



Lake Washington

School District

Continuous Improvement Plans

EASTLAKE LEARNING COMMUNITY

2017-2018

- **Alcott Elementary School**
- **Blackwell Elementary School**
- **Carson Elementary School**
- **McAuliffe Elementary School**
- **Mead Elementary School**
- **Smith Elementary School**
- **Inglewood Middle School**
- **Eastlake High School**
- **Renaissance School**
- **Tesla STEM High School**

Continuous Improvement Process Plan

Louisa May Alcott Elementary

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2017 -
2018



Principal: Jon Hedin

Associate Principal: Barbara Deming

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.

Louisa May Alcott said, “Educate yourself to take part in the world’s work...” At Alcott Elementary, we strive to prepare and challenge our students for tomorrow. Our mission aligns with the Lake Washington School District: Every student future ready; prepared for college, prepared for the global work place and prepared for personal success.

At Alcott we C.A.R.E., which stands for **Cooperation**, Responsibility for our **Actions**, **Respect** through kindness and compassion and **Effort** every day. This represents the way that both staff and students support and interact with one another Every Day.

We are part of a supportive community and PTSA. Family support is such a gift to our school and we know this has a positive impact on student learning.

Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. We care about our world, our community, our school, and our children. An announcement each day reminds us all to show that Alcott C.A.R.E.s!

Alcott continues to perform well in all areas and this past year earned a 2016-17 Washington Achievement Award for Overall Excellence as a top achieving school in the state. Students at Alcott continued with high achieving results in many areas of state testing. We believe that these results are consistent with our instructional efforts as we focus on success for all students. We also believe in an education that builds creativity and healthy living throughout our programs.

In 2017-18, we are further developing our professional learning community and focusing on top notch teaching practices that support our learners. Professional learning and discussions take place weekly and during LEAP opportunities. We understand our collective responsibility for all of the children we serve. Our professional learning is extended through cross grade-level conversations with grade-alike colleagues at other area elementary schools. We are thriving as a team at Alcott Elementary and as a part of the Eastlake Learning Community!

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

Process to determine District Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	81.6%	87.5%	86.7%				
		1 st	90.7%	95.0%	88.2%				
		2 nd	95.0%	94.4%	91.7%				
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		90.0%	94.9%	87.0%				
	% of 3 rd graders meeting or exceeding state standards in Math		93.7%	93.7%	87.8%				
4 th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		85.3%	88.0%	93.7%				
	% of 4 th graders meeting or exceeding state standards in Math		83.6%	88.0%	93.7%				
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		91.9%	88.0%	86.1%				
	% of 5 th graders meeting or exceeding state standards in Math		84.6%	79.0%	86.0%				
	% of 5 th graders meeting or exceeding state standards in Science		91.1%	92.8%	91.5%				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	92.6% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2017.	89.1% met or exceeded standard
Literacy: 3-5 ELA	91% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2017.	89.2% met or exceeded standard
Math: 3-5 Math	89% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2017.	89.4% met or exceeded standard
Science: 5th Science	93% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2017.	91.5% met or exceeded standard
Achievement Gap	75% of English Language Learners assessed on the Spring 2016 ELPA21 will move up one level as measured by the Spring 2017 ELPA21 assessment.	82% met or exceeded growth goal
School Effectiveness:	Alcott Elementary will improve from 88% to 90% “agree completely” or “agree mostly” in the area of “Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Nine Characteristics of Effective Schools Survey in Spring 2017.	77% “agree completely” or “agree mostly” as measured by Question #26 on the Nine Characteristics of Effective Schools Survey in Spring 2017.

<p>Attendance and Discipline:</p>	<p>Attendance: Only 2% of students (May 2017 student count) will receive a second 2016-17 attendance letter for 10% or more tardies during the school year.</p> <p>Discipline: Percentage of students receiving multiple Alcott CAREs Review Slips in 2016-17 (May 2017 student count) will decrease from 3% in 2015-16 to 2.8% in 2016-17.</p>	<p>Attendance: 1.9% of students based upon the May 2017 student count received a second attendance letter for 10% or more tardies during the school year.</p> <p>Discipline: 2.6% of students received multiple Alcott CAREs Review Slips in 2016-17.</p>
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Narrative Reflection:

<p>Narrative Reflection</p>	
<p>Process:</p>	<p>Intentionality is critical as we aligned both our instructional and collaborative efforts to connect CIP goals with the PGE goal setting process. Teams developed a focused approach on strategies and instructional approaches to support achievement goals within each grade level. Common assessments were determined, administered and evaluated as staff monitored student progress throughout the year. Data and strategy focused conversations resulted as teams collaborated around meeting student needs. Conversations overlapped with student growth goals in which teams determined grade level, classroom and small group goals based upon a specific academic area. Goal selection, use of common assessments, monitoring progress and implementing/revising strategies are a part of this intentional cycle.</p>
<p>Literacy: K-2 Reading</p>	<p>Kindergarten:</p> <ul style="list-style-type: none"> -We noted improvement in the areas of nonsense word fluency and phonemic awareness -We are celebrating growth in phonemic awareness as a result of focused instruction in small groups and multisensory activities. -We will continue to build phonemic awareness along with enhancing early literacy skills through multi-sensory activities to meet the various learning needs of each student. <p>First Grade:</p> <ul style="list-style-type: none"> -We noted improvement in the area of nonsense word fluency. -We are celebrating growth in our students' reading fluency as a result of intensive and explicit instruction in nonsense word fluency with the use of phonics and automatic word recognition.

-We will continue to monitor student progress along with further focus in developing a strong foundation in reading fluency to support with student achievement.

Second Grade:

- We noted improvement in the area of oral reading fluency.
- We are celebrating growth in reading fluency as a result of our work with Wonders leveled readers in small groups.
- We will continue to work on reading fluency along with further focus in reading comprehension to support with growth in literacy.

**Literacy:
3-5 ELA**

2/3 Quest:

- We noted improvement in the area of listening comprehension.
- We are celebrating growth in the ability to listen to a story/article and demonstrating understanding. This growth is a result of intentionally practicing this by listening to a variety of stories and answering comprehension questions. We also taught test taking strategies, listening strategies, note-taking strategies, and comprehension skills.
- We will continue to practice listening comprehension with these strategies along with further focus on writing detailed short-answer responses with text evidence.

Third Grade:

- We noted improvement in the area of identifying text structures and text features in non-fiction.
- We are celebrating growth in students' comprehension as a result of deliberate and intentional exposure to a variety of non-fiction texts.
- We will continue to teach comprehension skills and strategies, along with further focusing on higher-level thinking skills such as inferring, analyzing, and justifying a point of view to support with increased and accurate reading comprehension across all genres.

Fourth Grade:

- We noted improvement in the area of conventions in writing.
- We are celebrating growth in grammar, punctuation, and spelling as a result of editing and revising during writers' workshop and setting up differentiated spelling groups.
- We will continue to work on grammar, punctuation, and spelling along with a further focus on paragraph structure to support with their overall growth in writing.

4/5 Quest:

- We noted improvement in the area of speaking and listening.
- We are celebrating growth in students' ability to listen, analyze, and make sense of problems as a result of practice with listening activities and placing responsibility on students.

-We will continue to implement listening comprehension activities in our reading program along with further focus in note taking to support with student growth in this area.

Fifth Grade:

- We noted improvement in the area of text evidence.
- We are celebrating growth in identifying key details as a result of teaching students an acronym that helped them support their answer.
- We will continue to guide students to identify strong key details by teaching the acronym and creating and analyzing models of quality answers.

**Math:
3-5 Math**

2/3 Quest:

- We noted improvement in the area of writing to explain questions.
- We are celebrating growth in the ability to explain our thinking in an organized manner as a result of intentional practice and teaching ways to answer the question, support/show work, and check over it.
- We will continue to develop our writing to explain skills along with further focus in being able to share our thinking process and supporting our thinking using vocabulary and mathematical reasoning.

Third Grade:

- We noted improvement in the area of geometric understanding and spatial reasoning.
- We are celebrating growth in operational understanding as a result of differentiated groupings and homework assignments.
- We will continue to emphasize number sense and fact fluency, along with further focusing on measurement, graphing, and estimation to support with a deeper comprehension of mathematical reasoning.

Fourth Grade:

- We noted improvement in the area of basic math facts and their application in multi-digit computation.
- We are celebrating growth in student proficiency in basic math facts and their application to multi-digit computation as a result of our math rotations, and individualized instruction for each student, as needed.
- We will continue to work on basic computation along with further focus on number sense and reasoning to support with mathematical thinking.

4/5 Quest: 2017

- We noted improvement in the area of problem solving.
- We are celebrating growth in perseverance as a result of practice with complex, multi-step problems.
- We will continue to work on mathematical practices along with further focus in each of the standards to support with problem solving perseverance.

	<p>Fifth Grade: -We noted improvement in writing and interpreting numerical expressions. -We are celebrating growth in algebra as a result of presenting the material earlier in the year. Students had additional time to practice the skill. -We will continue with our scope and sequence in algebra to further support our high achieving students, and to present additional problem-solving skills.</p>
<p>Science: 5th Science</p>	<p>4/5 Quest: -We noted improvement in the area of procedural writing in lab reports. -We are celebrating growth in specific language and scientific processes as a result of student led investigations. -We will continue to work on scientific processes along with further focus on Next Generation Science Standards to support this area.</p> <p>Fifth Grade: -We noted improvement in the area of the scientific investigative process. -As a result of teaching the investigative process, we were able integrate the topic into our lessons all year. -We will continue to encourage scientific inquiry by creating hands on lessons and encourage students to participate in engaging discussions.</p>
<p>Achievement Gap</p>	<p><u>Achievement Gap:</u> We noted improvement in the average domain score for a majority of our ELL students as 82% of students met the CIP achievement gap growth goal. We are celebrating our large number of exited students. We will continue to focus on writing skills for our intermediate students as writing is the most common remaining domain area prior to testing out of ELL services. Work in writing across the building will further support this identified need for learners.</p>
<p>School Effectiveness:</p>	<p><u>School Effectiveness:</u> 77% “agree completely” or “agree mostly” as measured by Question #26 on the Nine Characteristics of Effective Schools Survey in Spring 2017. Over the course of the school year, we intentionally build in learning and collaborative conversations. This data allows us to further build upon those collaborative efforts not only within teams but across grade levels. To kick off our CIP 2017-18 work, teams met with grades above and below to identify and share valuable findings and student growth experiences to further support with targeted grade level needs.</p>

	<p>Professional learning opportunities and conversations will continue to allow for increased cross grade level components as teams learn together. Being intentional and naming these practices will continue to support with school effectiveness.</p>
<p>Attendance and Discipline:</p>	<p>Attendance: Two years ago, a school wide emphasis on timeliness and regular attendance, following start time adjustments, was met with successful community response. Our goal of 2% in 2016-17 was met with only 1.9% of our families receiving a second attendance letter. We are very optimistic with the growth we will continue to see and we know that our families will continue to help us improve our attendance.</p> <p>Discipline: Building wide, we continue to emphasize positive behavior systems. Our building wide positive behavior system, "Alcott CAREs", is embraced by staff and students from classrooms and halls to the playground and parking lot. Instructional spaces at Alcott are equipped with staff that support with positive behaviors. Conversations around behavioral support practices also include classified staff members as they work with students on the playground and in the classroom. Restorative conversations and commitments were built into our "Alcott CAREs Review Slip" to ensure teachable moments included impact and future agreements. We are proud of our decrease in multiple CAREs Review Slips as our numbers went from 3% to 2.6% of our student population based upon our May 2017 student count.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
<p>Literacy: K-2 Reading</p>	<p>88.3% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.</p>
<p>Literacy: 3-5 ELA</p>	<p>90% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.</p>
<p>Math: 3-5 Math</p>	<p>90% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.</p>
<p>Science: 5th Science</p>	<p>86.5% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018 based upon the new SGSS standards.</p>

Achievement Gap	75% of English Language Learners assessed on the Spring 2017 ELPA21 will move up one level as measured by the Spring 2018 ELPA21 assessment.
School Effectiveness:	Alcott Elementary will improve from 66.7% to 75% “agree completely” or “agree mostly” in the area of “student discipline management” as measured by question #58 on the Nine Characteristics of Effective Schools Survey completed by staff in Spring 2018.
Attendance:	Only 1.8% of students (May 2018 student count) will receive a second 2017-18 attendance letter for 10% or more tardies during the school year.
Discipline:	Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2017-18 (May 2018 student count) will decrease from 2.6% in 2016-17 to 2.5% in 2017-18

Annual School Goals: Academic

Data and instructional strategy focused conversations occur as teams collaborate around student needs. CIP target areas connect with student growth goals in which teams determine level, classroom and small group goals based upon specific academic areas. Goal selection, use of common assessments, monitoring progress and implementing/revising strategies are a part of this intentional work to support students. In addition, our student services team meets three times throughout the year with grade level teams to share practices and strategies specific to student needs. Along with academics, we believe that regular attendance, fitness and arts and social/emotional health are key factors for success.

Annual School Goals: Achievement Gap

Our ELL population continues to grow at Alcott. Alcott students participated in the ELPA21 assessment for the first time in the 2015-16 school year. We are seeing positive growth as staff support student needs using group and in-class service models. Teams in collaboration with ELL staff share assessment information, differentiate ELL services, regularly communicate instructional plans and strategies, and monitor student academic progress. Three yearly collaborative sessions as a part of LEAP are set aside for these efforts along with evaluating ELPA21 results.

Annual School Goals: School Effectiveness

We selected a school effectiveness goal around question #58 regarding student discipline. At the end of the 2016-17 school year, we adjusted our school behavioral plan to include two distinct levels of reporting. This allowed us to track and provide communication with staff and families regarding lower level behavioral items at school along with continuing to support students with higher level disciplinary situations. The purpose was to more effectively communicate and track behavior along with informing practices and responses as staff support student needs. All of our building staff, along with administration, are using further clarified systems and have an active role in supporting and communicating behaviors moving ahead. In addition, we will continue to build upon our CAREs program and behavioral approaches as we work with students. Through PTSA collaboration this

year, we have also added a YMCA Play Coach to our Tuesday and Thursday recesses with the goal of increasing play and cooperation experiences for students.

Annual School Goals: Attendance

We will continue with a school wide emphasis of timeliness and regular attendance as we are in our third year of start time adjustments and community messaging. Conversations and family contact continues as we prioritize on time arrival and in classrooms by the nine o'clock start time. We have selected a goal of only 1.8% or less of our families receiving a second attendance letter. We are very optimistic with the continued growth achieved this fall and we know that our families will continue to help us improve our attendance during the school year.

Annual School Goals: Discipline

Building wide, we continue to experience success as we emphasize positive behavior with "Alcott CAREs". Efforts from the playground to the classrooms will continue this year for both certificated and classified staff as we look for examples of Cooperation, Actions, Respect and Effort. Teachers and staff continue to build upon positive behavior support systems within their learning spaces as they strengthen community. As identified in our school effectiveness goal, we've modified our documentation/tracking practices to include a communication tool for lower level events along with further adjustments to the reflective component for discipline situations. Student teams from all grades now lead morning announcements with student CAREs examples. We are proud of our decrease in multiple CAREs Discipline Slips and are focused on further behavioral success moving forward.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

DIBELS Area of Focus (K-2)

<i>Goal Area</i>	Literacy
<i>Strategy to support goals</i>	<p><u>Kindergarten Literacy</u> Focus: Nonsense Word Fluency & phonemic awareness</p> <p>Strategies/Interventions/Practices:</p> <ul style="list-style-type: none"> -ASL -Word wheels -Small group support w/instructional assistance -Safety net where applicable -Word work <p>Progress Monitoring:</p> <ul style="list-style-type: none"> -3 team DIBELS progress checks at BOY, MOY, and EOY. -ESGI for NW
<i>Professional Learning needed</i>	-Not at this time

<i>Resources needed</i>	-Not at this time
<i>Responsible individual or team</i>	-Grade Level Teams and Student Services Team

Goal Area	Literacy
<i>Strategy to support goals</i>	<p><u>First Grade Literacy Focus: DIBELS Nonsense Word Fluency</u></p> <p>Strategies/Interventions/Practices: -Nonsense Word Flip Binders -Close Reads -Leveled Reading Groups -Explicit Phonics Instruction</p> <p>Progress Monitoring: -3 team DIBELS progress checks at BOY, MOY, and EOY. -DIBELS Progress Monitoring, as needed per student</p>
<i>Professional Learning needed</i>	-Team/individual research on most effective practices
<i>Resources needed</i>	-Team Time -Continued IA Support
<i>Responsible individual or team</i>	-Grade Level Teams and Student Services Team

Goal Area	Literacy
<i>Strategy to support goals</i>	<p><u>Second Grade Literacy Focus: DIBELS Fluency</u></p> <p>Strategies/Interventions/Practices: -Leveled reading groups -Word sorts/Word work -Vocabulary building activities -Close reads -Direct phonics instruction -IA support for individual students -Daily 5 (Read to someone, Read to self)</p> <p>Progress Monitoring: -3 team DIBELS progress checks at BOY, MOY, and EOY.</p>
<i>Professional Learning needed</i>	-Literacy based staff development
<i>Resources needed</i>	-Team time -Space to work with individual groups

<i>Responsible individual or team</i>	-Grade Level and Student Services Team
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SBA ELA and Math CLAIM Area of Focus (3-5)

ELA

Goal Area	Literacy
<i>Strategy to support goals</i>	<p><u>3rd Grade Target Focus: Identifying word meanings and defining tier 2 words from a specific context.</u></p> <p>Strategies/Interventions/Practices:</p> <ul style="list-style-type: none"> -Explicitly teaching context clues and tier two vocabulary words -Re-reading with a singular purpose of identifying a word in a sentence -Tier 1 level word intervention for language learners -Tier 3 level word intervention for higher readers <p>Progress Monitoring:</p> <ul style="list-style-type: none"> -3 team progress checks using 4 selected Wonders Weekly Assessment Tests (2 Fiction and 2 Non-fiction) for consistent progress monitoring of language use.
<i>Professional Learning needed</i>	- Knowledge of Tier 2 words
<i>Resources needed</i>	<ul style="list-style-type: none"> -Tier 2 vocabulary list -Wonders weekly assessment passages -Online Wonders materials
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> -Grade Level Team -Student Services Team

Goal Area	Literacy
<i>Strategy to support goals</i>	<p><u>2/3 Quest Grade Target Focus: Improving students' ability to write a response to a question based on text evidence.</u></p> <p>Strategies/Interventions/Practices:</p> <ul style="list-style-type: none"> -Explicitly teaching how to answer a question using text evidence -Explicitly teaching how to RAPP (Restate prompt, Answer the question, Provide text evidence, and Proofread and edit) -Using a variety of texts (fiction and nonfiction) -Having students self-assess and peer-assess using a student-friendly rubric -Providing students with a rubric so they know expectations <p>Progress Monitoring:</p> <ul style="list-style-type: none"> -3 team progress checks using <i>Time for Kids</i> articles and Wonders Weekly Assessments for consistent progress monitoring of writing responses.

<i>Professional Learning needed</i>	-Professional development for more strategies to teach reading comprehension and ways to share understanding
<i>Resources needed</i>	-Rubrics -Time for Kids magazines and quizzes -Wonders Weekly Assessments
<i>Responsible individual or team</i>	-Grade Level Team -Student Services Team

Goal Area	Literacy
<i>Strategy to support goals</i>	<p><u>4th Grade Target Focus: Identifying main ideas and key details in an informational text.</u></p> <p>Strategies/Interventions/Practices</p> <p>Teach strategies including:</p> <ul style="list-style-type: none"> -Notice what repeats -Topics vs. main ideas vs. key details -Using graphic organizers and 2-column notes -Adding up facts to determine main ideas -Consistently ask, “How do I know?” -Important versus interesting -Provide multiple opportunities for practice and feedback with a variety of informational text types. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> -3 team progress checks using team-modified Wonders assessments.
<i>Professional Learning needed</i>	- Review of effective strategies for teaching main ideas/key details
<i>Resources needed</i>	-The Reading Strategies Book by Jennifer Serravallo -Wonders materials -Other team-created/selected supplemental materials
<i>Responsible individual or team</i>	-Grade Level Team -Student Services Team

Goal Area	Literacy
<i>Strategy to support goals</i>	<p><u>5th Grade Target Focus: Text Evidence</u></p> <p>Strategies/Interventions/Practices:</p> <ul style="list-style-type: none"> -RACER Strategy -Analysis of student work -Graphic organizers

	<p>Progress Monitoring: -3 team progress checks using unit test comprehension questions.</p>
<i>Professional Learning needed</i>	-Not at this time
<i>Resources needed</i>	<ul style="list-style-type: none"> -Time to adapt unit assessments -High quality texts -High quality graphic organizers
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> -Grade Level Team -Student Services Team
Goal Area	Literacy
<i>Strategy to support goals</i>	<p><u>4/5 Quest Target Focus: Providing a concluding section related to the opinion presented.</u></p> <p>Strategies/Interventions/Practices: -Teaching LWSD Opinion Writing Unit -Writing conclusions across curricula (different subjects) -Step-Up to Writing</p> <p>Progress Monitoring: -3 team progress checks using Prentice Hall: Literature/Writing Coach for progress towards these goals.</p>
<i>Professional Learning needed</i>	-Not at this time.
<i>Resources needed</i>	<ul style="list-style-type: none"> -Prentice Hall/Writing Curriculum (Not needed) -Each Class in Grade Level: Mentor Texts
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> -Grade Level Team -Student Services Team

Math

Goal Area	Math
<i>Strategy to support goals</i>	<p><u>3rd Grade Target Focus: Problem-solving with multiplication and division.</u></p> <p>Strategies/Interventions/Practices: -Flashcards to master operational fluency -Tools for decoding math story problems, such as highlighters, pens, editing marks, and notes -Scaffolded small group instruction -Vocabulary/Key word visuals</p> <p>Progress Monitoring: -3 team progress checks using Topic 6, Topic 8, and CDSA #1 for growth towards our goal.</p>
<i>Professional Learning needed</i>	-Instructional Learning Time dedicated to teaching math strategies with Dori West

<i>Resources needed</i>	-flashcards -pens -highlighters
<i>Responsible individual or team</i>	-Grade Level Team -Student Services Team

Goal Area	Math
<i>Strategy to support goals</i>	<u>2/3 Quest Grade Target Focus: Writing to explain.</u> Strategies/Interventions/Practices: -Explicitly teaching the parts of a complete writing to explain answer -Using a writing to explain checklist -Teaching strategies of how to pull key parts of a question -Revisiting RAPP strategy (used in ELA) Progress Monitoring: -3 team progress checks using a Quick Check for consistent monitoring of progress towards our goal.
<i>Professional Learning needed</i>	-Books/training to improve our strategies for written explanations and math practices
<i>Resources needed</i>	-Problem solving questions for writing to explain -Teacher created writing to explain checklist/rubric
<i>Responsible individual or team</i>	-Grade Level Team -Student Services Team

Goal Area	Math
<i>Strategy to support goals</i>	<u>4th Grade Target Focus: Modeling, Comparing, and Ordering Fractions</u> Strategies/Interventions/Practices: -Differentiated instruction, including enrichment for students already successful with the topic -Hands on experiences with manipulatives representing fractions -Encourage multiple representations of fractions -Facilitate class discourse Progress Monitoring: -3 team progress checks using a team-created assessment and LWSO Envision tests.
<i>Professional Learning needed</i>	Review professional materials for strategies for effectively teaching fractions
<i>Resources needed</i>	-Various fractions manipulatives -Envision materials

	-Other professional resources including Teaching Fourth-Grade Math (Sammons, O'Connell, SanGiovanni)
<i>Responsible individual or team</i>	-Grade Level Team -Student Services Team

Goal Area	Math
<i>Strategy to support goals</i>	<u>5th Grade Target Focus: Story Problems</u> Strategies/Interventions/Practices: -Anchor charts -Problem of the day -Math talks -Word Wall Progress Monitoring: -3 team progress checks using team created assessments to identify story problem accuracy.
<i>Professional Learning needed</i>	-Not at this time
<i>Resources needed</i>	-Collaboration time with team to create and grade assessments
<i>Responsible individual or team</i>	-Grade Level Team -Student Services Team
Goal Area	Math
<i>Strategy to support goals</i>	<u>4/5 Quest Target Focus: Mathematical Standards of Practice 6: Attend to precision.</u> Strategies/Interventions/Practices: -Problem Solvers/Complex, Multi-Step Problems -Math Drills/Computation Practice -Learning Multiple Strategies -Practices for Checking Work (Requirement) -Highlighting Directions/Using Reasoning Progress Monitoring: -3 team progress checks using problem solvers or complex, multi-step problems to achieve these goals.
<i>Professional Learning needed</i>	-Workshops led by Nancy Pfaff
<i>Resources needed</i>	-Problem Solvers (We currently have these.) -No additional resources needed.
<i>Responsible individual or team</i>	-Grade Level Team -Student Services Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Louisa May Alcott staff will work with our PTSA and community to support our Continuous Improvement Process using the follows actions:

- Utilizing parent volunteers, community resources, and other district schools to support students and staff.
- Continued collaboration around school and PTSA goals to support success in learning with after school classes and school year enrichment experiences.
- Continuous Improvement Process Plan to be shared at a PTSA meeting.
- Continuous Improvement Process Plan will be posted on the Alcott website.

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

Communication with community using *Orca Tales* (office news memo) and PTSA meetings to highlight building CIP goals.

Continuous Improvement Process Plan

Elizabeth Blackwell Elementary

3225 205th Place NE
Sammamish, WA 98074

425-936-2520

<http://blackwell.lwsd.org/>

2017 -
2018



Principal Jim Eaton

Associate Principal Angela Morrison

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.

As you approach the front of our school, you will see a student-created beautiful, colorful mural depicting the sights and unique characteristics of our great Puget Sound region. At the center of this mural is a simple schoolhouse. School is the center of the Blackwell community.

The Lake Washington School District student profile calls on educators to provide learning environments in which Connection, Value and Challenge are part of a student's educational experience. We strive to provide integrated, differentiated learning experiences for students. We get to know each student on an individual basis to address individual needs. We strive to actively engage students in their learning in classrooms where every student knows they are safe and respected. We teach standards-first curricula based on the rigorous Washington State and Common Core Standards.

Parent involvement is a key component to the success of our students. We have a very active PTSA that supports many after school programs, provides resources for teachers and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated teaching and support staff.

Year in Review – 2016-2017

The Blackwell Elementary Continuous Improvement Plan was developed by teachers after analyzing data from multiple student assessment sources (report cards, SBA, MSP, DIBELS and classroom based assessments). Grade level teams worked together to plan, analyze, implement and revise goals throughout the school year and monitor student growth and academic achievement. The Building Leadership Team worked with the principal to support meaningful professional development activities that supported school goals. In addition, many teams incorporated student specific protocols to meet the needs of our struggling students as well as provide additional learning opportunities for advanced students.

Our building goal in 2016-17 continued to focus on the success of our students in English Language Arts (ELA) and math. A core cadre of teachers were busy focusing on honing their writing instruction using new proven writing instructional ideas and pedagogy. These techniques provide a deeper support of our ELA Common Core State Standards. Our building Professional Learning Communities centered on the four critical questions of -- What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? And how can we extend learning if students already know it? We focused our work on questions 3 and 4. This was the topic of many of our Professional Community and Collaboration early release Wednesdays and a full ELC extended Wednesday professional development afternoon.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

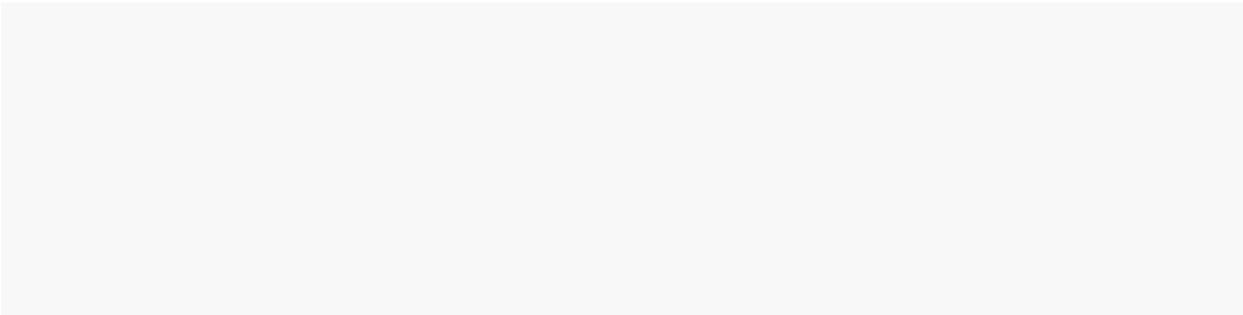
Process to determine District Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	94.7%	95.3%	96.3%				
		1 st	87.7%	86.1%	93.7%				
		2 nd	100%	97.7%	92.3%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		90.1%	94.0%	83.6%				
	% of 3 rd graders meeting or exceeding state standards in Math		87.3%	≥95%	83.8%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		94.7%	88.1%	≥95%				
	% of 4 th graders meeting or exceeding state standards in Math		94.7%	87.0%	90.9%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		≥95%	≥95%	93.5%				
	% of 5 th graders meeting or exceeding state standards in Math		92.5%	91.5%	87%				
	% of 5 th graders meeting or exceeding state standards in Science		≥95%	≥95%	≥95%				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**



CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:*Data:*

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	89% of students in grades K-2 will score at benchmark in literacy as measured by the EOY DIBELS assessment in May 2017.	94.1% met or exceeded standard
Literacy: 3-5 ELA	91% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2017.	91.0% met or exceeded standard
Math: 3-5 Math	87% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2017	87.2%% met or exceeded standard
Science: 5th Science	95% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2017	≥95% met or exceeded standard
Achievement Gap	50% of an identified subgroup of second grade students will meet benchmark in <u>all</u> DIBELS categories as measured by the DIBELS 2017 EOY.	33% of the identified subgroup of second grade students met benchmark in all DIBELS categories as measured by DIBELS EOY data.
School Effectiveness:	Elizabeth Blackwell Elementary will improve from 9.7% to 50% “agree completely” in the area of “staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Nine Characteristics of Effective Schools Survey.	58% of staff surveyed on the Nine Characteristics of Effective Schools “agreed mostly” or “agreed completely” with the statement “staff works in teams across grade levels to help increase student learning.” 19% of the staff selected “agreed completely.”
Attendance and Discipline:	Elizabeth Blackwell Elementary will improve from 3.0% of students tardy ten or	Attendance: Thirty-two students were tardy ten or more times during the

	<p>more times per year to 2.5% of students receiving a second attendance letter as measured by the May 2017 attendance check.</p> <p>Elizabeth Blackwell will reduce the number of students being referred to the office 3 or more times per year from 2.3% of the students to 2.1% of the entire student body as measured by the principal discipline incident log by June 2017.</p>	<p>school year. This is a percentage of 5.7% of our students.</p> <p>Discipline: Eight students were referred to the office 3 or more times for the school year. This is a percentage of 1.5% of our K-5 population.</p>
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Narrative Reflection:

Narrative Reflection	
<p>Process:</p>	<p>Last fall, the staff worked collaboratively to create the specific SMART goals for the 2016-17 CIP. These goals were progress monitored throughout the year by our staff. The content area goals were incorporated into the Professional Growth and Evaluation goals set by many of our grade level teachers and frequently part of Professional Community and Collaboration activities. Monitoring of all the goals was completed by school staff in January, March, and June.</p> <p>The certificated staff at Blackwell Elementary met and shared the achievement results of each of our goals during our August LEAP days, staff and building leadership team meetings, and Wednesday LEAP days. We reviewed the results of each goal area individually, in small groups, and as a whole staff. See the summary statements and reflection for each goal area.</p> <p>Blackwell is well poised to continue to make progress toward reaching future goals. The dedication of our staff and families toward success is evident in the realization of our goals each year.</p>
<p>Literacy: K-2 Reading</p>	<p>Our K-2 students demonstrated excellent success on achieving the literacy goal. We exceeded our goal of 89% of students meeting standard by 5.1%. This success (94.1%) was due to the dedication of staff and parents in working with our students on specific literacy skills at school and at home.</p> <p>Our kindergarten team used differentiated instruction (All Hands on Deck, Launch tutors, and individualized instruction) to teach and practice early literacy skills. Our first grade team created a sub group of students who received intensive resource supports. Our second grade team use phonemic awareness, phonics practice, progress monitoring, Read Naturally, and frequent professional collaboration to</p>

	<p>bolster success with our students (see Achievement Gap reflection below).</p>
<p>Literacy: 3-5 ELA</p>	<p>This year was the third year that English Language Arts was formally assessed using the SBA. Last year marked the fourth year of our CCSS supporting Wonders curriculum. Teachers aligned their instructional practice to the standards using this robust curriculum and best practice instructional strategies. Consistent use of close reading, two column notes, citing text evidence, leveled reading, and preteaching strategies with our struggling learners were examples of some of the resources and strategies used by our teachers and support staff to support our ELA instruction.</p> <p>Two teachers were selected as building writing leads to receive in-depth professional development in writing instructional strategies. These teachers lead the staff in a variety of activities to best prepare our teachers to begin to incorporate best practices strategies into writing instruction. These strategies, combined with frequent professional collaboration and purposeful professional learning in writing both in-building and with the greater Eastlake Learning Community, provided our students with the opportunities to master our rigorous standards.</p> <p>Blackwell experienced high achievement scores on the SBA assessment by meeting our ELA goals. Our fourth and fifth grade students increased their overall levels of success by decreasing the percentage of students not at standard (less than 6%). Our third grade students established a high proficiency in meeting and exceeding proficiency on the SBA. Focused instruction and academic supports will be provided this year to students not quite meeting standard. This included an intensive phonic program for identified fifth graders to master this important reading skill.</p> <p>We look forward to maintaining our high success and specifically targeting our instruction to increase our student growth, especially with our struggling students.</p>
<p>Math: 3-5 Math</p>	<p>Much like our ELA results, our Math results on the SBA continue to be very successful. We met our school math goals set last fall. Our fourth and fifth grade student cohort scores slightly dipped, however, our overall success remains high.</p> <p>All students not yet at standard are known to our teachers and professional staff. Specific, differentiated instruction and strategies will continue to be used to scaffold learning and to build the skills of these learners toward growth.</p>
<p>Science: 5th Science</p>	<p>For the third year in a row our MSP Science scores continue to significantly outpace the district and state with more than 95% of all fifth graders meeting or exceeding the science standards. This level of success is a direct tribute to the six years of excellent science</p>

	<p>instruction at Blackwell. The fifth grade team committed to forty minutes of science instruction each day. One teacher taught all the science to the fifth grade general education students. This provided specialized instruction by an accomplished teacher vested deeply in teaching fifth grade standards. The daily extended instructional time beyond the typical 1-2 times per week provided students more opportunities to practice the scientific method, learn content, and apply science in everyday situations.</p>
<p>Achievement Gap</p>	<p>Our achievement gap goal was not fully realized. Our second grade team identified 15 second graders in the fall who received additional supports in reading. The goal was to have at least half of the students meet benchmark on all DIBELS indicators (fluency, accuracy, and retell).</p> <p>All students made growth to benchmark in at least one of the measured indicators. Five of our identified 2nd graders were able to reach the goal of meeting benchmark in all indicators. Nearly all made benchmark in two of the three indicators.</p>
<p>School Effectiveness:</p>	<p>Our perception goal was not realized as evident from the spring Nine Characteristics of Effective Schools data. However, significant progress was made. The biggest obstacle was the formal scheduling of time to accomplish the intergrade-level collaboration. There were multiple times that this scheduling was achieved, but this did not rise to the levels needed to comfortably do this work. Staff found it challenging to meet regularly in vertical teams. Often, their only chance to collaborate outside of their immediate team was informally during lunch or common planning times. This year, additional time will be dedicated to vertical alignment work.</p> <p>During our reflection conversations, ideas were shared to better realize this goal in the future. These included planning to schedule vertical work, purposefully identifying this work when it occurs, reflecting on this work with a common protocol, and sharing the work with a wider audience.</p>
<p>Attendance and Discipline:</p>	<p><u>Attendance:</u></p> <p>Our staff chose “morning tardiness” as our attendance focus. Starting the day on time is a great way to better ensure overall academic success for all students. Some of our students have demonstrated difficulty being at school on time and/or missing school.</p> <p>An initial attendance check, with “first and second attendance letters”, were sent each month via postal mail beginning at the end of October. The registrar and principal closely monitored the attendance of students receiving these letters. Many families showing continued tardiness were contacted so a plan could be put in place to ensure prompt arrival to school.</p>

Our goal of reducing tardiness as measured by formal letters was not realized. 5.7% of student families received second (or third) attendance letters. We will continue to work on this goal in subsequent years.

Discipline:

Our staff selected school office discipline referrals as our focus area. This area was chosen due to the needed intervention for students demonstrating multiple discipline referrals throughout the year. Our goal is to further reduce the occurrence of multiple referrals for individual students as a percentage of our school population.

This goal was monitored through our “Principal Incident Record” database. Parents of students who are referred 3 or more times were contacted by the principal to discuss possible interventions with the goal of avoiding future referrals. Blackwell formalized our discipline reporting protocols by introducing a Communication Slip and Reflection form. This led to greater communication with families about discipline concerns.

Our goal of reducing the number of students receiving three or more office referrals was realized. Eight students (1.5%) of the Blackwell student body were referred three or more times. This was an overall reduction of 0.8% from the previous year.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	91% of students in grades K-2 will score at benchmark in literacy as measured by the EOY DIBELS assessment in May 2018.
Literacy: 3-5 ELA	90% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.
Math: 3-5 Math	89% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.
Science: 5th Science	95% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.
Achievement Gap	64% of English Language Learners will be proficient in the writing strand as measured by the Spring 2018 ELPA21 assessment.

School Effectiveness:	Elizabeth Blackwell Elementary will improve from 73% to 80% “agree completely/agree mostly” in the area of “Staff members trust one another” as measured by question #29 on the 2018 Nine Characteristics of Effective Schools Survey.
Attendance:	Elizabeth Blackwell Elementary will reduce the number of non-medical absences (code P) from 3,346 student absence days to less than 3,000 student absence days as measured by yearly attendance data (September 2017 – June 2018).
Discipline:	Elizabeth Blackwell will reduce the number of students being referred to the office 3 or more times per year from 1.5% of the students to 1.4% of the entire student body as measured by the principal discipline incident log by June 2018.

Annual School Goals: Academic

Teachers examined DIBELS, SBA, and MSP results, in addition to fall literacy and mathematics assessments, to determine school goals. Goal areas were selected as a result of state requirements. Specific strands within goal areas were selected by teachers as a result of close examination of data. These strands are often incorporated into PGE student growth goals.

Teachers met with grade bands (K-2 and 3-5) to discuss strategies to be used to increase performance in academic areas. Grade level teams will meet regularly throughout the year to refine strategies, design interventions, and create challenge opportunities for students.

Students will be regularly assessed to ensure they are receiving the appropriate intervention/challenge. In addition, support staff (IAs, Para Educators) and specialists (ELL, Safety Net) will be used to support students with their individual needs. Goal selection, use of common assessments, monitoring progress and implementing/revising strategies are a part of this intentional cycle.

Goals will be monitored regularly. Grade level teams have tied their school goals to teacher Professional Growth and will monitor them throughout the year during regular team meetings. The building principal will provide formal feedback around data/results multiple times throughout the year.

Annual School Goals: Achievement Gap

Our ELL population continues to be a growing population at Blackwell. The ELL population at Blackwell has grown by 133% from 2015 to 2017. Our ELL students participated in the ELPA21 assessment for the first time in the 2015-16 school year. The English Language Proficiency Assessment for the 21st Century (ELPA21) represents a shift from separating language and content to measuring language skills needed to fully access general education curriculum. School teams, in collaboration with ELL staff, will share assessment information, differentiate ELL services, regularly communicate instructional plans and strategies, and monitor student academic progress. This year we

will focus on one strand of measurement within the ELPA21 assessment: writing. We will leverage our new district writing workshop process and integrate ELL high access learning strategies (e.g. co-teaching, push-in and small group instruction) to measure student growth of ELL students within the writing strand of the spring 2018 ELPA21 assessment.

Annual School Goals: School Effectiveness

Our effectiveness goal was selected as a result of conversations with all staff. We examined data from the Nine Characteristics of Effective Schools over the past two years.

Our staff chose to work on question #29, “Staff members trust one another.” This area was selected because of the belief that we can increase our overall trust on staff by strategically and purposefully concentrating on building and maintaining trust.

Over the past two years, our staff has grown and changed in personnel. While trust is often assumed, it is important to intentionally engage in behaviors and activities to build and maintain trust. Our school building leadership team will be engaged in measuring, supporting, and monitoring trust among staff. Activities will be planned to bring people together to engage in this work. Organizations with high levels of trust can build the momentum and teamwork needed to increase achievement across all levels of the school.

Annual School Goals: Attendance

We will focus on increasing daily attendance at Blackwell. Our goal is to reduce the number of total student absence days across the school year by reducing the number of days students are absent for non-medical/non-religious (elective) reasons. Studies show children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade. At Blackwell, attendance matters.

Our community will be reminded to carefully consider elective absences, communicate with the school, and complete plans for known absences. Communication between the home and school will increase support for chronically absent students.

Annual School Goals: Discipline

Our staff selected school office discipline referrals as our focus area. This area was chosen due to the needed intervention for students demonstrating multiple discipline referrals throughout the year. It is our goal to further reduce the occurrence of multiple referrals for individual students as a percentage of our school population.

This goal will be monitored through our “Principal Incident Record” database. Parents of students who are referred 3 or more times over the entire year will be contacted by school administration to discuss possible interventions and supports to assist students in making better behavior choices with the goal of avoiding future referrals.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>Grades K-2 will use the following strategies:</p> <ul style="list-style-type: none"> • Safety Net support (small group) • Launch 1:1 tutoring • Read Naturally • Headsprout • Sight words • Small group instruction (leveled reading) • Accelerated Reader and Stars testing • Identify students struggling with phonemic awareness and phonics • Listen to stories online • Progress monitoring with students who were approaching benchmark • Phonics and decoding practice • Classroom independent reading time • IA reading support • Strategic use of human resources including instructional aids, parent volunteers, Eastside Catholic volunteers, Special Education teachers, and paraprofessionals • Wonders online phonics practice • Differentiated Instruction • Incorporate highly capable resources • Incorporate new writing workshop philosophy
<i>Professional Learning needed</i>	<p>Grades K-2 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Professional Development provided by building writing lead teachers • ELC PLC and full day LEAP professional development on elements of the writing process by content/training expert • Dedicated time to plan and implement as a grade level team/band
<i>Resources needed</i>	<p>Grades K-2 need the following resources:</p> <ul style="list-style-type: none"> • Haggerty Phonemic Awareness • Headsprout • Burst • DIBELS • Wonders • Developmental spelling inventory • Writing Workshop grade level binders
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress towards their goal. Formal progress monitoring will take place in January, March, and May. Progress Monitoring tools may include:</p> <ul style="list-style-type: none"> • District reading & writing assessments • DIBELS • Weekly spelling tests • Team meetings to discuss progress towards goals

	<ul style="list-style-type: none"> • Wonders resources • Read Naturally • Accelerated Reader • STAR Assessment
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Goal Area	Attendance
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Conduct an informational campaign to inform parents and staff about recent changes in attendance and truancy laws and policies. • Use new pre-arranged absence form as an informational tool.
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Inform staff of current attendance and truancy policies. • Provide guidance for teachers in how to support non-medical/religious absences to build consistency across the school
<i>Resources needed</i>	<ul style="list-style-type: none"> • Pre-arrange absence form available to families in multiple ways (teacher, office, online) • Tracking system to allow for timely communication • Provide teachers with individual student attendance data near January report card time
<i>Responsible individual or team</i>	Administrative team, office staff, and classroom teachers

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>In Grades 3-5, ELA: Implement the Writing Workshop approach in every classroom by teaching the required units of Opinion, Narrative, and Informational writing. Provide choices for differentiation of student learning to include:</p> <ul style="list-style-type: none"> • Renaissance Learning Products (AR, STAR) • Peer mentorship • Book projects • Novel studies • Periodicals • Simulations • SRA • Safety Net • Parent volunteers • Buddy classes • High school volunteers • Ability grouping • Wonders Leveled Readers • Team collaboration • Co-teaching with ELL teacher
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Professional Development provided by building writing lead teachers

	<ul style="list-style-type: none"> • ELC PLC and full day LEAP professional development on elements of the writing process by content/training expert • Dedicated time to plan and implement as a grade level band
<i>Resources needed</i>	Access to materials and subscription services listed Team planning time
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal. Formal progress monitoring will take place in January, March, and May. Progress Monitoring tools may include: <ul style="list-style-type: none"> • District reading & writing assessments • Interim Assessments • DIBELS • Weekly spelling tests • Team meetings to discuss progress towards goals • Wonders resources • Read Naturally • Accelerated Reader • CDSAs • STAR Assessment

Goal Area	Achievement Gap
<i>Strategy to support goals</i>	Intentional staff training on SIOP and ELPS for teaching staff Intentional communication with families regarding resources and support (e.g. meeting with families, curriculum night presentation by ELL teacher)
<i>Professional Learning needed</i>	Specific training on high access learning strategies to assist students who are English Language Learners to increase understanding: <ul style="list-style-type: none"> • SIOP (Sheltered Instruction Observational Protocol) • ELPS (English Language Proficiency Standards) • Co-Teaching practices
<i>Resources needed</i>	Specific strategy training for staff incorporating ELPS. Team collaboration time
<i>Responsible individual or team</i>	All instructional staff who regularly work with our English Language Learners.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

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

- Use parent, Eastside Catholic, Eastlake High School, Links, and Launch volunteers to support students in class through 1:1 and small group support
- Work with the PTSA to fund materials, resources, and professional learning opportunities that support CIP goals
- Revise communication processes to further involve/inform parents in the areas of attendance
- Partner with PTSA to provide parent education opportunities

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

The building principal will inform parents, families, and the community about the continuous improvement process at the November 2017, February 2018, and May 2018 PTSA meetings (board and/or general membership). Parents will also be informed of this process via the December 2017 monthly newsletter from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both in PTSA meetings, Java with Jim, and via the school newsletter.

Continuous Improvement Process Plan

Rachel Carson Elementary

1035 244th Avenue NE
Sammamish, WA 98074

425-936-2750

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

2017 -
2018



Principal Scott Power
Associate Principal Angela Morrison
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.

Rachel Carson Elementary School's mission is to ensure that all students are empowered and inspired to learn, grow, and graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. Our staff provides students with an education that is academically rigorous while, at the same time, teaches students skills to be emotionally and physically ready for the global workplace. At Rachel Carson, we take pride in teaching our students character traits that are vital for success. Not only do we explain these traits but also put them into practice as kindness and compassion are seen every day in our classrooms, hallways, lunchroom, and at recess.

Rachel Carson is in its tenth year as a school community. On our campus, we are fortunate to have 466 students in preschool through fifth grade, who come from diverse backgrounds and a range of educational experiences. As we continue to grow, we become more diverse, which is a true asset. The diversity of our population provides rich opportunities to learn from other cultures, embrace our similarities, respect differences, and work together as Rachel Carson Falcons. At the end of the 2016-2017 school year, our student demographics represented 57% White, 29% Asian, 7% two or more races, 5% Hispanic/Latino, and 2% Black. Furthermore, 18% of our students receive special services, 9% are transitional bilingual, and 2% receive free or reduced-price meals.

For the 2017-2018 school year, we continue to be academically focused, especially in the areas of writing and math. This year, the Lake Washington School District is implementing a new, comprehensive writing curriculum, and teachers are using a writer's workshop model of instruction. During the last two years, Carson teachers engaged in professional learning around writing. Because of this learning and ongoing collaboration with fellow learning community teachers, we expect student achievement in writing to continue to grow in the coming years. Furthermore, we will intentionally focus on math this year to increase the capacity of our students as mathematicians. We plan to regularly analyze data and identify areas that require attention as our teachers plan high-quality math instruction for our students.

Our school culture focuses on growth mindset, which is key to achieving goals. We want our students to understand that we all make mistakes, and it is our responsibility to learn and grow from them. Our teachers continue to teach students that when they do not know a concept, they just don't know it yet. Through hard work, persistence, and a laser-like focus, they will accomplish their goals and achieve life-long learning.

Parent, family, and community engagement is essential to Rachel Carson's success. We highly encourage volunteers at our school, and we see our community as partners in learning for today and the future. At Rachel Carson, we have many volunteer programs, and one highlight is our Watch D.O.G.S. program. This program is nationally recognized for involving father-figures in education. Our Watch D.O.G.S volunteers spend a full day

at school, helping students grow both academically and socially. We currently have 80 father-figures signed up to volunteer for the 2017-2018 school year.

The process of developing our Continuous Improvement Plan enables us to set goals for student achievement, monitor our progress with the goals, and ensure that our students learn, grow, and benefit from the education they greatly deserve. Here at Rachel Carson, it truly is a great day to be a Falcon!

District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
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Process to determine District Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	98.2	87.7	93.8				
		1 st	85.1	95.3	93.6				
		2 nd	91.9	81.9	95.4				
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		83.5	84.7	83.7				
	% of 3 rd graders meeting or exceeding state standards in Math		87.6	86.3	85.2				
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		93.3	79.4	85				
	% of 4 th graders meeting or exceeding state standards in Math		85.3	82.1	82.7				
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		85	90.5	81.2				
	% of 5 th graders meeting or exceeding state standards in Math		72.4	78.3	69.1				
	% of 5 th graders meeting or exceeding state standards in Science		87.3	≥95%	89				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
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CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	92% will meet or exceed standard based on the end of the year DIBELS assessment	94% met or exceeded standard
Literacy: 3-5 ELA	90% will meet or exceed standard on the ELA SBA	83.3% met or exceeded standard
Math: 3-5 Math	89% will meet or exceed standard on the Math SBA	79% met or exceeded standard
Science: 5th Science	89% will meet or exceed standard on the Science MSP	89% met or exceeded standard
Achievement Gap	80% of students who receive ELL services will improve by at least one level on ELPA 21	80% improved by at least one level
School Effectiveness:	The number of “agree completely” responses will increase in two areas: <ol style="list-style-type: none"> 1. The school uses a system to obtain a variety of perspectives when making decisions. 2. Staff feels free to express their ideas and opinions with one another. 	<ol style="list-style-type: none"> 1. Variety of perspectives: Agree completely 49% (+1%) 2. Express ideas and opinions: Agree completely 35% (-2%)
Attendance and Discipline:	Student tardiness will improve from 3% tardy to 2% as measured by the tardy letters generated by Skyward	2.98% student tardiness

Narrative Reflection:

Narrative Reflection	
Process:	In the Fall of 2016, certificated and classified staff worked collaboratively to write SMART goals for the 2016-2017 Continuous Improvement Plan (CIP). Goal-setting is an essential practice as student achievement improves when specific goals are identified, monitored, and assessed. Not only were these goals used for the CIP, they were also nested within Professional Growth and Evaluation Goals, which are monitored many times throughout the year and discussed in depth in grade level teams and Professional Collaboration Communities. In these communities, teachers share data, discuss instructional strategies, and support each other in designing

	<p>instruction that leads to student success. In addition to creating academic goals, the Carson staff identified goals for improving school culture and school effectiveness using the 9-characteristics data from the previous school year. To create these goals, staff worked in groups to analyze the data, discuss areas of strength and weakness, and ultimately decided on our school focus. This process ensured that all voices were heard, and we are united and committed to accomplishing our school effectiveness goal. Through partnership with our community and students, Carson’s staff is dedicated to helping all students achieve success and accomplish their individual goals.</p>
<p>Literacy: K-2 Reading</p>	<p>Our K-2 students made impressive progress and exceeded the literacy goal by 2%. The Kindergarten team met monthly to discuss students’ needs and progress. They used resources such as Safety Net, Headsprout, and Instructional Assistants to differentiate instruction and meet individual student needs. The team also created spreadsheets to collect ongoing data and to monitor student progress. The 1st Grade team gave common assessments throughout the year, shared results at team meetings, and collectively determined next steps for students who were not meeting goals. Our 2nd Grade team provided small group instruction and used Safety Net, the Read Natural program, and Watch DOGS to support students that were below standard.</p>
<p>Literacy: 3-5 ELA</p>	<p>Although the 3-5 Literacy goal was not achieved, we made satisfactory progress in implementing best practices in writing instruction. Two teachers served as the writing instructional leaders in our building, providing professional learning to teachers and supporting the implementation of our new writing curriculum. Teachers modeled effective writing skills for students and created tools to monitor student progress with literacy standards. Furthermore, teachers are moving to a writing workshop model so that students write frequently and for extended periods of time.</p>
<p>Math: 3-5 Math</p>	<p>We did not meet our math goal and uphold a sense of urgency to address our practices in this content area. We continue to work with students on maintaining a growth mindset in math so that all students see themselves as mathematicians. Also, we are working to engage students with the Standards of Mathematical Practice to promote critical reasoning skills, communication, and sense-making in math. We will work on formatively assessing students on math standards and developing interventions to target misconceptions.</p>
<p>Science: 5th Science</p>	<p>89% of our 5th graders met or exceeded standard on the 2017 Science MSP, meeting our goal for this content area. This success is due to a commitment from teachers to engage students in the Science and Engineering Practices outlined in the Next Generation Science Standards. We also worked on using specific evidence to support our science thinking and explanations.</p>
<p>Achievement Gap</p>	<p>Our students receiving ELL services made significant progress in their language learning, with 80% improving by at least one level of proficiency. This success is due to the intentional use of visuals and graphic organizers during content area instruction and identifying</p>

	specific language objectives for students. Furthermore, students' oral language is supported through the consistent use of partner talk and self-reflection.
School Effectiveness:	We made significant growth in our targeted area of obtaining a variety of perspectives when making decisions. During our reflection conversations, staff reported that using surveys and private voting tools contributed to the positive change in this area because they felt their voices were heard and the anonymity of the voting increased the comfort level for expressing opinions. We did not meet our goal in staff feeling free to express their ideas and opinions with one another. We continue to work on this goal by intentionally mixing groups and providing activities for staff members to get to know each other better, which we believe will increase the free expression of ideas and opinions.
Attendance and Discipline:	While we did not meet our goal of lowering our percentage of students who were tardy to school by 1%, we were able to maintain a low tardy rate for the 2016-2017 school year. We accomplished this success by educating families on the importance of school attendance and starting the day on time. We shared data with families at curriculum night, discussed attendance during conferences, and provided email communication during the school year. Another contributing factor to our low tardy rate was the effort from our safety patrol in helping students out of their cars efficiently, which reduced congestion in the parking lot. Phone calls and letters home to families of chronically tardy students proved to be effective as well. We are encouraged that we met our discipline goal through modeling and teaching expected lunchroom behavior. The routines and procedures we implemented in our lunchroom helped students be successful in this area. The hard work and dedication of our instructional assistants also prevented discipline issues.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	89% of K-2 students will meet or exceed standard as measured by the End-of-Year DIBELS assessment in Spring 2018
Literacy: 3-5 ELA	87% of 3-5 students will meet or exceed standard as measured by the ELA Smarter Balanced Assessment in Spring 2018
Math: 3-5 Math	87% of 3-5 students will meet or exceed standard as measured by the Math Smarter Balanced Assessment in Spring 2018
Science: 5th Science	87% of 5 th grade students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science in Spring 2018

Achievement Gap	The number of low-income students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase from 33% to 66%
School Effectiveness:	Carson Elementary School will improve its score of “Agree Completely” from 35% to 50% in “The staff feels free to express their ideas and opinions with one another” as measured by question #59 on the Nine Characteristics of Effective Schools survey in Spring 2018
Attendance:	Carson Elementary School will decrease the number of student absences on Tuesdays, the most frequently missed day of the week, by 5% as measured by yearly attendance data
Discipline:	Carson Elementary School will reduce the number of discipline slips issued by 15%, from 110 in the 2016-17 school year to 93 as measured by the administrative team’s discipline log.

Annual School Goals: Academic

To determine our school’s academic goals, teachers analyzed DIBELS, SBA, and Science MSP data. They looked closely at disaggregated student results to identify specific areas for growth. Each grade level team created goals to improve student achievement in the targeted areas.

Grade level teams met to identify specific strategies for increasing student achievement in the goal areas. They will continue to meet throughout the school year to analyze data and determine interventions needed. In addition, they will work collaboratively to determine challenge opportunities for students.

Students will be assessed regularly throughout the year to ensure that they are making academic progress. The academic goals will be monitored formally three times during the year as well as formatively assessed in the classroom on a consistent basis.

Annual School Goals: Achievement Gap

Data from the Spring 2017 Smarter Balanced Assessment shows that 33% of low-income students attending Carson met or exceeded standard for ELA, which was a significant drop from the previous year. The school team will investigate the factors that contribute to this achievement inequality and develop strategies to support student growth in this area. We will utilize our new writing curriculum and workshop model to differentiate instruction, monitor student growth, and make adjustments in instructional plans. We will continue to engage in equity conversations to identify students that may need additional supports and resources. In addition, we will investigate and address barriers that affect achievement for these students. We will use Instructional Assistants to support literacy goals through one-on-one and small group instruction. Finally, we will work collaboratively as a staff on growing our practices through several book studies: Culturally Responsive Teaching and the Brain, Fostering Resilient Learners, Overcoming the Achievement Gap Trap, and Better Than Carrots or Sticks. These books were chosen intentionally by staff to better support students through positive behavior interventions and addressing achievement opportunities for students.

Annual School Goals: School Effectiveness

Data from Carson’s 2017 Nine Characteristics Survey demonstrated that staff believe Carson is an effective school. An area that staff expressed an interest in improving is “Staff feels free to express their ideas and opinions with one another,” which is our focus for the 2017-18 school year.

Carson will monitor progress on this goal throughout the year by effectively using the Leadership Team to provide feedback from grade level teams on our progress toward the goal. We will also create a school survey to monitor improvement and foster discussions at staff meetings about our progress. Finally, the school Leadership Team will develop a decision-making model that provides a transparent protocol for sharing ideas and perspectives when making decisions at Carson.

Annual School Goals: Attendance

Carson chose to focus on reducing student absences on Tuesdays because attendance data shows that it is the most often missed day of the week. Student attendance is essential for academic growth, and it is imperative for students to be present for the many teachable moments that happen throughout the school day. We will improve student attendance through parent communication, highlighting the importance of regular school attendance and its impact on academic achievement. Furthermore, we will inform parents of chronic absenteeism through district attendance letters. Extended, pre-arranged absences will require a plan for maintaining academic progress. Finally, Carson staff will work to create a positive school culture where students truly believe it is a great day to be a Rachel Carson Falcon!

Annual School Goals: Discipline

Our school chose to focus on reducing the number of discipline slips issued by 15%. Discipline issues interrupt student learning and negatively impact the school and classroom environment. We will monitor this goal through a shared Administrative Team One Note log detailing each incident. This data will provide information about trends and themes on types of behavior and locations, which will help us create pinpointed plans for improving student behavior. Furthermore, our planned book studies will increase our capacity for positive behavior interventions and creating a tiered system of support for students.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>Grades K-2 will use the following strategies:</p> <ul style="list-style-type: none"> • Teacher modeling with class read aloud • Small group reading of “just right” books with teachers and parent volunteers • 1:1 tutoring with Instructional Assistant or Paraeducators • Daily reading practice with “just right” leveled readers • Teacher’s College IRI stories to monitor fluency • Whisper phones during independent reading time for fluency practice • Safety Net support (small group) • Read Natural program with Instructional Assistant (small group) • Wonders online phonics practice

	<ul style="list-style-type: none"> • Headsprout • Implement new writing curriculum and pedagogy
<i>Professional Learning needed</i>	<p>Grades K-2 need the following Professional Learning opportunities:</p> <ul style="list-style-type: none"> • Collaboration with other grade levels to support vertical alignment • Professional Learning sessions presented by building writing lead teachers • LEAP days for Professional Learning focused on implementation of the new writing curriculum
<i>Resources needed</i>	<p>Grades K-2 need the following resources:</p> <ul style="list-style-type: none"> • Just Right Leveled Readers • Guided reading library/mentor texts • Whisper phones • Wonders materials • Teacher’s College assessments to monitor progress • Writing Workshop grade level binders
<i>Responsible individual or team</i>	<p>Each grade level team is responsible for monitoring progress toward their goal. More formal progress monitoring will take place three times during the year. Teachers will use data from DIBELS, teacher observations, district reading and writing assessments, IRIs, and Read Naturally.</p>

Goal Area	Math
<i>Strategy to support goals</i>	<p>Grades 3-5 will use the following strategies:</p> <ul style="list-style-type: none"> • Individualized instruction tailored to students’ needs • Moby Max for specific interventions • IXL for additional practice in procedures • Small group instruction with Instructional Assistants and parent volunteers • Using mental math and estimation to check for reasonableness • Explicitly teaching growth mindset strategies to encourage perseverance in problem solving • Communicating reasoning through pictures and written explanations
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning opportunities:</p> <ul style="list-style-type: none"> • Using the Smarter Balanced Interim Assessments to monitor progress • Engaging students in the Standards for Mathematical Practice • Collaboration time to unpack standards and deepen understanding of concepts
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • Moby Max subscriptions • IXL subscriptions • Supplemental materials for greater depth with identified standards • Smarter Balanced Assessment sample and practice items
<i>Responsible individual or team</i>	<p>Each grade level team is responsible for monitoring progress toward their goal. More formal progress monitoring will take place three times during the year. Teachers will use data from Moby Max, Smarter Balanced Interim Assessments, and common formative and summative assessments.</p>

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	<p>Staff will implement the following strategies:</p> <ul style="list-style-type: none"> • Team building activities focused on getting to know more about each other • Book study with vertical teams and specialists • Providing opportunities for all to share during meetings • Distributed leadership
<i>Professional Learning needed</i>	<p>Staff will engage in professional learning through:</p> <ul style="list-style-type: none"> • Book studies presented by teacher teams • Teachers sharing content expertise
<i>Resources needed</i>	<p>Staff need the following resources:</p> <ul style="list-style-type: none"> • Differentiated books for book study

<i>Responsible individual or team</i>	All school staff are responsible for working toward the goal.
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Goal Area	Discipline
<i>Strategy to support goals</i>	Staff will implement the following strategies: <ul style="list-style-type: none"> • Kelso’s choices • Second step curriculum • Principal talk it over tool • Reflection forms • Parent communication and at-home follow up • Social stories • Recess plans • Positive reinforcement • Character/leadership classroom lessons • Utilizing full-time counselor
<i>Professional Learning needed</i>	Staff will engage in professional learning through: <ul style="list-style-type: none"> • Positive classroom management presentation from book study team • Strategies for creating a trauma-sensitive classroom presentation from book study team • Presentation on culturally responsive teaching practices from book study team
<i>Resources needed</i>	Staff need the following resources: <ul style="list-style-type: none"> • Second step curriculum • Kelso’s choices curriculum • Visual aides • Reflection forms • Book study books: <u>Culturally Responsive Teaching and the Brain</u>, <u>Fostering Resilient Learners</u>, <u>Overcoming the Achievement Gap Trap</u>, and <u>Better Than Carrots or Sticks</u>
<i>Responsible individual or team</i>	All school staff are responsible for working toward the goal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Rachel Carson Elementary will work with our parents, families, and community to support our CIP through:

- Curriculum Night
- Goal-setting conferences
- Sharing and soliciting ideas for ways to support student learning at home
- Volunteers supporting students in small groups
- Principal coffee chats with parents
- Providing channels for two-way communication
- Volunteers from Inglewood, Eastlake, and Eastside Catholic
- Working with PTSA on prioritizing and funding resources that support CIP goals
- Providing parent education opportunities
- Partnering with PTSA to hold community-building activities and events

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

The CIP will be shared with the community through the following ways:

- Classroom newsletters
- PowerSchool Learning site
- PTSA meetings
- Principal newsletters
- Principal coffee chat with parents
- Student journals
- Student created growth goals
- Carson website

Continuous Improvement Process Plan

Christa McAuliffe Elementary

23823 NE 22nd Street
Sammamish, WA 98074

425-936-2620

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

2017 -
2018



Principal Brady Howden

Associate Principal Kari Weed

Lake Washington School District

2017 - 2018

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- VII. Parent, Family, and Community Involvement

DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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

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

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

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

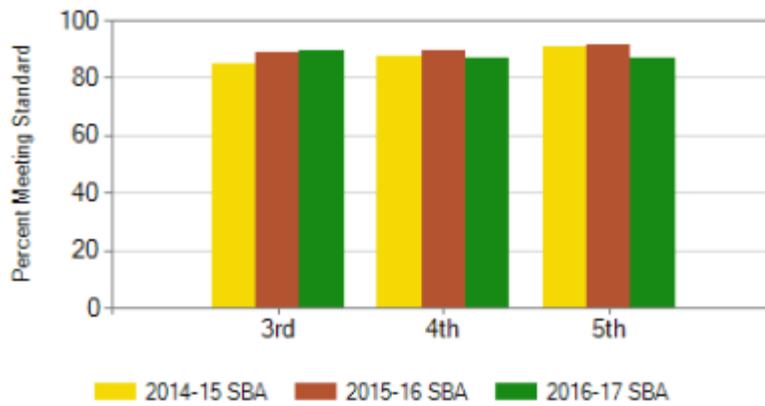
Christa McAuliffe Elementary is made up of a diverse population of students that represent many different ethnicities. Our school also has a growing ELL and Special Needs population, the latter of which is due to McAuliffe housing one of LWSD's Special Needs Learning Center programs.

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

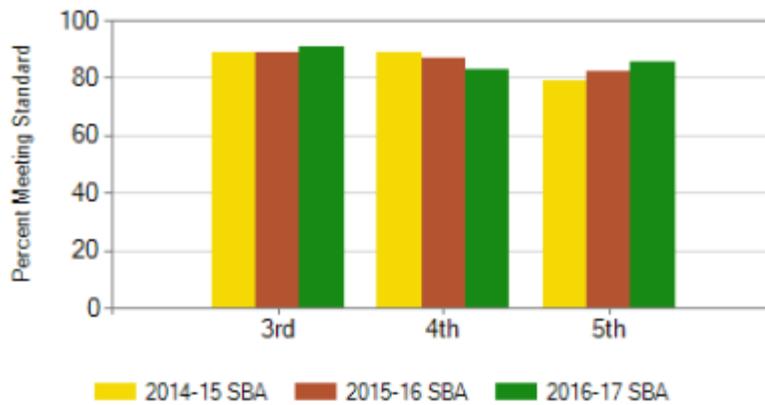
Student Demographics		
Enrollment		
October 2016 Student Count		534
May 2017 Student Count		546
Gender (October 2016)		
Male	275	51.5%
Female	259	48.5%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	38	7.1%
Asian	166	31.1%
Black / African American	6	1.1%
Native Hawaiian / Other Pacific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

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

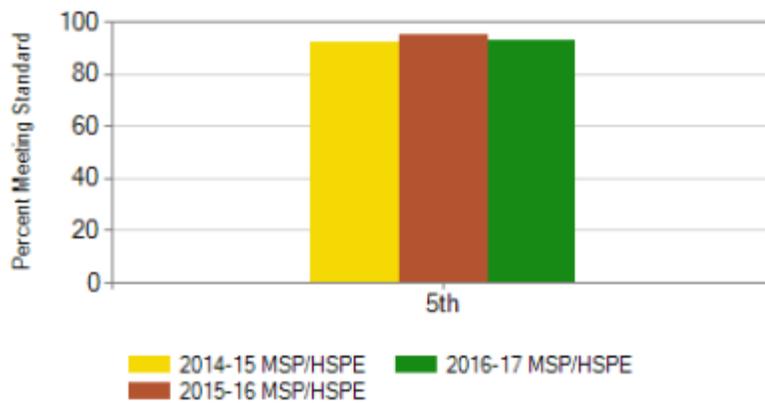
English Language Arts



Math



Science



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

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:*Data:*

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

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

Narrative Reflection:

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

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

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

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

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

**Science:
5th Science**

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

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

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

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

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

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

Attendance and Discipline:

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

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

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

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

2017-18 Annual School Goals:

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

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

Annual School Goals: Academic

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

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

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

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

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

Annual School Goals: Achievement Gap

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

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

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

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

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

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

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

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

Annual School Goals: School Effectiveness

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

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

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

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

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

Annual School Goals: Attendance

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

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

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

Annual School Goals: Discipline

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

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

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

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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

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

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

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

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

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

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

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

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

Continuous Improvement Process Plan

Margaret Mead Elementary

1725 216th Ave NE
Sammamish, WA 98074

425-936-2630

<http://www.lwsd.org/Mead>

2017 -
2018



Principal Sandy Klein
Associate Principal Kari Weed
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.

At Margaret Mead Elementary School, we focus on preparing students to become lifelong learners and successful citizens. We place emphasis on students meeting and exceeding academic standards. We emphasize good citizenship by expecting every student to consistently demonstrate The Mead Way: **M**aking Wise Choices; **E**xpecting our Best; **A**cting with Kindness; **D**emonstrating Respect.

To reach the goal of high academic achievement, we teach to the Common Core State Standards using prescribed LWSD curriculum. Our classroom instruction subscribes to research based best practices including clearly defined learning targets, differentiation, formative and summative assessment and frequent feedback. Our staff works in Professional Community and Collaboration teams – teams of teachers working collaboratively to best support student learning and teaching practice. Our students demonstrate high achievement with 89% of students demonstrating at standard or higher scores for ELA and more than 88% scoring at standard or higher in math.

At Mead, we believe learning is a responsibility shared mutually by students, staff, and parents. Our staff, our PTSA and our community members work together to support the success of all our students. Margaret Mead Elementary is a great place to learn and grow.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

Process to determine District Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79.0	89.7	91.0				
		1 st	90.4	86.9	85.7				
		2 nd	92.2	93.8	93.9				
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		91.6	87.2	90.6				
	% of 3 rd graders meeting or exceeding state standards in Math		≥95%	91.8	90.6				
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		89.8	90.8	87.1				
	% of 4 th graders meeting or exceeding state standards in Math		83.6	87.8	94.4				
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		94.2	92.3	85.5				
	% of 5 th graders meeting or exceeding state standards in Math		73.8	73.7	77.8				
	% of 5 th graders meeting or exceeding state standards in Science		93.1	94.0	92.3				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	92% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2017.	90.2% met or exceeded standard
Literacy: 3-5 ELA	88% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2017.	87.7% met or exceeded standard
Math: 3-5 Math	86% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2017.	87.6% met or exceeded standard
Science: 5th Science	90% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2017.	92.3% met or exceeded standard
Achievement Gap	Of 67 students who scored below standard on either the 2016 BOY DIBELS or 2016 SBA ELA test, and, who do not qualify for special education support in ELA, 41 students will increase one level of proficiency on spring 2017 DIBELS EOY or SBA ELA assessments.	56% of students scoring below standard (and not qualifying for special education in ELA) moved up one level of proficiency on spring DIBELS or SBA ELA assessment (32/58)
School Effectiveness:	Given planning for, and opportunity to participate in cross grade level teaming, the Margaret Mead Elementary staff will increase the percentages of staff who agree mostly/completely in “The staff works in teams across grade levels to help increase	85% of staff agreed completely or mostly (34 of 39)

	student learning,” from 88% to 92%.	
Attendance and Discipline:	<p>Given consistent use of the LWS D absence letters to parents, Margaret Mead Elementary will improve from .6% unexcused absences to .5% unexcused absences</p> <p>Given implementation and schoolwide use of PBIS system of student affirmations, Margaret Mead Elementary will reduce the number of students receiving two or more “Making It Right Plans” from 17 to 14</p>	<p>For 16-17, Mead had 271 unexcused absences which represented .4%.</p> <p>For 16-17, 35 students received two or more “Making It Right Plans.”</p>

Narrative Reflection:

Narrative Reflection	
Process:	<p>Our CIP is the foundation of our work at Mead. As a staff team, we work together (as a whole staff, in grade level bands and in grade level teams) to set rigorous CIP goals based on reflection of previous CIP goals and student achievement data (both individual student and cohort data). Staff teams dive into SBA and DIBELS data to uncover and understand areas of student success as well as areas that students did not demonstrate expected achievement. Our Wednesday LEAP schedule reflects our commitment to CIP achievement through PCC work, whole staff trainings that support planning, instruction and reflection for math, ELA and science, and CIP “check in” dates when teams monitor student progress data that then informs classroom instruction and future assessment plans. In 2016-17, several of our intermediate teams participated in the Interim SBA Assessments. This process was very useful both in terms of student data collection and allowing students the opportunity to engage with the online testing tool prior to the actual spring assessment.</p>
Literacy: K-2 Reading	<p>Achievement of Goals/Celebrations:</p> <ul style="list-style-type: none"> • The K-2 grade level band nearly met the goal 92% of students at standard on DIBELS with 90.2% of students at standard or higher. • Most students below benchmark made gains towards benchmark. <p>Areas needing specific focus based on data? Student behavior was a factor in the effectiveness of the instruction and assessments given. More instructional support (access to more instructional assistants in the classroom) would have been beneficial in</p>

instructing small groups to further target the focus students. Accuracy of the assessment can be subjective and dependent on teacher experience.

What strategies, tools, or resources did you use/implement to help students grow?

- Instructional assistants conducting small group instruction in leveled reading groups
- Safety Net
- ELL
- Headsprout
- RazKids
- PCC planning time
- Leveled readers
- Read Naturally
- SIT Team
- Professional development to further support students.

**Literacy:
3-5 ELA**

Achievement of Goals/Celebrations:

- The 3-5 ELA goal was 88% of students at standard on the spring SBA. Third grade exceeded the goal at 90.6%. Fourth and fifth grade fell just short of the goal with 87.1% and 85.5%.
- A high percentage of students scored at level 4 on the ELA SBA with 67% in third grade, 71% in fourth grade and 63% in fifth grade demonstrating above standard, Level 4 performance.
- Target areas of strong student performance included:
 - Listening – Interpret and use information given orally
 - Reading – Informational text key details/central ideas
 - Reading - Text features
 - Reading - Analysis within or across texts (literary texts)
 - Reading – Reasoning and evidence
 - Writing - Language Use
 - Writing - Compose full texts

Areas needing specific focus based on data:

- Alignment of curriculum to standards
- Write/revise texts (5th)
- Analyze within or across texts (3rd)
- Text structures and text features in informational text (4th).

What strategies, tools, or resources did you use/implement to help students grow?

- Supplemental materials for strategies.
- Teachers comparing student work and data.
- Accelerated Reader tests
- Using the SBA interims on the SBA website. This helped them understand the type of questions and helped them identify what exactly was being asked of them.

**Math:
3-5 Math**

Achievement of Goals / Celebrations:

- The overall 3rd-5th math goal was 86% of students demonstrating at standard performance or better on the Spring SBA math assessment. Third and fourth grades met the goal with 90.6% and 94.4% respectively of students meeting standard. Fifth grade demonstrated 77.8% of students at standard which fell below the goal of 86%.
- A high percentage of students met level 4 standard in math with 54% of fifth graders, 76% of fourth graders and 66% of third graders demonstrating Level 4 performance.
- Areas of strength in math included multi-digit multiplication and division; representing and interpreting data (line plots) and geometry.

Areas needing specific focus based on data:

- Fifth grade math scores were 8.4% lower than expected. This team is assessing the data to discern the lower than expected score.
- Some target areas that require teacher reflection and forward planning include
 - Analyze patterns and relationships (5th)
 - Perform operations with multi-digit numbers and decimals
- Challenges to success included student absences (especially long-term absences), high class sizes and no Safety Net math support for intermediate grades.
- The envision curriculum does not align fully to CCSS in math and teachers need to revisit the pacing guide to reconsider length of time spent on specific topics.

What strategies, tools, or resources did you use/implement to help students grow?

- Supplemental resources
- IXL
- Fact practice
- Homework
- Prioritizing math
- Collaboration with team

**Science:
5th Science**

Achievement of Goals/Celebrations:

- The 5th grade science goal was 90% of students at standard on the spring MSP. Fifth grade exceeded the goal at 92.3% at standard or better.
- 69% of Mead fifth grade students scored at level 4 on the spring Science MSP.
- Students scored well on the targets of Informational Skill and Vocabulary.

	<p>Areas of struggle for fifth grade Science:</p> <ul style="list-style-type: none"> • The current science curriculum does not match the standards assessed on the MSP test. • Finding time to teach science (trading off with social studies) <p>What strategies, tools or resources did you use/implement to help students grow?</p> <ul style="list-style-type: none"> • Teachers used release questions and practice with students. • Added teacher created experiments • Added materials to address where the curriculum does not teach the science standards.
<p>Achievement Gap</p>	<p>Achievement Gap Goal:</p> <p>Our achievement gap was defined as any student who scored below standard in ELA (DIBELS or SBA), K-5, not including students who qualified for special education services in ELA. Our goal was that 61% (41 students) of the 67 students identified would demonstrate growth of one proficiency level or more. We nearly met our goal with 56% of students (32 of 58 by year end) demonstrating growth of at least one level of proficiency. This was a very good result with our most challenged students demonstrating growth and success. Our continuing focus will be the 26 students who, despite intensive intervention, did not demonstrate anticipated growth.</p>
<p>School Effectiveness:</p>	<p>Achievement of Goals / Celebrations:</p> <p>The Mead School Effectiveness Goal was that Mead staff would improve from 88% agree mostly/completely to 92% agree mostly/completely on the Nine Characteristics question, “Staff work in teams across grade levels to help increase student learning.”</p> <p>On the spring survey, 85% of staff agreed that this goal was met, falling just short of our goal. In order to meet the goal, staff increased intentional opportunity for collaboration, both horizontally and vertically. The goal was reviewed at every staff and LEAP meeting in order to be intentional and reflective in our collaborative work.</p> <p>Areas for Further Attention:</p> <p>Finding time for more collaboration between and within grade levels is an area requiring further attention. Additionally, more intentional work to inform our classified staff of this goal would be helpful.</p>
<p>Attendance and Discipline:</p>	<p>Achievement of Attendance and Discipline Goals:</p> <p>Attendance:</p> <p>For attendance, our goal was given consistent use of absence letters and teacher communication to parents, the unexcused absence rate will improve from .6% unexcused absences to .5% unexcused absences in 16-17.</p>

Our 16-17 data demonstrates a .4% rate of unexcused absence reflecting 271 unexcused absences. Absences decreased significantly during the school year.

Attendance Concerns Requiring Further Attention:

We increased our communication to families regarding student attendance. We communicated the new Washington State attendance expectations on multiple occasions in multiple ways. Families of absent students received frequent communication from both the office and the teacher regarding specific instances of unexcused absences. This increased communication (letters/phone calls) led to a significant decrease in unexcused absences.

Discipline:

For discipline, our goal was given the implementation of a PBIS system of student affirmations (Whinnies), Mead would reduce the number of students receiving two or more disciplinary “Making It Right Plans” from 17 given in 15-16 to 14 in 16-17. Our 16-17 data demonstrates an increase in students receiving two or more MIRPs, from 17 to 35.

Discipline Celebrations:

With the addition of a PBIS component of “Whinnies”, Mead experienced:

- Excitement over announcements and recognition.
- Common language throughout the school being used in response to student behavior.
- Unified school emphasis on demonstrating the Mead Way.

Discipline Concerns Requiring Further Attention:

Our goal was sound. Although we did not meet the goal, this might be a reflection of improved training and attention from our classified staff regarding the giving of the Making It Right Plans. Because of their better understanding of student expectations, they gave out more MIRPs overall.

Although our goal was sound and redesigned from the previous year, our measurement of Making It Right Plans still did not reflect the growth we intended to measure, which was improved behavior for re-offending students. Rather than measuring an overall total of students receiving two or more Making It Right Plans, we should consider if the second and subsequent plans given were for the same type of offense or a different type of offense each time. Next year, we will do more specific measurement of specific behaviors.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	87% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.
Literacy: 3-5 ELA	82% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.
Math: 3-5 Math	81% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.
Science: 5th Science	80% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.
Achievement Gap	Of 59 students who scored below standard on either the 2017 BOY DIBELS or 2017 SBA ELA test, 34 of the students (58%) will increase one level of proficiency on spring 2018 DIBELS EOY or SBA ELA assessments.
School Effectiveness:	Given planning for and opportunity to participate in scheduled grade level teaming, the Margaret Mead Elementary staff will increase the percentages of staff who agree mostly/completely in “Staff routinely work together to plan what will be taught,” from 95% to 98%.
Attendance:	Given implementation of the LWSO attendance policy including correspondence to parents regarding attendance data, our goal is to reduce the 16-17 unexcused absence rate of .4% to .3% by year end.
Discipline:	Given schoolwide implementation of Second Step and continued use of a PBIS system, including Making It Right Plans and Whinnies, Margaret Mead Elementary will reduce the number of students receiving three or more Making It Right Plans for the same behavior from 13 students to 10 students in the 2017-18 school year.

Annual School Goals: Academic

Teachers examined DIBELS, SBA and MSP assessment results individually, as teams and as a staff to discern goal areas. Teams reviewed strand and composite scores for their classrooms as well as for their cohort. Based on assessment data, our goals were discerned.

In order to identify strategies to be used to increase student performance, teachers met in grade bands (K-2 and 3-5) to discuss strategies, design interventions, identify needed resources and create challenge opportunities for students.

Students will regularly be taught and assessed using formative and summative assessment tools. Assessment data will be used to discern the need for and/or efficacy of

interventions/extensions provided to students not meeting standard. As needed, interventions and strategies will be adjusted to better support student performance. At Mead, all support staff (I.A.s and para-educators) are used to support classroom and small group instruction, specifically for students requiring intervention and support. Specialists including Safety Net, ELL and Special Education will also collaborate with classroom teachers in the support of specific students.

Teachers will monitor goals frequently, both individually and as grade level teams. CIP goals will be specifically monitored on three LEAP Wednesdays throughout the school year. CIP monitoring will include data assessment and discussion and adjustment of interventions and supports as needed.

Annual School Goals: Achievement Gap

The Margaret Mead Elementary staff identified 59 students performing below standard on Spring 2017 SBA ELA or 2017 BOY DIBELS assessments as our students in the achievement gap. As the majority of Mead students reach standard or above on standardized tests, the small subgroup that does not reach standard will receive additional support in ELA.

Our goal is for 58% of these students (34 of 59) to move up one level on DIBELS or SBA ELA on the Spring 2018 assessments. Primary grades will use an intervention block model and Safety Net support to provide additional support to students. All grades will access ELL and IA/para intervention in classrooms to support these students on a one to one or small group basis. Classroom teachers will frequently monitor student progress using DIBELS benchmark assessments, classroom ELA assessments, SBA interim assessments and classroom assignments. Progress of these students will be monitored frequently, including on our three Wednesday LEAP CIP Check-Ins.

Annual School Goals: School Effectiveness

Our School Effectiveness goal was selected as a result of conversations first with the Mead Building Leadership Team followed by the staff team as a whole. This year, Mead has eleven new general education teachers and three new special education/ELL teachers. We examined all of the 9 Characteristics data from the last six years and given the lens of having many new teachers and resulting PCC teams, the question, “Staff routinely work together to plan what will be taught” was selected as the most meaningful school effectiveness work. Teams will be working closely together, particularly in unit planning, to align practice and content within grade level teams.

To support this goal, we have set aside as many LEAP Wednesday Team Collaboration days as possible for grade level team work. We have also arranged our IA and para schedule to support each team having PCC time during lunch once per week. We will review our goal monthly at our staff meetings to discuss progress, challenges and successes. Based on these conversations, the MLT and ILT will discuss needed additional strategies to be implemented with their teams.

Annual School Goals: Attendance

As per staff discussion, we recognize that unexcused absences at the elementary level are typically more a function of parent behavior than student behavior. In order to better support parent understanding of the importance of regular student attendance, the Mead staff will both communicate the LWSB attendance policy to our community, as well as implement the policy and procedures, including absence letters to families and attendance at conferences as appropriate.

Our goal is to reduce the .4% (271) unexcused absence rate to .3% by year's end.

Annual School Goals: Discipline

The Mead Community follows the MEAD Way – a set of clearly articulated expectations for all students and adults. Mead has a tool called *Whinnies* that recognize positive student behavior and affirms wise choices. We also have a tool called the *Making It Right Plan* that is used as a reflection tool when students make unwise choices. Our goal is to reduce the number of students receiving three or more Making It Right Plans from 13 students in 2016-17, to 10 students for the current year. In addition to continued use of our PBIS system of affirmations and reflections (above), we have added a school-wide implementation of Second Step, a social emotional learning program. Every general education teacher is teaching two lessons of Second Step per month, in addition to the counselor supporting the Second Step work in classrooms. Student behavior data will be monitored at our three Wednesday LEAP CIP check-in days.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>The K-2 Team will use the following strategies:</p> <ul style="list-style-type: none"> Head Sprout RazKids Safety Net support ELL support PLC planning and teaming IA support via Intervention Block and classroom support Guided reading groups Read Naturally/fluency practice Leveled Readers PD support/training from building writing leads SIT Team <p>The 3-5 Teams will use the following strategies:</p> <ul style="list-style-type: none"> Accelerated Reader Kids reading within their range Comprehension checks Encourage more reading Working with partner

	<p>Use of Wonders curriculum to teach comprehension strategies Planning with team what will be taught Align reading and writing skills PD support/training from building writing leads LWSW Writer’s Workshop materials Step-Up to Writing Check-ins with Special Education team to provide consistent instruction Teacher created materials to enhance and supplement current curriculum</p>
<i>Professional Learning needed</i>	<p>Differentiation strategies ELL strategies Daily 5 strategies Continued support on how to use curriculum resources effectively (focus on new writing curriculum) Time to review and calibrate writing curriculum and student work (individually and as teams) Use of LWSW Professional Learning Coaches</p>
<i>Resources needed</i>	<p>Time Team planning Cross grade-level planning Guided level reading assessments Classroom leveled library Wonders materials Supplemental curriculum for intervention and extension SBA Interim Assessments Leveled books in class sets</p>
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress toward their goal</p>

Goal Area	Math
<i>Strategy to support goals</i>	<p>Working with partners Consistence and timely feedback Kids correct work and re-work Use of IXL for differentiation and support</p>
<i>Professional Learning needed</i>	<p>Problem solving curriculum Common core math curriculum</p>
<i>Resources needed</i>	<p>Assessments aligned to lesson taught Curriculum for Level 4 kids that is related to lesson</p>
<i>Responsible individual or team</i>	<p>Each grade level team, 3 – 5, will be responsible for monitoring and tracking progress toward math goals.</p>

Goal Area	Science
<i>Strategy to support goals</i>	The fifth-grade team will support science using the following: Teaching specific formats for scientific process and writing procedures and conclusions; Allowing student choice in selecting their own science experiment; Repeated practice in procedures, conclusions, etc.; Plan lessons and assessments together with our team
<i>Professional Learning needed</i>	Additional examples to reinforce the main concepts. Materials and Training that support the Next Generation Science Standards
<i>Resources needed</i>	Additional Curriculum that support the Next Generation Science Standards
<i>Responsible individual or team</i>	The fifth-grade team will be responsible for monitoring and tracking progress toward science goals.

Goal Area	Discipline
<i>Strategy to support goals</i>	In order to more fully support student behavior, in addition to our PBIS system, we have added a schoolwide implementation of Second Step. Every classroom teacher is teaching two Second Step lessons to their classroom each month. In addition, the school counselor is teaching from the Second Step Bully Prevention Curriculum and Kelso Choices in each classroom. The principal is supporting with use of the Second Step Principal Kit.
<i>Professional Learning needed</i>	Teams will work together to select from the lessons available and align what is taught within teams. The counselor will support this work by supplementing with additional Second Step lessons and the anti-bullying curriculum.
<i>Resources needed</i>	Second Step Grade level kits Second Step online subscription for electronic resources Second Step Bully Prevention Kit Second Step Principal Kit
<i>Responsible individual or team</i>	Each general education teacher and each team will be responsible to plan, implement and evaluate the effectiveness of the Second Step implementation. The counselor will facilitate a pre- and post-assessment to discern student understanding of the social emotional curriculum.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

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

- Use parent volunteers and LINKS volunteers to support students in class and at lunch through one on one and small group support.
- Work with PTSA to fund materials and professional development opportunities that support CIP goals.
- Communicate attendance policies to parents via teacher email and monthly principal e-news.

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

The building principal will inform parents, families and the community about the CIP using the following strategies:

- Share CIP plan with PTSA Board, January 2018.
- Share CIP plan at PTSA General Membership Meeting, January 2018.
- Share CIP plan via Mead Monthly e-news in January 2018.
- Post the CIP plan on the Mead website by January 2018.

Continuous Improvement Process Plan

Samantha Smith Elementary

23305 N.E. 14th Street
Sammamish, WA 98074

425-936-2710

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

2017 -
2018



Principal Jamie Warner

Associate Principal Rebekah Westra

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.

This school year we opened our doors in September to nearly seven hundred students. We have thirty classrooms, seventy employees including both classified and certificated and a PTSA who has shown one hundred percent membership the past few years.

Our student population is diverse in many ways including academically, culturally, as well as economically. We are a home to students from all over the world. Included below is a snapshot of our student body.

Gender (October 2016)		
Male	337	53.0%
Female	299	47.0%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	31	4.9%
American Indian / Alaskan Native	1	0.2%
Asian	335	52.7%
Black / African American	2	0.3%
White	225	35.4%
Two or More Races	42	6.6%
Special Programs		
Free or Reduced-Price Meals (May 2017)	10	1.6%
Special Education (May 2017)	28	4.4%
Transitional Bilingual (May 2017)	70	10.9%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	17	2.7%
Foster Care (May 2017)	N<10	

Samantha Smith was a child Peace Builder. She believed in understanding differences, working collaboratively and promoting peace. Following her legacy, we are a Peace Builder School. To teach our children what this means, we introduce the Peace Builder Promise including: praising people, giving up put downs, noticing hurts/righting wrongs and helping others. Children learn these principles through classroom lessons delivered by both the school counselor as well as the general education teacher. When staff notice students being a Peace Builder in action, they are recognized by receiving a Praise Note. Once a month, Praise Notes are celebrated in the three lunches and a child from each lunch is chosen to have *Lunch with the Principal*.

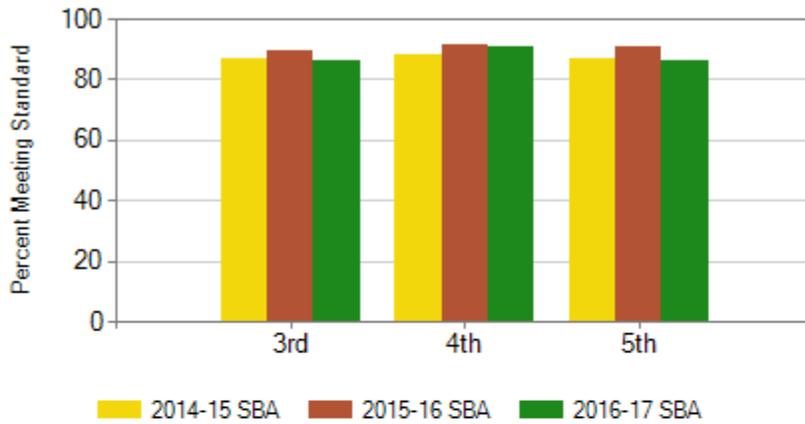
Historically, Samantha Smith Elementary has been strong in academics. We are a home school for the district Highly Capable Program. This program includes pullout for students in kindergarten through third grade as well as fulltime second and third grade and fulltime fourth and fifth grade. Beyond our Highly Capable classes, all students are challenged

academically. Professional Development, Continuous Improvement Planning, etc. is done inclusive of all staff members. Below is some academic data.

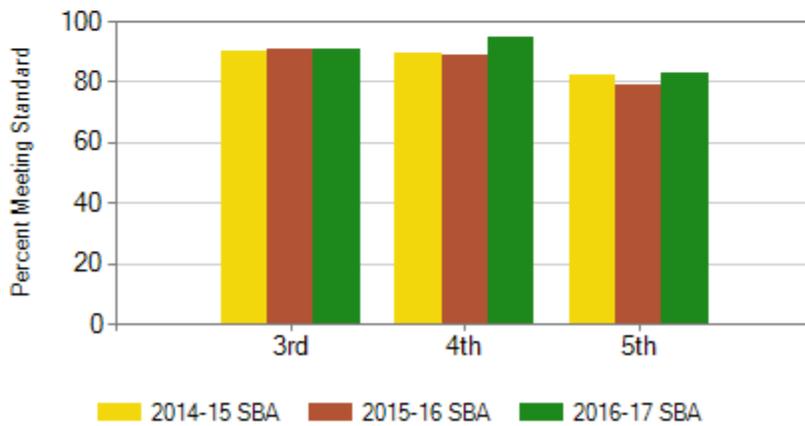
Grade Level	SBA ELA	SBA Math
3rd Grade	85.9%	90.7%
4th Grade	90.6%	94.6%
5th Grade	86.3%	82.7%

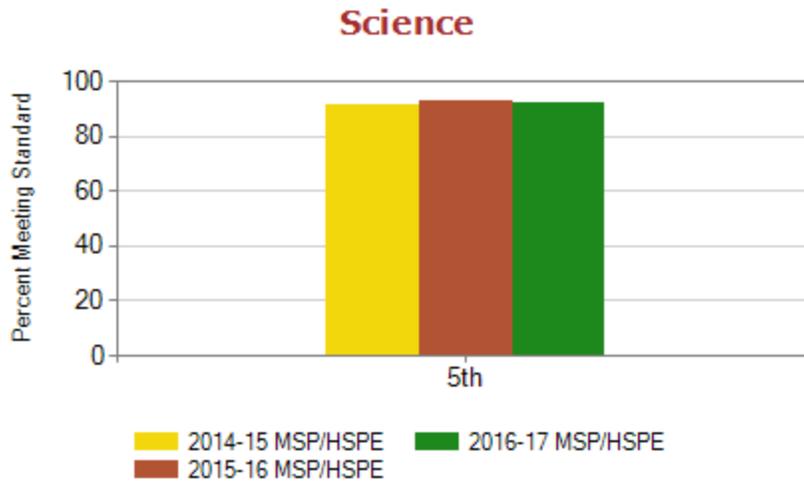
Grade Level	MSP Science
5th Grade	91.8%

English Language Arts



Math





Our focus this year is to continue our attention on rigorous academics. We plan to do this through continuing to use the Professional Learning and Collaboration Model. Our grade level teams meet weekly to determine learning needs of students, set goals, identify instructional strategies, implement plans, evaluate outcomes, analyze data and so on.

Mission:

“Success, Care and Respect for All Learners.”

Vision:

“All students will have the knowledge, skills, and attitudes to be successful now and in the future. As adult members of the Samantha Smith Learning Community, we accept the charge to do everything in our power to ensure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.”

Along with our students and our staff, we have an amazing parent community. This past year, both the PTSA and our school team partnered with the Sammamish YMCA to start afterschool classes. We also started a program called Play Every Day, in which the YMCA sends a skilled facilitator to our recesses to help students get involved and moving in a positive way. The connection between our school and the YMCA has now spiraled into a deeper link in our community. This year, we are embarking on work to start educating our community on student needs related to mental health and cultural differences.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

- **Grade K-2 Benchmark Data** based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- **Grade 3-5 Literacy and Math Data** based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- **Grade 5 Science Data** based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine District Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2016 SBA results.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	88.9%	83.3%	96.6%				
		1 st	90.0%	96.5%	89.1%				
		2 nd	97.5%	95.7%	94.7%				
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		86.6%	89.5%	85.9%				
	% of 3 rd graders meeting or exceeding state standards in Math		90.4%	91.1%	90.7%				
4 th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		88.2%	91.5%	90.6%				
	% of 4 th graders meeting or exceeding state standards in Math		89.2%	88.6%	94.6%				
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		87.0%	90.8%	86.3%				
	% of 5 th graders meeting or exceeding state standards in Math		82.4%	78.8%	82.7%				
	% of 5 th graders meeting or exceeding state standards in Science		91.1%	92.6%	91.8%				

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:*Data:*

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	Percentage of K-2 students scoring at Proficiency in BOY DIBELS will increase from 92% to 93% as measured by EOY DIBELS in May 2017.	93.52% meeting or exceeding standards
Literacy: 3-5 ELA	The percentage of 3 rd , 4 th and 5 th graders scoring at proficiency or higher will be 89% as measured by the SBA.	87.86% meeting or exceeding standards
Math: 3-5 Math	The percentage of 3 rd , 4 th and 5 th graders scoring at proficiency or higher will be 78% as measured by the SBA.	89.6% meeting or exceeding standards
Science: 5th Science	The percentage of 5 th graders scoring at proficiency or higher will be 93% as measured by the MSP.	Achievement: 91.8%
Achievement Gap	19 Safety Net students: 53% of Safety Net students will be at standard in reading according to the DIBELS by the End of the School year.	89% meeting or exceeding standards
School Effectiveness:	<p>The staff works in teams across grade levels to help increase student learning from 80.96% agree mostly and agree completely to 82%.</p> <p>Teachers provide feedback to each other to help improve instructional practices from 71.95% agree mostly and agree completely to 75%.</p>	<p>Goal One: Achievement: 88.89%</p> <p>Goal Two: Goal not made: 70.37%</p>

<p>Attendance and Discipline:</p>	<p>Attendance: This year our staff has chosen to continue with making monthly attendance checks as our goal. We will continue to review attendance in October and send letters to parents notifying them of attendance concerns. We will continue to meet monthly to review attendance. Letters and/or personal contacts will be made to families throughout the year as attendance concerns should arise.</p> <p>Discipline: School suspensions will continue to our area of focus at Smith. We believe that keeping children in school when possible is best for kids. Our goal is to provide learning situations in which each individual child can succeed within the school environment. We will work to use one-on-one conversation, Peace Plans (work on revising this year), Apology Notes, Recess Reflection, Guidance Team, parent conferences, etc.... work before needing to suspend a child.</p>	<p>Attendance Goal was achieved.</p> <p>Discipline Goal continues this year.</p>
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Narrative Reflection:

<p>Narrative Reflection</p>	
<p>Process:</p>	<p>Each year we analyze data (classroom based assessments, DIBELS, SBA, etc.), we set goals based on need, we determine an action plan, resources needed and progress monitoring. This is nested in our PLC and PGE work throughout the year. Our Building Leadership Team helps support team goals and professional needs. We have weekly meetings as well as dip sticks throughout the year during LEAP times to dedicate to this work.</p>

<p>Literacy: K-2 Reading</p>	<p>The goal in this area was achieved. In reflection, our team felt their ongoing conversations on how to prepare students for the next grade level were critical to the success. Using Safety Net, ELL, BURST, Amplify, Read Naturally, Goal Setting and Goal Groups helped with this achievement as well. Challenges were finding time to collaborate, being consistent with strategies, curriculum and assessments. Another challenge were students coming mid-year and trying to catch those students up. Strategies that were used were programs such as Read Naturally, using our Instructional Assistants to run groups or test students. We also planned for students to get a double dose of reading via classroom teacher and reading specialist.</p>
<p>Literacy: 3-5 ELA</p>	<p>We almost achieved this goal, but great work still took place. Successes were students being more confident in taking the state assessment, we had more experience with Wonders and its implementation, there is a common language being used as students move through grade levels, both our ELL and Safety Net resources are supporting student needs daily, and we had strong professional development during LEAP times. Some strategies used were using uniform language at each grade level, using the LWSD CDSA aligned with both classroom instruction and the SBA, and piloting new writing curriculum and interim assessments.</p>
<p>Math: 3-5 Math</p>	<p>We met our goal in this area. Some successes we had were using the SBA more than one year, students had more confidence, common language and same math curriculum offered consistency, growth goals in math fluency. Strategies used were programs such as IXL, Accelerated Math, Eureka Math, Marcy Cook, Math is Cool, etc.</p>
<p>Science: 5th Science</p>	<p>We did not meet our goal in this area but gains were made. Successes that were identified were putting lots of time focused on science instruction and using supplemental programs such as Nature Vision. Struggles were seeking out supplemental materials instead of them being provided, time, and sharing science materials as kits. Strategies were practicing MSP format, using lots of supplemental resources and PLC work.</p>
<p>Achievement Gap</p>	<p>Achievement made. Successes were seeing fewer kids qualify this year (meaning they received the help they needed last year to catch up). Struggles were with scheduling, helping parents understand what Safety Net is, and finding times for intervention that did not take students from core instruction. Strategies were working with other SN teachers, using the SN PGE team to work on fluency needs for all students but specifically in the 2nd grade.</p>
<p>School Effectiveness:</p>	<p>Our first goal was achieved and the second was not. Successes were reflecting on data as a staff. Focusing our efforts throughout the year based on need and want, allocating time to support this goal, refocusing our team on PLC work. Struggles were helping all staff understand (certificated and classified), getting teams to gather as some rooms were located farther away from each other, our population is growing. Strategies that were used were mapping out LEAP time to meet, using</p>

	surveys to see need, having carved out team meeting times, being open and flexible to needs.
Attendance and Discipline:	<p>Our attendance goal was reached. Sending letters, emailing, calling and conferencing helped parents to understand the need for students to be present at school. Struggles come from so many of our families traveling. Whether is it vacations, sickness or seeing family, we have some students that miss a lot of time.</p> <p>We worked hard on our discipline goal. Overall, we met the goal, but there were two students that were suspended which brought our achievement in this area down. Both students have the support they need this year because of the work we did last year. This is really a celebration.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	The percentage of K-2 students scoring at proficiency or higher will be 94% based on EOY DIBELS.
Literacy: 3-5 ELA	The percentage of 3 rd , 4 th and 5 th graders scoring at proficiency or higher will be 92% as measured by the SBA.
Math: 3-5 Math	The percentage of 3 rd , 4 th and 5 th graders scoring at proficiency or higher will be 92% as measured by the SBA.
Science: 5th Science	The percentage of 5 th graders scoring at proficiency or higher will be 85% as measured by the WCAS.
Achievement Gap	57% of Safety Net students will be at standard in reading according to the DIBELS by the End of the School year.
School Effectiveness:	<p>72% of our staff will agree mostly or completely agree that teachers provide feedback to each other to help improve instructional practices.</p> <p>87% of our staff will agree mostly or completely agree that we use assessment results to determine professional learning activities.</p>
Attendance:	Our goal this year is to reduce unexcused absences by 5%. In an effort to meet our goal, we will be continuing to stay on top of attendance records, sending letters, have informal and formal conferences and reminding parents why school attendance is crucial to student success.

Discipline:

Our goal this year in regard to student discipline is to create an interactive tracking system in an effort to better understand where our areas of need exist. We will be asking our office team to help support recording incidences (offense, time of day, grade level, teacher, etc.)

Annual School Goals: Academic

K-2

- We are ensuring all students are receiving challenge and rigor by differentiating instruction, using guided reading groups, using Read Naturally, reading a variety of texts and providing daily time for independent work, decodable passages, reading Wonders Word studies, and utilizing IAs for small reading groups.
- We are ensuring all students receive necessary intervention by ensuring that eligible students are using Safety Net and ELL services, by implementing guided and leveled reading groups, by using leveled texts, using Goal Groups, providing extra support through Read Naturally, providing Literacy Bags for home study, Watchdogs reading with students, and communicating with families about weekly and monthly literacy learning targets.
- We will monitor our CIP goals by looking at DIBELS scores at the beginning, middle, and end of the year. Students who are not at standard will be progressed monitored through Safety Net using DIBELS testing materials. We will monitor by using additional ORF passages (Amplify passages) and tracking students ORF. Students are choosing ORF goals at October conferences to work on for the year.

3-5

- We are ensuring all students are receiving challenge and rigor by differentiating text via leveled readers, supplemental programs such as IXL, AM, STAR reading, ALEKS, using project based learning,
- We are ensuring all students receive necessary intervention by utilizing Safety Net, ELL services, Professional Development opportunities, Read Naturally, Take Aim, and small groups.
- We will progress monitor our CIP goals by looking at data from our CDSA's, Unit Tests, and SBA Interim Assessments

Annual School Goals: Achievement Gap

57% of Safety Net students will be at standard in reading according to the DIBELS by the End of the School year. 8 students out of 14 will be at standard by the end of the year according to DIBELS data.

Annual School Goals: School Effectiveness

- 1) **Teachers provide feedback to each other to help improve instructional practices.** We did not meet this goal last year. We achieved 70.37% (Goal was 75%) and this year I would like to try for 72%. Action Plan: PLC Meetings (comparing data/Cycle of Inquiry), monthly BLT check in regarding status of PLC and next steps, monthly staff meeting *PD with Bri.*

- 2) **Assessment Results are used to determine professional learning activities.** This was our second lowest area. We achieved 85.19% and this year I would like to try for 87%. Action Plan: Sending staff to train on Interim Assessments, sharing this out in BLT and with staff. Potentially utilizing Learning Coaches. PLC Cycle of Inquiry. Technology and Writing PD Surveys to drive content for upcoming trainings.

Annual School Goals: Attendance

Our goal this year is to reduce unexcused absences by 5%. In an effort to meet our goal, we will be continuing to stay on top of attendance records, sending letters, have informal and formal conferences and reminding parents why school attendance is crucial to student success.

Annual School Goals: Discipline

Our goal this year in regard to student discipline is to create an interactive tracking system in an effort to better understand where our areas of need exist. We will be asking our office team to help support recording incidences (offense, time of day, grade level, teacher, etc.)

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
K-2	
<i>Strategy to support goals</i>	We will support our goals by differentiating instruction, using guided reading groups, using Read Naturally, reading a variety of texts and daily time for independent work, decodable passages, reading Wonder Word studies, utilizing IAs for small reading groups, ensuring that eligible students are using Safety Net and ELL services, by implementing guided and leveled reading groups, by using leveled texts, using Goal Groups, providing extra support through Read Naturally, providing Literacy Bags for home study, Watch DOGS reading with students, and communicating with families about weekly and monthly literacy learning targets.
<i>Professional Learning needed</i>	The professional learning needed is additional sub time for one-on-one assessments (DIBELS), professional development for better meeting ELL needs, and training and support for administration of programs.
<i>Resources needed</i>	The resources needed are parent volunteers for Read Naturally, more IA time to work with ELL and struggling readers, and money for leveled reading materials that can be used at home.
<i>Responsible individual or team</i>	The people responsible for monitoring our goals are the individual teachers, grade level teams, and the K-2 band.

Goal Area	Literacy
3-5	
<i>Strategy to support goals</i>	We will utilize whole group, small group, and one-on-one instruction and appropriately level district approved materials to ensure that all students are successful. We also use

	supplemental materials such as Accelerated Reader, STAR reading, Take AIM, and Read Naturally.
<i>Professional Learning needed</i>	We will continue the K-5 Writing professional development provided by the district along with using the resources purchased last year (i.e. Writing Pathways) in regards to writing.
<i>Resources needed</i>	The resources that are needed are extra planning time with grade levels to look closer at the new writing curriculum. A wish-list item would be to change the requirements of Safety Net to include students that don't currently qualify. Another wish-list item would be a before or after school class provided by a certified teacher for the Level 2 students.
<i>Responsible individual or team</i>	Each grade-level team will monitor their progress towards these goals.

Goal Area 3-5	Math
<i>Strategy to support goals</i>	We will utilize whole group, small group, and one-on-one instruction and appropriately level district approved materials to ensure that all students are successful. We also use supplemental materials such as Accelerated Math, IXL, and ALEKS.
<i>Professional Learning needed</i>	The professional learning that we would like would be based around using more Writing to Explain and/or a common problem-solving curriculum or program.
<i>Resources needed</i>	More professional development centered around math, specifically regarding the things mentioned above.
<i>Responsible individual or team</i>	Each grade-level team will monitor their progress towards these goals.

Goal Area 3-5	Science
<i>Strategy to support goals</i>	Fifth grade teachers use the MSP and FOSS assessment charts to monitor progress toward Academic School Goals. Using this data, teachers plan and implement whole group, small group and one-on-one instruction. We appropriately level district-approved materials to ensure that all students are successful and receive challenge and rigor. We also use supplemental materials, such as Bill Nye videos, Delta Science Readers, non-fiction texts, EIE materials and teacher-created resources.
<i>Professional Learning needed</i>	As soon as the NGSS adoption committee chooses a curriculum, we would like to have professional development around that curriculum and any other supplemental resources available. We would also like professional development around writing conclusions in science.
<i>Resources needed</i>	Until LWSD adoption occurs, we are unsure what resources are needed.
<i>Responsible individual or team</i>	Each grade-level team will monitor their progress towards these goals.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- Monthly meetings with Operations and Communication Team- including PTSA voice

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

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- Monthly meetings with Operations and Communication Team- including PTSA voice
- CIP will be posted on Smith website

Continuous Improvement Process Plan

Inglewood Middle School

24120 N.E. 8th Street.
Sammamish, WA 98074

425-936-2360

<http://ims.lwsd.org/>

2017 -
2018



Principal Tim Patterson

Associate Principal Mark Blomquist

Associate Principal Kristian Dahl

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.

Inglewood Middle School is a school of excellence located on the Sammamish Plateau. Inglewood serves a student body of approximately 1220 students. There are lots of opportunities to get involved and connect with peers. As a fully inclusive school, Inglewood heterogeneously groups students and then differentiates instruction to meet the needs of all students, including special education and students working at the “honors” level. We closely monitor the academic progress of all students. When a student begins to struggle to meet our learning objectives we intervene immediately in a friendly, supportive, and systematic way.

Inglewood offers an intensive academic and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in a two-hour period, commonly called a “block class”, at all grade levels. In 6th grade, Math and Science are also taught by the same teacher in a two-hour block class. In 7th and 8th grades, all students enjoy a full year math and a full year science curriculum. There are multiple clubs and athletic opportunities at Inglewood that significantly contribute to our sense of community and the academic achievement of students.

A significant focus of the Inglewood community is empowering and teaching children to lead their peers through servant leadership. Our dances, assembly speakers, fund-raising activities, and other cultural events are planned and executed by Inglewood students. More importantly our students plan and work to extinguish bullying. All of these skills are learned in Inglewood’s Leadership class that teaches more than 250 students a year to serve their peers.

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:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	83.5%	85.0%	84.9%				
	% of 6 th graders meeting or exceeding state standards in Math	78.7%	80.6%	83.7%				
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	88.2%	89.0%	90.2%				
	% of 7 th graders meeting or exceeding state standards in Math	81.0%	82.5%	82.7%				
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	90.4%	85.2%	84.5%				
	% of 8 th graders meeting or exceeding state standards in Math	77.8%	75.4%	81.8%				
	% of 8 th graders meeting or exceeding state standards in Science	87.1%	86.0%	89.5%				

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	91.7% of Inglewood Middle School students, excluding no score , will meet or exceed standard on the spring 2017 SBA	88.6% of students, excluding no score, met or exceeded standard on the SBA
Math: 6-8 Math	85.6% of Inglewood Middle School students, excluding no score , will meet or exceed standard on the spring 2017 SBA	85% of students, excluding no score, met or exceeded standard on the SBA
Science: 8 Science	>95% of Inglewood Middle School students, excluding no score , will meet or exceed standard on the spring 2017 SBA	88.6% of students, excluding no score, met or exceeded standard on the SBA
Achievement Gap	50% of English Language Learners will meet or exceed standard in Math on the Spring 2017 SBA exam	76.4% of English Language Learners met standard on the 2017 Math SBA
College and Career Readiness	By spring 2017, 100% of 8 th grade students will complete the self-assessment (“Matchmaker”) within the Career Cruising program.	During the 2016-2017 school year 100% of the 8th grade students at IMS completed their self-assessment for the High School and Beyond Plan.
School Effectiveness:	The Inglewood Faculty will engage in a comprehensive review of our personalization strategy seeking to improve our practice. On the Spring 2017 Nine Characteristics of Highly Effective Schools survey 100% of staff will agree with the statement “Staff members work together to solve problems related to school issues.” And the statement “The school uses a system to obtain a variety of	Inglewood’s Building Leadership Team is pleased to report that this goal was met. 100% of staff agreed that “Staff members work together to solve problems related to school issues.”

	perspectives with making decisions”	
Attendance and Discipline:	<p>At the end of the 2016-2017 school year, fewer than 15 students will have more than 20 absences. This includes both excused and unexcused absences.</p> <p>At the end of the 2016-2017 school year fewer than 40 days of suspension will be served by all IMS students.</p>	<p>56 students had more than 20 absences during the 2016-2017 school year</p> <p>Inglewood students served a total of 40 days of suspension in 2016-2017.</p>

Narrative Reflection:

Narrative Reflection	
Process:	<p>September 20th and 27th were set aside for CIP reflection activities. On these dates Staff met as a large group to set expectations and explanation surrounding the CIP reflection tools. Teachers were dismissed to their Grade Level Content teams. Once in their individual teams, teachers reviewed data and responded to reflective prompts. Each team then posted their reflections to our Inglewood PCC site for review by peers and administration. The second week teams finalized their responses on the Inglewood Reflection Tool.</p>
Literacy: 6-8 ELA	<p>We did not meet our ELA goal. Excluding no scores, 88.6% of 8th grade Inglewood students met or exceeded standard (WA State Report Card). This was 3% lower than we had hoped. Last year was the first year we served a sizable number of ELL students at our school. Only 67% of our ELL students met standard (LWSD Gap Analysis State Assessment). We believe that this creates a significant opportunity for our growth, both for the school as a whole and for the Inglewood ELA team. Only 40% of our special education students met standard on the SBA (LWSD Gap Analysis). As a team we are disappointed by the special education results because 16-17 was the first year that we implemented a “co-taught” ELA strategy in all grades. We had previously implemented this strategy in 6th and 7th grades. Helping special education students meet standard on the SBA is another opportunity for us.</p>
Math: 6-8 Math	<p>The 7th and 8th grade math teams targeted problem solving with a result of 97.6% of 7th grade students and 100% of 8th grade students achieving at or above standard on the problem-solving subtest. We used several strategies to impact achievement. These strategies included RAP sessions, guided study practice, note taking instructions, test taking strategies, corrections on assessments, and IXL supplemental skill practice. We identified individual students who needed additional support, and provided the opportunity for additional practice and</p>

	<p>reinforcement. One challenge we faced was piloting three different math curricula during the 2015-2016 school year. The 6th grade team did not have common assessments for several months during this pilot which caused intervention strategies to be inconsistent. This impacted our CIP work because our data was variable from teacher to teacher within the 6th grade. Our criteria for collecting data was also skewed. To adjust to these challenges, we tried to carefully choose the assessments we collected data on. At the 7th and 8th grade level our students struggled with the concepts and procedures categories with 6.4% of 7th graders and 5.1% of 8th graders scoring below standard. Concepts and procedures will be an area of focus for the 2017-2018 school year. Some strategies that we will use to help impact student achievement in the coming year include: Math Lab interventions, guided study practice, note taking instructions and test taking strategies. We also plan to utilize the ALEKS online adaptive learning system, RTI opportunities including redoing homework, and retaking tests.</p>
<p>Science: 8 Science</p>	<p>As a team 94% of our students who took the test scored at or above standard on the 8th grade science MSP. The total number of students who took the test was 392 with 21 students refusing the test. With the 21 refusals factored into the total percentage, the overall 8th grade science MSP score was 90%. Coming from 5th grade these students had an at or above standard percentage rate of 89%. While our team saw growth for the students who took the test, we missed our goal of 95% by 1%. Strategies – Continued practice on all portions of the scientific process, students making corrections to incorrect answers on tests and quizzes, focus on meeting needs of all students including accommodations for IEP and 504 students to allow access to content and the ability to show mastery.</p>
<p>Achievement Gap</p>	<p>We are very excited about our ELL student achievement. More than 75% of our students met standard. We accomplished this through a sustained effort from both our academic teachers, school counseling, and administrative team. Our ELL teacher implemented a rigorous pull-out program that served students well. In addition, our teachers were trained on SIOP techniques.</p>
<p>College and Career Readiness</p>	<p>Our goal was accomplished by the school counselors as part of a school wide unit on career awareness and the use of the Career Cruising program adopted by the district. During the month of January, school counselors conducted classroom lessons for all 8th grade students, guiding them through the self-assessment and linking their learning to future goals. Students who were absent for the presentations were able to meet individually with their counselor to complete the task. By May of last year, fewer than 10 students had incomplete profiles in Career Cruising. Inglewood worked with these students individually to accomplish full participation. We also provided an ‘Alternate Completion’ designation – due to their status with IEP/Transition program as well as those with Homeschool/Partial Day status that had no core subject classes at IMS.</p>

<p>School Effectiveness:</p>	<p>During the 16-17 school year the entire staff of Inglewood embarked on an effort to improve both our personalization strategy and intervention strategy. This involved the entire faculty and classified staff and took several months to complete. The resulting changes have had positive impacts on our students and is a great example of working together to solve problems. We hope to continue this effort through the implementation of our new personalization and intervention models.</p>
<p>Attendance and Discipline:</p>	<p>Inglewood struggled to improve our attendance. In fact, the number of days missed went up significantly when compared to the 2015-2016. The Inglewood administrative, counseling, and classified support teams found this work to be far more complex and challenging than we understood when writing this goal. We learned that we needed to go all the way back to taking attendance accurately in order to move forward on reducing our student absences. We have made tremendous progress and believe that the 2017-2018 school year will see a reduction of the number of students that are “moderately chronically absent”. We are very pleased with our discipline data for 2016-2017. The total days of suspension was exactly 40. This is impressive given the fact that over 1200 middle school student attend Inglewood. It is even more impressive when considering that a single student served more than 15% of the days due to a significant disciplinary event. We attribute this reduction in suspensions to a change in administrator practice, building the capacity of our faculty, and a focused effort by IMS counselors to meet the nonacademic needs of children.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

<p align="center">SMART Goals</p>	
<p>Literacy: 6-8 ELA</p>	<p>92% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA.</p>
<p>Math: 6-8 Math</p>	<p>90% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA.</p>
<p>Science: 8 Science</p>	<p>95% of Inglewood students will achieve “at standard” or better on the spring WCAS State-Wide Science assessment.</p>
<p>Achievement Gap</p>	<p>80% of Inglewood students that fall into the “low income” sub category will achieve “at standard” or better on the spring 2018 SBA.</p>

College and Career Readiness	The School Counseling team will provide 8 Flex-time workshops to supplement the already established career readiness units taught in 6 th , 7 th , and 8 th grade classrooms.
School Effectiveness:	The Inglewood Faculty will engage in a comprehensive review of our personalization strategy seeking to improve our intervention practice. On the Spring 2017 Nine Characteristics of Highly Effective Schools survey 100% of staff will agree with the statement “Staff members work together to solve problems related to school issues.” And the statement “The school uses a system to obtain a variety of perspectives with making decisions”.
Attendance:	Fewer than 30 students will be defined as Students with Chronic Absences at the end of the 2017-2018 school year.
Discipline:	The total days of school missed due to suspension, including in school suspension, will be less than 35 for the 2017-2018 school year.

Annual School Goals: Academic

Content area teams of teachers reviewed the scores of their students from the Spring 2017 SBA. Teachers then reviewed the achievement data of their current students on the Spring 2017 SBA. Teachers then used the “Inglewood CIP Goal Setting Guide” to develop goals, identify strategies, solicit professional development, request resources, and plan how to complete progress checks of their goal.

Annual School Goals: Achievement Gap

For the last several years Inglewood has been pleased to see that the “low income” sub-category of students has performed well on our SBA. Last year, for the first time in several years, we saw a substantial drop in performance. For this reason the building leadership team decided this was a worthwhile goal.

Annual School Goals: College and Career Readiness

The counseling team met as a PLC team. After considerable reflection, the counseling team decided to change their College and Career Readiness goal to make use of our new intervention period called FLEX. Because the Career Cruising system has been implemented for a few years, and the IMS team is able to get 100% of students to participate it was time to change this goal. The counselors are now focusing on having 8 different FLEX interventions that focus on college and career readiness. Counselors feel that this goal will allow them to better support struggling students.

Annual School Goals: School Effectiveness

This goal is similar to last year’s and was selected after feedback from faculty that our new intervention system, FLEX, needed to be evaluated and “tweaked” to maximize its effectiveness. Our building leadership model is driven by a committee called our “Building Community Leaders”. The Building Community Leaders (BCL) of Inglewood decided the goal language should remain the same but the focus of the collaborative work should shift to supporting our new intervention model. As we move through this process

it is very important that we systematically gather input and faculty perspective. It is also critically important that we work together to improve the teacher and student experience.

Annual School Goals: Attendance

Attendance continues to be a struggle for Inglewood. The Inglewood administration chose this goal to support the day to day work with students and families. We feel that we need to build systems to gather and display attendance data that is helpful for the new focus on working with kids. This work is incremental and will take time to bear fruit.

Annual School Goals: Discipline

This goal was set by the principal of Inglewood after a review of data and a discussion with teacher leaders, counselors, and administrative team leaders. This is a very rigorous goal that will require proactive steps to help kids maintain school and community appropriate behaviors.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	<p>We will continue to assess students using MAZE reading tests, and we will use the SRI reading evaluation system. Students will track their progress on reading and writing standards using data binders. These will promote student ownership and growth. On-demand writing assessments will help students practice for the SBA.</p> <p>The 6th grade team will use SRI testing data not only for reading information, but to place students at the appropriate level for Wordly Wise, a vocabulary program. In addition, we will analyze Wordly Wise data and adjust as needed. We will continue to work towards unification and collaboration within our curriculum.</p> <p>DBQs (document based questions) including annotating and analyzing primary sources will also be used. Students will practice finding textual evidence to support short and long responses. To help students practice finding textual evidence, we will continue to add to our nonfiction reading selections, including Newsela articles, <i>Times Upfront</i>, and <i>Scope</i>.</p>
<i>Professional Learning needed</i>	<p>The LA/SS team will meet to norm our scoring practice. As a team, we will be part of the Middle School ELA Foundational Cohort. Our team will access coaches and district resources to analyze student work and data to drive our instruction and interventions in the classroom.</p> <p>The ELA CCSS Cohort Phase III will address many of our areas of focus, as well as providing information about new, best practices</p>
<i>Resources needed</i>	<p>Sub-time to meet and norm our scoring practice</p>

<i>Responsible individual or team</i>	6-8 Language Arts Team
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<i>Goal Area</i>	Math
<i>Strategy to support goals</i>	<p>The 6th grade team will focus analysis of student performance on common assessments across the grade level. Instructional practices will include work toward understanding application word problems on calculation skills (story problems). Our focus will be on increasing student performance from one level to the next. Students who are demonstrating above standard performance measured by 6th grade ALEKS will be moved into an enrichment course.</p> <p>ALEKS is our district-approved curriculum accompaniment to Glencoe. The 7th grade math team will design weekly formative assessments on this platform to closely monitor student progress on concepts and procedures taught during the week. Data will be collected on a team spreadsheet.</p> <p><u>Big Ideas Math</u> begins each unit with “Maintaining Mathematical Proficiency” which reviews the skills covered in that particular chapter. Students will be given an example of the correct process for 2 different types of problems. Several problems follow and they will work with their partner on these processes and solutions.</p> <p>Students can sign up or be invited to the 40-minute Flex time on Tuesdays and Thursdays to receive extra instruction in communication and reasoning. We will work on homework questions, warm up questions, and unit test questions that focus on this strand.</p>
<i>Professional Learning needed</i>	<p>To achieve this goal more professional development related to ALEKS as an instructional tool is needed. We also need professional learning about how to analyze and interpret assessment data as a team.</p> <p>We will also need to better understand best practice surrounding the use of Flex time.</p>
<i>Resources needed</i>	Curricular materials provided by the district, training on data analysis, and full implementation of FLEX time
<i>Responsible individual or team</i>	Entire math department.

<i>Goal Area</i>	Science
<i>Strategy to support goals</i>	To achieve this goal, the 8 th grade science team will collaborate to design instructional materials which assess student progress. In addition, teachers will require that students make corrections to all tests and quizzes to ensure mastery of the learning targets and standards.
<i>Professional Learning needed</i>	The professional learning needed to achieve this goal is based around the new NGSS standards and the new curriculum. New curriculum training is provided at the district multiple times throughout the year. In addition, we will need training regarding the new state assessment format and anticipate receiving more information from OSPI this fall.
<i>Resources needed</i>	Other resources necessary to achieve this goal include time. With both new standards and new curriculum all teachers are collaboratively working to learn the

	necessary materials to ensure that students are able to access the content at their appropriate learning level.
Responsible individual or team	6-8 Science team

Goal Area	Attendance
Strategy to support goals	The Inglewood Administrative team will be meeting each week for 30 minutes to discuss the status of our attendance systems, develop new practices, and identify the institutional needs and resources. Counselors and administration will work together to fully implement family and student meetings.
Professional Learning needed	We need to better understand the attendance reports available in Skyward. It is difficult to identify students in need of intervention, and this obstructs the implementation of student supports. Ideally, we would learn how to work around this issue.
Resources needed	We would like a district developed attendance report to better help us identify students.
Responsible individual or team	Tim Patterson, Kristian Dahl, and Mark Blomquist

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

The CIP process and goals were discussed with the PTSA presidents and at Inglewood’s monthly Principal’s Chats. Inglewood’s goals, and how we were going to monitor our progress were the foci of these discussions. Parents also sought to include other growth area’s in our CIP process which are outside of the scope of this document. These goals tended to be cultural goals which Inglewood can work on outside of the CIP process.

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

After final approval of the CIP by the district office, the CIP will be published on our website. After this has taken place Inglewood will include a link to the document in a newsletter, along with a brief explanation of our Continuous Improvement Process.

Continuous Improvement Process Plan

Eastlake High School

400 228th Avenue N.E.
Sammamish, WA 98074

425-936-1500

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

2017 -
2018



Lake Washington
School District

Principal Chris Bede

Associate Principal Todd Apple

Associate Principal Darcie Breynaert

Associate Principal Catherine Fredenburg

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.

Eastlake High School strives to provide dynamic and engaging instruction in every class, every day. Teachers challenge students to learn, while supporting them in this process through a personalized and compassionate culture.

Eastlake believes that students need to develop the intellectual strength and character necessary for success now and in the future, as captured by our mission and motto Wolf Strong, Pack Strong (WSPS).

Eastlake Mission

Developing the character and intellectual strengths for individual and shared success

Eastlake Values

- Intellectual strengths such as curiosity, creativity and effective communication
- Personal attributes such as integrity, responsibility and reflection
- Interpersonal attributes such as empathy, teamwork and service
- Compassion and appreciation for authenticity and diversity
- Growth through initiative, work ethic and perseverance
- Balancing competition and ambition with gratitude and wellness

Wolf Strong, Pack Strong

Eastlake High School continues to excel in student achievement as noted by our graduation rates and standardized test scores. Furthermore, a high percentage of graduates leave Eastlake to continue their education at universities and technical schools.

Eastlake has consistently received the Washington Achievement Award for Overall Excellence. Building on past success, Eastlake will continue to provide an incredible learning experience for students both inside and outside of the classroom.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2016-17	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% <i>2012</i>	88.4%	92%
	% of 10 th graders accumulating 12.0 credits	74% <i>2012</i>	83.6%	90%
	% of 11 th graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11 th graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% <i>2012</i>	85.5%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% <i>class of 2013</i>	91.7%	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% <i>2014</i>	TBA	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2015</i>	88% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

Process to determine School Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	89%	89%	93.2%				
	% of 10 th graders accumulating 12.0 credits	87%	88%	86%				
	% of 11 th graders meeting or exceeding state standards in Literacy	<5%	92.8%	90.6%				
	% of 11 th graders meeting or exceeding state standards in Math*	97.2%	96.3%	95.9%				
	% of 10 th graders meeting or exceeding state standards in Biology	93.5%	91%	90.9%				
High School Students Graduating Future Ready	% graduation rate	95.5%	93.6%	97.7%				
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	88.6%	88%	89.1%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	84% for Class of 2012	88% for Class of 2013	80%				

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
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- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

The following steps have been taken to achieve a 95% participation rate for state assessments:

- Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.
- Late start schedules have been developed to ensure students that are testing are not missing other courses.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of “refusal” is being used instead of “opt out.”

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	The Humanities department will increase the overall SBA ELA score from 96 percent proficiency rate to 97 percent proficiency rate. Specifically, we would like to focus on Reading and Listening sections and ensure that we have zero or one percent below standard.	<p>During the 2016-2017 school year, four juniors didn't take the ELA SBA. Overall, 93.5% of students who took the SBA passed the ELA SBA.</p> <p>During the 2016-2017 school year, 98.1% of students who took the ELA SBA were at/near/above standard in the reading claims and 97.8% of students who took the ELA SBA were at/near/above standard in the listening claims.</p>
Math:	Through course embedded common core activities and having many more students taking the assessment, Eastlake will improve the percentage of students passing the SBA to greater than 80 percent.	In the 2016-2017 school year, Eastlake had 331 students, in Grades 9-11 take the Math SBA. Of those, 85.2% passed.
Science:	Through intentionally designed Science Lab, Homeroom Interventions and quality classroom instruction, we will increase our score on the Application strand of the EOC from 71.9 percent in 2016 to 77.0 percent in 2017. We will also need to continue the transition to the Next Generation Science Standards.	During the 2016-2017 school year, 83.9% of students who took the Bio EOC passed the Application Strand.

Achievement Gap:	For the 2016-2017 school year, the percentage of students with an IEP who earn an F in one or more classes will decrease from 15 percent during the 2015-2016 school year to fewer than 10 percent in the 2016-2017 school year.	7.3% of students with an IEP earned an F in one or more classes
On-Track Credits:	Through intentional interventions and supports, we will increase the number of 9 th graders earning at least six credits from 93.2 percent in the 2015-2016 school year to 95 percent in the 2016-2017 school year.	93.2% of 9 th graders earned at least six credits
College and Career Readiness:	During the first five weeks of the 2016-2017 school year Eastlake student schedule changes resulted in 60 drops from AP and UW courses, which was 5.0 percent of the starting student count. During the first five weeks of the 2017-2018 school year student drops from these courses will decrease to fewer than 4 percent of the starting student count.	6.8% of student schedule changes resulted in drops from AP and UW courses
School Effectiveness:	<p>Through both formal and informal observations, we will increase the percentage of teachers who agreed mostly or completely with the statement that “Teachers receive regular feedback on how they are doing” from 50.9 percent to greater than 70 percent as measured by the 2017 Nine Characteristics of Highly Effective Schools.</p> <p>Through both formal and informal observations, as well as professional development opportunities like Cycles of Inquiry, Teacher Learning Walks, Student Shadows,</p>	<p>Agree mostly or completely with the statement that “Teachers receive regular feedback on how they are doing” - 47.9%</p> <p>Agree mostly or completely with the statement that “Staff members get help in areas they need to improve” - 52.1%</p>

	Professional Learning Coaches and Professional Learning Classes, we will increase the percentage of teachers who agreed mostly or completely with the statement that “Staff members get help in areas they need to improve” from 56.4 percent to greater than 70 percent as measured by the 2017 Nine Characteristics of Highly Effective Schools	
Attendance:	For the 2016-2017 school year, overall absences will decrease by 10 percent from the 2015-2016 school year and students with 5 or more unexcused absences will decrease by 10 percent. Additionally, average absences overall for students with 5 or more unexcused absences will decrease to less than 20.	Overall absences increased during the 2017-2018 school year. However, this is in part due to the growing population of Eastlake students. If you look at average attendance per student, unexcused absences decreased from 2.37 to 1.88 unexcused absences per student. However, overall absences increased from 8.87 to 9.36 absences per student. Students with 5 or more unexcused absences remained stable.
Discipline:	For the Eastlake students who are suspended during the 2016-2017 school year, the percentage of students that will be able to maintain or increase their GPA during the semester in which they are suspended will increase from 46 percent (2015-2016) to 55 percent (2016-2017).	During the 2016-2017 school year, 53.6% of students who were suspended maintained or increase their GPA during the semester in which they were suspended.

Narrative Reflection

Narrative Reflection	
Process:	Besides the safety and security of students, our top priority remains implementing high quality instruction in every class, every day. We break down our instructional improvement plan into three components. First, principals work with individual

teachers to provide consistent and clear feedback in order challenge and engage students in well-designed instruction.

Second, teams of teachers work together in the collaborative planning, implementation and assessment of high quality instruction. To support our Professional Communities of Collaboration (PCCs), which encompasses Criteria 8 of the Danielson Framework by Washington State Criteria, we have spent time understanding and implementing strategies for smarter, more effective teaming.

Finally, our instructional improvement plan aligns timely, job-embedded professional development to the individual needs of teachers. We offer learning coaches, teacher learning walks, student shadows and professional learning classes to support our individual and collective improvement. This year, each teacher also chose an instructional area of focus to conduct action research through a cycle of inquiry. The first step in this cycle of inquiry had teachers look at data and self-assess. Prior to the start of school, they looked at a lot of Eastlake data, PCC data and their individual classroom data. Afterwards, they analyzed their 2016-2017 evaluation and then self-assessed using the Danielson Framework for Teaching. Step 2 of the cycle of inquiry asked them to choose an area of focus and then during the first PGE LEAP in August they developed a plan for professional development and data collection.

We also stay focused on our common goals.

Eastlake Common Goals

- Support students through a positive, personalized and inspiring culture
- Engage and challenge students through well-designed instruction
- Support students in their development of character and citizenship
- Provide students the time and support to meet our high expectations
- Provide students with the knowledge and skills to make thoughtful decisions in high school and beyond (post-secondary plan)

Support students through a positive, personalized and inspiring culture

Our focus on school culture and “Servant Leadership” ensures students feel valued and connected. Our leadership students work to build school spirit and a sense of community that resonates throughout the school. They also incorporated their credo in all their actions and activities.

Student Credo

"Here at Eastlake, through intentional actions, we can create an environment where students and staff can safely fail, feel appreciated and feel loved. This is Eastlake. This is home. This is family. WSPS."

In addition to the efforts of our leadership students, our coaches remain committed to providing an incredible experience for students in the pool, on the course or between the lines on the court. Our club advisors also commit themselves to providing an amazing experience for students, allowing them to learn while pursuing their passions. These activities also educate, teaching life lessons about effort, teamwork and perseverance, important concepts in our Eastlake Values.

Teachers also make an intentional effort to create a positive, personalized and inspiring culture. We work as a staff to consistently show up with a positive demeanor. We learn strategies for developing quality student relationships and how to establish a classroom belief in growth mindset, where students understand that intelligence is fluid not fixed, where they believe that with practice and perseverance they can learn to draw or be good at math.

Teachers also understand that quality relationships improve student learning. That's why they stand at their doors to welcome students prior to class. That's why they smile, ask students questions about their lives and honestly listen to the answers. That's why they use names when they call on students in class.

It's all these little things that allow big things to happen. That's how we try to make every student feel like school is just an extension of home.

Engage and challenge students through well-designed instruction

The Eastlake Mission outlines our efforts to develop both the intellectual strengths and character in students. We want students to know the quadratic formula and understand the lessons of history, but we also want them to learn how to think critically, creatively and independently. To translate our mission

into action, we challenge and engage students in well-designed instruction. We want students to transcend strategic compliance and become authentically engaged, where they perceive their schoolwork as interesting, important and relevant. Where they don't just go through the motions and play school, but rather get fired up about issues and fascinated by the complexities of our world around them.

We also want to challenge students in the right way, where we focus on depth and complexity and not just content coverage and factual regurgitation. Where we differentiate appropriately to push students past their comfort zone, but not overwhelm them to the point of exhaustion or frustration.

Finally, we want to design lessons that align to how students learn. Our teachers create a student-centered environment through instructional strategies such as Problem Based Learning and Socratic Seminars.

Our teachers understand that incorporating movement into instruction helps students learn. Our teachers understand the brain science of attention spans and use this knowledge to inform their lesson pacing and transitions.

At Eastlake, we have a relentless focus on the culture of school and the quality of instruction inside the classroom.

Support students in their development of character and citizenship

Eastlake has a holistic perspective on education, where we not only teach students to think but to act and interact in a healthy and helpful manner. We want to help students conduct themselves responsibly and with integrity. We want students to understand the importance of personal wellness, where ambition and competition are not at the expense of each other, or one's own mental health. We want to not only put students in groups to learn, but teach them to learn as a group.

Research suggests that performance character such as work ethic and the ability to persevere through challenge are more predictive of long term success than GPA and SAT, so we help students form habits, that will then form them for the rest of their lives. In Grade 9, we leverage the AVID WICOR strategies to teach skills such as organization and note-taking. These students also learn time-management and the importance of goal setting, progress monitoring and reflection, because we know that sometimes it's about working smarter, and not just harder.

Through classroom content and instruction, students learn the importance of civic engagement and social justice. Students also learn about the biology of the teenage brain and how it connects to learning and decision making.

We make a plan, and take intentional steps to help students become better people and more productive citizens.

Provide students the time and support to meet our high expectations

Eastlake has also established school systems that personalize education and address the needs of all students. To provide students with the necessary time and support to learn, Eastlake offers student interventions during the school day in Math, Science, Literacy and World Language. Eastlake also offers a flexible time (Wolf Time) in our schedule to meet the various needs of all our students. Wolf Time allows students to access extra support from their teachers during the school day, as well as make up missed labs, assignments or tests. Wolf Time can also mitigate stress and help students balance their busy lives by providing academic work time during the school day.

Provide students with the knowledge and skills to make thoughtful decisions in high school and beyond

Through our High School and Beyond Plan, we provide a lot of guidance and resources that help students become future ready. In Grade 9, students become more self-aware through personality, learning style and interest inventories. Throughout high school they then have an opportunity to update this information and use it in their college or career exploration.

We use a program called Career Cruising to support this work. We hope all of this helps students make thoughtful decisions as they choose classes, and begin to determine their future ambitions. This also provides Eastlake staff with valuable information that we can utilize to determine college visits, career speakers, and even course offerings here at Eastlake.

This CIP reflects, in part, our overall quest at continuous improvement and the contributions from administrators, instructional leaders and all teachers. We have worked as an entire staff, and in teams, to reflect on both qualitative and quantitative data, including perception data, in order to inform the direction of our school and the instruction in our classes.

Literacy:	All the individual strands are higher than the overall percentage because the overall percentage counts students who did not take the assessment as not meeting standard on the assessment.
Math:	This year, the Math Department has implemented a new math curriculum that aligns to the Math CCSS. Hopefully, this new curriculum will result in a higher percentage of students passing the Math SBA.
Science:	Students continued to pass the Biology EOC above 90%. However, the Biology EOC has been discontinued. The new Science assessment, Washington Comprehensive Assessment in Science, will be given to 11 th graders in the Spring of 2018, but will not be a graduation requirement until the Class of 2021.
Achievement Gap:	Over the past years, the Special Education department has focused on supporting students in general education classes through helping teachers modify and accommodate assignments and assessments. Through this work, students in Special Education earning an F in a class decreased from 15% during the 2015-2016 school year to 7.3% during the 2016-2017 school year.
On-Track Credits:	Through targeted interventions and a revision of Student Intervention Teams, the percentage of 9 th graders earning at least six credits went up from 92 percent in 2014-2015 to 93.2 percent in 2015-2016. It stayed steady at 93.2% in 2016-2017. With Students in Grades 9-11 needing 24 credits to graduate, and only having 24 opportunities for credits, we need to continue our focus on getting all 9 th and 10 th graders at least 6 credits per year. We also need to focus on helping students retrieve credit.
College and Career Readiness:	Although our rate of course drops increased, our total number of course completions will increase by more than 250. This year, students registered for 1,415 AP and UW courses. This is almost 300 more students than last year. We have implemented systems to inform students and parents about their options, Overall, these systems are working well. Course drops from three of our 22 AP and UW courses resulted in 40% of the total number of drops. This year we will focus on the three courses that are outliers.
School Effectiveness:	We have implemented a lot of systems to provide feedback for teachers. Administrators spend a minimum of 2.5 hours a week on informal observations and provide feedback to at least three teachers. We also try to target our feedback to a teacher's chosen area of focus. We have implemented a lot of opportunities for professional development. When responding to the question, "I have enough opportunities to grow professionally", 79.2% agreed

	mostly or completely. It's interesting that this number drops significantly on a similar question when it asks about all teachers.
Attendance:	During the 2016-2017 school year, we focused our attention on students who had multiple unexcused absences, causing the number to go down by .5 unexcused absences on average. However, overall absences went up. For the 2017-2018 school year, we will focus on students overall absentee rates.
Discipline:	At Eastlake, we work to keep students who are suspended engaged in school through our In-School Suspension program. Students who are suspended work with an adult to keep up on assignments and stay engaged in school. Through this work, 53.6% of students suspended maintained or increased their GPA's during the semester in which they were suspended during the 2016-2017 school year. This is up from 46% in the 2015-2016 school year. Overall, 78.7% of our suspensions were kept as in-school suspensions.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	<p>The Humanities Department will focus on the implementation of AVID WICOR strategies and the improvement of the Literacy Lab for students in Grade 9. This will help increase the percentage of 9th graders earning 6 credits to 95%.</p> <p>The Humanities Department will also work to finalize the Grade 9 and 10 World Studies Scope and Sequence, and implement more culturally diverse literature in Grades 9-11.</p> <p>Finally, more than 96 percent of students will pass the ELA EOC.</p>
Math:	<p>The Math Department will continue to improve the Math Lab to help increase the percentage of 9th graders earning 6 credits to 95%.</p> <p>The Math Department will work to implement the new curriculum that aligns to the CCSS. More than 95% of the students will pass the Math SBA.</p>
Science:	<p>The Science Department will focus on the implementation of AVID WICOR strategies and the improvement of the Science Lab for students in Grade 9. This will help increase the percentage of 9th graders earning 6 credits to 95%.</p>

	The Science Department will continue to align both their classes and the Science pathway to the NGSS standards in preparation for the new Science assessment. We cannot develop a goal on this assessment because we do not have a baseline measurement.
Achievement Gap:	During the 2017-2018 school year, we will decrease the percentage of failing grades for students on free/reduced lunch from 15.43% (2016-2017) to less than 12%. We will increase the percentage of grades that are A's from 22.57% (2016-2017) to 30%.
On-Track Credits:	Through intentional interventions and supports, we will increase the number of 9th graders earning at least six credits from 93% in the 2016-2017 school year to 95% in the 2017-2018 school year, and the percent of 10th graders earning at least twelve credits from 86% in the 2016-2017 school year to 90% in the 2017-2018 school year.
College and Career Readiness:	Our goal for this year is to increase enrollment in dual-credit courses for three targeted student groups. Our goal for Low-Income students is 74.2%, Hispanic/Latina 77.3% and Black/African American students to 77.1%.
School Effectiveness:	Increase the percentage who agree mostly or completely with the statement that "Teachers use effective strategies to help low-performing students meet high academic standards" from 77.1% to 85%.
Attendance:	We have two attendance goals for this year. The first is to decrease the per capita rate of student absences by 10% from 1.88 in 2016-2017 to less than 1.69 in 2017-2018. The second is a 15% reduction in the percent of students with 3 or more days of unexcused absence from 20.3% of our students to fewer than 17% of our students (last year 384 out of 1888 students had at least three days of unexcused absences).
Discipline:	For the Eastlake students who are suspended during the 2017-2018 school year, the percentage of students that do not stay at Eastlake and graduate after a suspension will decrease from 27.3% (2016-2017) to less than 22% (2017-2018).

Annual School Goals: Academic

This CIP is an extension of the authentic work that we do at Eastlake High School. In response to Core 24, we are currently in the process of implementing a 7-period schedule. However, the current Class of 2019 will only have 25 opportunities to earn 24 credits, and each graduating class in the subsequent three years will only have one more opportunity until the Class of 2022, which will have 28 opportunities for 24 credits. Therefore, we have focused on providing all students the time and support to achieve, and the opportunity to retrieve credits if necessary. This year we have started an AVID class and began the process of implementing WICOR strategies across the 9th grade. These learning strategies, along with our focus on interventions through Wolf Time and our learning labs, will result in more 9th graders passing all their classes. At Eastlake, we consistently collaborate in the planning and implementation of effective, research-based instruction to improve learning and develop a more guaranteed and viable curriculum. Recently, we

shifted the focus of our PCC time to also include the development and implementation of common formative assessments, and the subsequent analysis of the data to improve and inform instruction, as well as intervene with struggling students. Goal-setting around state testing is difficult because the tests in Science, Math and English Language Arts either have changed, or will change this year. Furthermore, when you are passing at such a high rate, improvements of non-cohort data may not be informative.

The Literacy Lab has made improvements in identifying and intervening with at-risk students. This improvement, in addition to the implementation of AVID WICOR strategies for all students, should increase the percentage of 9th graders passing English.

The continued focus on PCCs, along with improvements of interventions such as Wolf Time and the Math Lab, will increase the percentage of students passing Algebra 2. Algebra 2 is a graduation requirement.

The Science Lab has started shifting their focus to Grade 9 because of the change in the science state assessment to the WCAS. They have also started implementing AVID WICOR strategies for all 9th graders, primarily goal-setting and Cornell Notes. This will increase the percentage of 9th graders passing Science.

Annual School Goals: Achievement Gap

As a result of the hard work done by the Special Education department, in conjunction with general education teachers, the percentage of students in special education earning an F has decreased significantly. This year, we will focus on students who qualify for free/reduced lunch. During the 2016-2017 school year, 15.43% of grades earned by students who are on free/reduced lunch were failing grades. This is in contrast between students who are not on free/reduced lunch, where only 2.05% of grades are failing grades. Additionally, only 22.57% of grades are A's for students on free/reduced lunch in contrast to 54.9% of grades are A's for students not on free/reduced lunch.

Through intentional work with lab teachers in Science, Math, English and Foreign Language, along with increasing the number of times students can access their teacher during the school day (Wolf Time), we will decrease the percentage of grades that are failing for students on free/reduced lunch from 15.43% to less than 12%. Additionally, we will increase the percentage of grades that are A's from 22.57% to 30% or more during the 2017-2018 school year.

Annual School Goals: On-Track Credits

Through targeted interventions and a revision of Student Intervention Teams, the percentage of 9th graders earning at least six credits went from 89 percent in 2015-2016 to 93 percent in 2016-2017. With Students in Grade 9 and 10 needing 24 credits to graduate, and only having 24 opportunities for credits, we need to continue our focus on getting all 9th and 10th graders at least 6 credits per year. From the 2016-2017 school year, 7 percent of current 9th graders and 14 percent of current 10th graders are credit deficient to start the year.

Annual School Goals: College and Career Readiness

In 2015-2016, our total rate of juniors and seniors enrolled in dual-credit courses was 84.8%. (data from 2016-2017 not available). The rates from our targeted groups were

69.2% for Low-Income, 72.3% for Black/African-American, and 72.1% for Hispanic/Latino. We will work to reduce this opportunity and achievement gap.

We will increase enrollment in dual credit courses by school-wide interventions during our Homeroom class, and targeted interventions to specific students during Wolf Time. We will also develop communication to parents of our targeted students to encourage them to attend our AP/UW Parent Night. We also have several professional development opportunities for teachers to build instructional skill around Culturally Responsive Teaching. For example, some teachers are enrolled in a book study on *Overcoming the Achievement Gap Trap*, and two groups of teachers participate in our Professional Learning Series workshops on Social Justice 1 and Social Justice 2. These teacher trainings, as well as other school-wide professional development, combine awareness with practical classroom application.

Annual School Goals: School Effectiveness

Our goal is to increase the percentage of teachers who agree mostly or completely with the statement that “Teachers use effective strategies to help low-performing students meet high academic standards” from 77.1% to 85%. We chose this goal because it relates to our continued focus on high quality teaching and timely and targeted interventions through Wolf Time and the various labs. In our PCCs, we have focused a lot on collaboratively planning to create a more guaranteed and viable curriculum. This year, we have shifted our focus to also include more common formative assessments and interventions for students who do not meet standard. We also have a Professional Learning Series class on Data Teams.

Annual School Goals: Attendance

We recognize the correlation between chronic absenteeism and a reduced graduation rate, so we are working to reduce our absence rate, especially for unexcused absences. Our strategies include automatic phone calls the same day of each absence, followed by individual phone calls the next day by our attendance secretary. After 48 hours, an associate principal has one-on-one conversations with students whose absences still have not been excused. As students accumulate more absences, we have thresholds that bring in our counselors and our Becca Coordinator. At these meetings, we stress the importance of consistent attendance and we try to identify and overcome any barriers. We also include progressive discipline. For our most chronically truant students, our Becca Coordinator follows all Becca processes and sometimes even goes to the students’ homes to bring them to school.

Annual School Goals: Discipline

During the 2016-2017 school year, 27.3% of students who were suspended are no longer at Eastlake and have not graduated. For the 2017-2018 CIP goal, we will work to re-engage students after they have been suspended. To do this, we will access our drug and alcohol counselor to follow-up on treatment recommendations and have our mental health provider work with students who have been suspended. If a student has been suspended multiple times, the student’s counselor, administrator and mental health provider will meet to determine how to best support the student. Through these supports, we will decrease the number of students who leave Eastlake without graduating after being suspended from 27.3% to below 22%.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Attendance
<i>Strategy to support goals</i>	Revised attendance practices to encourage consistent attendance. Better communication to families. A focus on building relationships with chronically absent students to identify root causes and develop viable plans.
<i>Professional Learning needed</i>	Collaboration between LWSD Associate Principals and KingCo Principals
<i>Resources needed</i>	More informative reports from Skyward
<i>Responsible individual or team</i>	Eastlake Administration

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Improvement of Wolf Time. Improvement of Math, Science, Literacy and World Language Labs. Better communication to parents and students. Professional development on engaging and challenging traditionally marginalized students.
<i>Professional Learning needed</i>	Culturally Responsive Teaching
<i>Resources needed</i>	NA
<i>Responsible individual or team</i>	Eastlake Administration

Goal Area	Discipline
<i>Strategy to support goals</i>	Better coordinated resources at Eastlake. Improve our plan to identify, understand and help disengaged students.
<i>Professional Learning needed</i>	The Achievement Gap Trap
<i>Resources needed</i>	Eastlake "Watch List"
<i>Responsible individual or team</i>	Eastlake Administration

Goal Area	Science
<i>Strategy to support goals</i>	Improve Science Lab and implement AVID WICOR strategies for all 9 th graders
<i>Professional Learning needed</i>	AVID Conference
<i>Resources needed</i>	AVID Materials
<i>Responsible individual or team</i>	Eastlake Administration

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

A strong design for improving instruction rests on a well-developed vision of good instructional practice that people find compelling. Eastlake had not revised the vision and beliefs since its inception in 1993. Eastlake opened as a member of the Coalition of Essential Schools, an organization whose Common Principles centered on personalization, student-centered instruction, integration and critical thinking. Over the last eight years, Eastlake has implemented Professional Learning Communities (PLCs). More recently, we implemented ideas around the concept of Wolf Strong, Pack Strong (WSPS). Although one goal of WSPS intended to improve our school culture through the creation of a clearer Eastlake identity, it also focused on improving classroom instruction and increasing student engagement.

A few years ago, we implemented an inclusive yet efficient process for revising the Eastlake vision and beliefs. We presented a draft of the new Mission and Values to the PTSA Board and Senate for feedback. This process culminated in the adoption of a new Eastlake mission and values that combines all the various influences on the EHS culture.

This new mission and these values capture what it means to be Wolf Strong and Pack Strong. They outline high levels of thinking such as creativity, performance character like work ethic, teamwork and perseverance and the moral character of empathy and compassion. They serve as a platform to promote engaging curriculum and instruction that emphasizes interdisciplinary skills and attributes.

Over the last few years, we have really focused on our mission in action, where we make intentional, systematic efforts to sustain our positive culture and ensure engaging and challenging instruction in every class, every day.

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

Eastlake prides itself on creating a vibrant school through clear communication and a willingness to listen and learn. We try to solicit input from all stakeholders and involve them in the process of continuous improvement. We 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 improved the website, the community newsletter called the Weekly Wolf Update. In the Principal's Message, we highlight programs and people at Eastlake, share insights into quality instruction, study skills, and the development of personal and interpersonal characteristics in our students.

We have initiated and consistently updated an Eastlake Facebook and Twitter account that communicates upcoming events and celebrates past successes. We created a Curriculum Night video that showcased the essence of Eastlake, and teacher spotlights that highlight our incredible staff. The CIP is uploaded to the Eastlake website.

Continuous Improvement Process Plan

Renaissance School of Arts and Reasoning

400 228th Ave N.E.
Sammamish, WA 98074

425-936-1544

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

2017 -
2018



Principal Chris Bede
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.

Renaissance Middle School remains a dynamic “choice” school within the Lake Washington School District. Renaissance teachers have high expectations for themselves and their students. They support students in meeting those high expectations through an innovative, integrated and challenging curriculum. They also support and empower students through a safe, positive and inclusive culture.

Renaissance School of Arts and Reasoning Mission: Engage students in an academically rigorous and challenging environment to support their personal and future success.

Renaissance School of Arts and Reasoning Values:

- Take Care of Yourself: Be Prepared
- Take Care of Others: Be Empathetic
- Take Care of Our School: Be Responsible
- Take Ownership of your Learning: Be Persistent

Renaissance School of Arts and Reasoning (RSAR) has a holistic perspective on student learning, where teachers not only work with students on academics, but help them develop the personal and interpersonal attributes necessary for future success. RSAR will prepare students for success in high school through their focus on rigorous academics. Classroom instruction personalizes learning to meet the individual needs of students, and teachers provide enrichment opportunities when students soar and extra support when students struggle.

Teachers support students within the school day through Raven Time, where one day a week students can access one-on-one support from teachers as determined by both teachers and students. It is also a time in which students may make up tests or labs.

On the 2017 Smarter Balanced Assessment (SBA), 87% of Renaissance sixth graders were proficient in ELA/Literacy and 62% reached proficiency in Math. Furthermore, 97% of seventh grade students were proficient on the ELA/Literacy portion of the SBA. In math, 76% of the seventh graders achieved proficiency. In all tested areas but one, Renaissance 6th and 7th grade students surpassed the District and State averages.

Renaissance eighth grade scores continued to be excellent. On the SBA, 91% of our students were proficient in ELA/Literacy. On the Math exam, 77% of eighth graders met standard. In science, more than 90% of eighth graders met standard on the Science MSP. Renaissance 8th grade students surpassed the District and State averages in all areas.

The Renaissance staff continues to use student performance on classroom-based assessments and SBA results to guide their instruction in a quest for continuous improvement.

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:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	75%	90.6%	87%				
	% of 6 th graders meeting or exceeding state standards in Math	68.7%	68.7%	62%				
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	87.5	84.3%	97%				
	% of 7 th graders meeting or exceeding state standards in Math	81.2%	78.1%	76%				
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	95%	90.6%	86%				
	% of 8 th graders meeting or exceeding state standards in Math	79.3%	77.4%	75%				
	% of 8 th graders meeting or exceeding state standards in Science	95%	90.3%	96%				

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	89% of students will meet or exceed standard	90% met or exceeded standard
Math: 6-8 Math	75% of students will meet or exceed standard	71% met or exceeded standard
Science: 8 Science	The percentage of 8 th grade students reaching proficiency will remain at or above 90% measured by the Measure of Student Progress (MSP)	96% met or exceeded standard
Achievement Gap	RSAR 8 th grade math students will move from level 1 and 2 to a level of proficiency	Even with targeted assistance, we had two students at a level 1. One of the children had a diagnosed learning disability in math and the other had a diagnosed psycho-social disability.
College and Career Readiness	All 8 th graders will participate in the district's College and Career Readiness program.	Renaissance 8 th graders participated in the College and Career Readiness program in the Spring of 2017. Along with the College and Career Readiness, all the students at Renaissance participated in a day long Engineering experience at the University of Washington
School Effectiveness:	RSAR staff will develop a perception survey to be sent to all former RSAR freshman to determine their preparedness for high school. RSAR staff will administer a spring perception survey to all parents.	The RSAR staff developed a student survey that was sent to all previous 8 th graders in the fall. Only 2 students responded.
Attendance and Discipline:	Fewer than 5% of our population will receive a disciplinary referral reflection sheet during the semester.	We had fewer than 5%. Those that did receive disciplinary referrals, were a trio of boys who consistently needed redirection, thus accounting for the preponderance of referrals.

Narrative Reflection:

Staff at Renaissance Middle School used guided lessons, modeling of answers, and direct instruction in all subject areas. We differentiated instruction and retaught students in small groups. Our Student-Teacher-Academic-Time (STAT) on Tuesdays and Thursdays supported students with small group or one-on-one help. Finally, we integrated the SBA prep work into our ELA classes. RSAR teachers utilized both the SBA results and student class work to guide our instruction. Collaboration and discussion between teachers is the most important factor in setting goals. Analyzing student work and academic growth opportunities that we see throughout the grade levels plays another part in determining the process for setting school goals. During Guild we implemented leveled assessments and monitored progress compared to our benchmark data. Our school-wide goal was to develop comprehension strategies with non-fiction text, including identifying a claim and providing supporting evidence. In addition, we focused on developing student discussions by implementing the strategy of SPACE (Silent, Paraphrase, Accepting language, Clarifying questions, and Evidence).

Narrative Reflection	
Process:	In our continued goal to work more closely with the Eastlake staff, we are participating in their PGE classes and meetings. This year, the teachers agreed on an instructional area of focus to conduct action research through a cycle of inquiry. The first step in this cycle of inquiry had teachers look at data and self-assess. Prior to the start of school, we looked at Renaissance data, classroom data and SBA scores. Afterwards, we analyzed our 2016-2017 evaluation and then self-assessed using the Danielson Framework for Teaching. Step 2 of the cycle of inquiry asked us to choose an area of focus and then during the first PGE LEAP Wednesday, develop a plan for professional development and data collection
Literacy: 6-8 ELA	We notice that our students consistently are strong in ELA. Our curriculum is deep and builds upon the skills with which students come. The RSAR staff makes a concerted effort to bring in outside experts to enrich the curriculum. We had WITS (Writers In Residence) for two learning sessions last year. Staff also engages students by addressing current world events.
Math: 6-8 Math	While the numbers may indicate a weakness, in fact, over half of the 8 th graders attained scores of 4 on state testing. The published score does not take into consideration the number of students who have identified disabilities in the area of math. Yearly scores do not reflect student growth over the three- year period at RSAR. Looking more in depth, students at RSAR make gains in math every year.
Science: 8 Science	Our eighth-grade students continue to excel on the MSP science exam. 96% of students met standard. Renaissance consistently exceeds the state and District levels. We feel that this is a clear example of how Renaissance strives for excellence and rigor in our programs.

Achievement Gap	The sub group we focused on was RSAR 8 th grade math students will move from level 1 and 2 to a level of proficiency.
College and Career Readiness	Renaissance 8 th graders participated in the College and Career Readiness program in the Spring of 2017. This year's class will also participate. Along with the College and Career Readiness, all the students at Renaissance participated in a day long Engineering experience at the University of Washington.
School Effectiveness:	Teachers sent a student survey to former 8 th graders. Of the 30 students, only 2 participated. The survey was emailed through LWSD email service. This may not be an effective way to reach students. One suggestion to get more alums to participate is to have previous RSAR students who attend EHS take the survey during Wolf Time.
Attendance and Discipline:	Our goal was to have fewer than 5% of our population receive a disciplinary referral reflection sheet during the semester. We did achieve this goal.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	<p>The 6th grade class of 2024 will score 3% higher than the class of 2023 (87%) as measured by the Smarter Balanced Assessment in Spring 2018.</p> <p>The 7th grade class of 2023 will increase proficiency levels from 87% to 92% as measured by the Smarter Balanced Assessment in Spring 2018.</p> <p>The 8th grade class of 2022 will increase proficiency levels from 97% to 98% as measured by the Smarter Balanced Assessment in Spring 2018.</p>
Math: 6-8 Math	<p>The 6th grade class of 2024 will score 7% higher than the class of 2023 (62%) as measured by the Smarter Balanced Assessment in Spring 2018.</p> <p>The 7th grade class of 2023 will increase proficiency levels from 62% to 75% as measured by the Smarter Balanced Assessment in Spring 2018.</p>

	The 8 th grade class of 2022 will increase proficiency levels from 76% to 80% as measured by the Smarter Balanced Assessment in Spring 2018.
Science: 8 Science	The percentage of 8 th grade students reaching proficiency will be maintained at 95% as measured by the WCAS.
Achievement Gap	RSAR 6 th grade math students will move from level 1 and 2 to a level of proficiency.
College and Career Readiness	All 8 th graders will participate in the district’s College and Career Readiness program.
School Effectiveness:	RSAR staff will develop lessons which use the principles as defined in the book Habits of Mind, 16 Essential Characteristics for Success. RSAR teachers will engage students in activities that will allow students to practice these skills.
Attendance:	With so few students, RSAR has not set an attendance goal because it varies from year to year drastically based on the student population.
Discipline:	We are utilizing our counselor in the classroom to develop common language and problem-solving techniques to mitigate behavior issues.

Annual School Goals: Academic

As a staff, we spent time evaluating the results of the 2017 SBA, and individual class grades. We looked at the claims in areas of the SBA that were weak and which we could target specifically. We also discussed the composition of each class (7th and 8th grades) and progress made over time at RSAR. In the area of math, we provide level 4 questions on assessments; we allow students to work at differentiated paces; and provide extension projects for students who demonstrate mastery of the concepts. In the area of ELA students receive rubrics for every written work or project. This allows students to self-assess and to monitor their work as they complete the assignment. Raven Time is incorporated into the school day. This allows students to ask teachers questions, to make up work, to receive additional explanation on assignments and additional support. The staff at Renaissance will monitor these academic school goals through the use of ongoing formative assessments and classroom assignments.

Annual School Goals: Achievement Gap

In reviewing the 2017 SBA mathematic scores, the Renaissance staff identified the need to continue to strengthen the 8th grade students’ understanding of mathematical concepts. Teachers are ensuring the appropriate interventions by using small group work, test corrections, individual/small group teacher instruction, and peer tutoring/support. Progress will be monitored through formative and summative assessments as well as exit cards and reflection questions. In addition, targeted assistance is being provided to some 6th graders through a co-teaching model, whereby students are grouped according to ability levels, curriculum is differentiated, and small group instruction is employed.

Annual School Goals: College and Career Readiness

Students in Grade 8 will participate in the District provided Career Cruising. All students are exposed to a variety of career pathways through school-wide service projects, fieldtrips, guest speakers, and near-by universities. Strong parent and school community involvement ensures that our students come in contact with a wide range of cultures, backgrounds and careers.

Annual School Goals: School Effectiveness

RSAR staff will develop lessons which use the principles as defined in the book Habits of Mind, 16 Essential Characteristics for Success. RSAR teachers will engage students in activities that will allow students to practice these skills. We are continuing to implement SPACE as a learning tool.

Annual School Goals: Attendance

With so few students, RSAR has not set an attendance goal because it varies from year to year drastically based on the student population. However, we will continue to closely monitor our attendance for trends, and individual truancy, and address them accordingly.

Annual School Goals: Discipline

RSAR students will utilize a disciplinary referral reflection sheet when students are not following teacher expectations, school rules, or district policies. This process includes different levels of intervention. 1.) 1st referral: student will fill out the reflection sheet. 2.) Student meets with the teacher to discuss the reflection sheet and the student responses. 3.) 2nd referral: The students will fill out the reflection sheet. 4.) The student, teacher, and parent will meet to discuss the student responses on the reflection sheet. In addition, we are exploring ways to effectively utilize our new school counselor to positively affect student behavior.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	Use a variety of texts, All teachers have a shared vocabulary. We utilize the library data bases. We have WITS working with students on different genres of writing. We utilize Lucy Caulkins, Writers Workshop curriculum.
<i>Professional Learning needed</i>	Working with Wendy Robards, a district coach, on developing and refining our curriculum.
<i>Resources needed</i>	PTSA support for WITS program and theatrical programs. Teacher collaboration time.
<i>Responsible individual or team</i>	Karen Amaya, Todd Bohannan, Martha Daman, Jyoti Bawa, Diane Fabish

Goal Area	Math
<i>Strategy to support goals</i>	Use the District’s scope and sequence to allow us to supplement our math curriculum with effective elements of CMP. RSAR 6 th grade math students will move from level 1 and 2 to a level of proficiency.
<i>Professional Learning needed</i>	Learn the new curriculum, time to develop plans, collaboration time. Use of District Coach to help develop effective teaching strategies.
<i>Resources needed</i>	Jyoti Bawa—providing remediation to 6 th grade math
<i>Responsible individual or team</i>	Jyoti Bawa, Karen Amaya, Todd Bohannon

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Development of lessons pertaining to Habits of Mind and SPACE.
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	Teacher collaboration time, Habits of Mind resource book
<i>Responsible individual or team</i>	Karen Amaya, Todd Bohannon, Martha Daman, Jyoti Bawa, Diane Fabish

Goal Area	Discipline
<i>Strategy to support goals</i>	Counselor taught lessons and weekly meetings with students who may need extra support. Use of SPACE and Habits of Mind in the classrooms.
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	Time to collaborate with Paula about concerns we have about students.
<i>Responsible individual or team</i>	Karen Amaya, Todd Bohannon, Martha Daman, Jyoti Bawa, Diane Fabish Paula Olson

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

RSAR has a strong partnership with Eastlake High School, RSAR parents and the surrounding community. The RSAR parent group volunteers a lot of time and remain consistently involved in the quest for continuous improvement.

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

RSAR informs parents about the CIP through the parent meetings and the weekly newsletter, The Raven Review. The CIP will also be posted on the RSAR website.

Continuous Improvement Process Plan

Tesla STEM High School

4301 228th Avenue NE
Redmond, WA 98053

425-936-2770

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

2017 -
2018



Principal Cindy Duenas
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.

Tesla STEM High School is a science, technology, engineering and mathematics high school that uses problem-based learning to prepare students for future STEM professions. Students conduct research in STEM Lab Concentrations, investigate real world problems, and bring research and debate into the equation while working towards viable resolutions.

Students enroll in on average, six Science courses and four Math courses for the duration of their high school years. Engineering and Technology are integrated into all grade level classes throughout a student's four years at Tesla STEM. A key academic feature frames the first two years of a student's experience at STEM. Students are immersed in an integrated Science, Engineering, and Humanities sequence where the focus is on the students' development of multiple skills, including conducting authentic research, working with primary source documents, developing scientific investigations, understanding and applying the engineering design process, collaboratively working in the Problem-Based Learning environment, developing digital literacy, and expanding critical thinking skills.

Courses completed in first two years at Tesla STEM include: English Language Arts, Physics, Math, Visual and Graphic Design, Computer Science and Technology, Engineering, AP Environmental Science and AP/Honors Biology. As a critical component in STEM education, students work in a STEM Lab Concentration and/or STEM Pathway in their Junior and Senior years, conducting inquiry and research, exploring questions of their own, and championing their own ideas to the level of publication and/or production. The STEM Lab Concentrations and STEM Pathways continue to address the goals of the *Grand Challenges for Engineering* to support a bright and sustainable future on a global scale.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2016-17	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% <i>2012</i>	88.4%	92%
	% of 10 th graders accumulating 12.0 credits	74% <i>2012</i>	83.6%	90%
	% of 11 th graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11 th graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% <i>2012</i>	85.5%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% <i>class of 2013</i>	91.7%	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% <i>2014</i>	TBA	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2015</i>	88% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

Process to determine School Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	85%	93%	95%				
	% of 10 th graders accumulating 12.0 credits	75%	87%	92.5%				
	% of 11 th graders meeting or exceeding state standards in Literacy	75%	≥95%	97.2%				
	% of 11 th graders meeting or exceeding state standards in Math*	99.2%	100%	100%				
	% of 10 th graders meeting or exceeding state standards in Biology	≥95%	≥95%	92.6%				
High School Students Graduating Future Ready	% graduation rate	99.1%	97.7%	99.2%				
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	96.9%	96.9%	97.7%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	n/a	n/a	85-89%				

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
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- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

The following steps have been taken to achieve a 95% participation rate for state assessments:

- Common language on the importance of state testing is used by all schools in the district with links to the main district website. Links on the website provide access to the ReadyWA documents.
- Late start schedules have been developed to ensure students that are testing are not missing other courses.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association. The language of “refusal” is being used instead of “opt out.”

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	By June 2017, 97% of our students will correctly site resources in APA format to avoid plagiarism on papers written.	By June 2017, 100% of students were able to demonstrate proficiency in citing sources using the APA format.
Math:	By February 2017, our students will improve their ability to attend to precision from 75% accuracy to 90% accuracy by clearly communicating steps, reasoning, unit of measure and conclusions when modeling grade appropriate application problems.	By May 2017, 92% of our students were able to attend to precision by clearly communicating steps, using appropriate units of measure, and justifying conclusions when modeling grade appropriate application problems.
Science:	By June 2017, 100% of Junior students will demonstrate understanding and use of the engineering design process and authentic research as outlined in the Next Generation Science Standards through participation in a mentor-based competition.	By June 2017, 100% of Juniors demonstrated their understanding of the engineering design process by participating in a mentor-based competition.
Achievement Gap:	By June 2017, students qualifying for Special Education will improve their proficiency on standardized tests in ELA from 89% to 95% by targeted assistance in ELA and Social Studies classes and RTI.	By June 2017, 100% of our students qualifying for Special Education were able to earn proficient scores on their standardized tests in ELA.
On-Track Credits:	By August 2017, our student population will increase their on-track credit completion from 93% to 95% through increased family communication about student progress, focused attention on historically	By June 2017, we were able to increase our on-track credit completion to 95% of our student population.

	difficult courses, and informing students on summer school opportunities.	
College and Career Readiness:	By June 2017, all juniors will demonstrate the 21 st century skill of collaboration by successfully participating in a group project in their signature lab.	By June 2017, 100% of juniors demonstrated the 21 st century skill of collaboration by participating in multiple group projects within their signature labs.
School Effectiveness:	By June 2017, 95% of returning faculty will take on a leadership role within the school.	By June 2017, 91% of the returning faculty took on leadership roles within the school.
Attendance and Discipline:	<p>By June 2017, absences in 1st period will decrease from 7% to 5% using parent meetings and student letters to inform and coach students and families for better attendance.</p> <p>By June 2017, we will gather data on instances of plagiarism in ELA and Social Studies to act as a base line for future interventions. This will be the first year we are tracking this data.</p>	<p>By June 2017, the number of absences in 1st period varied month to month from 4% to 7%, with our yearly average of 6%.</p> <p>During the 2016-17 school year, individual teachers monitored instances of plagiarism in ELA and Social Studies.</p>

Narrative Reflection:

Narrative Reflection	
Process:	We started the year by reviewing the previous year's data during our August LEAP time. We had staff identify common trends they observed discussed areas of focus for the building. Throughout the year, we reviewed our progress toward our building goals at our staff meetings. We also scheduled meetings throughout the year for departments to identify their annual goals and monitor progress throughout the year. Each department met a minimum of 4 times throughout the year to look at student data and evaluate progress toward their goal.
Literacy:	Our goal in Literacy was to improve the students' ability to correctly cite their sources. Our ELA and Social Studies teachers met on a

	<p>biweekly basis to discuss this goal and design grade appropriate benchmarks for the use of APA formatting for student papers. The teachers identified students that needed additional practice and worked with smaller groups of students to focus on common needs for improvement. By the end of the year, 100% of students were able to meet grade level benchmarks for citing sources using APA formatting.</p>
Math:	<p>Our goal in the math department during the 2016-17 school year was to improve students' ability to attend to precision when modeling grade level appropriate application problems as outlined in the Common Core State Standards. Throughout the year we identified students that needed additional supports through formative assessments and scaffolded practice. We did not reach our goal of 90% proficiency by February, so the math department continued to work on the goal throughout the year. By May 2017, 92% of our students demonstrated proficiency in attending to precision by clearly communicating steps, using appropriate units of measure, and justifying conclusions when modeling grade appropriate application problems.</p>
Science:	<p>As a science department, we focused on teaching to the Next Generation Science Standards. Our primary focus was the inclusion of the engineering design process outlined in the standards. Throughout all our signature labs, students engaged in the engineering design process, where students defined problems, designed solutions, and optimized their final designs.</p>
Achievement Gap:	<p>We identified an achievement gap on ELA standardized test scores between our students qualifying for special education and our general population. Our ELA and Social Studies teachers provided targeted assistance in classes and students were given additional practice during RTI throughout the year. By the end of the year, 100% of our students qualifying for special education had passed their state standardized tests in ELA.</p>
On-Track Credits:	<p>Our counseling department and faculty did a wonderful job of tracking student progress throughout the year. They were able to inform families early in the year when students were struggling with course work and help families create student support structures both inside and outside of school hours. As the year progressed, plans were also made to help students with credit retrieval over the summer. By the end of June 2017, 95% of our students were on track with their total number of credits. We have seen the biggest improvement in our Freshman classes. Over the last 3 years, we have gone from 22 to 12 to 8 Freshman having less than 6 credits at the end of the year.</p>

College and Career Readiness:	As a school, we put an emphasis on improving students' ability to successfully collaborate on projects through instruction on tools available for organizing and collecting group work as well as strategies for dividing up tasks. Students participated in group projects at all grade levels, and 100% of juniors successfully participated in multiple group projects within our signature labs.
School Effectiveness:	Throughout the year, our staff was encouraged to take on leadership roles around the school. Of the 22 returning faculty, 20 of them took on leadership roles. Although we did not arrive at our goal of 95%, we made significant progress by reaching 91%.
Attendance and Discipline	<p>At the beginning of the 2016-17 school year, we identified attendance issues with some of our students. In particular, several students were missing 1st period. As a staff, we made it a focus to emphasize the importance of regular attendance. Teachers, counselors, and administrators communicated with families throughout the year. We were able to reduce 1st period absences throughout the year from 7% to an average of 6%.</p> <p>During the 2016-17 school year, individual teachers monitored and recorded instances of plagiarism in their own classes. We will build upon this data in the 2017-18 school year to track trends across the school.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	By June 2018, 100% of our students will improve their ability and comfort to make productive contributions to classroom discussions and express their personal voice during presentations.
Math:	By June 2018, 100% of our students will successfully monitor their understanding of our new mathematics curriculum through equitable strategies designed to provide students with individualized instruction.
Science:	By June 2018, 100% of Junior students will demonstrate understanding and use of the engineering design process and authentic research as outlined in the Next Generation Science Standards through participation in a mentor-based competition.
Achievement Gap	By June 2018, our Freshmen qualifying for Special Education/504 will increase from 66% to 80% on-track for credits.

On-Track Credits:	By August 2018, our student population will increase their on-track credit completion from 95% to 96% through increased family communication about student progress, focused attention on historically difficult courses, and informing students on summer school opportunities.
College and Career Readiness	By June 2018, 100% of Junior students will demonstrate the 21 st century skill of collaboration by successfully participating in a group project in their signature lab.
School Effectiveness:	By June 2018, 95% of returning faculty will take on a leadership role within the school.
Attendance:	By June 2018, absences in 1 st period will decrease from 6% to 5% using parent meetings and student letters to inform and coach students and families for better attendance
Discipline:	By June 2018, we will continue to gather data on instances of plagiarism in our courses and design intervention strategies to reduce the number of instances.

Annual School Goals: Academic

The staff looked at student data in department groups (ELA/Social Studies, Math, Science) to identify areas of focus for the year. Each department group selected these goals after finding that we still had room to grow in these areas. We are ensuring all students are receiving challenge and rigor by differentiating our stem-focused curriculum based on student interest and ability. To meet department goals, teachers are meeting 3 times a year to discuss teaching strategies, classroom activities and assessing student data to ensure students receive necessary interventions. The staff will meet 3 times throughout the year to internally review data and assess progress toward our goals.

Annual School Goals: Achievement Gap

After reviewing our data on state testing, credits, and attendance, we looked at how different subsets of our students performed in each category. Our data was very homogeneous between groups. The one area that did stand out was credit completion for our freshmen qualifying for special education and 504 accommodations. Students will receive interventions through a combination of SDI, homework club, peer tutoring, or supports built into their general education classes. We will monitor the progress of our students through monthly grade checks and quarterly progress reports.

Annual School Goals: On-Track Credits

This goal was chosen to help our students achieve Core24. We will monitor progress throughout the year with quarterly progress reports and summer school records at the start of next year.

Annual School Goals: College and Career Readiness

In order to prepare students for college and career, we wanted to pick a goal related to a 21st century skill. In all grades, we have been working on fostering a collaborative environment. However, we wanted to quantify students' abilities to successfully collaborate with their peers before their senior year. We will monitor student progress

throughout the year by looking at student data related to successful collaboration techniques students use during group projects.

Annual School Goals: School Effectiveness

Last year we made great strides to ensure that our staff had the opportunity to take on a leadership role within the school. However, we did not quite make our goal of 95%. Therefore, we wanted to continue to find areas for staff to demonstrate their leadership abilities. We will monitor progress throughout the year by administration check-ins and leadership meetings.

Annual School Goals: Attendance

For our attendance goal, we have noticed a higher rate of absences in 1st period compared to other courses and that it is affecting student performance in those classes compared to other periods. We will monitor progress throughout the year by looking at instances of absence in 1st period relative to other classes.

Annual School Goals: Discipline

For our discipline goal, we have noticed that plagiarism is an issue in our classes, but we have not quantified how big of an issue it is. We will use this year to gather data to assess the extent of the problem. We will monitor progress throughout the year by collecting data on the number of cases of plagiarism in ELA and Social Studies classes.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Identify underlining issues that prevent students from successfully conveying their voice and identity, especially for our 504 students Bi-weekly PLC meetings using the cycles of inquiry protocol to improve instructional practices Monitoring data on students' preparation and level of Depth of Knowledge for class discussions and presentations Collect data on number of instances students contribute during class discussions.
<i>Professional Learning needed</i>	None needed at this time
<i>Resources needed</i>	None needed at this time
<i>Responsible individual or team</i>	Humanities Department

Goal Area	Math
<i>Strategy to support goals</i>	Assigning online skill practice using Webassign/Big Ideas databases which provided students with instant feedback on understanding and links to explanations of the skill Providing students with adaptive assessments to use as individualized study plans Providing students with links to access digital tutorials for each unit Surveying students throughout the year about which tools from our new curriculum are working and how they prefer to use them.

<i>Professional Learning needed</i>	Math teachers will attend district training on implementing the new curriculum and using its supplied tools.
<i>Resources needed</i>	None needed at this time
<i>Responsible individual or team</i>	Math Department

Goal Area	Science
<i>Strategy to support goals</i>	Detailed research plan instructions given by teacher Guidance on finding a mentor Instruction on scientific experiment or engineering design process Minimum of bi-monthly check-ins during competition process Teacher office hours for extra help
<i>Professional Learning needed</i>	Guidance on designing competitions into classroom curriculum
<i>Resources needed</i>	None needed at this time
<i>Responsible individual or team</i>	Science Department

Goal Area	Attendance
<i>Strategy to support goals</i>	Regular review of school attendance with emphasis on discrepancies between 1 st period and other classes throughout the day Teacher initiated communication regarding repeated missed attendance Counselor follow-up communication regarding continued missed attendance
<i>Professional Learning needed</i>	None needed at this time
<i>Resources needed</i>	None needed at this time
<i>Responsible individual or team</i>	Teaching staff, academic counselors, office managers and administrators.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
PTSA Co-Chair/Leadership Meetings
Strategies to inform parents, families, and the community about the Continuous Improvement Process
PTSA General meetings, PTSA Newsletter, PTSA Co-Chair/Leadership Meetings, CIP posted on the Tesla STEM website.