<b>On-Track Credits:</b>	Increase the number of students with on-track credits from 90% to 93% for Class of 2020.
<b>College and Career Readiness</b>	95% of students will complete their grade level requirements by June 2018.
<b>School Effectiveness:</b>	Increase the number of teachers who agree or are neutral to the statement that they receive regular feedback on how they are doing.
<b>Attendance:</b>	Decrease the number of students with BECCA Truancy petitions from 44 to 36.
<b>Discipline:</b>	Reduce the number of discipline incidents for the top referred students from each grade level.

### **Redmond High School Strategies**

To support their CIP goals, RHS identified a variety of strategies. Some themes were:

- aligning PGE goals with Common Core standards
- professional development focused on supporting instructional strategies to deepen thinking and foster critical thinking across content areas
- the development of individual intervention plans to support individual student needs
- the creation of plans focusing on family communication and support for students with attendance and discipline issues

### **Redmond High School Parent, Family and Community**

#### **Involvement Strategies:**

- RHS provides monthly updates to families in school newsletters and PTSA meetings. Families are surveyed regarding overall school performance.
- RHS is creating a “parent-friendly” version of the CIP along with a brief description of the CIP process, which will be provided to RHS parents along with the full version of the CIP.