



Lake Washington

School District

Continuous Improvement Plans

JUANITA LEARNING COMMUNITY

2017-2018

- Bell Elementary School
- Frost Elementary School
- Juanita Elementary School
- Keller Elementary School
- Muir Elementary School
- Sandburg Elementary School
- Thoreau Elementary School
- Finn Hill Middle School
- Kamiakin Middle School
- Juanita High School
- Community School
- Discovery Community School
- Environmental & Adventure School
- Futures
- International Community School

Continuous Improvement Process Plan

Alexander Graham Bell Elementary

11212 NE 112th Street,
Kirkland, WA 98033

425-936-2510

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

2017 -
2018



Heidi Paul- Principal

Anne Balicki- Associate Principal

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.

School Mission:

At Bell Elementary School, our staff continues to have one primary focus: “The success of every student matters”. Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement of each student. Together as a professional community, we believe it is the responsibility of teachers is to reflect on instructional practice and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

Reflection of the 2016-2017 School Year

During the 2016-2017 school year, teachers and building staff spent a great deal of time focusing on improving understanding of researched-based methods, growing individual professional practice, and collaborating as teams to address student needs. Specifically, over the course of the year, teachers continued to utilize data analysis and the concept of Response to Intervention (RTI). According to standard-based assessments, teachers spent time reflecting on student data and evaluating their own instructional effectiveness. Within collaborative conversations, teachers prioritized next steps by increasing the level of responsiveness to individualized student needs. Staff consistently relied on web-based communications tools (known as The Learning Log in Power School) to communicate current classroom learning targets, align both classroom teachers and intervention-based instructional approaches (which nurtured more fluid learning experience for students), as well as share critical anecdotal notes and assessment-based data. When possible, this allowed intervention models to utilize a pre-teach and reteach model; This work better allowed students to access classroom instruction as well as increased student engagement and participation. Additionally, as the year progressed, teachers self-identified areas of needed growth to continue to support students. One main area identified was the need to improve the building-wide approach to closing the achievement gap, specifically with African-American, Hispanic, and low-income students. This work was led by the administrative team as well as a ten-member staff team who focused on two main goals: research best practice within the lens of equity and cultural competence and bring new learning/training in these areas to both certificated and classified staff members. The team identified resources and created a 3-part training series which focused on personal awareness. Topics of training included implicit bias, impact of “cultural icebergs”, social/organizational mindsets, historical contexts for groups, and empathy building.

Teachers also identified writing as an area of focus. Teachers participated in extended literacy/writing training in the months of October, February, and March. These opportunities provided new instructional writing routines and student-based strategies in the three writing genres: narrative, opinion, and expository.

After reflection of intentional efforts, both district and classroom-based assessments showed students are making great improvements in academic deficits areas. The staff observed efforts translated into data collected on the 2017 Smarter Balanced Assessment (spring state standardized assessment). Compared to the previous year's state test scores, students made improvements in all grades. The only exception to marked growth, according to state test scores, was in 5th grade math, where scores were low yet similar to state-wide averages. The 2016-2017 year's goals and staff efforts were also affirmed in May when staff were awarded the 2017 Washington State Achievement Award in the area of "closing the achievement gap".

Goals and Focused Work for the 2017-2018 School Year

Our 2017-2018 Continuous Improvement Plan is defined by three critical focuses:

- (1.) Unified and individualized intervention approaches through a data teams model and a K-5 master schedule,
- (2.) Implement effective curricular responses to students needs in the area of math and literacy (specifically within the strand of writing), and
- (3.) Implement research-based strategies associated with closing the achievement gap for low-income, Hispanic and African-American students

Through a data teams model, we will continue to place an emphasis on individualized intervention in order to support academic deficits in both math and literacy/writing. Teachers have developed a better understanding of data analysis cycles as a way to evaluate their own effectiveness, develop response plans, and improve instructional methods. This year we will extend our efforts to also focus on student involvement in their own learning and a continued focus on developing stamina and endurance when facing learning challenges. This includes continuous student self-assessment along a progressive continuum of skills to meet a standard. The use of "success criteria" in every classroom will support a clear understanding of the learning target and helps students answer the questions: "Where am I at? Where do I need to go next?" By acting as a powerful communication tool, the use of "success criteria" will also help bridge the gap between home and school. In response to continued staff reflection and analysis in August, teachers will continue to implement building-wide approaches to the master schedule. The primary goal of the design is to *schedule learning instruction and environments* around the way the brain is designed to learn. This includes a focus on three-tiered intervention approaches that not only meet the needs of students who are below, at, and above standard, but also implement scheduling structures to reinforce student engagement in the classroom and proactively remove obstacles in areas such as the classroom, the playground, and lunchroom.

While we will continue to maintain momentum gained within literacy/reading instruction, we want to focus deliberate efforts on K-5 writing instruction and K-5 math instruction. The staff will continue to implement newer writing curriculum with goals to grow professional understanding of best practices in writing, utilize new grading rubrics, vertically align grade level focuses, and to provide consistent instructional environments for students. The staff will also exert energy toward the need to better align math instruction and math enrichment practices to Common Core Math Standards. Our goal will be to reinforce current Envison curriculum with enrichment opportunities that are not only better differentiated, but better expose students to rigor. In response to this, the staff will continue to pilot an adaptive enrichment technology tool known as Dreambox throughout the year.

Staff will focus on implementing research-based and culturally responsive strategies that work to close achievement gaps. Our goal is to better understand obstacles of social, economic, and racial groups and work to eliminate impacts. Within the classroom, our goal is to provide consistent opportunities for student voice and representation. Within the parent and family community, our goal is to improve communication and better develop a school partnership to student learning. We believe it is essential that both certificated and classified staff are involved in this work.

Overall, these identified goal areas will be supported by work time during team and building collaboration opportunities throughout the year. Our hope to provide staff with environments and concentrated time to research, plan effectively, collaborate, and professionally reflect so that they can grow their own instructional practice and effectiveness. By regularly meeting at critical points of time, we hope to increase responsiveness to ensure every student experiences academic growth.

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:

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	75.0%	86.4%	90.6%				
		1 st	83.6%	69.1%	68.6%				
		2 nd	89.2%	80.3%	79.4%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		55.7%	71.4%	67.6%				
	% of 3 rd graders meeting or exceeding state standards in Math		62.7%	76.6%	70%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		54.5%	70.0%	69.1%				
	% of 4 th graders meeting or exceeding state standards in Math		50.9%	60.0%	70%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		61.0%	70.1%	68%				
	% of 5 th graders meeting or exceeding state standards in Math		47.4%	47.3%	54.7%				
	% of 5 th graders meeting or exceeding state standards in Science		74.5%	82.4%	74.4%				

- **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 2016 Outcomes:

Data:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	72% meet or exceed standard	80% met standard
Literacy: 3-5 ELA	65% meet or exceed standard	68.2% met standard
Math: 3-5 Math	65% meet or exceed standard	65.4% met standard
Science: 5th Science	70% meet or exceed standard	74.4% met standard
Achievement Gap	30% of special education students meet or exceed standard (from 10%) 50% of low-income students meet or exceed standard (from 42%) 20% of ELL students meet or exceed standard (from 16%)	25% of special education students met or exceeded standard (from 10%) 52% of low-income students met or exceeded standard (from 42%) 18% of ELL students met or exceeded standard (from 16%)
School Effectiveness:	Increase from 71.4% to 85% in the parents who believe the school communicates its goals effectively to families and the community from as measured by the annual perception data survey.	88% of parents believed the school communicates its goals effectively to families and the community.
Attendance and Discipline:	Attendance: Decrease from 30 to 15 average number of students tardy per month. Discipline: Decrease from 15 to 10 in the number of students who are suspended from school.	Attendance: Decreased by 6. Overall, during the 2016-2017 school year there were 24 average tardies per month. Discipline: Decreased by 5. Overall, during the 2016-2017 school year there were 10 suspensions total.

Narrative Reflection:

Narrative Reflection	
Process:	<p>Bell used identified CIP days as well as PLC time known as data teams (data collection and professional development) to help support the implementation of the CIP reflection and development of goals. Each grade level used data cycle analysis to level students' current progress. These data points were updated on a regular basis throughout the school year based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process of multiple data points. Specifically, the staff reviewed 9 Characteristics data, DIBELS data, Wonders data, Envision data, SBA data, MSP data, report card data, and current academic assessment data to identify target areas to focus on, including sub group areas of focus. Bell used identified CIP days and PLC time to monitor progress throughout the year. During these times, staff updated data charts, reviewed and analyze assessment data, and worked with interventionists to capture student progress.</p>
Literacy: K-2 Reading	<p>In the area of reading, we were proud of how our students did with mastering sound fluency, letter naming fluency, word recognition, nonsense word fluency, and that our students can restate the questions in their answers and/or use text evidence sentence starters.</p> <p>The kindergarten teachers are dedicated to early intervention through working closely with families which has positively impacted the students growing through our system. The kindergarten students achieved 87.4 at or above benchmark, with 63.2% above benchmark. Our 1st grade teachers do a walk-to-read model by leveling groups for intervention and extension. Our 1st grade students achieved 71.4% at or above benchmark, with 63.6% above benchmark. Our 2nd grade team continues to focus on phonemic awareness for literacy growth. Our 2nd grade students achieved 85.4% at or above benchmark, with 63.6% of students above benchmark.</p> <p>The teaching staff is pleased with the new writing curriculum and plan to continue to implement with fidelity. In order for us to show continued growth for our grade level band in the area of reading, we will need to focus on vocabulary, comprehension, nonsense word fluency, phoneme segmentation, comparing texts to one another and two-column notes.</p>
Literacy: 3-5 ELA	<p>Grade 3-5 teachers reflected on the students who achieved above proficiency. The use of success criteria was identified as a contributor of growth, especially for opinion writing. In addition, the scope and sequence work for identifying what is taught before the SBA test proved to be beneficial. The teachers focused on how to cite text evidence during instruction with their students. Furthermore, working with small groups in reading with graphic organizers helped to develop student thinking and provide the informal assessment to further intervention and support. On-going conferencing with students on</p>

	<p>progress was a method of support for struggling students in this area. In addition to on-going language review, partner support for edit/revision was a strategy used. Our teachers will continue to focus on academic vocabulary to support ELL students and five story elements and fluency support.</p>
<p>Math: K-5 Math</p>	<p>Grades K-2 teachers noted through reflection that pre-assessment, student graphing, and goal setting was a key to student growth. In addition, Bell intervention support included math groups, the use of Safety Net support, and pull out groups. It has proved beneficial to use the Learning Log through Power School to ensure the students have access to foundational knowledge that they need for growth. The safety net support has given specific students the additional learning and a second time to access math instruction learning in the day. Grade 3-5 teachers identified that the use of DreamBox and its personalized adaptability to CCSS was a contributing factor to allowing more individualized math instruction in-class. In addition, teachers found higher student growth when they aligned Dreambox lessons to go with units they taught in-class. Moving forward, teachers feel that intentional work and yearlong planning will be essential to finish key units with the knowledge needed to access the math SBA test. The teams plan to continue math fact fluency and model skills and use success criteria for students to understand foundational learning and the pathway to achieving on the CCSS.</p>
<p>Science: 5th Science</p>	<p>Over the last few years, Bell’s science scores had dipped and trended downward. Concerned, 5th grade teachers placed focused efforts on unpacking standards, examining the science scope and sequence, and establishing a strong commitment to using the planning guides so that all students have exposure to science standards by the end of the year. They also had students spend more time learning key science vocabulary terms. The staff as a whole made efforts to be more deliberate about exposure to science instruction concerning students who receive intervention services. Based on our efforts, we were very proud to see that more 74.4% of students met standard this year in science.</p>
<p>Achievement Gap</p>	<p>Our smaller sub-groups consist of our special education students, our ELL students, our low-income students, our African-American students and our Hispanic students. As a whole, our sub-group students under-performed in comparison to our non-sub group students as well as on our ELA, Math, and Science CIP goals. We were intentional about setting high expectations for all of our students, had systems in place for general education and interventionists to dialogue around learning targets and instructional outcomes, and implemented the data team cycle in all grade levels. This intentional commitment was evident in our 9 characteristics data, as staff rated high agreement with the expectations and instructional practices implemented to support our sub-group students. Due to heightened efforts in K-2 instruction and building wide exposure to professional development, we</p>

	<p>saw a large increase in the performance of bi-racial and Hispanic student subgroups.</p> <p>As a building, we know we need to continue to focus on increasing the achievement of our sub-group students in all content areas by growing professional practice as a staff. We will do that work, by continuing to set high expectations for all of our students, using the data team analysis process, providing feedback to students using success criteria and formative assessments, continuing the proactive dialogue between general education teachers and interventionists, and participating in cultural competency training to increase awareness of perception and practice.</p>
<p>School Effectiveness:</p>	<p>Our School Effectiveness data has continued to improve dramatically over the last six years. As a school, we have worked on our culture and instructional practices in tandem, and that work is paying off. Questions related to the mission and vision of the school, setting high expectations for students, decision-making through shared leadership, using data to respond to instruction, student safety, and teacher contact with parents, were all rated high and cause for celebration. Areas of our School Effectiveness data that could use further efforts and attention include:</p> <ol style="list-style-type: none"> 1. “All students are expected to achieve high standards” 2. “The school provides ample information to families about how to help students succeed.

ANNUAL SCHOOL GOALS

2017-2018 Annual School Goals:

SMART Goals	
<p>Literacy: K-2 Reading</p>	<p>By June 2018, 76% of students will be at or above benchmark in reading as measured by EOY DIBELS scores.</p>
<p>Literacy: 3-5 ELA</p>	<p>By June 2018, 72% of students will be at or above standard in ELA as measured by SBA scores.</p>
<p>Math: 3-5 Math</p>	<p>By June 2018, 71% of students will be at or above standard in math as measured by SBA scores.</p>
<p>Science: 5th Science</p>	<p>By June 2018, 74% of students will be at or above standard in science as measured by WCAS scores.</p>
<p>Achievement Gap</p>	<p>By June 2018, we will improve the percentage of grade 3-5 student’s in the subgroup of African American and Hispanic from 54% proficient (combined score) on the ELA and Math portions of the SBA to 68% proficient.</p>

School Effectiveness:	<p>By June 2018, we will increase the percentage of staff who believe the “all students are expected to achieve high standards” from 39% who agree completely to 75% who agree completely as measured by the annual perception data survey.</p> <p>By June 2018, we will increase the percentage of staff who believe “the school provides ample information to families about how to help students success in schools” from 42% who agree completely to 80% who agree completely as measured by the annual perception data survey.</p>
Attendance:	<p>By June 2018, we will decrease the average number of students tardy per month from 24 to 14 as measured by monthly My School Data tardy reports.</p>
Discipline:	<p>By June 2018, we will decrease the number of students that are suspended from school from 21 to 15 as measured by the spring 2017 suspension report.</p>

Annual School Goals: Academic

Process to determine goals:

Our academic CIP goals were determined from an in-depth building-wide analysis process. Staff collected assessment data from the 2016-2017 school year including Dibels K-2 reading scores, Wonders K-5 reading scores, EnVision K-5 math scores, 5th grade MSP Science Scores, and 3-5 SBA scores from standardized test data in math and reading. In addition to math and reading scores, teachers used these data points to determine baseline data (current performance levels) for the 2017-2018 school year. In grade level and content teams, teachers then made in-depth efforts to determine specific skill deficit areas and potential academic obstacles so that they would be considered in goal setting. With past performance, current both baseline data, and skill deficit/obstacle areas considered, teachers then set goals relative to individual student performance.

Process to determine all students are receiving challenge and rigor:

1. Review content standards in order to design effective instruction.
2. Determine grade level specific formative and summative assessments.
3. Develop Success Criteria for students according to the standard. Success Criteria allow for students to self-assess progress, have clear learning targets, receive timely feedback, and provide communication between home and school about learning goals.
4. Analyze student assessments scores and develop “response to instruction” plans so that learning extensions are provided and learning deficits can be eliminated. Additionally, information/data used though through progress monitoring and/or data team meetings will be used by intervention staff (SPED, ELL, and SN) to further goals in small group settings.

In order to meet academic goals of students, staff will work to improve professional practice by:

1. Evaluating current instructional practice by:
 - a. Collecting feedback from staff, students, and parents
 - b. Analyzing student data scores to areas for instructional growth
2. Determining areas of professional growth for teachers and support staff.
3. Using a shared leadership model, expert teachers on the Response to Instruction Committee (RTI) will design and implement professional development training provided on LEAP Wednesdays and/or staff meetings.

Process used to progress monitor academic goals:

Once every six weeks, grade level teams will meet to analyze data related to team and school goals. They will assess student progress and determine student obstacles in order to create response to instruction plans (next steps to help students succeed). Data will be posted to PowerSchool to support both vertical and building wide work.

Annual School Goals: Achievement Gap

Process to determine goals:

Through data analysis of 3-5 SBA scores, staff determined that African American, Hispanic, and low-income students were scoring significantly less proficient than peers.

Process to ensure that all students receive necessary interventions:

Intervention teachers will collaborate regularly with grade levels teams to:

1. Determine content focuses and align instructional strategies to best support struggling learners.
2. Pre-teach and/or reteach learning in context of the classroom.

Process used to progress monitor Achievement Gap

Every six weeks, grade level teams will meet to analyze data related to their achievement gap goals. They will assess student progress and determine student obstacles in order to create response to instruction plans (next steps to help students succeed). Data will be posted to Haiku to support both vertical and building wide work.

Annual School Goals: School Effectiveness

Process to determine goals:

As a staff, we reviewed our 9 characteristics data and The Annual Perception Data. We determined to focus on improving cultural competency. These specifically relate to

1. “all students are expected to achieve high standards”
2. “teachers use effective strategies to help low-performing students meet high academic standards”

Process to monitor progress of School Effectiveness:

Progress monitoring will be included as a part of the RTI committee meeting progress, Building Leadership Team meetings, and then in grade level teams.

Annual School Goals: Attendance and Discipline

Process to determine goals:

Attendance and discipline goals were selected because these areas have a direct impact on instruction and academic growth. We want to ensure that we are developing and refining systems and structures that positively affect school wide attendance and discipline. Reducing time periods when students are not in class will help to increase exposure to classroom learning.

Process to monitor progress

Progress monitoring of each of these two goals will be managed through the staff/grade level meetings, and routine meetings with the administrative team (registrar, counselor, principal and associate principal) in order to review monthly data and set quarterly goals.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
<i>Strategy to support goals</i>	Utilize work in grade level and data teams to determine student progress (deficits and obstacles) in core foundational math skills so that staff develop effective response plans and students are exposed to consistent skill deficit practice.
<i>Professional Learning needed</i>	Development of success criteria, vertical alignment of math standards, training to use assessment analysis tool in Dreambox
<i>Resources needed</i>	Work time in staff meetings/LEAP times to meet vertically, Building Leadership Team evaluate implementation and next steps, determine Learning Walk sites
<i>Responsible individual or team</i>	Response to Instruction Committee (RTI) and principal
Goal Area	Literacy
<i>Strategy to support goals</i>	Specific goal focus on implementation of writing curriculum. Utilize work in grade level and data teams to determine student progress (deficits and obstacles) in core foundational writing skills so that staff develop response plans, calendar professional development within LEAP calendar times with a focus on writing to support learning needs of staff, and utilize success criteria by grade level teams to establish clear learning targets (help to maintain focus on core literacy standards/skills, provide timely feedback, and determine next instructional steps).
<i>Professional Learning needed</i>	CEL writing training, deconstruction of standards, development of success criteria, vertical alignment of standards/writing pilot, use of new rubrics
<i>Resources needed</i>	Writing lead training, work time in staff meetings/LEAP times, Building Leadership Team evaluate implementation and next steps
<i>Responsible individual or team</i>	Response to Instruction Committee (RTI), writing leads and principal

Goal Area	Discipline
<i>Strategy to support goals</i>	Increase the number of bullying prevention/ Kelso's Choices lessons, increase overall school safety awareness (ALICE training and Restorative Justice Practices), and utilize the work done by the school's Discipline Committee to assess current practices and implement systems or trainings in growth areas.
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> Continued Restorative Justice Trainings for certificated and classified staff Love and Logic Trainings
<i>Resources needed</i>	Books, trainers for staff
<i>Responsible individual or team</i>	Positive Behavior Support Committee and associate principal, Anne Balicki

Goal Area	Attendance
<i>Strategy to support goals</i>	Monthly meetings with registrar and principal to track tardies and absences, use district template to send a standard script to parents when tardies and absences are reaching district identified markers. (example: 5 days, 10 days, etc).
<i>Professional Learning needed</i>	My School Data - usage details
<i>Resources needed</i>	My School Data
<i>Responsible individual or team</i>	Administrative Team: Heidi Paul-Principal, Anne Balicki-associate principal, Ashley Short-registrar, and Sara Schmied- counselor, and Marsha Chapman- BECCA coordinator

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	RTI Committee will meet monthly to participate in cultural competency training with goals to develop awareness, evaluate current building needs, and implement culturally responsive instructional strategies
<i>Professional Learning needed</i>	Strategies for engaging staff in self-evaluation and research-based culturally responsive approaches to remove obstacles and meet student needs
<i>Resources needed</i>	<ul style="list-style-type: none"> Book: <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond Models of schools that are doing this in a meaningful way Access to additional trainings or conferences.
<i>Responsible individual or team</i>	Heidi Paul-principal and Response to Instruction Committee

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Data teams will develop action plans for involving families at each grade level
- Principal and PTA presidents will meet bi-monthly to discuss meaningful strategies for involving families
- RTI Committee will work on culturally responsive communication approaches to increase engagement of low-income, Hispanic, and African-American families

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

- Teacher PowerSchool Pages
 - Updates on progress towards grade level goals at least 3 times during the year
 - Strategies teachers are utilizing to develop students understanding and progress towards the goals
- School Communication by Website and School Messenger
 - Building procedures and structures for meeting and monitoring CIP goals
 - Academic focuses and professional growth opportunities for teachers related to CIP goals
 - Grade level celebrations based on academic progress

Continuous Improvement Process Plan

Robert Frost Elementary

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425-936-2560

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

2017 -
2018



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Baileykaze, Associate Principal
Lake Washington School District
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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.

Robert Frost Elementary School welcomed 418 students on the first day of school this year. Our school was established in 1969 and is located in the heart of the Kingsgate neighborhood in Kirkland, Washington. We provide an excellent instructional environment for a diverse community of students, providing students with rich academic challenges, as well as intensive instructional support through our English Language Learner, Safety net and Special Education programs. Our school houses two Learning Center classrooms which serve Lake Washington School District students with developmental and medical needs. We are one of three Title 1 schools in the Lake Washington School District, serving a community that is both economically and culturally diverse.

Robert Frost Elementary School has a strong, involved community with many parents and neighbors volunteering frequently in the classrooms. The PTSA coordinates many ongoing programs in support of student learning and offers a variety of after school classes and activities.

We are housed in a new building, which opened its doors in September 2009. The Washington Chapter of the Council of Educational Facility Planners International (CEFPI) awarded our school with their highest architectural honor, the “2010 Polished Apple Award.”

Robert Frost teacher teams meet regularly for professional collaboration to review student performance data, plan common instructional strategies, common assessments, and identify students in need of interventions. We are using the SBA data from 2017 in addition to other district, school, and classroom measures as a baseline to continue to guide our intervention and instructional strategies. Our focus last year in English Language Arts (ELA) included comprehension, decoding, and aligning instructional practice for differentiation. In the discipline of writing, we focused on increasing skills in the three areas identified in the Common Core State Standards (CCSS) of Explanatory/Informational, Narrative and Opinion. Writing opportunities were integrated into work in Science and other content areas, with targeted instruction in organization and citing text evidence. In Math, we focused on improving number sense, applying authentic problem based learning strategies. In Science, we continue to focus on the understanding of systems and the consistent application of the investigative format.

The results of the 2017 SBA showed Robert Frost students making steady gains for 3rd grade performance in ELA and Math compared to the previous year, while 5th grade made significant growth in Mathematics, both compared to the previous year and as a cohort group. Frost students performed above state averages across the board in ELA

and above the state in Mathematics for 3rd and 5th. 5th grade also made minor gains in Science compared to the previous year while performing significantly higher than 5th graders throughout the state. 4th graders did not perform as well in comparison to 4th graders the previous year, although as a cohort they demonstrated growth in ELA performance.

We understand the importance of identifying the areas of improvement to continue our work in aligning with district levels of proficiency. This fall, we have begun examining individual SBA and other student data and will gather additional sources of assessment information to determine areas of focus for each grade level and each student. All staff are participating in school-wide training for instructional intervention and differentiation, strategies for supporting bilingual students in content areas, and technology integration. We will continue to provide intensive support to those students who are not at standard. We will offer appropriate academic challenge for all students through continuous review of classroom performance data and collaborative intervention at every grade level.

Robert Frost Elementary Demographics (2016-17):

Student Composition	
Asian	9.2%
African American	2.7%
Hispanic	28.1%
Caucasian	51.2%
Pacific Islander	0.2%
Two or More Races	7.6%
Special Education	15.1%
Transitional Bilingual	26.6%
Free/Reduced Lunch	35.1%
Male/Female	51.1/47.9%

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%
3rd 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%
5th 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:

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	78.9%	81.4%	86.3%				
		1 st	83.6%	66.2%	81.4%				
		2 nd	70.2%	73.5%	82.3%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		59.4%	56.8%	58.8%				
	% of 3 rd graders meeting or exceeding state standards in Math		61.7%	54.2%	60.0%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		56.7%	63.2%	60.0%				
	% of 4 th graders meeting or exceeding state standards in Math		56.2%	60.2%	54.0%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		73.1%	73.1%	73.6%				
	% of 5 th graders meeting or exceeding state standards in Math		54.5%	55.2%	72.2%				
	% of 5 th graders meeting or exceeding state standards in Science		77.2%	79.1%	81.9%				

- **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

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

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	86% will perform at or above standard as measured by the Spring 2017 DIBELS (EOY)	83% performed at or above standard as measured by the Spring 2017 DIBELS (EOY)
Literacy: 3-5 ELA	74% at or above standard as measured by the 2016 SBA.	65% were at or above standard as measured by the 2017 SBA.
Math: 3-5 Math	65% at or above standard as measured by the 2016 SBA.	63% performed at or above standard as measured by the 2017 SBA.
Science: 5th Science	70% at or above standard as measured by the 2016 MSP.	82% performed at or above standard as measured by the 2017 MSP.
Achievement Gap	<p>Hispanic Students: Hispanic 4th and 5th grade students will demonstrate growth in ELA, moving from 23.5% passing at the end of third grade (2016), to 42% at standard at the end of 4th (2017). In 5th grade (2017) students will demonstrate growth by moving from 31.2% at the end of 4th (2016) to 38% at the end of 5th (2017).</p> <p>Level 1 Students: 60% of our Level 1 students entering 4th grade will reach Level 2, and 89% of our Level 1 students entering 5th grade will reach Level 2.</p>	<p>Hispanic Students: 31% of Hispanic 4th graders performed at or above standard on the SBA ELA test in 2017. 50% of Hispanic 5th graders performed at or above standard on the SBA ELA assessment in 2017.</p> <p>Level 1 Students: 1% of 4th grade students achieving a Level 1 on the 2016 ELA SBA achieved a Level 2 or higher on the 2017 ELA SBA.</p> <p>50% of 5th grade students achieving a Level 1 on the 2016 ELA SBA, achieved a Level 2 or higher on the 2017 ELA SBA.</p>
School Effectiveness:	Teachers receive regular feedback on how they are doing – From 48% to 70% Agreement.	Teachers received increased levels of feedback – From 48% to 64% positive agreement as measured by responses to the <i>2016-2017 Nine Characteristics Survey</i>

<p>Attendance and Discipline:</p>	<p>Attendance: By June 2017, the average daily tardy rate will decline from 14 students per day (3%) (October – November 16, 2016) to 5 students or less per day (1%) (May and June 2016).</p> <p>Discipline: Through the application of PBIS systems, management of student discipline will improve as measured by growth on response to annual School Effectiveness Survey item “Student discipline problems are managed well” from 86% to 90% agreement.</p>	<p>Attendance: The average daily tardy rate for the months of May and June 2017 was 11 students per day (2.5%), a decline of 0.5%.</p> <p>Management of student discipline, as measured by growth on response to the annual School Effectiveness Survey, remained at 86%</p>
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Narrative Reflection:

<p>Narrative Reflection</p>	
<p>Process:</p>	<ul style="list-style-type: none"> • Schoolwide audit in Spring 2017 to identify strengths and growth areas in ELA instruction. Grade level teams developed plans in the spring to address growth areas with multiple reflective check-ins throughout the spring, with additional plans developed in the fall • SBA, MSP, and DIBELS data reviewed by all certificated staff in August, September, and October to determine areas of strength and highest need • Teachers analyzed performance of students in their classrooms for 2016-17. Reflective data shared with current teachers as they developed classroom and grade level goals for current students • Grade level teams also reviewed individual student data to identify individual student strengths and needs • Grade level team review of student performance and intervention planning through PCC process 2x/month • Monthly Building Data Team meetings for instructional decision-making, including review of student progress, monitoring of grade-level and building-wide goals, and planning for professional development • Regular DIBELS progress monitoring for students working below standard • Schoolwide DIBELS assessment K-5 (MOY, BOY, EOY) • Common grade-level and school-wide curriculum assessment (e.g. Wonders Reading Inventory K-5, CDSA, EnVision Topic Tests) • Monthly Building Data Team meetings • Coaching and monitoring through administrators and Title 1 Facilitator

	<ul style="list-style-type: none"> • Staff review of CIP goals and progress through LEAP at multiple points throughout the school year
<p>Literacy: K-2 Reading</p>	<p>Overall Achievement</p> <ul style="list-style-type: none"> • During 2016-17 we focused heavily on ELA instruction. This work has included revising instructional practices and structures through targeted professional development for reading instruction and differentiation, collaboration practices, progress monitoring, targeted scheduling and student instructional groupings, and strategic application of intervention services. • Students were close to meeting goals, with 83% of students performed at or above standard on the 2017 EOY DIBELS at all grade levels, <p>Celebrations</p> <ul style="list-style-type: none"> • Student performance continued to grow, outperforming the previous year by 3 percentage points • Growth in letter naming and beginning sounds • Growth for low income and Hispanic students in K and 1st grade • Growth for low income students in 2nd • Many students above standard <p>Focus for Growth</p> <ul style="list-style-type: none"> • Intervention for ELL and low-income students • Small group instruction • Phonics instruction • Phoneme segmentation, fluency and blending • Closing gaps for Special Education student performance • Fluency and comprehension
<p>Literacy: 3-5 ELA</p>	<p>Overall Achievement</p> <ul style="list-style-type: none"> • During 2016-17 we focused heavily on ELA instruction. This work has included revising instructional practices and structures through targeted professional development for reading instruction and differentiation, collaboration practices, progress monitoring, targeted scheduling and student instructional groupings, and strategic application of intervention services. • Students performed lower than expected and did not meet 2016-17 CIP goals. • Frost students in grades 3-5 performed above state averages, but performed below averages for the LWSD schools. • Cohort groups showed growth: from 3rd to 4th: 3.2%; from 4th to 5th 10.4%. • Although cohort groups demonstrated growth, progress compared with the previous year was mixed. 3rd and 5th performed 2+ percentage points higher than the previous year, while 4th grade performance declined by 3.2 points compared to the previous year. As a result, 2016-17 CIP goals were not met. • Student growth as reflected in State Student Growth Percentiles (SGP): TBD

	<ul style="list-style-type: none">• SBA performance compared with EOY DIBELS assessment results: Discrepancy between student performance on EOY DIBELS and SBA is lower than in the past two years, although discrepancies are still present at each grade ranging from 3.0 to 7.4 percentage points. <p>Celebrations</p> <ul style="list-style-type: none">• Frost students performed above state averages at all grade levels• Cohort groups showed growth moving from 3rd to 4th and 4th to 5th.• 3rd and 4th grade outperformed students from the previous year by 2+ points.• Progressively bridging gaps in reading for ELL students <p>Focus for Growth</p> <ul style="list-style-type: none">• Did not meet 2016-17 CIP Goals, falling short by 9 percentage points• Focus on accuracy at 3rd grade• Continued focus on writer’s workshop and small group reading instruction• Vocabulary and decoding for application in other content areas• Oral fluency for 5th grade students• Attention to bridge gaps for Hispanic and low-income students• Vocabulary and comprehension• Interpreting figurative language, inference, and multiple meanings• Accuracy and retell• ELL, Low Income, and Hispanic students disproportionately performing below standard, indicating need to provide continued language interventions in math instruction (i.e. SIOP, comprehension strategies)
<p>Math: 3-5 Math</p>	<p>Overall Achievement</p> <ul style="list-style-type: none">• Students were close to meeting goals, with 63% performing at or above standard—2 percentage points below the goal of 65%.• Frost students in 3rd and 5th again performed above state averages, but performed below averages for the LWSD schools. 3rd grade performance was consistent with state averages• Student growth as reflected in State Student Growth Percentiles (SGP): TBD <p>Celebrations</p> <ul style="list-style-type: none">• Overall, Frost students continue to perform at or above state averages, with 5th graders performing almost 26 percentage points above state averages.• No gender gaps (5th) <p>Focus for Growth</p> <ul style="list-style-type: none">• Place value• Fraction equivalence and ordering

	<ul style="list-style-type: none"> • Geometry • Did not meet 2016-17 CIP Goals • Math vocabulary • ELL and Hispanic students disproportionately performing below standard, indicating need to provide continued language interventions in math instruction (i.e. SIOP, comprehension strategies)
<p>Science: 5th Science</p>	<p>Overall Achievement:</p> <ul style="list-style-type: none"> • Science has been a relative strength for Frost students over the past five years, with performance significantly exceeding state averages and approaching averages for LWSB schools. • For 2016-17 Frost students performed above the state average by over 23 percentage points • Performance gaps present, with ELL, low income and Hispanic students performing lower than other students, and girls performing lower than boys for the first time in three years (-20 percentage points) • Student growth as reflected in State Student Growth Percentiles (SGP): TBD <p>Celebrations:</p> <ul style="list-style-type: none"> • 2016-17 CIP goals exceeded by 12 percentage points <p>Focus for Growth:</p> <ul style="list-style-type: none"> • Strategies to address performance gaps for ELL, low income, Hispanic, and female students
<p>Achievement Gap</p>	<p>Overall Achievement</p> <ul style="list-style-type: none"> • 2016-17 CIP Goals for Hispanic students were met in 5th grade. However, overall student growth in 4th grade was lower than expected and did not meet our 2016-17 CIP goals for 4th grade. • 2016-17 CIP Goals for Level 1- 4th and 5th graders were not met. Out of 11-4th grade students achieving a Level 1 on the 2016 3rd grade ELA SBA, 1 student (0.9%) improved to a Level 3 on the 2017 ELA SBA. Out of 16-5th grade students achieving a Level 1 on the 2016 4th grade ELA SBA, 8 students (50%) achieved a Level 2 or higher on the 2017 ELA SBA. • Achievement gaps remain for Hispanic and low-income students in comparison to other sub-groups. This was evident across grade levels and content areas • Student growth as reflected in State Student Growth Percentiles (SGP): TBD <p>Celebrations</p> <ul style="list-style-type: none"> • Growth for Hispanic students was clearly evident for 4th and 5th grade students, growing by 7.5 and 18.8 percentile points respectively

	<ul style="list-style-type: none"> • Growth for 50% of 5th graders achieving Level 1 in 2016 to Level 2 or higher in 2017 <p>Focus for Growth</p> <ul style="list-style-type: none"> • Strategies for addressing needs of Level 1 students for improving growth in ELA performance • Achievement gaps remain for Hispanic, ELL, and low-income students in comparison to other sub-groups. This was evident across grade levels and content areas • Integration of language intervention (i.e. SIOP) and culturally responsive instructional strategies for ELA and other content areas
<p>School Effectiveness:</p>	<p>Description:</p> <ul style="list-style-type: none"> • 22 staff members responded • Overall the staff perceives themselves as instructionally effective and student centered, with a positive learning environment maintained for students and a positive relationship with building leadership. • However, the majority of negative responses were in the area of feedback, identifying this as an area of growth, both for receiving feedback and for teachers providing it to one another. <p>Celebration:</p> <ul style="list-style-type: none"> • Significant growth by 16 percentage points towards meeting 2016-17 CIP Goals • Strong positive agreement across the board, with positive responses of 80% or more for 88% of questions • Strong in categories of <i>Clear and Shared Focus, High Standards and Expectations, Supportive Learning Environment, and Parent/Community Involvement</i> <p>Requiring Further Attention/Focus:</p> <ul style="list-style-type: none"> • Regular feedback between teachers • Collaboration across grade levels • Help for staff members in areas needing improvement
<p>Attendance and Discipline:</p>	<p>Overall Achievement:</p> <ul style="list-style-type: none"> • Attendance: The average daily tardy rate for the months of May and June 2017 was 11 students per day (2.5%), a decline of .5%. Although a decline in daily tardy percentages is to be celebrated, tardies remain an issue. We anticipate continued focus on this goal in the 2017-18 school year. • Discipline: 86% of staff feel discipline procedures are handled well. Our goal was 90%, which we didn't achieve, but it's good we didn't decline either.

Focus for Growth

- Attendance: Tardiness continues to be an ongoing challenge. We look forward to continued focus and decline in tardies in order to reach an average daily tardy rate of 1%.
- Discipline: Establishing common, consistent routines regarding discipline throughout the school continues to be a challenge. A focus on disciplinary procedures with support staff is a goal for the 2017-18 school year.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	84% of K-2 students will perform at or above standard as measured by the EOY Spring 2018 DIBELS assessment.
Literacy: 3-5 ELA	71.3% of Grades 3-5 students will be at or above standard as measured by the 2018 ELA SBA.
Math: 3-5 Math	72% of Grades 3-5 students will be at or above standard as measured by the 2018 MATH SBA.
Science: 5th Science	70% of Grade 5 students will be at or above standard as measured by the WCAS assessment.
Achievement Gap	ELL and recently exited ELL students will move one level of proficiency, as measured by the Grades 4-5 SBA.
School Effectiveness:	<i>Teachers provide feedback to each other to help each other improve instructional practice – From 45% to 70% agreement</i>
Attendance:	We will continue to work to keep our average daily attendance above 95% (not counting learning resource center absences) and reduce our tardy rate to less than 10 students per day, as measured in the months of April through June, 2017.
Discipline:	Through application of PBIS systems, management of student discipline will improve as measured by growth on response to annual School Effectiveness Survey item <i>“Student discipline problems are managed well”</i> from 86% to 90% agreement

Annual School Goals: Academic

1. Goal Setting Process

- Priority intervention strategies for reading instruction established by each grade level team in Spring 2017 and revised Fall 2017, following recommendations from CORE Reading Program Review conducting in the Spring of 2017.
- SBA, MSP, and DIBELS data reviewed by all certificated staff in August, September, and October to determine areas of strength and highest need.
- Teachers analyzed performance of students in their classrooms for the previous schoolyear. Reflective data shared with current teachers as they developed classroom and grade level goals for current students
- Grade level teams also reviewed individual student data to identify individual student strengths and needs

2. Ensuring Challenge and Rigor

- Use of Lexia approximately 45 min/week where students will be challenged at present levels and individually moved through increasingly challenging material throughout the year

- Use of ALEKS online adaptive math program for targeted intermediate students. The program provides individualized adaptive instruction in mathematics, including periodic assessment and progress monitoring.
- Differentiated small group instruction and centers for intervention and challenge
- Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
- Monthly Instructional Leadership Team meetings for instructional decision-making, including review of student progress, monitoring of grade-level and building-wide goals, and planning for professional development
- Professional development and coaching K-5 through CORE for ELA instruction and differentiation practices through small group instruction
- Common grade-level and school-wide assessment (i.e. DIBELS K-5, Wonders Reading Inventory K-5)
- Student goal-setting conferences 2x/year
- Effective use of curriculum resources (e.g. Wonders, EnVision, FOSS) for core instruction and enrichment based upon current standards (CCSS) and LWSB Proficiency Scales
- Use of appropriate technology tools for enrichment and extension of learning (e.g. Lexia, XtraMath, Accelerated Reader, Headsprout, Powervision)
- Study trips, in-school enrichment programs (e.g. Nature vision, community presenters, Battle of the Books) and after-school enrichment classes (e.g. foreign language, chess, choir, science, musical theater)

3. Ensuring Intervention

- Use of Lexia approximately 45 min/week where students will be challenged at present levels and individually moved through increasingly challenging material throughout the year
- Differentiated small group instruction and centers for intervention and challenge
- Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
- Robert Frost staff continue to work with coaches for ongoing professional growth and improvement. These include ongoing work with a literacy consultant from CORE (Consortium on Reaching Excellence) in support of reading instruction and improvement. The consultant provides focused staff training, side-by-side coaching, and model lessons. Coaching and individual supports will also be provided through our Title 1 Facilitator. Additionally, the district has provided Instructional Coaches for all staff members.
- Professional development K-5 through CORE for ELA and differentiation practices through small group instruction
- There are additional professional development opportunities available for teachers and paraprofessionals through the district's Inform system, which lists all classes available throughout the year. In addition, Safety Net teachers (which includes Title I teachers and a Title 1 Facilitator) attend professional development activities throughout the year provided by the

district Safety Nets/Title I Office. PBIS (Positive Behavior Intervention and Support) is becoming a part the schools culture.

- Continued focus on professional development and the integration of SIOP (Sheltered Instruction Observation Protocol) strategies to support English language learners in the classroom for core content.
 - ELL services provided through 1.6 FTE staffing
 - The Safety Net/Title I program uses small groups, delivering direct instruction for literacy and/or math. Students receive a ‘double-dose’ of instruction.
 - During multiple reviews of school data, starting in the fall and periodically throughout the school year, students who are academically at risk and failing to meet standard are considered for additional supplemental support from the Safety Net/Title I program at our school. Students are rank ordered based on their individual needs. The rank ordered list will determine the level and type of services a student will receive. Students being supported in the Safety Net/Title I program also receive a Student Learning Plan. During the year, students in the Title I program are progress monitored every week, if they are intensive, and every 2 weeks if they are strategic. Every 3-4 weeks if they are at Benchmark
 - Safety Net intervention services for students performing below standard through both push-in support and pull-out “double dip” instruction
 - Before-school intervention services for targeted students through Safety Net and ELL
 - Master scheduling to ensure school-wide instructional blocks for core and intervention instruction, with the identification of additional time added this year.
 - Monthly Instructional Leadership Team meetings for instructional decision-making, including review of student progress, monitoring of grade-level and building-wide goals, and planning for professional development
 - Data review and generation of individualized intervention lessons and resources through Lexia and MClass
 - Library program support for CCSS Research
 - Library collection supplemented with books to support students needing reading intervention and English language learners
4. Progress Monitoring
- Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
 - Regular DIBELS progress monitoring for students working below standard
 - Schoolwide DIBELS assessment K-5 (MOY, BOY, EOY)
 - Common grade-level and school-wide curriculum assessment (e.g. Wonders Reading Inventory K-5, CDSA, EnVision Topic Tests)
 - Use of reporting through Lexia and MClass
 - Monthly Instructional Leadership Team meetings
 - Coaching and monitoring through Principal, Associate Principal, and Title 1 Facilitator
 - Staff review of CIP goals and progress through LEAP at multiple points throughout the school year

- The Safety Net/Title I teachers participate in monthly team collaboration with General Ed teachers to make sure the needs of students are met in our school. This includes progress review of individual and group data for students receiving intervention services. Teachers also collaborate from grade level to grade level.

Annual School Goals: Achievement Gap

1. Goal Setting Process

- As part of the Fall CIP process, SBA and DIBELS data reviewed by all certificated staff in August, September, and October to determine areas of highest need and to identify subgroups experiencing achievement gaps
- Identified current 4th and 5th grade students approaching standard on the 2017 ELA SBA for goal setting
- 2017 ELPA results were also reviewed
- Identified current 4th and 5th grade students at Level 1 ELA SBA approaching Level 2.

2. Sub-group Selection

- Hispanic students demonstrated the lowest levels of performance in comparison to other sub-groups. This was evident across grade levels and content areas
- 2017 ELPA data identified L3 and L4 ELL students performing below statewide ELL populations

3. Ensuring Intervention

- Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
- Professional development through CORE for ELA and differentiation
- ELL services provided through 1.6 FTE staffing
- Safety Net intervention services for students performing below standard
- Library collection supplemented with books in Spanish at multiple levels
- SIOP training for all teaching
- Parent engagement for families, including
- Parent education opportunities provided to develop skills for home academic support
- Resources targeted to Spanish speaking/underrepresented families
- Electronic translation tools included in all online communications
- Interpreters provided for school community events
- Ongoing support of Natural Leaders program to build home-school engagement for underrepresented families and communities
- Information shared/distributed during annual Meet & Greet, Curriculum Night, PTSA and Natural Leader meetings, Safety Net/ELL evening parent events, and Conferences

4. Progress Monitoring

- Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
- Regular DIBELS progress monitoring for students working below standard
- Schoolwide DIBELS assessment K-5 (MOY, BOY, EOY)
- 2017-18 ELPA assessment

- Collaboration between intervention teachers (ELL/Safety Net) and classroom teachers for ongoing progress monitoring

Annual School Goals: School Effectiveness

1. Goal Setting (*Teachers provide feedback to each other to help each other improve instructional practice*)
 - a. Lowest agreement to this survey item than other measures, and the only one with majority of respondents selecting negative agreement
 - b. Response to this area was significantly lower than others
 - c. Results from the previous year's survey identified this as a potential growth area
2. Progress Monitoring
 - a. Implementation of positive peer feedback system for staff
 - b. Establish structures and provide opportunities for non-evaluative peer observation/learning walks to support professional growth and learning
 - c. Professional development during LEAP and staff meetings in addition to informal opportunities for cross-level professional growth
 - d. Monthly check-ins through Frost Leadership Team feedback
 - e. Perception surveys at multiple points in the year
 - f. Feedback and survey results reviewed throughout year to track growth

Annual School Goals: Attendance

1. Goal Setting
 - With changes in community demographics we are experiencing growing numbers of absences and tardies.
 - Existing procedures and responsibilities for tracking attendance, intervening with families, and documenting progress needs to be strengthened.
 - Any student with two unexcused or 5 excused absences in a month receives an attendance letter requesting the need to conference.
 - Any student with 5 unexcused absences in a month or 10 excused in a year receives a letter requesting the need to conference with attendance specialist and associate principal and establish a contract.
2. Progress Monitoring
 - Monthly documentation by teachers of students with multiple attendance issues and parent communication via Frost Online Absentee Log
 - Monthly Skyward attendance report reviewed by office staff
 - Monthly review of Frost Online Absentee Log by Counselor, Title 1 Facilitator, and Administrative team
 - Daily attendance letters go home to students of concern. Conferences with parents of students with chronic attendance issues take place

Annual School Goals: Discipline

1. Goal Setting
 - Growth in disciplinary issues identified by staff in Spring 2017.
 - PBIS Team in its third year to continue process for development of Schoolwide Positive Behavior Interventions and Supports

- Team began training process through NW PBIS Network in Fall 2015 and continued in 2016. Currently using PBIS Tiered Fidelity Inventory and monthly meetings to guide practices moving forward.
 - Continue to use Schoolwide PBIS Management system, as well as a Schoolwide Incentive Program (Pride Awards).
 - Created Discipline Tracking system to have baseline data in order to pinpoint where and when discipline problems are occurring.
 - Continually fine-tuning discipline process, especially with the usage of discipline referrals.
 - Working with support staff to improve responses to behaviors using the Sound Positive Discipline Model.
2. Progress Monitoring
- Discipline data documented throughout year to identify trends (specific behaviors, locations, times, demographics)
 - Student Survey given in November and May to see improvement in support staff response to behaviors.
 - Team progress checked through monthly PBIS trainings and meetings

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Literacy</i>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Team ELA goal setting in response to CORE Reading audit from Spring 2017 • Small group instructional strategies for differentiation • Revision of master schedule to provide additional “sacred” common reading instructional time • Implementation of CORE reading model with clear time for whole-group instruction of core content for all students supported by small group instruction with flexible student rotations for classroom-based practice, reinforcement, and intervention • Alignment of intervention schedules with core reading in support of balanced push-in/pull-out model • Focus on phonics instructional strategies at primary • Integration/application of core reading strategies in content areas at intermediate • Common formative and summative assessments at each grade level • Focused fluency instruction, including modeling, conferencing, comprehension and prosody strategies, and timed practice/assessment • Curriculum content alignment between classroom and intervention instruction • Regular progress monitoring for reading progress using DIBELS and common classroom-based measures • Weekly professional collaboration using the Data Teams 5-step model to review common assessment results, identify needs, establish common short-term goals and common instructional and intervention strategies

	<ul style="list-style-type: none"> • Weekly use of Lexia for all students to target individual student needs • Integration state assessment supports/resources into intermediate classroom instructional routines • Identification, procurement, and integration of key Wonders curriculum support materials not available through core district-wide curriculum adoption • Use of CORE ELA instructional routines • Progress monitoring with DIBELS • Instructional Card practice (e.g. sound, vocabulary, phonics) • Differentiated learning centers/stations • Wonders Leveled Readers • Home tools provided for families, including Wonders Home Access Online and Reading Toolkits • Use of WonderWorks and BURST (K-2) curriculum materials for intervention • Technology tools, including Lexia, MClass, Headsprout (K-1), Accelerated Reader, and online reading resources for screen reading practice • Individualized intervention lessons and resources through Lexia and MClass • Wonders Assessments, including Reading Inventories • Read Naturally for fluency • Daily Safety Net small group intervention instruction • “Double Dip” intervention for primary students through Safety Net • Community volunteers for individual/small group practice • Text evidence and research strategies applied across curriculum • Strategic use of instructional assistants to support ELA instruction in class and in small groups • Keyboarding practice • Focus on clear learning targets and purpose for all lessons (“I Can” statements and articulated Success Criteria) • Student self-monitoring strategies
<p><i>Professional Learning needed</i></p>	<ul style="list-style-type: none"> • Continued coaching and modeling of whole class and small group instructional strategies • Opportunity for teacher learning walks, both within the building and at other schools • Training/certification for SIOP instruction to support in-class instruction and intervention for English language learners in reading and other content areas • Professional collaboration strategies for collaborating with colleagues at different levels (i.e. 2nd with 3rd) and different instructional assignments (i.e. classroom teachers with specialists) to identify common goals and intervention strategies, and to support professional growth and peer feedback • Integrating state assessment supports/resources into intermediate classroom instructional routines • Professional development and training

	<ul style="list-style-type: none"> ○ CORE Intensive Literacy Instruction “Boot Camp” for all staff new to Frost ○ Assessment strategies ○ Differentiation and classroom intervention strategies for students performing well below standard. ○ Filtering curriculum materials in Wonders for targeted instruction and time management ○ LWSO Writing strategies training and support (Writer’s Workshop) ○ Training for instructional support staff on small group ELA instructional routines
<i>Resources needed</i>	<ul style="list-style-type: none"> ● Instructional Coaches <ul style="list-style-type: none"> ○ CORE, Title 1 Facilitator, LWSO Learning Coaches ● Release time for coaching, learning walks, and curriculum alignment work ● Access to model classrooms in other LWSO school for learning walks ● Electronic/Online tools for reading instruction and intervention, including Lexia ● <i>English Language Arts Menu of Best Practices and Strategies</i> for all staff ● <i>Instructional Routines Handbook</i> for all staff ● Wonders supplemental materials for all grade levels, including Vocabulary Cards, Sound Spelling Cards, and other identified resources ● <i>CORE Teaching Reading Sourcebook</i> for all staff
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> ● Principal ● Associate Principal ● Title 1 Facilitator ● Building Data Team ● Teachers

Goal Area	Math
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> ● Use of supplemental EnVision curriculum materials for differentiation and enrichment ● Problem-based learning practice and collaborative problem-solving strategies ● Integration of reading strategies and instruction in support of mathematics instruction and problem solving ● Small group instructional strategies for differentiation ● Targeted groupings based on common assessment results for small group and individualized intervention and pre/reteaching ● Bi-weekly professional collaboration using the Data Teams 5-step model to review common assessment results, identify needs, establish common short-term goals and common instructional and intervention strategies ● Electronic/online tools for math fluency, problem solving, and intervention (i.e. ALEKS, XtraMath) ● Integration of state assessment supports/resources into intermediate classroom instructional routines

	<ul style="list-style-type: none"> • Mathematical fluency practice with common short- and long-term goals and instructional practice • Targeted small-group intervention instruction through Safety Net programs • Focus on clear learning targets and purpose for all lessons (“I Can”) • Integrating effective classroom management strategies for small and whole group instruction <p>Keyboard practice and application for mathematics</p>
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Training/certification for SIOP instruction to support in-class instruction and intervention for English language learners in reading and other content areas • Integrating state assessment supports/resources into intermediate classroom instructional routines • Professional collaboration strategies for collaborating with colleagues at different levels (i.e. 2nd with 3rd) and different instructional assignments (i.e. classroom teachers with specialists) to identify common goals and intervention strategies, and to support professional growth and peer feedback • Professional development and training <ul style="list-style-type: none"> ○ Assessment strategies ○ Differentiation and classroom intervention strategies for students performing well below standard.
<i>Resources needed</i>	<ul style="list-style-type: none"> • Access to online/electronic interactive resources for students, i.e. ALEXS, IXL, XtraMath and/or Dreambox • Safety Net groups for small-group instructional intervention in mathematics • Resources for math fluency practice, i.e. flash cards, online tools. Release time for work with curriculum alignment and integrating state assessment supports/resources into classroom instructional routines
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Associate Principal • Title 1 Facilitator • Building Data Team • Teachers

Goal Area	Attendance
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Revise process for staff to identify roles for classroom teachers, office staff, and others • Use Online Absentee Log to document students with excessive absences/tardies and subsequent communication • Teachers will regularly monitor student attendance and communicate impacts to families as a first-tier response • Administrative Team will review Skyward attendance reports and Online Absentee Log monthly to identify students with ongoing attendance challenges following teacher intervention

	<ul style="list-style-type: none"> • Associate Principal and/or Attendance Secretary communicates with families as a second-tier response, in coordination with LWSD Becca coordinator for a third-tier response to ongoing attendance challenges • Principal will monitor process and provide coaching and support for staff • Communicate revised procedures and attendance impacts with all families at annual Meet & Greet, Curriculum Night, and student conferences • Post procedures and attendance impacts online via the school website, classroom PowerSchool pages, and through periodic articles in the weekly Tuesday Bulletin newsletter • Collaborate with representative parent groups (PTSA and Natural Leaders) regarding strategies for supporting families with maintaining student attendance for academic success • Regular attendance letters sent out after two unexcused and 5 excused. Letters, conference, and contract requested after 5 unexcused.
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Train staff on attendance procedures for documentation and parent communication • Training for Skyward for Title 1 Facilitator, Counselor, and Registrar • District attendance training for Associate Principal and Attendance Secretaries • Communication among schools to align attendance procedures/responses
<i>Resources needed</i>	<ul style="list-style-type: none"> • Translators and translation services for phone communication, parent meetings, and translation of documents • Online Absentee Log accessible to all staff via OneNote/Haiku • Accessible Skyward Reports for ongoing monitoring of attendance
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Associate Principal • Title 1 Facilitator • Counselor • Registrar • Frost Leadership Team • Teachers

Goal Area	Discipline
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Teacher teams and classified staff identified common student behavior challenges and common areas requiring attention • PBIS Team completing PBIS Tiered Fidelity Inventory to provide direction for the year • PBIS Team conducting audit of current disciplinary issues impacting the school • Behavior and discipline data collected using One Note and Microsoft Forms • Common expectations for common areas taught BOY, and retaught throughout the year including after major breaks and when necessary • Lessons for all students delivered at start of year in multiple environments, Fall 2017

	<ul style="list-style-type: none"> • Schoolwide positive student incentive system launched Fall 2016 and continued in 2017 with daily, weekly, and monthly components for reinforcement • Student Handbook reviewed and updated by Spring 2018 for Fall 2018 publishing • PBIS strategies integrated into existing monthly Spirit Assemblies • Monthly meetings scheduled to occur throughout the school year for review of student behavior data and effectiveness of behavior strategies and structures • Focus training using Sound Discipline Model, for support staff working in critical areas including outside and in the lunchroom
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • PBIS training for Frost staff from Frost PBIS Team (Fall 2016; ongoing through 2016-17) • Sound Discipline Site Visits
<i>Resources needed</i>	<ul style="list-style-type: none"> • Possibly use Online behavior data management tool (i.e. SWIS) – Establish behavior management tool in One Note and using Microsoft Forms in the meantime • Release time for Frost PBIS Team members for planning and development
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Associate Principal • Frost PBIS Team (includes representative teachers and classified staff, counselor, and parent representative)

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

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

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

- Information about goals, strategies, and interventions communicated through Frost Website, Classroom PowerSchool sites, Safety Net Reading Connections Newsletter, and weekly Tuesday Bulletin
- Key resources translated into Spanish
- Electronic translation tools included in all online communications
- Finalized CIP plan posted on school website
- Information shared/distributed during annual Meet & Greet, Curriculum Night, PTSA and Natural Leader meetings, Safety Net/ELL evening parent events, and Conferences

Continuous Improvement Process Plan

Juanita Elementary

9635 NE 132nd ST
Kirkland, WA 98034

425-936-2570

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

2017 -
2018



Dana Stairs, Principal
Holly Appelgate, Associate Principal
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.

Located in Kirkland, Washington, Juanita Elementary serves approximately 400 students and their families, preschool through 5th grade. At Juanita Elementary, all staff are committed to providing a quality environment in which learners develop to their fullest potential. We believe all students should have every opportunity to learn and succeed. In addition, we have a diverse, international school community and take pride in fostering partnerships with parent organizations, local community leaders, and businesses which help expand our students' world view and the opportunities they present.

During the 2016-17 school year, Juanita Elementary students were administered the state test (Smarter Balanced Assessment). When planning for and adjusting instruction, teachers use information about student progress toward the common core state standards through our student growth goals, measured by common district and classroom-based assessment. In 2016-17, all of our grade level scores were far above the state level, with 5th grade scores also above the Lake Washington School District average. In grade 3-5 English Language Arts, 65% to 83% of our students were at standard or above. In Math, scores across grades 3-5 ranged from 62% to 74%. Fifth grade students were administered the Science MSP in 2016-17 and 84% of students were at or above standard.

The Juanita Elementary staff is committed to improving student academic achievement as well as fostering the overall well-being of our students. The primary focus of our 2016-17 Continuous Improvement Plan was mathematics and reading. This year, will we continue to focus on raising levels of student achievement in English Language Arts and Math. We will be examining individual student data to determine what strategies and tools are most effective in raising student achievement. Intensive support will be provided to those students who are not at standard. Differentiated instruction will be implemented in core subjects to best meet the needs of all learners. We will work very hard to maintain and increase our high level of performance and ensure further academic success for our students.

At Juanita Elementary School, we focus on integrating Arts and Life Skills across content areas to develop well-rounded students who can be "future ready." Using the Second STEP Curriculum, students are intentionally taught social and emotional skills focused on showing empathy, using skills for learning, managing emotions, and problem solving. Students who use a Life Skill in a positive way are celebrated by receiving a "Jag Brag" ticket, recognizing their achievement. Our staff also participated in "Positive Discipline" training. The effort has had a positive impact on our discipline system by providing a common understanding and approach that is based on Positive Behavior Intervention and restorative justice.

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%
3rd 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%
5th 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:

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	95.5%	90.2%	85%				
		1 st	82.3%	83.1%	76%				
		2 nd	80.0%	82.5%	78%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		82.3%	67.6%	65%				
	% of 3 rd graders meeting or exceeding state standards in Math		92.1%	71.6%	73.3%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		80.7%	87%	67.1%				
	% of 4 th graders meeting or exceeding state standards in Math		72.2%	81.4	62.1%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		74%	80.0%	83.3%				
	% of 5 th graders meeting or exceeding state standards in Math		62.9%	64.8%	74.5%				
	% of 5 th graders meeting or exceeding state standards in Science		77.7%	87%	84.2%				

- **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	By June 2017, 79% of our K-2 students will be proficient in reading as measured by EOY DIBELS scores.	80% met or exceeded standard as measured by DIBELS.
Literacy: 3-5 ELA	By June 2017, 80% of our 3-5 students will meet or exceed standard on the SBA.	72% met or exceeded standard as measured by the Smarter Balanced Assessment.
Math: 3-5 Math	By June 2017, 71% of our 3-5 students will meet or exceed standard on the SBA.	70% met or exceeded standard as measured by the Smarter Balanced Assessment.
Science: 5th Science	By June 2017, 89% of 5th graders will meet or exceed standard on the Science MSP.	84% met or exceeded standard as measured by the Smarter Balanced Assessment.
Achievement Gap	By June 2017, we will improve the percentage of ELL students proficient on the ELA and Math portions of the SBA from 23% to 44%.	33% of ELL students met or exceeded standard on the ELA and Math SBA.
School Effectiveness:	All students can learn complex concepts: 78% to 85%.	96% of staff agree mostly or completely that all students can learn complex concepts as measured by the Nine Characteristics Survey.
Attendance and Discipline:	By June 2017, we will increase our average daily attendance rate from 92% to 95%. By June 2017, 100% of staff will implement 3 strategies to increase positive student behavior.	The daily attendance rate for 2016-2017 was 96% as measured by Skyward. 96% of staff implemented 3 strategies to increase positive student behavior.

Narrative Reflection:

Narrative Reflection	
Process:	The staff at Juanita Elementary school used LEAP time to support the implementation of the CIP. Each grade level received several student data points including assessments, report card marks, attendance, and achievement gap for each student in their class. Teachers used the data to reflect and analyze the levels of student performance and growth. Teachers created data walls for each grade level as a visual for

	<p>student growth, they were updated at multiple points throughout the year based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process using multiple data points. Specifically, the staff reviewed the 9 characteristics survey data, DIBELS results, Wonders data, enVision data, SBA data, report card data, and current academic assessment data to identify target areas to focus, including a sub group area of focus.</p>
<p>Literacy: K-2 Reading</p>	<p>On average, 80% of K-2 students met benchmark on end of the year DIBELS. As a K-2 grade band group we saw great success of each student. We are proud of the fact that more students met a level 4 than we had anticipated. Students in K-2 are organized into leveled groups and receive on-level instruction which allowed teachers to stay cognizant of the progress of each student throughout the year. The greatest celebrations for K-2 literacy was the number of students who were moved from level 1 to level 3. We attribute our success to flexible grouping, and regular team meetings to strategically plan for intervention and enrichment. Looking forward, we will continue our work in the area of fluency, phonics, and retell (comprehension).</p>
<p>Literacy: 3-5 ELA</p>	<p>On average, 72% of students in grades 3-5 met or exceeded standard on the SBA ELA assessment last spring. Many of our students demonstrated personal growth from their score the previous year. We are proud of the growth we saw in writing full texts, and did exceptionally well in opinion writing. Students also showed growth in analyzing and comparing within or across texts and interpreting text evidence. Some areas of continued focus are editing, central ideas, and reasoning. We plan on spending more time this year practicing revising and editing.</p>
<p>Math: 3-5 Math</p>	<p>On average, 70% of students in grades 3-5 met or exceeded standard on the SBA math assessment last spring. We developed our PGE goal around fractions and data shows it was time well spent, grade level proficiency was above standard. Other celebrations include using place value for multidigit arithmetic, measurement problems, and interpreting data. Students struggled with using operations to solve problems and distinguishing between perimeter and area. We plan on incorporating more number talks to practice multiplication and division and using real world contexts and visuals to help students better understand perimeter and area. We will continue to use leveled math groups and utilize additional adult support to allow students the time to practice for mastery as well as receive immediate feedback on individual progress.</p>
<p>Science: 5th Science</p>	<p>In the spring, 84% of our 5th graders met or exceeded standard on the MSP science assessment. Staff used LEAP time and vertical planning to coordinate their science curriculum and worked with students one-on-one, toward mastery. We are proud of the fact that all ELL students met standard in science. We spent a lot of time focused on science vocabulary and are pleased to see it served our students in a positive way. An area we plan to focus on this year is around systems of</p>

	<p>science. We plan to use a lot of hands-on learning opportunities, Puzzlemwise, and interactive videos. The 5th grade teachers work collaboratively to determine the best instructional strategies and develop student science teams.</p>
Achievement Gap	<p>Last year, 33% of ELL students met or exceeded standard on the ELA and Math SBA, which is an increase from 23% the previous school year. There are several areas of celebration, 80% of 5th grade and 70% of the 3rd grade ELL students met or exceeded standard on the ELA portion of the SBA. However, only 23% of 4th grade ELL students met or exceeded standard on the ELA portion of the SBA. Support for ELL students in the classroom and in small group support continues to be a focus. Teachers participated in several SIOP trainings which gave them the tools to better support ELL students within the classroom. Our ELL students currently receive small group instruction from certified ELL staff.</p>
School Effectiveness:	<p>We are very proud of the fact that 96% of staff agrees mostly or completely that all students can learn complex concepts. Teachers meet weekly to discuss the progress of students in their class. Teachers, in collaboration with their grade level teams and interventionists, develop growth goals for each student. Our staff holds high expectations of all students when developing goals and uses several instructional strategies to help students accomplish their goals. We believe every student can learn complex concepts when our instructional practices are effective, meaningful, and determined with the student's needs in mind.</p>
Attendance and Discipline:	<p>Attendance has a great impact on student growth. Our highest priority is to have students in class, every day. The attendance rate for 2015-2016 was 92% and has increased to 96% for the 2017-2018 school year. As a school, we created an attendance team who meets each month to discuss students of concern and develop strategies to help them and allocate resources for families struggling with daily attendance. Our team uses Skyward reports, teacher referral, and district data bases to identify students of concern. In addition to the attendance team, staff conferenced with individual families to create plans for supporting families and to develop attendance contracts. Our school enlisted the help of the Becca specialist who supports all schools in the Juanita Learning Community. She helped communicate with families, develop meaningful interventions, and update school policy. Discipline continues to be a focus in our building. We approach each situation as an opportunity for learning and growth. All staff, both certificated and classified, have been provided with strategies and systems to prevent and de-escalate difficult situations with students. They have participated in several trainings around Positive Discipline and restorative justice practices. In addition, some staff members have participated in more specific trainings around behavior and have shared resources and strategies with others. Our school counselor has taken the lead in implementing Second STEP, a school-wide curriculum aimed at social and emotion development with an emphasis</p>

on bullying prevention and positive relationships. Our teachers use the classroom meeting consistently as a means to teach, practice, and model positive behavior.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	By June 2018, 86% of our K-2 students will be at standard as measured by EOY DIBELS scores.
Literacy: 3-5 ELA	By June 2018, 80% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).
Math: 3-5 Math	By June 2018, 78% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).
Science: 5th Science	By June 2018, 86% of our students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science (WCAS).
Achievement Gap	By June 2018, 66% of our Hispanic students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA) and DIBELS.
School Effectiveness:	By June 2018 90% of staff agree mostly or completely that all students respect those who are different from them as measured by the Nine Characteristics Survey.
Attendance:	By June 2018, we will increase our average daily attendance rate from 96% to 97%.
Discipline:	By June 2018, the average number of office visits per month will decrease from 25 to 10.

Annual School Goals: Academic

Our academic CIP goals were determined by having staff work in both grade level teams and grade bands to analyze a variety of data points (DIBELS data, SBA data, Wonders assessments, enVision assessments, and classroom writing assessments) to identify where students are currently performing and set target goals for progress this year. In order to meet the learning needs of all students, staff will provide differentiated small group instruction in ELA and Math, so that every student has the opportunity to learn at their instructional level. Wonders, Puzzlewise, enVision, and IXL curricula will allow students enrichment opportunities with varied texts and extension activities to go further in depth with the curriculum.

For students who are struggling, staff will use formal and informal assessments to provide targeted intervention. Assessments will be used from district provided

curriculum (Wonders and enVision), DIBELS, and classroom developed assessments. The results of the various assessments will allow staff to evaluate student needs and determine resources best suited for each individual student. Some examples of intervention strategies include IA support in classrooms, small group/differentiated instruction (What I Need Now, or WINN), safety net, ELL, special education, SIOP strategies, and immediate feedback and/or error correction in small groups.

We will use a variety of methods and tools to monitor the progress of our students towards our goals. Staff will analyze DIBELS data, Wonders end of unit assessments, enVision topic assessments, quick checks in enVision, and report card grades to determine adjustments in student support if necessary. Teachers will adjust small groups in response to student data, in order to properly engage students at their individual level. Teachers will continue to work in grade level and grade band teams and in collaboration with intervention specialists to collaboratively plan the best instructional strategies to support each student.

Annual School Goals: Achievement Gap

After reviewing the SBA and DIBELS data from last year, we believe our Hispanic students need more support in literacy. To address this achievement gap, staff will continue to expose students to whole group, core ELA, Math and Science instruction while still providing small group leveled instruction to fill the gaps due to language, special learning needs, and environment. Staff will continue to provide instruction to those who benefit from staying in the class by having our ELL teacher push in or provide strategies to classroom teachers through trainings in Sheltered Instructional Observation Protocol (SIOP). Our school focus this year is differentiating instruction with equity and cultural responsiveness in mind. We are strategically planning professional development on LEAP days where we will provide strategies that will not only benefit Hispanic students but will engage all students. Many teachers are participating in a book study for “Leader in Me,” a tool kit for teaching leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Our goal is for students to become independent learners and highly functional in everything they do. We will also continue to reach out to the families in our attendance area to engage them in their child’s education by inviting them to school events such as Open House and Literacy Night. Our Building Leadership Team is in the process of planning a culture week in the spring that would allow students the opportunity to celebrate and learn about other cultures. We are also committed to using interpreters when needed to communicate to families and will have interpreters present at conferences or meetings. We will infuse cultural responsiveness in our communication with families by including information about different cultures in Cat Tracks. We will progress monitor this goal in the same way we monitor our academic goals, through the PLC inquiry cycle. In addition, staff will monitor DIBELS benchmark scores and ELPA21 scores.

Annual School Goals: School Effectiveness

As a staff, we reviewed our Nine Characteristics data. “Students respect those who are different than them,” is an area of focus because it is one of our lowest scoring areas on the survey. We want to embrace our diverse population and give students the chance to

share and celebrate their differences. Increasing student respect for others will positively impact the number of discipline issues. We will use several strategies to reach our goal at a building and classroom level, such as incorporating themes of the month that are connected to Second STEP, implementing social and emotional learning in the classroom, intentionally celebrating all cultures at events and in the classroom, using class meetings to share and solve problems, and including students by having them share ideas. We will continue using the Second STEP curriculum in every classroom and implement Positive Discipline strategies. We will progress monitor by tracking the number of class meetings teachers conduct, Second STEP lessons delivered by our counselor, and student survey data.

Annual School Goals: Attendance

As a staff, we reviewed attendance data from the previous school year. We know it is critical to put system in place to have students attend on a regular basis and to provide strong supports for students who have been absent. Research shows that school attendance and tardies are both strong indicators of school success and graduation rates. Student absent rates have increased, specifically unexcused absences. In response, the school developed a building level attendance team to identify specific students of concern and possible interventions and resources the school can provide. Our goal is to increase the daily attendance rate by using school staff to communicate the importance of attendance with families, monitor attendance concerns through the attendance team, conference with families to discuss attendance concerns, develop formal agreements with families to improve attendance, and manage data through monthly Skyward reports. This year we will also participate in a pilot program with Eastside Pathways. We will partner with them to help connect families to resources and services in the community.

Annual School Goals: Discipline

We understand the correlation between academic progress and creating a safe and kind environment, where students are taught positive problem-solving skills. As a staff, we discussed the need to take a more proactive and positive approach toward student discipline practices. As a staff, we reviewed discipline data from the previous school year to identify major trends and areas of needed focus. Our goal is to be more proactive during months where data has shown a spike in student discipline. For example, our data shows an upward trend in the months of November and May. We will revisit school-wide behavior expectations and use of strategies with all students during these months. We will continue to try alternatives to suspension and detention, by increasing our restorative Justice practices. Classified and certificated staff will receive training in Second STEP, Kelso's Choices, and Positive Discipline. Classified staff who supervise recess will participate in a table talk discussing best practices for dealing with student conflict on the playground. In addition, the school culture team is implementing themes of the month connected to respect, empathy, and problem solving. We will progress monitor through our behavior tracking system per month.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	All grade level teams utilize PCC time to analyze student data, identify specific needs, and plan for instruction to increase student performance in literacy. Teachers, in collaboration with grade level teams, will develop leveled reading groups (WINN) based on several data points. Teachers will implement SIOP strategies, use of visuals, small group and whole group reading instruction, use classified staff and parent volunteers, graphic organizers for reading and writing, and the Writer’s Workshop model. Teachers will collaborate with interventionists to plan for intensive support for students who qualify for special education or Safety Net in the area of literacy.
<i>Professional Learning needed</i>	Teachers will participate in learning walks (Excellence Within) by visiting other classrooms and hosting visitors into their classrooms to share ideas and strategies. Many staff members will be supported by the New Teacher Support Program or seek out Professional Learning coaches offered through the district. PCCs and grade level teams will meet to plan and develop lessons and assessments aligned to the standards. Teachers will participate in various book studies, Common Core trainings, positive behavior training, and TIF trainings. Some teachers will receive training in DIBELS, SIOP, and Writer’s Workshop.
<i>Resources needed</i>	Teachers need time to meet with grade level and vertical teams, opportunities to get into other classrooms to see ideas they can implement, and access to district trainings. Teachers will also use online resources such as Lexia, Accelerated Reader, WonderWorks, BURST, and Power BI dashboard.
<i>Responsible individual or team</i>	Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team

Goal Area	Math
<i>Strategy to support goals</i>	Teachers analyze student data, specifically SBA target data over multiple years to identify specific instructional needs. Math instruction is differentiated by making use of math stations or groups, giving students more diverse interactions with math and building in opportunities for the teacher to meet one-on-one with students who need more support. Informal and formal assessments are used to determine student needs and adjustments are made to leveled grouping and instruction. Students are given leveled practice and enrichment opportunities. Students also have access to IXL, which can be monitored by both teachers and families.
<i>Professional Learning needed</i>	Teachers will participate in learning walks (Excellence Within) by visiting other classrooms and hosting visitors into their classrooms to share ideas and strategies. Many staff members will be supported by the New Teacher Support Program or seek out Professional Learning coaches offered through the district. PCCs and grade level teams will meet to plan and

	develop lessons and assessments aligned to the standards. Teachers will participate in various book studies, Common Core trainings, positive behavior training, and TIF trainings. Additionally, we need to adequately provide for enrichment in the area of mathematics.
<i>Resources needed</i>	Teachers need time to meet with grade level and vertical teams, opportunities to get into other classrooms to see ideas they can implement, and access to district trainings in the math CCSS cohort. Additionally, we need access to supplemental online enrichment websites and software.
<i>Responsible individual or team</i>	Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team

Goal Area	Attendance
<i>Strategy to support goals</i>	All staff will be trained in district and state policy changes concerning attendance and truancy, teacher responsibilities, and the process for supporting students and their families. The school communicates with families by phone and writing when students have reached thresholds pre-determined by the district and state law. School representatives will conference with families to discuss possible resources and strategies to improve student attendance. Use of attendance contracts developed in collaboration with school staff and families with commitments made from both parties. School staff will enlist the support and knowledge of the district Becca specialist. Building level attendance team will meet once a month to identify and support students and their families. Our school has been selected to participate in a district trial in conjunction with Eastside Pathways to develop better community supports and resources for families.
<i>Professional Learning needed</i>	Staff will continue to learn more about the impact of poor attendance and any policy adjustments related to attendance and truancy. Use of Skyward and data collection for attendance purposes. Best practices for supporting families through the Becca process.
<i>Resources needed</i>	Skyward access, Power BI attendance dashboard, Eastside Pathways, time for attendance team to meet and follow up with individual families.
<i>Responsible individual or team</i>	Administration, school counselor, Attendance Team, student secretary, district Director of Student Services

Goal Area	Science
<i>Strategy to support goals</i>	Teachers use a team teaching approach for science, use of formative and summative assessments, implement SIOP strategies to better support with difficult science vocabulary, frequent and explicit modeling of conclusions and procedure writing. Students will participate in a week long outdoor learning experience at Islandwood to enhance their scientific learning.
<i>Professional Learning needed</i>	SIOP training and modeling, meeting and planning time for co-teaching science lessons, and participation on the K-5 science adoption committee.

<i>Resources needed</i>	Foss kits, Puzzlewise, science notebooks, time to collaborate
<i>Responsible individual or team</i>	Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

We will share CIP goals at General PTA meeting in November and inform our parents of our CIP process at a principal/PTA coffee talk in December. We will solicit feedback and incorporate parent ideas into our strategic CIP planning. As part of the communication process, we will communicate our SBA and DIBELS scores, including areas of strength and challenge. We will also provide parents with state average scores on the SBA, district average scores on the SBA, and our school's performance on the SBA. We will also share DIBELS scores from our primary levels. This will give parents an avenue of comparison. We will continue to share our progress with parents throughout the year.

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

We plan to continue to communicate the CIP process by placing our CIP plan on our school website and providing summary of our CIP goals and process to parents via Cat Tracks (school newsletter). We will also host Principal/PTA coffee talks to explain our process in developing goals for this year and how we will monitor our progress towards those goals. Teachers are also providing information on content/skill focus to parents on a regular basis in their classroom newsletters. Parents will be involved in attendance and academic conference throughout the year and will have the chance to discuss growth and areas of focus for their child.

Continuous Improvement Process Plan

Helen Keller Elementary

13820 108th Ave NE
Kirkland, WA 98034

425-936-2580

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

2017 -
2018



Sandy Dennehy, Principal
Holly Appelgate, Associate Principal
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.

School Mission

The mission of Helen Keller Elementary is to collaborate with the community to empower students to reach rigorous, yet attainable academic and social goals

Helen Keller Elementary School, located in Kirkland, Wash., is a K-5 school with an enrollment of nearly 400 students. Keller is located in the Juanita region, in a well-established residential neighborhood.

With our mission in mind, we provide an excellent instructional program for a diverse community of students. We have approximately 50 students who receive support through our English Language Learner and intensive academic support programs and we house two Learning Centers, serving district students in grades K-5 with developmental needs. In addition, we are one of a few schools who independently provide meal support to approximately 30 families.

Keller students have done well on state testing; over the years making steady gains in most grade levels. When planning for and adjusting instruction, teachers use information about student progress toward the common core state standards through our student growth goals, measured by common district and classroom-based assessment. In 2016-17, our fourth graders improved in all areas, going from 54% at standard in English Language Arts (ELA) to 78% at standard, and in math improved from 56% to 72%. Overall the 3-5 grade band improved in English Language Arts, from 69% to 72% at standard or above, and in Math from 59% to 67%. Fifth grade students were administered the Science MSP in 2016-17 and 73% of students were at or above standard; a slight increase from the scores in 2015-2016. In all grade levels we were quite impressed with how many students exceeded standard; specifically in fourth grade with nearly two-thirds scoring in the level 4 range in ELA and Math.

We are confident however that scores will increase as we continue working as a PLC, understand the SBA better and focusing on the result data provided through the SBA this year. Keller has an exemplary staff. All our teachers work in collaborative teams, meeting weekly to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Helen Keller Elementary School has a strong, involved community with many parents and neighbors. The school has become a community hub thanks to the staff and volunteers who provide opportunities including math and reading nights, the ice cream social, music programs, and the talent show to gather our families together. Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have used many data points to identify areas of concern for minority students such as test scores, grade report marks, attendance rates, and discipline. Four times a year the staff

organize spirit assemblies where we acknowledge and celebrate students in our school for academic and life skill success. These assemblies, in which parents are invited, are also an opportunity where we can emphasize the weekly teachings of the Second step program, used in every classroom and reinforced through daily class meetings. We will continue to foster these important life skills making Keller a safe and happy place to learn, take risks, and achieve great things!

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%
3rd 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%
5th 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:

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	87%	87%	79%				
		1 st	75%	74%	67%				
		2 nd	82%	73%	72%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		68%	77%	72%				
	% of 3 rd graders meeting or exceeding state standards in Math		74%	75%	77%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		63%	54%	78%				
	% of 4 th graders meeting or exceeding state standards in Math		62%	56%	72%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		71%	77%	65%				
	% of 5 th graders meeting or exceeding state standards in Math		48%	45%	52%				
	% of 5 th graders meeting or exceeding state standards in Science		80%	73%	73%				

- **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	93% of K-2 students at or above benchmark by May 2017 as measured by DIBELS	73% of K-2 students met or exceeded standard as measured by DIBELS.
Literacy: 3-5 ELA	72% of 3-5 students at or above benchmark by May 2017 as measured by the Smarter Balanced Assessment (SBA)	72% of 3-5 students met or exceeded standard as measured by the Smarter Balanced Assessment (SBA).
Math: 3-5 Math	75% of 3-5 students at or above benchmark by May 2017 as measured by the Smarter Balanced Assessment (SBA)	67% of 3-5 students met or exceeded standard as measured by the Smarter Balanced Assessment (SBA).
Science: 5th Science	73% of 5 th grade students at or above benchmark by May 2017 as measured by the Measurement of Student Progress (MSP)	73% of 5 th graders met or exceeded standard as measured by the Measurement of Student Progress (MSP).
Achievement Gap	50% of 3-5 ELL students at or above benchmark in all content areas by May 2017 as measured by the Smarter Balanced Assessment (SBA)	26% of 3-5 ELL students met or exceeded standard in all content areas as measured by the Smarter Balanced Assessment (SBA).
School Effectiveness:	By June of 2017 75% of teachers will agree mostly or completely that teachers provide feedback to each other to help improve instructional practices (Baseline 54.55% of teachers agree mostly or completely.) as measured by the Nine Characteristics Survey	84% of teachers agree mostly or completely that teachers provide feedback to each other to help improve instructional practices as measured by the Nine Characteristics Survey.
Attendance and Discipline:	By June 2017, we will decrease the average number of students tardy per day from 10 to 5 as measured by monthly Skyward reports. By June 2017 we will decrease the average number of students	An average of 19 students were tardy per day or left early as measured by monthly Skyward reports. An average of 26 students per month received a Notice Note as measured by our Notice Note tracking system.

	receiving Notice Notes (internal communication of student misbehavior) from 46 per month to 25 per month as measured by our Notice Note tracking system.	
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Narrative Reflection:

Narrative Reflection	
Process:	When reflecting on academic goals, staff was provided 2017 SBA, MSP and DIBEL's data and were asked to analyze the achievement of their students from last year (as a grade level team). They were then provided a template where they were asked to think about the following questions. <ol style="list-style-type: none"> 1. As a team, what were you most proud of based on your students' assessment results? 2. In reviewing your students' SBA claim level performance or DIBEL'S results, what relative strengths were demonstrated? What specific standards would you recommend this group of students focus on for continued growth? 3. Which Sub groups will require intentional focus to start reducing achievement gaps and what strategies will you use to support this sub group? 4. As a team, what specific strategies will you use to ensure the growth of ALL students' assessment results this year?
Literacy: K-2 Reading	In K-2 reading, staff is proud of the fact that every student made growth on DIBELS, with many students surpassing their goals. 73% of our students reached benchmark. Many students who remained below benchmark were supported through specially designed instruction, Safety Net, or brought to Guidance Team for further support. For K-2 grade band to show continued growth in reading, we recommend continued progress monitoring with students who fell below benchmark and for them to receive continued reading support through safety net and small group instruction. Staff sees a need to focus more instruction around writing skills, phonics, fluency and accuracy.
Literacy: 3-5 ELA	In ELA in 3-5, we are proud of how our students performed on the SBA in both content areas, specifically how many students scored a level 4. 3-5 students outperformed their previous year's scores by 3% in ELA and 8% in math. Some specific celebrations were the success in research and writing. The 3-5 grade band teachers will continue to focus on stronger vocabulary development, use of conventions, grammar, writing informational texts, and analysis of texts. Some of the strategies we plan to implement include use of anchor charts, purposeful small group instruction within the classroom, making strong connections to student's current life, practicing literacy skills across all subjects like math and social studies, and taking the extra time to practice the writing cycle (pre-write, draft, revise, edit, publish).

Math: 3-5 Math	In Math in 3-5, we are proud of how our students performed overall on the Smarter Balanced Assessment (SBA). Scores from 2015-2016 grew from 59% to 67% in 2016-2017. Students achieved the most in communicating and reasoning, problem solving, and data analysis. We are most proud of the number of students who scored a level higher than the previous year. For us to continue to grow in math, teachers will focus on geometric shapes, use of operations with whole numbers to solve problems, measurement and conversions, and numerical expressions to represent real-world problems. Our grade level band team will incorporate more opportunities for practice with basic math fluency, provide individual support and smaller group instruction, and make good use of parent volunteers to work with students one on one. Additionally, we will use strategies like anchor charts, visuals, models, cross-content connections, and incorporate measurement, time, area, and perimeter throughout the year.
Science: 5th Science	In Science, we are proud of the students who scored higher despite their struggle with reading. Teachers focused heavily on science vocabulary and application. Teachers plan to focus on conclusion writing using claim, evidence, and reasoning structure, as well as analysis of procedure. In addition, we have a great need to better support students who are ELL, special education, and low socioeconomic status; all three groups scored lower in 2016-2017 than in 2015-2016.
Achievement Gap	Overall, in grades 3-5 26% of our ELL students met or exceeded standard on the Smarter Balanced Assessment (SBA). While we did not meet our goal, we are very proud of the individual growth of each student from the previous year. The fourth-grade cohort increased their scores from 17% on the ELA portion of the SBA in 2015-2016 to 33% in 2016-2017. Many of our low-income students fall into multiple sub categories, therefore for us to continue growing, we believe that we need to focus on differentiating strategies, specifically incorporating SIOP strategies to our lessons to broaden vocabulary. Our ELL teacher led several professional development sessions in SIOP and we have seen staff implementing new strategies in their classrooms. In addition, we believe that we need to continue our efforts in reaching out to our low-income families, encouraging them to be involved while building trust and relationships with both the students and families.
School Effectiveness:	As a staff, we are very proud of the results of the Nine Characteristics Survey. Collaboration is a highly valued tool when increasing the achievement of all students. Working together to become better practitioners by seeking feedback from peers or observing the work of others has been an important part of our work at Helen Keller. We will continue to connect teachers by organizing learning walks and learning coach cycles.
Attendance and Discipline:	Our student management system adjusted the way in which it calculates a tardy, a late arrival and an early dismissal are both now considered tardy. As a result, we feel our data showing an average number of students tardy per day as 19 is not fully representative of

our efforts around late arrival. Our efforts to decrease student tardiness include requiring parents to accompany their child to the office to sign the student in. Additional attempts to communicate tardy concerns will be made using letters sent from the office and conferences with families who may need more support. While we did not meet the goal set for number of Notice Notes per month, we are very proud of the significant decrease from 46 to 26. Notice Notes have helped to increase communication between classified staff, specialists, and interventionists which has allowed the adults working with the same students to manage behavior and needs more effectively. We were surprised by the spikes in certain months such as November and May. We plan on reteaching and reminding students of expected behavior at school and continue to emphasize the recognition of Praise Notes. These efforts will include classroom teachers, specialists, interventionists, and classified staff.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	By June 2018, 85% of our K-2 students will be at benchmark as measured by EOY DIBELS scores.
Literacy: 3-5 ELA	By June 2018, 74% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA)
Math: 3-5 Math	By June 2018, 75% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA)
Science: 5th Science	By June 2018, 77% of our students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science (WCAS).
Achievement Gap	By June 2018, 65% of Hispanic students K-2 will meet benchmark as measured by EOY DIBELS. By June 2018, 52% of Hispanic students 3-5 will meet or exceed standard as measured by the ELA Smarter Balanced Assessment (SBA).
School Effectiveness:	By June 2018 80 % of staff agree mostly or completely that staff works in teams across grade levels to help increase student learning as measured by the Nine Characteristics Survey.
Attendance:	By June 2018, we will increase our average daily attendance rate from 95% to 97%.
Discipline:	By January 2018, school administration will have fully implemented a discipline tracking system to communicate discipline issues and focus on reteaching opportunities.

Annual School Goals: Academic

The process used to determine annual school goals includes an in-depth building-wide analysis. Staff collected assessment data from the 2016-2017 school year including DIBELS K-2 reading scores, Wonders K-5 reading scores, EnVision K-5 math scores, SBA grade 3-5 state standardized test math and reading scores, and 5th grade science MSP scores; as well as baseline data from common assessments at the start of the 2017-2018 school year. At Keller, staff ensure that all students are receiving both challenge and rigor and the necessary interventions through our Professional Learning Community (PLC) meeting process. When grade level PLC's meet, teachers determine common assessments and analyze the data to determine next steps for each student. Students who need more support could receive in class (Tier I) interventions or small group/pull out (Tier II) interventions such as Safety Net. All staff have a responsibility to intervene when students are behind such as recommendation to guidance team, Student Intervention Team, or Behavior Intervention Team. All involve a collaborative approach to analyzing student data and attempted interventions. Similarly, during PLC meeting times, staff will determine the students who require additional challenge and increase the rigor of their daily work. In addition to PLC time, staff meet in vertical teams to share common experiences with students and determine best supports. Staff use several types of assessments to monitor the progress of each student such as MOY DIBELS, Safety Net assessments, formative and summative class assessments, student led conferences, and mid-year report cards.

Annual School Goals: Achievement Gap

After reviewing the SBA and DIBELS data from last year, we believe our Hispanic students need more support in literacy. To address this achievement gap, staff will continue to expose students to whole group, core ELA, Math and Science instruction while still providing small group leveled instruction to fill the gaps due to language, special learning needs, and environment. Staff will continue to provide instruction to those who benefit from staying in the class by having our ELL teacher push into the classroom. Our ELL teacher will push in when possible during content areas that are heavy in vocabulary. School leadership created a master schedule with all interventions and supports in mind by ensuring all students were included in whole group learning, then had an opportunity for further supports. Our school focus this year is differentiating instruction with equity and cultural responsiveness in mind. We are strategically planning professional development on LEAP days where we will provide strategies that will not only benefit Hispanic students but will engage all students such as SIOP and equity. We will also continue outreach and visiting the families from the Section 8 housing in our attendance area and apartment complexes hoping to engage them in their child's education and increase confidence by inviting them personally to evening activities such as math and reading nights. Many of those who we will be visiting are families of ELL students and/or low socioeconomic families. To increase access points to our school and increase the engagement of diverse families, our school will host a night of celebrating culture around the world and invite all families to share their cultures with the community. The school has created an equity team to specifically address the opportunity and access of all families and to create a welcoming environment. We are also committed to using interpreters when needed to communicate

to families and will have interpreters present at our evening events. Our hallways are something we are especially proud of, we have added flags representing the nations of students represent and other celebrations of culture. We will progress monitor this goal in the same way we monitor our academic goals, through the PLC meeting process. In addition, staff will monitor DIBELS benchmark scores and ELPA21 scores.

Annual School Goals: School Effectiveness

As a staff, we reviewed our 9 Characteristics data. Staff works in teams across grade levels to help increase student learning is an area of focus because it is one of our lowest scoring areas on the survey and staff felt strongly that vertical collaboration will increase student achievement. When we have opportunities to meet in vertical teams, all parties come away feeling as though the meeting time was valuable, but at the same time, we recognize that it is too rare an opportunity. On the Kindergarten end of the spectrum, teachers see a need for more vertical integration with their level up counterparts, and on the 5th grade end, teachers would like more interaction with lower grade level counterparts. To have highly functioning and effective verticals teams, teachers need planning time set aside, both within school and including other feeder schools with a specific agenda to cover. Leadership team will determine and monitor the professional learning days and other LEAP time dedicated to vertical teaming.

Annual School Goals: Attendance

As a staff, we reviewed attendance data from the previous school year. We know it is critical to put system in place to have students attend on a regular basis and to provide strong supports for students who have been absent. Research shows that school attendance and tardies are both strong indicators of school success and graduation rates. Student absent rates have increased, specifically unexcused absences. In response, the school developed a building level attendance team to identify specific students of concern and possible interventions and resources the school can provide. Our goal is to increase the daily attendance rate by using school staff to communicate the importance of attendance with families, monitor attendance concerns through the attendance team, conference with families to discuss attendance concerns, develop formal agreements with families to improve attendance, and manage data through monthly Skyward reports.

Annual School Goals: Discipline

All staff members have been trained in restorative discipline practices and have fully implemented the use of Notice Notes to inform classroom teachers and office staff of discipline issues and interventions. An area we would like to focus on is addressing the behaviors in a more efficient and communicative way. The administrative team will implement a discipline tracking and communication system through OneNote. All users will update as they meet with students and enter level of discipline and a follow-up plan for each student. Our goal is to better support students and staff through the discipline process to reduce the number of repeat offenses and to make the discipline process a learning experience for students.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>All grade levels will utilize PCC time to determine strategies and action plans to support the goal as well as work with the Instructional Leadership Team on calendaring professional development needs within the constraints of LEAP and staff meetings. Staff will use a variety of strategies to best support literacy growth. Teachers engage students with Daily 5 in which they have opportunities to read to self, read to others, complete word work, practice writing, and listen to stories. In addition, teacher use classroom visuals, anchor charts, and SIOP strategies to support students with language deficits. Teachers make good use of volunteers to pull individuals or small groups for work on letter recognition, sounds, sight words, fluency and comprehension. Writer’s Workshop allows students the opportunity to create individual goals with which are appropriate for their level. Interventions and enrichment will also include utilizing small groups to provide differentiated phonics activities, model fluency, and review old phonics skills. Students have many chances to read stories at their independent and instructional levels, and reread stories multiple times to build fluency and confidence. Students that are identified as “at risk” on DIBELS or are ELL are receiving Safety Net and/or ELL services. Students will be working with the Wonderworks and Burst programs and as a supplement, Raz-Kids reading program, which allows them to progress through at their reading level. These students will be able to read text at their level and progress through the skills, vocabulary acquisition and increased comprehension strategies. Most students receiving Special Education services in ELA are staying in their classes for whole group core instruction and exposure to grade level text and then being pulled for use of the curricula and strategies above as well as reading mastery if appropriate. Teacher meet with families throughout the year to discuss individual growth and goals.</p>
<i>Professional Learning needed</i>	<p>Teachers will participate in learning walks by visiting other classrooms and hosting visitors into their classrooms to share ideas and strategies. Many staff members will be supported by the New Teacher Support program or seek out Professional Learning coaches offered through the district. PCCs and grade level teams will meet to plan and develop lessons and assessments aligned to the standards. Teacher will participate in various book studies, Common Core trainings, and eMas trainings. Teachers have received training in administering DIBELS, but will continue to be support in norming and analyzing student data.</p>
<i>Resources needed</i>	<p>Teachers need time and space to meet with their teams, opportunities to get into other classrooms and see ideas they can implement, collaboration with grade level and vertical teams, and access to district resources such as Raz-kids, Lexia, WonderWorks, BURST, and Power BI data dashboard. Teachers need access to most up to date student data in addition to data collected in the classroom.</p>

<i>Responsible individual or team</i>	Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team
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Goal Area	Math
<i>Strategy to support goals</i>	All grade level teams utilize PCC time to determine strategies and action plan to support the goal as well as work with the Instructional Leadership Team on calendaring professional development needs within the constraints of LEAP and staff meetings. Teachers analyze student data, specifically SBA target data over multiple years to identify specific instructional needs. Differentiated math instruction by making use of math stations or groups, giving students more diverse interactions with math and allow the teacher to meet one-on-one with students who need more support. Use of informal and formal assessment to determine student needs and adjustments made to leveled grouping. Teachers will make use of pre-assessments to identify student need and develop instruction and supports specific to each student. Students will be given leveled practice and enrichment opportunities. Student have access to IXL, which can be monitored by both teachers and families. Our school will host Family Math Games night and reach out to families in the community to encourage them to participate.
<i>Professional Learning needed</i>	Teachers will participate in learning walks by visiting other classrooms and hosting visitors into their classrooms to share ideas and strategies. Many staff members will be supported by the New Teacher Support Program or seek out Professional Learning coaches offered through the district. PCCs and grade level teams will meet to plan and develop lessons and assessments aligned to the standards. Teachers will participate in various book studies, Common Core trainings, and eMas trainings.
<i>Resources needed</i>	Teachers need time and space to meet with their teams, opportunities to get into other classrooms and see ideas they can implement, collaboration with grade level and vertical teams, and access to district trainings. Access to math CCSS cohort and access to supplemental online enrichment websites and software such as IXL. Teachers will use various math games to engage student learning along with manipulatives to enhance math lessons. Teachers need access to most up to date student data in addition to data collected in the classroom.
<i>Responsible individual or team</i>	Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team

Goal Area	Achievement Gap
<i>Strategy to support goals</i>	Teachers will provide whole group instruction within the classroom for ELA, Math, and Science. Students will receive small group instruction to provide more support due to language, special learning needs, and environment. ELL and Special Education push in and pull out services, Safety Net for those who qualify. Teachers will implement differentiated instruction with equity and culture in mind by using culturally responsive

	teaching practices. Use of interpreters and important school documents will be translated into Spanish with additional communication through text messaging for families without e-mail. School sponsored events to increase family access and engagement to our campus.
<i>Professional Learning needed</i>	Teachers will participate in learning walks by visiting other classrooms and hosting visitors into their classrooms to share ideas and strategies. Many staff members will be supported by the New Teacher Support Program or seek out Professional Learning coaches offered through the district. PCCs and grade level teams will meet to plan and develop lessons and assessments aligned to the standards. Teachers will participate in ongoing training for culturally responsive teaching, ELPs, and SIOP to better support Hispanic students.
<i>Resources needed</i>	Teachers need time and space to meet with their teams, opportunities to get into other classrooms and see ideas they can implement, collaboration with grade level and vertical teams, and access to district resources such as culturally responsive teaching and equity training. In addition, access to multiple data sources for SBA, DIBELS, Skyward, and Power BI dashboard to track student progress.
<i>Responsible individual or team</i>	Administration, Specialists, Interventionists, K-5 Teachers, and Leadership Team

Goal Area	Attendance
<i>Strategy to support goals</i>	All staff trained in district and state policy changes concerning attendance and truancy, teacher responsibilities, and the process for supporting students and their families. The school communicates with families by phone and writing when students have reached thresholds pre-determined by the district and state law. School representatives will conference with families to discuss possible resources and strategies to improve student attendance. Use of attendance contracts developed in collaboration with school staff and families with commitments made from both parties. School staff will enlist the support and knowledge of the district Becca specialist. Building level attendance team will meet once a month to identify and support students and their families. Our school has been selected to participate in a district trial in conjunction with Eastside Pathways to develop better community supports and resources for families.
<i>Professional Learning needed</i>	Staff will continue to learn more about the impact of poor attendance and any policy adjustments related to attendance and truancy. Use of Skyward and data collection for attendance purposes. Best practices for supporting families through the Becca process.
<i>Resources needed</i>	Skyward access, Power BI attendance dashboard, Eastside Pathways, time for attendance team to meet and follow up with individual families.
<i>Responsible individual or team</i>	Administration, school counselor, Attendance Team, student secretary, K-5 Teachers, and district Director of Student Services.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Involvement in the continuous improvement process this year will be a work in progress. The Leadership Team and PTA Presidents and Principal will come up with a meaningful way of involving parents other than just having parents take the Annual Perception Data Survey.

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

Strategies to inform families about the Continuous Improvement Process will include:

- Teacher Haiku pages and newsletters.
- School Website
- PTA meetings
- PTA Facebook
- Principal chats
- School newsletter
- Attendance conferences
- Ongoing parent conversations regarding student behavior and academic success

Continuous Improvement Process Plan

John Muir Elementary

14012 132nd Ave N.E.
Kirkland, WA 98034
425-936-2640

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

2017 -
2018



Principal Jeff DeGallier and Associate
Principal Ric Baileykaze
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.

John Muir Elementary (JME) is an outstanding community school where all students are provided a rich academic program in a safe, nurturing environment. The school, playground, and playfields are important centers for both school-related and community-related activities. JME serves a socially, economically and ethnically diverse population of children. This diversity is a source of strength and pride for the school. The PTSA is active in supporting the educational process and provides enriching programs, which further enhance the positive school climate and culture for students, staff, and community members.

Our focus at JME is to provide an academically rigorous experience that allows each student to achieve their personal best. The professional educators spend considerable time in staff development to insure the continual improvement of their capacity to meet the needs of all children. Ongoing assessments allow teachers to monitor the progress of their students to ensure they are making the greatest growth possible and to alter instruction where necessary. In addition to our primary focus on developing strong academic skills, resources are dedicated to providing a well-rounded education through a well-respected music and physical education program.

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%
3rd 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%
5th 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:

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	98.4%	87.1%	86.1%				
		1 st	82.5%	79.1%	83.1%				
		2 nd	82.7%	77.8%	86.1%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		70.3%	73.1%	66.6%				
	% of 3 rd graders meeting or exceeding state standards in Math		73.0%	74.6%	71.9%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		68.4%	76.0%	62.0%				
	% of 4 th graders meeting or exceeding state standards in Math		54.3%	80.0%	64.5%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		68.7%	63.9%	78.1%				
	% of 5 th graders meeting or exceeding state standards in Math		51.5%	37.7%	76.3%				
	% of 5 th graders meeting or exceeding state standards in Science		75.0%	70.4%	83.6%				

- **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	K-2 student will go from 67.6% at standard on the DIBELS, to 81.7% at standard.	85% of K-2 students performed at or above standard on the 2017 EOY DIBELS assessment.
Literacy: 3-5 ELA	3-5 students will go from 70% at or above standard on the SBA-ELA, to 74% at or above standard.	68% of grade 3-5 students performed at or above standard on the 2017 SBA ELA.
Math: 3-5 Math	3-5 students will go from 64.67% at or above standard on the SBA-Math, to 68.67% at or above standard.	70.1 % of grade 3-5 students performed at or above standard, as measured by the 2017 Math SBA.
Science: 5th Science	72% of 5 th grade student will be at or above standard, as measured by the MSP.	83.6% of students performed at or above standard, as measured by the 2017 MSP.
Achievement Gap	ELL students scoring at level 1 on the SBA-Math will be reduced from 37.7% to 20%.	53% of grade 3-5 ELL students performed at a Level 1 on the 2016-17 SBA – Math.
School Effectiveness:	Survey results will show an overall increase (from 83% to 91%) of staff reporting “mostly agree & completely agree” for characteristic #4: “High Levels of Collaboration and Communication”	Spring 2017 Survey of Nine Characteristics of Effective Schools characteristic #4-High Levels of Collaboration and Communication- showed that 84% mostly agree or completely agree.
Attendance and Discipline:	Attendance: We will continue to work to keep our average daily attendance above 92%. Discipline: We will continue to implement the “Positive Behavior Intervention” system to reduce lost instructional time, guided by the core team who attended the summer 2016 training.	Average daily attendance for the 2016-17 school year was 94.7% PBIS was implemented last year and baseline data for lost instructional time was established. Over the year, students were referred to the office either from the classroom or on the playground a total of 92 times.

Narrative Reflection:

Narrative Reflection	
Process:	The admin team, the Building Leadership Team, Grade Level Teams, and individual teachers spent considerable time reviewing state assessments, DIBELS data, and curriculum based measures throughout the 2016/2017 school year. This data was analyzed at both the cohort and individual student level to determine the effectiveness of instruction and to determine where changes and interventions would lead to improved results. LEAP time and team planning time was allocated to collaborate with Safety Net and grade level teams which allowed for greater consistency in interventions. Grade level teams also met on a regular basis to align curriculum delivery, support effective curriculum implementation, collaboratively score student work, and to use student data to determine instructional effectiveness. Continued professional development of the CORE consultant, MaryAnn Jalbert, led to continued improvement in literacy instructional skills. Also, time and training were given to classified staff to allow for more effective support in classrooms. The Building Leadership Team worked throughout the year to research best practices for math vocabulary instruction and a sub-committee defined a scope and sequence for K-5 math vocabulary and designed an instructional routine that is being implemented schoolwide. Challenges we continued to address were the impact of student behavior in the general education setting, a higher than typical transiency rate, and allocating enough time to collaborate with special education and interventionists.
Literacy: K-2 Reading	Our students outperformed our goal in K-2 literacy by a little over 3%. In kindergarten, we expected more students at the strategic level but as a result of targeted intervention a higher percent were at standard by EOY. In 1 st grade students improved by 22% but similarly to 2 nd grade our disparity between females outperforming males is of concern. In dissecting the data 2 nd grade also noticed that accuracy is where we need to focus in the upcoming year.
Literacy: 3-5 ELA	Grades 3-5 Literacy achievement was disappointing this year. We dropped 2% from the previous year and didn't reach our goal of 74% being at standard on the SBA. Although student performance overall was disappointing, there was significant improvement in 5 th grade-achieving 78.1% at standard compared to 63.9% the previous year. Both the 3 rd and 4 th graders performing at standard dropped considerably, and none of our grade levels closed the achievement gap. In fact, while the 5 th grade improvement was exceptional, the achievement gap of 5 th graders increased.
Math: 3-5 Math	We met our Math goal last year, but similarly to Literacy, both the 3 rd and 4 th grades dropped in overall achievement compared to the previous year while the 5 th grade improved significantly. 4 th grade had interesting data – Hispanic student achievement grew on the SBA from 30% to 58% but ELL students dropped from 50% to 8%. While 5 th grade made great strides, it was noticed that we need to focus on

	<p>problem solving and communicative reasoning, both targets that should close our achievement gap.</p>
Science: 5th Science	<p>We suspected that science scores might decrease this year due to the increased attention to Literacy and Math. However, students met, and surpassed, our goal of 72% by 10+ percentage points. This suggests a correlation between continued focus on Literacy and Math skills leading to gains in Science, and an increase in overall rigor.</p>
Achievement Gap	<p>On the DIBELS assessment across all grade levels our achievement gap remained the exact same as the previous year. With the SBA and grades 3-5 on the other hand, the gap increased greatly for both Math and Literacy. Interestingly, in kindergarten we have a reverse gap with ELL students outperforming non-ELL on the DIBELS assessment. In fact, all Hispanic students in Kindergarten achieved a 100% on the assessment.</p> <p>We did not meet our achievement gap goal last year. 53% of grades 3-5 ELL students performed at a Level 1 while our goal was to reduce last year's 37.7% to 20%. This is still an area of concern.</p>
School Effectiveness:	<p>In our schoolwide effort to improve Characteristic #4 we conducted a range of activities intended to build collaboration and communication. At multiple meetings we did culture building activities designed to increase staff relationships and trust. We also found that our PBIS work resulted in greater cross grade level communication. The one component of Characteristic Four that showed significant growth was 4c-Staff Members Work Together to Solve Problems Related to School Issues. This indicator moved from 37% agree completely/mostly agree to 81%. We attribute this to more cross grade level work than had been done in previous years.</p>
Attendance and Discipline:	<p>Our average daily attendance last year increased to 94.7% but concerns still remain, especially for students in the Achievement Gap and especially for tardy students.</p> <p>A lot of planning was put into implementing the whole school PBIS system in the 2016-17 school year and baseline data was acquired for referrals. The core team is still intact and moving forward to full implementation for the 2017-18 school year.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	K-2 students will go from 73% at standard on the DIBELS, to 75% at standard.
Literacy: 3-5 ELA	Grades 3-5 students will go from 69% at or above standard on the SBA-ELA, to 77% at or above standard.
Math: 3-5 Math	3-5 students will go from 68% at or above standard on the SBA-Math, to 68% at or above. Our expectation is that, based on BOY curriculum- based assessment data, less than 50% of 3 rd grade students are at standard.
Science: 5th Science	69% of students will be at standard as measured by the WCAS assessment.
Achievement Gap	Assessment data for current ELL students and exited ELL students show a significant achievement gap from native English speakers. 22% of students in this subgroup will move one level of proficiency, as measured by the 3-5 Math SBA. 16.6% of these students, or 12 out of 72, will move from a Level 2 to a Level 3, placing those students at standard.
School Effectiveness:	The results of the 2018 Nine Characteristics of Effective Schools Survey will show an increase in staff reporting mostly agree and completely agree in three areas: staff members trust one another, student discipline problems are managed well, and staff feels free to express their ideas and opinions with one another.
Attendance:	We will continue to work to keep our average daily attendance above 94.7%
Discipline:	We will move onto Year 2 of implementation of the PBIS system to reduce lost instructional time and provide consistent and common expectations throughout the school. Baseline referral data will be gathered to help us target high need areas throughout the school.

Annual School Goals: Academic

John Muir used a three-part process to determine the annual school goals. We began by looking back at 2016-17 and reflecting on our CIP goals and our students' achievement on the spring of 2017 summative assessments. Afterwards, we evaluated systems and the instructional strategies in place by asking, "What worked? What didn't? Were some groups/populations more successful than others, and why?" Finally, we looked at each grade's current students and analyzed the data. We calculated the academic goals by counting the students already at standard and adding in the identified groups of specific students who will be moved to standard. We have plans to intervene for students not yet at standard and also have instructional plans for students already at standard to ensure

rigor. With regular use of DIBELS and district assessments, as well as Grade 3 – 5 SBA Interim Assessments, we will monitor progress toward our annual CIP goals.

Annual School Goals: Achievement Gap

The school's instructional leadership team met to discuss achievement gap data and establish a goal. To target our achievement gap, it became clear that we not only need to target ELL students, but also former ELL students. Math is a focus for JME this year. The team disaggregated Math ELL data into lists of students achieving at a Level 1, 2, and 3, and then determined which students will move an entire level from the 2017 Math SBA to 2018 SBA.

The ILT team will meet monthly to monitor the goal, and general education teachers will work with ELL teachers to improve instructional practices.

Annual School Goals: School Effectiveness

The John Muir staff took the 9 Characteristics of Effective Schools' Survey in the spring of 2017. In the beginning of the 2017-18 school year, results were shared with parents and staff. After grade level team reflection and analysis all perspectives were considered and staff concluded that the three specific indicators where there was the most opportunity for improvement were considered for focus: Collaboration and Communication, Professional Development, Learning Environment. During LEAP time teams further analyzed the data and through a collaborative process it was determined that for the 2017-18 school year staff will focus on the following indicators: staff members trust one another (4-7), student discipline problems are managed well, and staff feels free to express their ideas and opinions with one another (8-7 and 8-8).

Annual School Goals: Attendance

We will continue to implement our incentive program to increase daily attendance and decrease tardies, as well as communicate with families of frequently absent students with a letter, phone calls, and meetings. We will continue to improve our efforts to better utilize the District Attendance Specialist to support our efforts with families.

Annual School Goals: Discipline

As described by the PBIS model, we will complete Year 1 of a three-year implementation process at the end of the 2017-18 school year. Anecdotal data about implementation at the beginning of the year was highly effective in establishing consistent, common expectations throughout the school.

The PBIS team's goal's this year include completing a PBIS handbook, finalizing videos for classrooms to show after long breaks such as winter break, and collaboratively working with staff to establish minor behavior tracking norms in classroom settings.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Working in collaboration in PCC's with SN and ELL representatives, teachers will provide targeted 1:1 or small group intervention, both in the classroom and Intervention Groups. Repetitive, productive practice of critical skills will be guided by student progress monitoring data in all classrooms. All students will participate in core literacy instruction. Teachers will work to build students' ability to track and assess their own learning. The use of Lexia for all students, with special focus on intervention students, will be systematized.
Professional Learning needed	Continued work with our CORE consultant, MaryAnn Jalbert, specifically to provide Reading Fundamentals coursework for all teachers new to John Muir Elementary. Continued professional learning in effective co-teaching model for ELL students. Support from school and district leaders with the implementation of the new units of writing. Continued support for effective implementation of PCC/Cycle of Inquiry model for improving instruction in literacy.
Resources needed	More DIBELS materials/training for new staff as well as CORE materials/training. Collaboration time within the grade level teams and Intervention teachers.
Responsible individual or team	Grade level teams will work with the Building Leadership Team to monitor data and adjust instruction/planning as needed.

Goal Area	Math
Strategy to support goals	Increased use of Number Talks to build deeper conceptual understanding of mathematics skills. Teachers will provide additional instructional time to applied mathematics/story problems. By specifically teaching and applying reading skills to math story problems, students will be able to determine correct mathematical operations and algorithms to be successful. Small group instruction where students can receive enrichment or re-teaching of important math concepts will be utilized. A systematic schoolwide mathematics vocabulary instruction routine is being refined and implemented.
Professional Learning needed	This year the JME staff is completing the Math Fundamentals Coursework delivered by Mary Ann Jalbert, our CORE trainer.
Resources needed	All resources will be provided by CORE to support the Math Fundamentals Coursework. Additionally, we have created a One Note repository for research articles and resources that staff can access to support their professional development. Time and guidance to identify supplemental resources to fill gaps in Math curriculum. Time and guidance to better utilize released SBA items and interim assessments.
Responsible individual or team	Grade level teams will work with the Building Leadership Team to monitor data and adjust instruction/planning as needed.

Goal Area	Science
Strategy to support goals	The 5th grade team will place their focus upon teaching the inquiry process with an emphasis on procedure and conclusions while doing practice science investigations. Camp Orkila sessions to support current science content will be chosen. Supporting science homework will be used to deepen student understanding of complex science topics.
Professional Learning needed	Knowledge of new Next Generation Science Standards and assessments that will be provided by the LWSB staff development department.

Resources needed	Online resources for released items for new assessment.
Responsible individual or team	5 th Grade Team

Goal Area	Achievement Gap
Strategy to support goals	Focus on a math vocabulary instruction routine that is common throughout the school. Delineation of key math vocabulary terms that will be taught to mastery at each grade level. Using ELL/SIOP instructional strategies during math instruction. Use of ELL time as a tier 2.5 intervention. Use of interim SBA assessments to inform practices, as well as computer assisted programs (ALEKS and Dreambox) to provide supplementary practice.
Professional Learning needed	Continued work with our CORE consultant, Mary Ann Jalbert on effective mathematics instruction practices while focusing on ELL students.
Resources needed	Materials provided by CORE to support the Math Fundamentals Coursework. Released SBA Interim Assessments.
Responsible individual or team	Grade level teams will work with the Building Leadership Team to monitor data and adjust instruction/planning as needed.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Conduct Title 1 Parent and Family Engagement Survey, October, 2017
- Continued work with Parent Advisory Committee established during the 2016-17 school year
- Continued expansion of the John Muir Elementary Natural Leaders' Program under the direction of Cynthia Cantwell
- Parent involvement/partnership with PBIS
- Seek input and feedback from PTSA leadership and general membership

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

Muir will publish information and involvement policies through the school newsletter and website, as well as provide families with copies of the "Parent and Family Engagement Plan." Information will be shared at meetings of our two parent groups: PTSA and Natural Leaders.

Continuous Improvement Process Plan

Sandburg Elementary

12801 84th Ave NE
Kirkland, WA 98034

425-936-2700

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

2017 -
2018



Lake Washington
School District

Lori Pierce, Principal
Nate Litke, Associate Principal
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.

School Mission:

As a school community, we are committed to educating, supporting, and inspiring every student to ensure their endless possibilities. We expect all students to reach or surpass grade level standards given comprehensive instruction, district aligned curriculum, and targeted and timely intervention and enrichment. Our students benefit from the collaborative efforts of both staff and parents.

Description:

Located in the Finn Hill neighborhood of Kirkland, the Carl Sandburg Elementary community is dedicated to developing the whole child. Students are provided a challenging and rigorous curriculum, and are strategically exposed to the responsibilities of global citizenship. Our 455 students are motivated to achieve in both arenas. They come from well-educated families who recognize education as a gateway to personal fulfillment and financial security. In addition to academic achievement, an increased awareness of environmental and social responsibility has resulted in many acts of stewardship. Students and parents keep our grounds pesticide free, recycle and compost, and complete monthly service projects to benefit the Kirkland community. In partnership with Discovery Community School, they have been recognized with a Washington State Green School award for progress toward reducing environmental impact and costs. The Carl Sandburg staff is exemplary. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. Classroom doors are open to team members and teachers throughout the district. Our trust and respect for one another allows de-privatization to flourish. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Many of our teachers have completed a rigorous, performance based process to become National Board Certified. We are a school that values rigorous academics and also values the arts. Our PTSA supports a strong art docent program, and we participate in a spring art show as well.

Our school is currently focusing on ELA and mobile teaching. Specifically, we are doing professional learning around writing and rolling out the new district writing curriculum. Writing instruction includes the three main types of writing: narrative, informational, and opinion writing, and in addition students are also learning about writing in response to reading. We are also learning about mobile teaching, using new technology tools provided for teachers to support better instruction and student learning. We continue to work on meeting the needs and supporting every student through programs like alternative recess play material, sensory materials, and staff intervention programs.

We have a very active PTSA and parent volunteer community. We engage families with frequent home to school communication, opportunities for involvement, and also community and family events.

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
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	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
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	% 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/>).**

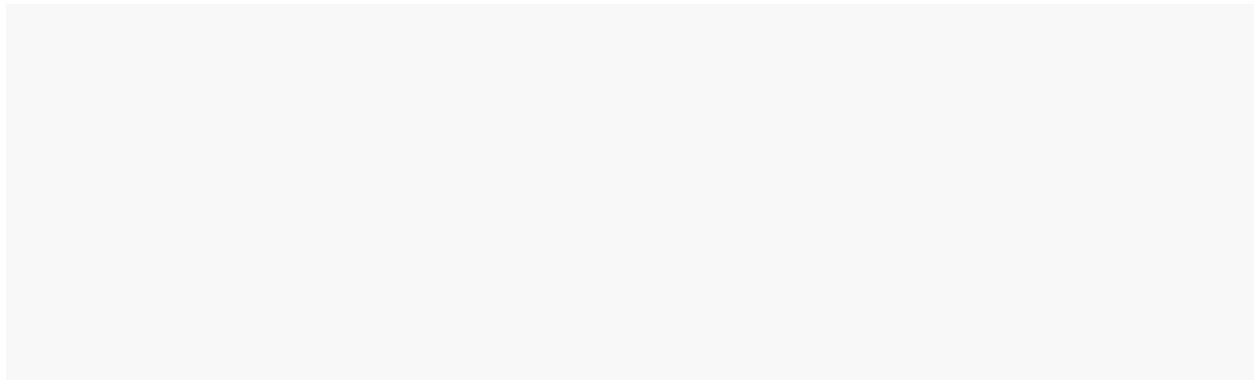
Process to determine District Performance Targets:

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	86.3%	92.5%	94.7%				
		1 st	84.2%	74.7%	81.1%				
		2 nd	89.7%	90.4%	87.7%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		76.3%	77.9%	75.5%				
	% of 3 rd graders meeting or exceeding state standards in Math		77.9%	88.2%	85.5%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		79.4%	85.5%	90.1%				
	% of 4 th graders meeting or exceeding state standards in Math		70.5%	84.0%	83.6%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		90.4%	91%	83.3%				
	% of 5 th graders meeting or exceeding state standards in Math		77.3%	78.4%	76.1%				
	% of 5 th graders meeting or exceeding state standards in Science		≥95%	94.1%	93.9%				

- **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	88% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS.	86% of K-2 students met benchmark.
Literacy: 3-5 ELA	83% of students will meet or exceed state standards in literacy as measured by the SBA	79.5% of grades 3-5 students met benchmark
Math: 3-5 Math	83% of students will meet or exceed state standards in math as measured by the SBA	82% of grades 3-5 students met benchmark
Science: 5th Science	85% of students will meet or exceed state standards in science as measured by the MSP	94% of 5 th grade students met benchmark
Achievement Gap	46.6% of students in the same cohort of 4 th and 5 th grade special education students will improve reading fluency and comprehension to be at standard in ELA on the SBA in 2017.	47% of 4 th and 5 th grade students receiving special education services met standard on the ELA SBA in 2017
School Effectiveness:	80% of teachers will agree mostly or completely that teachers provide feedback to each other to help improve instructional practices. (Baseline 62.5% of teachers agree mostly or completely.)	82.6% of teachers responded that they mostly and completely agree with this statement.
Attendance and Discipline:	100% of 16 identified students with chronic absenteeism (2 unexcused or 5 excused per month /10 excused per year) will no longer trend as having chronic absenteeism Using My School Data, the average offense count per day per month will drop from a	56% of the 16 identified students with chronic absenteeism are no longer chronically absent. Data not available at this time.

	high of .35 to a monthly average of .15 for subsequent months*.	
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Narrative Reflection:

Narrative Reflection	
Process:	Before the school year began, we reviewed end of year data in grade level teams. Our August and September Data analysis of SBA, MSP, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. We identified an achievement gap among our students with Special Education services. Digging into the data over two sessions prepared teachers for setting grade level goals in Literacy, Math, and Science. We continued to hone our skills in the Data Team process and maintained a practice of meeting 2 or more times monthly to engage in the cycle of inquiry for both CIP goals and other content area standards. This process included regular intervals of reflection and analysis.
Literacy: K-2 Reading	In 2016-2017, teachers continued to work together to refine curriculum and work together in Professional teams to evaluate data to inform instruction. 94.7% of Kindergarten students met end of year benchmarks. Students who were not at standard were supported by teacher re-teaching within the classroom and small group instruction, as well as Safety Net, ELL, and Special Education services. Kindergarten assessment measures were the PSF and NWF from the DIBELS toolkit for the baseline and EOY assessments. Kindergarten students became more fluent in Phoneme Segmentation and isolating individual sounds. 1 st and second grade assessments were DIBELS EOY assessments. Extensive team collaboration supported student progress and achievement.
Literacy: 3-5 ELA	In 2016-2017, teachers continued to work together to refine curriculum and work together in Professional teams to evaluate data to inform instruction. 3 rd grade achieved at 76% meeting or achieving standard, 4 th grade at 90% and 5 th grade at 83%. The 3 rd grade students need more practice with digital assessments and typing on the computers as well as analysis within and across texts. Our students did well with composition and listening and need more practice using text evidence in analysis and language use.
Math: 3-5 Math	Overall, students were at goal on math standards with SBA target data showing few gaps in performance across target data for each grade. Students continue to grow their fluency with math facts, their accuracy in computation, and their understanding of fractions. 3 rd grade had 86% at standard, 4 th grade, 84% and 5 th grade 76%. The area selected for 5 th grade was numbers and operations in base ten because number sense is a key foundational skill that is needed to be successful in all math subject areas. This cohort needed both teaching and enrichment in basic number operations.

Science: 5th Science	Our students exceeded their science goal by a large margin, with 94% of students at standard. Our teachers have been working on adding STEM (Science, Technology, Engineering and Math) lessons, doing book studies, and beginning to understand new Next Generation Science Standards (NGSS).
Achievement Gap	We met our goal in making gains for students receiving special education services. We have more work to do but are proud of the success of this cohort of students. Gains were achieved by coordinating schedules for services so students receive core instruction in their classroom as well as specially designed instruction.
School Effectiveness:	Teachers agreed strongly that feedback is foundational to the work of improving instruction and are providing this feedback to each other. 43% agreed completely and 39% agreed mostly, so we will continue this work.
Attendance and Discipline:	Attendance continues to be a challenge, with many parents choosing to take their students on mid-year vacations or travels. We have worked with numerous families to improve attendance for students chronically late or absent. We have also improved systems for notifying families of expectations and the effects of poor attendance. Despite the improvement, the need for education, awareness, and accountability continues to be an area of focus.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	80% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by DIBELS.
Literacy: 3-5 ELA	81% of students will meet or exceed state standards in literacy as measured by the SBA.
Math: 3-5 Math	84% of students will meet or exceed state standards in math as measured by the SBA.
Science: 5th Science	83% students will meet or exceed state standards in science as measured by the Washington Comprehensive Assessment on Science (WCAS)
Achievement Gap	50% of students receiving Special Education Services in grades 3-5 will meet or exceed state standards in ELA as measured by the SBA (Baseline 39%) 50% of students who are English Language Learners will meet or exceed state standards in ELA as measured by the SBA (Baseline 25%)
School Effectiveness:	On the 9 characteristics survey, 95% of staff will agree completely or agree mostly that all students can learn complex concepts (Baseline 86%). 90% of staff will agree mostly or agree completely that Teachers use effective strategies to help low-performing students meet high academic standards (Baseline 82%).

Attendance:	In 2016-2017, 49 students missed more than 10% of the school year (18 or more absences, excused or unexcused), representing roughly 11% of the school population. We will decrease this number to 30, or roughly 6% of the school population.
Discipline:	Using the Nine Characteristics Survey, 90% of staff will feel like Discipline issues are being handled well (Baseline 82%)

Annual School Goals: Academic

In August/September 2017, Achievement data was shared with all staff. Teachers focused on learning celebrations and analysis of outcomes. Digging into the data over two sessions prepared teachers for setting grade level goals in literacy, math, and science. Teachers meet bimonthly in PCC teams to engage in the cycle of inquiry and data analysis. This process includes the use of common formative assessments and response to student learning needs with targeted instructional strategies. To increase teachers' repertoire of research based strategies, differentiation is an area of professional development. At risk students receive Safety Net services or English Language Learner services. Teachers are also implementing new District Writing curriculum and learning about SBA Interim Assessment blocks, Mobile Teaching, and new Next Generation Science standards in order to improve teaching and learning.

Annual School Goals: Achievement Gap

Analysis of SBA, MSP, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. Data reveals an achievement gap among our students with special education services and English Language Learners, especially in English Language Arts and Literacy. We determined this would be the most impactful focus for 2017-2018. Using SBA ELA Scores, we will work to improve the number of students receiving special services who meet standard from 39% to 50%. We are ensuring necessary intervention by making a connection to our mission and vision, achieving full staff buy in and commitment of building resources. For the second year, the master schedule was restructured to ensure that all students receive intervention are given full access to the general education curriculum (instruction and guided practice) in reading, math, and writing. Staff development will be provided by the principal and multiple building experts in the following areas:

- Working with students with oppositional-defiance or challenging behaviors and strategies (for all staff, specifically including classified para-educators and IAs)
- Strategies for working with ELL Learners and the ELPS standards
 - Professional development on Culturally Responsive Teaching led by Lori Pierce
- Continue Student Intervention Team to explore new strategies and track progress/response to interventions.

Annual School Goals: School Effectiveness

Professional development around Culturally Responsive teaching and equity will continue to support staff. We are beginning with many strengths but will continue to explore bias, building on our commitment to student and address the statement, "I believe all students can learn complex concepts." In addition, we will provide professional development, coordinate support services like Safety Net and ELL, and work on

differentiation to improve support for students who are low-performing.

Annual School Goals: Attendance

We are working through Curriculum Night, School Newsletters, and parent communication to educate parents about the importance of regular attendance. We are implementing new district procedures for Pre-arranged absences and reminding families that it’s important to limit time away from school. Encouraging families to schedule vacations during non-school days is an ongoing challenge, but we are working with families to think about the importance of educational learning while on vacations as well. We are also sending home attendance letters and emails monthly.

Annual School Goals: Discipline

Administrators are striving to be accessible and support discipline. As a staff, we will look together at procedures and fine tune, perhaps adopting a school-wide Reflection form for students who make mistakes. In addition, with the support of a full-time counselor, we are expanding the use of Second Steps social-emotional curriculum and Kelso Conflict Resolution strategies. Both teachers and counselors are doing regular class lessons using this curriculum, and Administration uses the same language to support students as well. In addition, the counselor is running groups and Lunch Buddy sessions as well as meeting with individual and small groups of students to proactively decrease conflicts. Several students with high impact needs are being supported by Behavior Intervention Plans. We are also working on resetting expectations in our lunchroom through the implementation of new procedures, and making lunch and recess expectations clear through posters, videos, and other learning aids.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Full implementation of LWSD writing curriculum. Continued emphasis on ELA
<i>Professional Learning needed</i>	Staff are receiving professional development around the implementation of new district writing curriculum. Staff have spent time analyzing writing rubrics, and are working in PCC teams to create and adjust instructional resources. Individual staff members are also providing feedback on these resources to district teams. Designated staff members are attending SBA Interim Assessment Block professional learning, and all 3-5 th grade teachers will administer at least one SBA Interim Block, collaboratively analyzing results in PCC teams.
<i>Resources needed</i>	<ol style="list-style-type: none"> 1. Collaborative planning time 2. Resources to fund learning walks 3. More anchor papers 4. SBA support/time to meet and evaluate data
<i>Responsible individual or team</i>	Building leadership has set aside funds for learning walks and team planning days. The LEAP schedule provides collaborative planning time, and in addition PCC teams meet regularly. Teachers are collecting anchor

	papers; district will continue to develop and refine rubrics and examples to support. Two of our teachers, Kelly Addison and Nadia Armstrong, are serving as writing leads, attending district Professional Learning and then doing Professional Learning sessions with staff. Staff have also looked at SBA Interims and overall feel comfortable using them and reviewing data.
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Goal Area	Discipline
<i>Strategy to support goals</i>	Teachers and the counselors will use Second Steps curriculum and Kelso's Choices in a shared instruction model to support student social-emotional learning and growth and decrease conflicts. Special education teachers will create support documents in collaboration with student's teachers and IEP team for students requiring SDI in behavior. Advisory will consider possible "think sheets" or written responses and bring possible options to the staff for consideration.
<i>Professional Learning needed</i>	Working with students who have behavior needs including executive functioning, opposition defiance, autism ADHD, anxiety, etc... Counselor will work with a committee to determine which lessons will be taught by teachers and which by the Counselor as well as to establish those students who will benefit from small group instruction or social groups.
<i>Resources needed</i>	All teachers and counselor have Second Step materials and Kelso posters for K-2 classrooms. The principal has Second Steps toolkit.
<i>Responsible individual or team</i>	Tracy Measham, counselor, Advisory team, Admin team

Goal Area	Science
<i>Strategy to support goals</i>	Teachers will learn and understand new NGSS science standards and be on the leading edge of implementation. Intermediate teachers are also working on integrating writing about science and everyone is working on some STEM lessons.
<i>Professional Learning needed</i>	NGSS standards.
<i>Resources needed</i>	A large group of teachers participated in a summer book study with "What's Your Evidence?: Engaging K-5 students in Constructing Explanations in Science." A group of teachers is also working with a district coach. Advisory approved funds for paying teachers for some summer meetings. Time for Professional learning in the LEAP schedule, copies of new standards.
<i>Responsible individual or team</i>	Our Science lead, Barb Roy, will continue to attend district trainings, and will lead Professional Development for our staff.

Goal Area	School Effectiveness
<i>Strategy to</i>	Teachers will feel comfortable using new technology tools provided to

<i>support goals</i>	enhance mobile teaching.
<i>Professional Learning needed</i>	SAMR model, mobile teaching, how to use Surface Book pro and docking stations, and OneNote Class Notebook.
<i>Resources needed</i>	All teachers have Surface Books, Docking stations are being installed. Teachers will need time and support to increase confidence with these tools. We are building confidence through: <ol style="list-style-type: none"> 1. 5-minute technology showcases at every staff meeting 2. Small, bite-sized professional learning opportunities periodically facilitated by our TIF teachers 3. Extended Professional Learning times about mobile teaching and SAMR on LEAP days 4. Use of Sandburg/DCS staff OneNote Class Notebook
<i>Responsible individual or team</i>	Our Technology Integration Facilitators lead professional development and training as well as provide just in time support to colleagues. Admin will schedule time for tech showcases, LEAP days, and create and maintain the OneNote.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Teachers regularly communicate with families through Power School Learning messages and resources are shared with families via Power School and teacher newsletters (usually sent by email); awareness and strategies shared in principal monthly newsletter; Admin meets regularly with PTSA leadership.

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

Curriculum night presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting school goals and expressing the importance of attendance. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include PTSA president and Administration team.

Continuous Improvement Process Plan

Henry David Thoreau Elementary

8224 N.E. 138th St.
Kirkland, WA 98034

425-936-2720

thoreau.lwsd.org

2017 -
2018



Keriann Levinson, Principal and Nate Litke,
Associate Principal
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.

Thoreau is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly using the Professional Learning Community (PLC) process to ensure high levels of learning. Using the Common Core State Standards as our guide, we manage our resources to provide assistance to each child so that all have the opportunity to excel.

As we have continued to grow, moving from 354 students in October 2015 to 500 students, including our part-time Pull-Out Quest students in October 2017, Thoreau continues to perform well in all areas. We have also become increasingly diverse with over 23 countries represented and 29 languages spoken by our students and their families. This year we established performance baselines using the Smarter Balanced Assessment (SBA). In reviewing our 2017 scores we noticed strength in Reading, Writing, and Science. Highlights include scores that outpace our state in all statewide tests including the SBA (3rd/4th/5th Reading and Math) as well as MSP Science (5th Grade). We believe that these results are consistent with the work in the classroom as evidenced by improvement in targeted areas.

Our Continuous Improvement Plan for 2017-18 will continue our focus on the use of data to guide instructional decisions in reading, math, science and writing. We will focus our work on those students not yet at standard as well as working to extend the learning of those already meeting and exceeding standard by developing instructional strategies and processes to ensure their continued growth. In addition, we are using data to identify gaps in learning and work to remove barriers, provide equity, and close achievement gaps for our students in under-performing demographic groups. Our goal at Thoreau is to facilitate growth and success for *every* student.

Academic Focus: Math

Rationale: SBA and class test data showing students lagging in math achievement.

Performance Focus: PLC Team Process

Rationale: Using student performance data to inform instructional decisions is key to the PLC process. Teams will continue to broaden and deepen this work in their PLC teams.

School Culture Focus: School-wide Behavior Expectations, Social Emotional Learning, Restorative Justice practices.

Rationale: We are in our second year of implementing school-wide behavior expectations that bring consistency for our staff and students and allow us to be more cohesive as we work on the development of children from Kindergarten thru 5th grade. Our belief is that students that are better behaved collectively have a greater

opportunity to learn. In order to achieve that we must explicitly teach expected behaviors and be consistent in our expectations across the school. A new addition for this year is the district adopted, Second Step Social Emotional Learning curriculum that our new full-time school counselor will be teaching in all grade levels.

Community Engagement Focus: Drop Off and Pick Up Procedures

Rationale: The growth of our school has caused increased issues with our student drop-off and pick-up procedures leading to concerns about student, pedestrian, biker, and driver safety. We are working to engage our community in a multi-faceted problem-solving approach.

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%
3rd 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%
5th 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:

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	87.5%	84.1%	74.2%				
		1 st	85.7%	80.7%	81.5%				
		2 nd	78%	86.4%	87.1%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		90%	83.3%	85.9%				
	% of 3 rd graders meeting or exceeding state standards in Math		80%	76.3%	80.2%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		76.3%	82.3%	83.5%				
	% of 4 th graders meeting or exceeding state standards in Math		65.4%	70.5%	68.4%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		85%	73.4%	95.2%				
	% of 5 th graders meeting or exceeding state standards in Math		62.5%	53.1%	77.7%				
	% of 5 th graders meeting or exceeding state standards in Science		87.5%	71.8%	92%				

- **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	87% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS	81% of K-2 students met or exceeded benchmark
Literacy: 3-5 ELA	80% of 3-5 students will meet or exceed standard in ELA as measured by the SBA	88.2% of 3-5 students met or exceeded standard
Math: 3-5 Math	80% of 3-5 students will meet or exceed standard in Math as measured by the SBA	75.4% of 3-5 students met or exceeded standard
Science: 5th Science	75% of 5 th grade students will meet or exceed standard in Science as measured by the MSP	92% of 5 th grade students met or exceeded standard
Achievement Gap	70%% of students in 3 rd -5 th grade identified as low income students will improve reading fluency and comprehension to be at standard in ELA on the SBA in 2017. (Baseline 53% of students from the 2016 SBA data)	71% of students in grades 3-5 identified as low income met or exceeded standard.
School Effectiveness:	Parent engagement will be improved school wide and will be measured by an increase of respondents to the 9 Characteristics Survey from 30 respondents to 60 in spring 2017.	Parent engagement improved from 30 respondents to 81 respondents.
Attendance and Discipline:	Attendance communication will be improved from 50% notifying the office of early release/changes to afterschool schedule to 100% notifying both teacher and office of early release or changes to afterschool schedule.	Attendance communication for early release or changes in afterschool schedules increased to 80%. 70% of teachers completely or mostly agreed that they feel equipped to teach and implement RJ/PBIS practices in their classrooms, but 100% of teachers reported personal growth in this area

	<p>100% of teachers will agree mostly or completely that teachers feel equipped to teach and practice restorative justice/PBIS practices in their classroom to help improve behavior in the classroom and throughout the school.</p>	<p>moving from a 1 or 1.5 to 2 or 2.5 on a 4-point scale.</p>
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Narrative Reflection:

<p align="center">Narrative Reflection</p>	
<p>Process:</p>	<p>Grade level teams meet weekly as Professional Learning Teams to design assessments, analyze student performance, determine instructional strategies for each level of learner, and to develop lessons and unit plans to meet standards and learning needs.</p> <p>Work Teams in which each certificated staff member participate, facilitate our work connected to the CIP, Professional Growth & Evaluation work, School Culture and Climate, and Communication across the school community.</p> <ul style="list-style-type: none"> • Perception goals were established as a part of the School Culture & Climate Work Team – activities and steps to reach the perception goal was facilitated through teacher, administration, and a collaboration with the PTA. • The staff developed the LEAP calendar to meet the needs of the staff based on the CIP, Data Team Work we were involved in, District Learning Targets, PLC team needs, PGE, and state testing needs. • School achievement goals were set through grade level team meetings in which data was analyzed and identified. Progress was monitored through PLC meetings and LEAP calendaring to make sure that we were assessing and reflecting on progress towards CIP goals at least three times during the year. <p>The biggest challenge is finding the time to meet in teams and truly analyze data in multiple content areas.</p>
<p>Literacy: K-2 Reading</p>	<ol style="list-style-type: none"> 1. What scheduled activities supported the implementation of the CIP plan? <ul style="list-style-type: none"> • Daily 5 structure • Small reading groups based on reading skills • Word work activities/word sorts within whole group and small group • Safety Net progress monitoring within DIBELS • Wonders Phonics activities (online teaching videos, games, Wonders worksheets) • Reading stories with the targeted sounds • Phonics Poems

- Small group targeted intervention/differentiated instruction
 - Whiteboard work (substitution and deletion)
 - leveled reading groups
 - oral fluency passages (weekly, unit pre and post, homework, monthly)
 - whole group wonders lessons
 - safety net support
 - resource room support
 - ELL support
 - one on one teacher conferencing
 - parent volunteer support
 - Watch Dog Dad support
2. What process was used to analyze school and team level data?
- Weekly PLC meetings
 - Data dips with pre/post testing
 - DIBELS & other progress monitoring
 - Periodic task analysis
 - Data collection
 - Team data reflection
 - Goal Setting
 - Formative/Summative Assessments
 - Reflection of student growth
 - Whole school CIP analysis,
 - Collaboration (grade level, safety net, ELL, resource, other grade level teams)
3. What process was used to set school/team goals?
- We decided as a school to focus on literacy for PLC work, DIBELS is the primary grades standardized test. We decided as a grade level team to focus on phonics (nonsense word fluency) as the strand of the DIBELS test that we would focus on for CIP and PLC work. The district strategic plan (implementation of reading and writing curriculum) followed by building common agreements based on student data and standardize testing (DIBELS testing).
4. What process was used to monitor progress throughout the year?
- Beginning and end of the year assessments to measure growth
 - DIBELS testing 3x year, with progress monitoring as needed, including Safety Net progress monitoring
 - Short cycle testing on phonics to measure and track growth
 - Formative Assessment through small group and whole group lessons
 - Beginning/Middle/End of year 1st grade team created diagnostic
 - Pre/Post teacher created phonics assessments
 - Summative Assessments
 - Wonders Oral Fluency

	<p>5. What challenges did the school and teams face in implementing the CIP?</p> <ul style="list-style-type: none">• Time taken for testing• The intensity of the task changes throughout the year in DIBELS• There were not enough spots available in Safety Net reading so some student that would have benefited from Safety Net did not receive those services.• A few students were not qualified for special education services until the very end of the school year. This affected instruction time.• DIBELS composite scores did not always reflect where students were really performing.• New students entering grade level with limited supports in place• Poorly functioning equipment• Inadequate new teacher training• Inconsistencies in ability to track student comprehension• The challenges the school and teams face when implementing the CIP include necessary support for students at risk, new students entering grade level with limited supports in place.• The scoring sometimes has kids with yellow sub tests, yet green overall. Or the reverse, with green sub test scores and yellow overall.• DIBELS throughout the year. In January, oral reading fluency is added to the first grade test. Usually, this means that students overall scores go down.• ELL students were pulled throughout the day but the ELL curriculum didn't necessarily work on phonics.
<p>Literacy: 3-5 ELA</p>	<p>1. What scheduled activities supported the implementation of the CIP plan? In Reading the activities we used were common lessons in asking and answering questions, collaborative instructional strategies, success criteria, self-evaluation, goal setting, weekly PGE/PLC meetings, formative and summative assessments, data analysis, and Walk to Read</p> <p>2. What process was used to analyze school and team level data?</p> <ul style="list-style-type: none">• PGE teams analyzed data (including SBA scores).• Input from grade level teams above and below.• Evaluation/Administrator feedback. <p>3. What process was used to set school/team goals?</p> <ul style="list-style-type: none">• SBA scores• Set a goal of higher achievement than the year prior. <p>4. What process was used to monitor progress throughout the year?</p>

	<ul style="list-style-type: none">• PGE team meetings• CIP Check-ins during the year• Student assessments, particularly CDSAs and ELAs mandated or offered by LWSD <p>5. What challenges did the school and teams face in implementing the CIP?</p> <ul style="list-style-type: none">• Access to meaningful supplemental materials• Scheduling• Time• Technology challenges• Student/Teacher stamina
<p>Math: 3-5 Math</p>	<p>1. What scheduled activities supported the implementation of the CIP plan?</p> <ul style="list-style-type: none">• Common lessons• Collaboration• Games• Success criteria• Goal-setting• Achievement Incentives• Progress graphing• Re-teaching• Multiple professional development classes• Quarterly timed tests.<ul style="list-style-type: none">▪ The students forgot their facts.▪ They didn't retain the facts they learned, long term. <p>2. What process was used to analyze school and team level data? Data Teams, PLCs, and Grade Level Strands meeting to look vertically at CCSS.</p> <p>3. What process was used to set school/team goals? Using SBA data and looking at changing population to determine achievable and rigorous goals.</p> <p>4. What process was used to monitor progress throughout the year?</p> <ul style="list-style-type: none">• CDSAs created by the district.• Quick-checks through the math curriculum.• Math projects to apply content in unique way.• Unit summative assessments. <p>5. What challenges did the school and teams face in implementing the CIP?</p> <ul style="list-style-type: none">• Assessments that aren't aligned with math curriculum.• Lack of district assessments (CDSAs) aligned with new curriculum for 5th grade Quest.

	<ul style="list-style-type: none">• Lack of opportunities for students to demonstrate level 4 understanding.• No pre-made extension projects; significant teacher work involved in prepping these.• Lack of retention of math facts over the course of the entire year.
Science: 5th Science	<ol style="list-style-type: none">1. What scheduled activities supported the implementation of the CIP plan?<ul style="list-style-type: none">• FOSS curriculum• Pre and Post test data graphing/recording and reflection for students• Close adherence to LWSO alignment guides2. What process was used to analyze school and team level data?<ul style="list-style-type: none">• PLC planning and data monitoring meetings• Team level alignment of how concepts are taught through curriculum and sharing of successes and struggles.3. What process was used to set school/team goals? Look at past data, look at current population, set achievable and rigorous goals according to these stats.4. What process was used to monitor progress throughout the year?<ul style="list-style-type: none">• LWSO CDSAs aligned (to a degree) to the curriculum.• Science Response Sheets• Nature Vision presentations - checking student misconceptions5. What challenges did the school and teams face in implementing the CIP?<ul style="list-style-type: none">• Lack of effective and scaled assessments to measure standards.• Impending transition to new science standards.• Lack of materials; many teachers sharing kits that are challenging to share.• Lack of alignment between FOSS curriculum and new curriculum.• 3 targeted units that don't always hit the content that is tested on the MSP
Achievement Gap	<p>As a school, we started a breakfast program that helped many of our low income students start the day ready to learn. As PLC teams we worked closely with our ELL and Safety Net teachers to ensure that all students not achieving standard were getting the supports and “double dip” of instruction they needed. Working with our school counselor we provided pantry packs, operation school bell, and engaged community and PTA resources to support students in need. We aligned our human and fiscal resources to target at risk students and provide for extra support during reading groups and with take home reading resources.</p>

School Effectiveness:	Through a close collaborative relationship with the PTA we were able to engage board members, who in turn engaged their membership to take the perception survey. We used clear communication through the school weekly newsletter, PTA website, teacher newsletters, Principal Coffees, and PTA General Membership meetings, to raise awareness and engage parents to both participate in the survey, and then increase participation in school events. Anecdotal evidence of long time staff members is that we have had a dramatic increase in participation of families at school events.
Attendance and Discipline:	<p>The tech/communication Work Team developed a plan to increase awareness of early dismissal procedures and the impact on students when they have to leave early from school including the impact on office staff and the classroom when that early dismissal is not communicated prior to the parent picking the child up. We shared this information with parents through the school weekly newsletter, teacher newsletters, Principal Coffees, curriculum night, and PTA General Membership meetings. We would like to see our number increase from 70% of families to 90%+ in the next school year</p> <p>Our PLC Work Team led the staff, both certificated and classified, in a book study this year reading and discussing, <u>Better Than Carrots or Sticks – Restorative Practices for Positive Classroom Management</u> by Smith, Fisher, and Frey. While we did not meet our goal of 100% of teachers agreeing mostly or completely that they “feel equipped to teach and practice restorative justice/PBIS practices in their classroom to help improve behavior in the classroom and throughout the school”, we did have 100% of teachers report personal growth in this area. We will continue training and deeper implementation of strategies including some schoolwide requirements for minimal implementation with additional deeper implementation recommendations. In addition, our full-time counselor will be teaching the newly adopted Second Step Curriculum with teachers opting in to implement fully in their classroom. This pilot program will be evaluated for full school implementation in the 2018/19 school year.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	84% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS.
Literacy: 3-5 ELA	80% of 3-5 students will meet or exceed standard in ELA as measured by the SBA.
Math: 3-5 Math	80% of 3-5 students will meet or exceed standard in Math as measured by the SBA.
Science: 5th Science	75% of 5 th grade students will meet or exceed standard in science as measured by the WCAS.
Achievement Gap	We will close the achievement gap identified in our low-income students both on SBA and DIBELS. The gap ranges from 20-42% points behind same age peers. Our goal is to reduce the gap by 10% in all areas.
School Effectiveness:	By June 2018 our school will have improved the responses to statement number 7i, "The school works with many community organizations to support its students." specifically reducing the response "I don't know" from 28.4% to 15% or less.
Attendance:	We will increase student on-time arrival from an average of 6% of all students tardy per day to 4% or less students per day as measured by daily attendance reports.
Discipline:	By June, through use of new data collecting practices, our staff will have a better understanding of the impetus behind our current suspensions and will compose a plan with administration to support all students in reducing the number of suspensions in the following year through school-wide restorative practices.

Annual School Goals: Academic

The process used to set the goals included a whole staff collaborative process using DIBELS and SBA data and looking at changing populations to determine achievable and rigorous goals. Projected growth, based on individual student's past performance and baseline data, since the assessment changes throughout the year for DIBELS. We also looked at trends over time and identified key gaps in our student achievement.

Goals were chosen in the following ways -

K-2 Literacy – Using baseline DIBELS and in class assessment data we determined 84% of our students will meet or exceed standard by end of year DIBELS. While we always strive for 100%, the variables presented in our students especially the presence or lack of pre-school/early childhood exposure to literacy is key to their growth. Many students might not be at benchmark by end of year, but do make high growth from their

baseline.

3-5 ELA - We made this goal because we met our goal of 80 percent last year but we also took into account the current population of our students and decided to keep the goal the same.

3-5 Math - We chose these goals because we did not meet our goal last year and we want to set an attainable benchmark for students.

5th Grade Science - While we were at 92% at or above standard last year, this is a year of change with the move to the Next-Gen Science Standards and a new assessment tool. Therefore, we are being conservative in our goal.

All students are receiving challenge and rigor in the following ways –

First the entire staff operates from a premise that ALL students are capable of learning at high levels. Our Mission and Vision are aligned to this value and we built our goals on this premise.

K-2 Literacy –

- Daily 5 structures
- Small group reading instruction
- Word work activities/word sorts within whole group and small group
- Safety Net progress monitoring within DIBELS
- Wonders Phonics activities (online teaching videos, games, Wonders worksheets)
- Reading stories with the targeted sounds
- Phonics Poems
- Small group targeted intervention/differentiated instruction
- Whiteboard work (substitution and deletion)
- leveled reading groups
- oral fluency passages (weekly, unit pre and post, homework, monthly)
- whole group wonders lessons
- safety net support
- resource room support
- ELL support
- one on one teacher conferencing
- parent volunteer support
- watch dog dad support

3-5 Math - Providing extension activities once targets are met, staff professional development for math enrichment, frequent progress monitoring and adjustment of teaching strategies.

3-5 ELA - Providing extension activities once targets are met, staff professional development for reading enrichment, frequent progress monitoring and adjustment of teaching strategies, cycles of inquiry.

5th Grade Science - Providing extension activities once targets are met, staff professional development for NGSS, NGSS lead on our team, frequent progress monitoring and adjustment of teaching strategies, cycles of inquiry

Students are receiving the necessary intervention in the following ways -

K-2 Literacy – Using the above strategies ensures students who are struggling are identified and we have the necessary supports in place for them. Frequent formative assessments for grouping, intervention groups, targeted small group instruction, Safety Net for Reading, Frog Club (before school support program).

3-5 Math - Frequent formative assessments for grouping, intervention groups, targeted small group instruction, Safety Net for Math, Frog Club (before school support program).

3-5 ELA - Frequent formative assessments for grouping, intervention groups, targeted small group instruction, Safety Net for Reading, Frog Club (before school support program).

5th Grade Science - Frequent formative assessments for grouping, intervention groups, targeted small group instruction, Frog Club (before school support program), explicit instruction and re-teaching in procedural writing.

Progress monitoring will occur in the following ways –

K-2 Literacy - Wonders assessments, formative in class assessments, cycles of inquiry and interim assessments, PCC data teaming.

3-5 Math - Envision quick checks and topic assessments, formative in class assessments, cycles of inquiry, interim assessments, PCC data teaming.

3-5 ELA - Wonders assessments, formative in class assessments, cycles of inquiry and interim assessments, PCC data teaming.

5th Grade Science - Formative assessments, CDSA's, student science journals, anecdotal notes.

Annual School Goals: Achievement Gap

The process used to determine the annual school goal for achievement gap was to review the achievement data from Power BI. We chose this goal as we have historically seen an achievement gap within our low-income students. All students that need interventions have access to (based on qualification): Safety Net or SPED, Frog Club, Pantry Packs, Hopelink, free & reduced breakfast/lunch, ELL, and other community services. We will progress monitor through DIBELS progress monitoring and SBA interim assessments. Our strategy to support the goal is to improve and increase communication with those families of programs that are available to them – breakfast program, Frog Club, after school classes etc. We will communicate in home language where needed utilizing translations in WORD for documents and phone and in person translation services. We will support this goal through the implementation of Frog Club, looking at data in multiple places (classroom, SBA), and providing/directing services for families as needed.

Our school professional learning includes a book study on Culturally Responsive Teaching and the Brain and continued discussions around equity and culturally responsive teaching during weekly staff update, staff meetings, and LEAP Professional Learning days. Resources needed are continued support from the district for administrative and teacher leader professional development in equity and culturally responsive teaching.

Annual School Goals: School Effectiveness

We feel this is an important goal to select because the data supports that many of our families (28%) responded with "I don't know" in regard to the school working with community organizations to support our students. We feel that our school engages with community organizations, however we believe that many of our families are unaware of these connections. We will use the following ways to increase this awareness for our families: messaging through classroom teacher with two way communication, Frog News, bulletin board in main hallway, counselor communications. Progress monitoring will happen through surveys, PTA bi-weekly meetings, PTA general meetings, and teacher feedback from families.

Annual School Goals: Attendance

To set our goal in attendance we looked at the percentage of students with 3 or more tardies in 2017-2018. We would like to expand our background data to include spring 2017. We would like to post tardy information as quickly as possible (daily "We had X students tardy today."). As we progress we could show how many more people were on time, etc. Maybe even, "Thoreau has had 0 students tardy for 5 days!" We will also support the goal through communication in Frog News including tips for arriving on time with kids and taking advantage of our breakfast program to aid in on time arrival. We will include reminders about start time and the value of being at school on time. We are working to support families and provide timely feedback. Ideas include creating a poster/sandwich board posted outside in the foyer.

Annual School Goals: Discipline

To set our discipline goal we evaluated 2016-17 suspension data. We would like to look at the consistency of suspensions vs PBIS/Restorative Practices.

Describe how you will progress monitor each goal: This is a year of observation and data gathering in this area.

What is the team's strategy to support the goal? We will analyze the data of the last few years' worth of suspensions. Most interested in category of suspension, repeated vs. first time suspensions, when and where conflict/event is happening during the school day and compare with data gathered during the 17/18 school year using our new discipline data tracking tool to be implemented January 2018.

Administration will provide professional learning on the district progressive discipline plan as detailed in our Thoreau Student Handbook. Learning will involve classified and certificated staff and track recess, classroom, office referral, low level, and high level behaviors and In-School and Out of School suspensions.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
<i>Strategy to support goals</i>	PLC work team will determine strategies and create an action plan to support this goal. They will calendar professional development within LEAP calendar to support learning needs of staff through leadership model, reference PGE, CIP, and LWSD learning targets to maintain focus and determine next steps. Staff work will include unpacking the CCSS in math and aligning curriculum. Continue work with district teacher leader on training and working with teachers on implementing student problem solving techniques and explanation of their thinking.
<i>Professional Learning needed</i>	Working with district teacher leader and teachers involved in the CCSS math cohort to bring PD to the building for teachers to implement in their classes. Administrative support in aligning LEAP time and PD on problem solving, math talk and the math workshop model.
<i>Resources needed</i>	We have the necessary resources to unpack standards, align curriculum, etc. Time is a key resource that we will utilize on our LEAP days.
<i>Responsible individual or team</i>	PLC work team, Administration: Keri Levinson and Nate Litke, district teacher leader, Math CCSS cohort members for PD training.

Goal Area	Science
<i>Strategy to support goals</i>	Utilize veteran teacher with long track record of high science scores to be our NGSS lead for the building. She will attend trainings and bring professional learning to the building.
<i>Professional Learning needed</i>	Training on NGSS, unpacking standards, and aligning current FOSS curriculum.
<i>Resources needed</i>	Time to do the work needed to learn NGSS, unpack standards, align current curriculum, find gaps, and utilize supplemental materials as needed.
<i>Responsible individual or team</i>	NGSS lead, Administrative team, PLC work team.

Goal Area	Literacy
<i>Strategy to support goals</i>	PLC work team will determine strategies and action plan to support this goal, calendar professional development within LEAP calendar to support learning needs of staff through leadership model, reference PGE, CIP, and LWSD learning targets to maintain focus and determine next steps. Work on unpacking the standards around literacy. Continue work on CEL writing training with all teachers piloting the new writing curriculum. Focus this year on assessments, unpacking the rubrics, and vertical articulation.
<i>Professional Learning needed</i>	Unpacking the standards, rubrics, and backwards design model. Continued review on success criteria and data cycles for progress monitoring.
<i>Resources needed</i>	Time to implement writer's workshop, limited disruption in instructional block, aligning schedules (ELL, Safety Net, Specialist) to ensure maximum

	time in core instruction. LEAP time devoted to unpacking rubrics and vertical articulation.
<i>Responsible individual or team</i>	All staff, PLC work team for PD, administration to align LEAP calendar to CIP goals.

Goal Area	Discipline
<i>Strategy to support goals</i>	Implementing a school wide PBIS/Restorative Justice program was a building focus last year building focus last year and continues this year. We have taught common expected behaviors for every area in the school and reinforce those with a common language used with students by all adults in the school. We track meeting expected behaviors during line-up, lunch, and specialists. Teachers are using the practices in their classrooms and we are working to deepen their learning, understanding, and consistent practice in the classroom. We will work to widen that practice by implementing a new behavior tracking system for individual students. We have also put a new level of behavior intervention into practice with our Behavior Communication Slips.
<i>Professional Learning needed</i>	Administration will provide professional learning on the district progressive discipline plan as detailed in our Thoreau Student Handbook. Learning will involve classified and certificated staff and will track recess, classroom, office referral, low level and high-level behaviors, and In-School and Out of School suspensions.
<i>Resources needed</i>	Time to collaborate with other administration on discipline tracking strategies, shared documents (Provided in Elementary DLT Level Meetings)
<i>Responsible individual or team</i>	All Teaching Staff, Administration, Counselor, Classified Staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Bi-Weekly meetings to set goals with PTA board and inform on progress to goals seeking input into ways to engage families and the community to reaching goals.

Schedule time in general PTA meetings to seek feedback from parents and community members on the CIP goals.

Engage parents in reflection of progress towards CIP goals as grade levels post quarterly progress data

Work with FACE (Family and Community Engagement) PTA Liaison and Special Services Liaison to engage families in the CIP process.

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

Teacher PowerSchool pages

- Updates on progress towards grade level goals at least 3 times during the year
- Strategies teachers are utilizing to develop students understanding and progress towards the goals

School Newsletter/Communication

- Building procedures and structures for meeting and monitoring CIP goals
- Grade level celebrations of academic progress
- Principal Coffees and presentations to PTA general meetings

Bulletin board in main hallway focused on community engagement

PTA Bi-Weekly Meetings, PTA General Meetings

Continuous Improvement Process Plan

Finn Hill Middle School

8040 NE 132nd St.
Kirkland, WA 98034

425-936-2340

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

2017 -
2018



Victor Scarpelli, Principal
Dana Greenberg, Associate Principal
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.

Finn Hill Middle School continually strives to increase its academic rigor for all students and achieve our yearly goals in the areas of math, reading, writing, science, and personalization. Our major areas of focus for 2016-17 continued to focus on providing time for teacher collaboration to: align assessments and best practices; differentiate instruction; and increase rigor, relevance and challenge in all classes. We continue our work to improve all learning, particularly in math. Our student intervention programs include: College Prep twice weekly during the school day, after school language arts, math and science tutoring and homework clubs, directing the use of schoolwide AVID strategies such as planners and grade checks during Falcon Time and the use of Cornell notes in instruction, student-led conferences, family learning nights and workshops, an 8th grade goal-setting overnight trip and an 8th grade trip to Western Washington University for college awareness.

We plan to continue to refine our student interventions at all levels for the 2017-18 school year. Finn Hill staff will continue to focus on subject and grade level collaboration through the analysis of formative and summative assessment data and refine best practices to revise instruction and assessments. Professional development will continue to focus on helping teachers infuse their practice with challenge, rigor, relevance and re-invention. This year all teachers agreed to adopt AVID's rigorous instructional strategies (including Cornell Note-making) and expanded the AVID elective to include 7th and 8th graders. We plan to continue to offer College Prep, with an emphasis on small group review of core concepts and enrichment opportunities. We will reinforce our teachers' use of the Power School calendar, student planners, and a consistent welcome screen that will remind students of the Learning Target, materials needed in class, homework, and warm up activity.

Our school mission is to ensure that each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. Finn Hill staff and students emphasize student learning, future readiness and personal growth. This is our 13th year of the WEB (Where Everyone Belongs) orientation program for our incoming 6th graders and new 7th and 8th graders. Our New Family Night for families of new 6th, 7th, and 8th graders to join with FHMS staff, PTSA, and WEB students prior to prep days to get questions answered and information regarding a variety of subjects pertinent to new students almost doubled again in August 2017. We will continue to reach out to parents by hosting a session to help parents/guardians better access PowerSchool and Skyward as well as invite parent feedback through survey work regarding a range of programs that impact families – ranging from our Continuous Learning Plan and College Prep programs to an evening presentation on cyberbully prevention.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine School Performance Targets:

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

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	71.7%	75%	71%				
	% of 6 th graders meeting or exceeding state standards in Math	48.5%	66.1%	65%				
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	74.6%	73.7%	79%				
	% of 7 th graders meeting or exceeding state standards in Math	63.4%	57.2%	74%				
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	75.7%	78.1%	75%				
	% of 8 th graders meeting or exceeding state standards in Math	58.7%	70.2%	58%				
	% of 8 th graders meeting or exceeding state standards in Science	82.5%	92.5%	86%				

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	81% of our students will meet or achieve state standards in Literacy.	75% of our students met state standards in Literacy.
Math: 6-8 Math	70% of our students will meet or achieve state standards in Math.	66% of our students met state standards in Math.
Science: 8 Science	95% of our 8 th grade students will meet or achieve state standards in Science.	85.3% of our 8 th grade students met state standards in Science.
Achievement Gap	20% of students receiving SDI in co-taught math will meet or exceed state standards.	14% of our students receiving SDI in co-taught math met state standards; 7% exited Special Education services prior to testing.
College and Career Readiness	100% of the students who identified as a member of a historically underserved ethnicity and who are participating in a high school course will pass with course with a “C” or better; at least 15% of the 7 th grade students who identify as a member of a historically underserved ethnicity will participate in a high school course during the 2017-18 school year.	100% of the students who identified as a member of a historically underserved ethnicity who enrolled in Spanish 1 passed the course with a “B” or better. 27% of the students enrolling in Spanish 1 identified as a member of a historically underserved ethnicity.
School Effectiveness:	100% of our staff agreed that they receive time to collaborate and that professional development helped them achieve their student growth goals.	82.5% of our staff routinely work together to plan what will be taught; 62.5% of our staff agree that professional development activities are consistent with school goals.
Attendance and Discipline:	We will reduce the number of unexcused absences to 0% by June 2017 as reported by Skyward. We will reduce Short Term Suspensions by 50% by June 2017 as reported by Skyward.	Unexcused absences were reported as 0.1% We did not reduce STS, however, we increased the use of In-School Suspension (with an emphasis on work completion during the suspension).

Narrative Reflection:

Narrative Reflection	
Process:	<p>All teachers participated in PCC teams to develop content-specific goals and determine appropriate data tracking tools and interventions to help all students achieve success. Teachers plan to further refine their intervention strategies, both in the classroom and during College Prep (our during-the-school-day intervention program) through the use of rigorous strategies introduced through AVID professional development.</p> <p>Teachers and staff routinely tracked student progress via formative and summative assessment compared to standards/learning targets. In addition, SBA data was retrieved and compared to building goals. Skyward data reports provided information to analyze attendance, discipline, and college readiness.</p> <p>The LWSN Nine Characteristics Report provided data for school effectiveness. FHMS used the Department Chair model to collaborate and disseminate information to all staff.</p> <p>Once SBA data was received, collated, distributed, and analyzed, the Department Chair team collaboratively set academic goals based on the previous year's data and qualitative discussions in PCC teams. The additional goal areas were proposed by the administrative team and approved by the Department Chair team.</p> <p>Teachers are provided time throughout the school year to meet as PCC teams to progress monitor student growth goals. This time includes Common Planning periods, building-assigned LEAP Wednesdays, and College Prep planning time.</p> <p>While we embedded progress monitoring throughout the year and focused time collecting data we did not, as a staff, make good use of those teacher teams who analyzed their shared intervention strategies, and altered instruction to meet the needs of their students. We continue to need to more intentionally incorporate that aspect of data teaming into our PCC progress. It is critical that we schedule times during the school year to reflect on our progress, correct direction if necessary, and celebrate successes.</p>
Literacy: 6-8 ELA	<p>While we did not meet our goals set in the 2016-17 CIP, we did achieve growth in our 7th grade cohort. All teachers participated in PCC teams to develop content-specific goals and determine appropriate data tracking tools and interventions to help all students achieve success. Overall, our teams focused on student writing. While we did see gains in student proficiency in writing we realized, upon reflection, that our students need to focus more on reading strategies to successfully answer questions in the classroom as well as state assessments.</p> <p>Our students achieved growth in writing and while that did not appear specifically on the overall SBA results it has helped our students as demonstrated through student growth goals (8.1). Teachers indicated that the gains in writing allow them to focus on reading comprehension, which is more closely aligned with specific CCSS and the SBA. A focus on reading</p>

	<p>comprehension will help literacy across the curriculum and we anticipate a positive impact on student growth goals</p>
<p>Math: 6-8 Math</p>	<p>We were closer to meeting specific Math CIP targets in all grade levels and have now gained familiarity with the new curriculum that will help with the 2017-18 implementation plan. Teachers plan to further refine their intervention strategies, both in the classroom and during College Prep (during-the-school-day intervention program).</p> <p>The Class of 2023 increased their proficiency on the Math SBA by eight percent. The Math/Special Education co-teaching model included all grade levels in 2016-18. Fourteen percent of the students receiving specially designed instruction in Math met state standards in Math and seven percent exited Math Special Education.</p>
<p>Science: 8 Science</p>	<p>We had 85.3% of our 8th grade students meet standard in Science this year. This was a challenging year because while the curriculum changed to NGSS the test did not reflect the change.</p>
<p>Achievement Gap</p>	<p>We are in our second year of offering co-taught math to students receiving specially designed instruction in Math for all grade levels. While we did not meet our goal for 2016-17 we have seen an increase in (1) students passing the SBA and (2) students exiting Math SDI. As this was our highest area of need this was the focus for the year.</p> <p>While we will continue to examine and work with our Special Education population special education data, in 2017-18 we will focus on math learning for 6th graders by racial groups (African-American/Blacks, Hispanics/Latinos). In 2016-17 only 33% of 6th grade African-American/Black students and 50% of 6th grade Hispanic met state standards in math.</p>
<p>College and Career Readiness</p>	<p>For the 2015-16 school year, our counselors engaged individually with every student who was categorized in a historically underserved ethnicity to ensure that they were aware of the option to take a high school course (Spanish 1) in 8th grade. In 2016-17, the counselors tracked these students in their Spanish 1 class to determine if additional supports were needed beyond those offered for every student. Students did not require additional supports and every student in this category received a grade of “B” or higher. In 2016-17, we surpassed our goal of increasing enrollment to 15% (and ended up with 27% enrollment). The counselors understand that successful completion of Spanish 1 and continued recruitment will be 2017-18 school year goals and plan to connect with those students to ensure they are accessing additional assistance if required</p>
<p>School Effectiveness:</p>	<p>Overall School Effectiveness Data: Collaboration: Most of our staff indicated success with regards to providing time for collaboration but only 2/3 thought we offered enough targeted professional development. 8. We continue to provide common planning periods for more than 50% of our staff. In addition, we dedicated one staff meeting to collaboration each month and time during our Wednesday LEAP periods. We provided release time for some teachers working with new assessments or curriculum. From focus group and survey data time to collaborate continues to be one of the top priorities and we continue to try to find ways to get teachers together. Professional Development: This year we continued to fund all requests for professional development (conference fees) for all teachers and release time for teachers to participate in learning walks. We continue to need to provide unique opportunities for professional development for all staff. For 2017-18 our AVID site team requested the opportunity to provide PD to all staff on rigorous</p>

	instructional strategies. We also provided a day of teambuilding and growth mindset during a one-day retreat during LEAP week.
Attendance and Discipline:	A combination of increased education and personal contacts (by attendance secretary, AP, teachers, and other staff) reduced the number of unexcused absences to 0%. The STS rate was not one that could be altered based on personalization but we switched focus to providing students the opportunity to complete their consequence via in-school suspension. Our emphasis was to help the student catch up in class/homework and can work one-on-one with various staff members. Our attendance numbers are a reason to celebrate and while our STS increased we were able to use in-school suspensions effectively and reduced recidivism for most students to zero. The FHMS Discipline system, while a progressive model, was designed to focus on issues that impact school (e.g. classroom and hallway disruptions) and less on student self-discipline issues (e.g. not prepared for class, tardy). In 2017-18 staff plan to analyze discipline data to determine how the system can be altered to best address student needs/concerns.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	80% of our students will meet or exceed state standards in Literacy.
Math: 6-8 Math	71% of our students will meet or exceed state standards in Math.
Science: 8 Science	90% of our 8 th grade students will meet or exceed state standards in the WCAS.
Achievement Gap	50% of African American, Hispanic/Latino students who scored a level 2 on the 2017 Math Smarter Balanced Assessment will meet standard on the 2018 Math Smarter Balanced Assessment.
College and Career Readiness	We will recruit at least 15% of the 7 th grade students who identified as a member of a historically underserved ethnicity to participate in a high school course during the 2018-19 school year; 100% of the students identified as a member of a historically underserved ethnicity who are participating in a high school course will pass the course with at least a “C” grade.
School Effectiveness:	100% of our staff will agree that they receive time to collaborate and that our targeted professional development helped them achieve their student growth goals and improve instruction in the classroom.
Attendance:	We anticipate that new attendance policies will increase our overall number of unexcused absences but we will strive to education our families about the new policies and reduce the overall unexcused absence rate to less than 1% by June 2018 as reported by Skyward
Discipline:	We will reduce our out-of-school Short Term Suspension rate by 50% by June 2018 as reported by Skyward.

Annual School Goals: Academic

Process to determine goals/Goal Selection:

Each academic discipline analyzed previous cohort data, current assessment data, and grades to determine pattern of academic growth. The expectation is higher for each grade level as learning is enhanced by various interventions over time – including AVID strategies across the curriculum, SIOP training, differentiation in the classroom, College Prep, after school tutoring, and academic-based clubs. Once all the data was synthesized the Departments determined appropriate percentage of growth

Process to ensure all students are receiving challenge and rigor

The AVID Site Team developed a professional development handbook to provide training to all teachers throughout the year on instructional strategies that can be implemented schoolwide to increase rigor.
Staff have requested Professional development to help them differentiate in the classroom (including AVID strategies, hosting SIOP training/use of strategies, supporting attendance at conferences and other PD opportunities, peer classroom walks, encouraging use of Learning Coaches, and peer instruction in applied best practices)

Teachers will use Interim SBA assessments and leveled summative assessments to help guide students toward remediation/additional rigor

Students are also encouraged to immerse themselves in enrichment activities, offered during College Prep and after school activities

Process to ensure that all students receive interventions when necessary

Teachers work within PCCs to compare formative and summative assessment data to identify students who would benefit from interventions

Teachers work in cross content collaboration to identify academic literacy needs within classes

Teachers identify students who need concept retaught or reinforced and require their attendance at specific College Prep session

Teachers connect with families and counselors to brainstorm interventions for individual students (via individual conversations, staffings, and Guidance Team)

Describe how you will progress monitor you Academic Annual School Goals

Teachers work within PCCs to drill down to the individual student level by analyzing Interim SBA assessment and summative assessment data and use results to inform instruction (providing re-teaching opportunities or advance rigor and challenge)

PCC groups will meet with FHMS Administrators to discuss data analysis, identify individual student movement toward goals, and discuss instructional strategies to reach more students (meetings held quarterly).

Annual School Goals: Achievement Gap

Process to determine goals:

FHMS Administrators, counselors, and teachers analyzed previous cohort ethnic data, current assessment data, individual goals, placements, and grades to determine pattern of academic growth and specific needs to enhance growth potential

Describe why you selected this sub group:

The number of students identifying as non-white continues to grow at FHMS. When analyzing grade-level SBA Math cohort data, FHMS leadership discovered that while small is number, students identifying as African American or Hispanic/Latino proportionately were not as proficient as those identifying as white. We would like to examine this minority cohort to (1) identify interventions accessed by these groups (2) determine if additional interventions are available/viable, (3) actively link students to interventions and (4) measure the impact of interventions on math outcomes (e.g. interim math SBA and 2018 SBA)

Describe how you will monitor this sub groups progress toward their goals:

FHMS Administrators will work with counselors and PCC Math teams to identify and monitor student progress. Counselors and teachers will connect with students and their families to collect qualitative data regarding interventions and will help with resource acquisition if necessary.

Annual School Goals: College and Career Readiness

Describe why you selected your goal:

Two years ago, we determined that while students who identified as a member of a historically underserved ethnicity participated in campus-wide College and Career Readiness activities (e.g. field trip to UW, WWU, Career Day) but might not have known they could take high school level courses to ready themselves for more challenge in the high school at the same rate as their White peers. During the class registration process our counselors had one-on-one conversations with each identified student to make them aware of the advantages of taking a high school level course (Spanish) in middle school. We monitored their academic progress and every identified student passed the course with the grade of C or better. We realize that each cohort will need the same one-to-one

counseling opportunity to ensure that the opportunities and monitoring are in place to help them enroll and achieve success.

Describe how you will progress monitor your goals throughout the school year

We plan to monitor the identified students' Spanish grades throughout the school year as well as identify the 2018-19 target population individually counsel these students prior to testing/registration opportunities for the next school year.

Annual School Goals: School Effectiveness

Describe why you selected your focus on Collaboration and Professional Development:

Teachers continue to express that additional collaborative time and professional development were their priorities for the 2017-18 school year. The ability to work with colleagues during the school day is considered vital to the PCC process. Professional Development helps teachers remain current in their content area as well as accessing additional instructional strategies.

Describe how you will progress monitor your goals throughout the school year

The recent LWEA contract provided more opportunity for PCC teams to collaborate. A large portion of Building Lead Professional Development LEAP time will focus on schoolwide implementation of AVID strategies with building-wide goal of ensuring students use Cornell Notes (structure and interaction) as well as planner use. All staff have been notified that if they are interested in conferences, trainings, or learning walks to apply directly to the principal for funding/release time. All teachers have agreed to teach Cornell Notes (with an emphasis on interaction) during the 2017-18 school year.

Annual School Goals: Attendance

Describe why you selected your focus on attendance:

Students who attend school on a regular basis are more likely to graduate high school and are more likely to be future ready – prepared for college, the global workplace, and for personal success. Parents are an integral part to ensuring regular attendance. For the past two years we have focused on reducing the number of unexcused absences to 0. We will continue to strive to connect with all families and keep unexcused absences at 0 percent (changes to attendance policies provide a new challenge for our students since many previously excused reasons for absence are no longer excusable). To achieve our goal we will continue our effort to educate all families on the importance of attendance (and what now constitutes an acceptable reason for absence) and will include information in newsletters and on the electronic reader board.

Describe how you will progress monitor your goals throughout the school year

The Attendance Secretary contacts families personally each day to inquire about their absent child. Any time there is an unexcused absence the Attendance Secretary will alert the Associate Principal, who will have a conference with the parent and the student and determine protocols to help deter any future unexcused absences. Any students with 10% or more excused absences will also be contacted by the Associate Principal. The Attendance Secretary, Associate Principal, and Counselors will meet on a weekly basis to discuss students of concern (and attendance impact on grades).

Annual School Goals: Discipline

Describe why you selected your focus on discipline:

As we learn more about restorative justice, we have tried to change our practice from one of suspension to one of positive intervention and management. To that end, we plan to continue to focus our effort to keep all our students at school during the school day through the use of in-school suspension. Students will receive intensive intervention

during the ISS, enabling us to ensure that students return to the classroom prepared to be successful.

Describe how you will progress monitor your goals throughout the school year

The Associate Principal and IAs will provide extensive interventions for students assigned to ISS and will monitor their academic progress throughout the year and recidivism rates (if applicable)

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Use Interim SBA assessments AVID’s WICOR (writing, inquiry, collaboration, organization, reading to learn) strategies SIOP Critical reading strategies across curriculum Annotation strategies for non-fiction reading Identify reading levels (e.g. Lexile Levels) to help match each reader with appropriate books
<i>Professional Learning needed</i>	Implementation of Interim SBA assessments AVID/WICOR strategies; peer visits SIOP training Data Analysis (via Data Dashboard)
<i>Resources needed</i>	Interim SBA assessments
<i>Responsible individual or team</i>	Lead – Language Arts/Social Studies team; Whole school effort

Goal Area	Math
<i>Strategy to support goals</i>	Use Interim SBA assessments AVID’s WICOR (writing, inquiry, collaboration, organization, reading to learn) strategies SIOP Use ALEKS tool Growth Mindset Spiral Review of previous learning
<i>Professional Learning needed</i>	Implementation of Interim SBA assessments AVID/WICOR strategies; peer visits ALEKS and Math curriculum (continued training) Boaler “Mathematical Mindset” class (webinar)
<i>Resources needed</i>	Sample questions from SBA Claims and Targets Time to access professional learning
<i>Responsible individual or team</i>	Math Department; Whole school effort

Goal Area	Science
<i>Strategy to support goals</i>	New science curriculum adoption training (emphasis on NGSS phenomenon-based instruction lab integration) AVID’s WICOR (writing, inquiry, collaboration, organization, reading to learn) strategies

	SIOP Critical reading strategies across curriculum Annotation strategies for non-fiction reading Participation in development/testing NGSS state assessment
<i>Professional Learning needed</i>	NGSS curriculum training AVID/WICOR strategies; peer visits SIOP strategies (refresh – e.g.TIP charts)
<i>Resources needed</i>	Time to access professional learning
<i>Responsible individual or team</i>	Science Department; Whole school effort

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Continued refinement of Master Schedule to obtain common planning Collaborative PCC time during LEAP Additional Collaborative planning time Wednesday LEAP time Professional development, including AVID and SIOP training and questioning strategies will be provided to all staff during the school year
<i>Professional Learning needed</i>	Individual requests to Principal
<i>Resources needed</i>	Time to access professional learning
<i>Responsible individual or team</i>	Individuals responsible for identifying learning needs and requesting resources (or using professional fund resources); Principal

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process The CIP will be vetted by PTSA President in November 2017, and with Leadership Students, 2018. Posted on the FHMS Webpage December 2017 once approved.
Strategies to inform parents, families, and the community about the Continuous Improvement Process We will be informing parents of our CIP at the Coffee Talk with the Principal meeting in January 2018 and our PTSA meeting in January 2018. We will also post a pdf of the document to the FHMS Webpage.

Continuous Improvement Process Plan

Kamiakin Middle School

14111 132nd Ave. NE
Kirkland, WA 98034

425-936-2400

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

2017 -
2018



Joe Joss, Principal

Daneille Warman, Associate Principal

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.

Last spring our leadership team (Cougar Council) and staff met to discuss our efforts with regard to student success, our Continuous Improvement Plan and our middle school model. We firmly believe and reaffirmed that our transition for incoming 6th graders from elementary school to our secondary model has been successful. The 6th grade team of teachers works cohesively planning for curriculum and assessments, as well as understanding the needs of our 6th graders preparing them for the rigor of secondary school. We discussed our intervention/extension model for 6th grade students and are evolving the extension curriculum to address the computer skills necessary to be a successful student in the 21st century. Due to the diversity and need of the Kamiakin student body, we feel it increasingly important that we understand those needs and continue to develop a 6th grade program that eases the transition from elementary to secondary and ensures success to start their middle school years. We are very aware that our SBA scores are at the low end for the district and that two Title I elementary schools feed us.

We further focused efforts on the 7th & 8th grade language arts/social studies block classes. We successfully implemented more formal writing assessments of student learning in language arts classes, as well as curriculum based assessments in our social studies classes. Our math and science curriculum continue to emphasize summative end of unit and year assessments, as well as formal lab reports. Math and Science teachers worked individually and as a cohesive unit to integrate the new curriculum in both fields. Our PE/Health department has added a formal written component and health plan for all students that has seen incredible growth in physical acumen as well as the number of Presidential Fitness Award winners. Along with our efforts to bring computer/typing skills to 6th graders, we're continuing to offer leadership classes to 6th, 7th and 8th grade students.

Our school improvement plan is founded on success for ALL students. We completed our fourth year of our 6th grade teachers' work with "Response to Intervention," which helps teachers identify students with needs and individually address those students. We have grown this work to our 7th and 8th grade teachers. All certificated teachers are a part of a professional community with teachers of like curriculum. Together they examine their curriculum, assessments and progress of students.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine School Performance Targets:

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

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	62.7%	67.3%	63.1%				
	% of 6 th graders meeting or exceeding state standards in Math	42.9%	52.2%	53.2%				
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	69.2%	67.9%	64.7%				
	% of 7 th graders meeting or exceeding state standards in Math	53.8%	54.3%	51.4%				
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	66.4%	70.2%	66.1%				
	% of 8 th graders meeting or exceeding state standards in Math	55.8%	46.2%	54.7%				
	% of 8 th graders meeting or exceeding state standards in Science	61.1%	72.7%	67.8%				

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	Student proficiency scores for the 2016-17 6-8 grades on the English Language Arts Smarter Balanced Assessment will improve from 68% to 72% by June 2017.	64.6% of 6-8 ELA students achieved standard.
Math: 6-8 Math	Student proficiency scores for the 2016-17 6-8 grades on the Math Smarter Balanced Assessment will improve from 52% to 55% by June 2017.	53.1% of 6-8 Math students achieved standard.
Science: 8 Science	2016-17 8th Graders will improve proficiency on the Science MSP Assessment from 73% meeting standard, to 78% meeting standard by June 2017.	67.8% of 8 th grade Science students achieved standard
Achievement Gap	<p>Reduce “Any F in a Core Course” for 2016-17 8th graders from 6.88% in 2015-16 to less than 5% in 2016-17.</p> <p>Implement “Spanish Speaker’s Night” to improve communication and improve available resources for Hispanic families and students</p> <p>Implement initiatives and create innovative programs to improve cultural competency and inclusiveness for minority students</p>	<p>1.74% of 8th grade students received “Any F in a core course” in 2016-17.</p> <p>The Spanish Speaker’s Curriculum and Information was implemented in January 2017.</p> <p>Three initiatives were implemented to improve cultural competency and inclusivity for minority students: AVID, Student intervention Team, and after-school support tutoring.</p>
College and Career Readiness	100% of 8 th graders eligible for College Bound Scholarship will complete application process and 100% of parent/guardians will be	Counselors accomplished the task of completing the application process for all of our eligible 8 th grade students.

	notified of application prior to June 2017.	Counselors were also able to make contact, through various means, with all parents of those students.
School Effectiveness:	<p>Improve “Staff routinely work together to plan what will be taught” from 64% agree mostly/completely in 2015-16 to at least 75% in 2016-17.</p> <p>“Teachers provide feedback to each other to help improve instructional practices” from 64% agree mostly/completely in 2015-16 to at least 75% in 2016-17.</p>	<p>Staff responded with 74% agree mostly/completely on the Nine Characteristics survey</p> <p>Staff responded with 72% agree mostly/completely on the Nine Characteristics survey</p>
Attendance and Discipline:	<p>Becca petitions for unexcused absences will reduce by 50% from 13 petitions filed in 2015-16 to less than 7 in 2016-17.</p> <p>Reduce “4+ unexcused absences” for the 2016-17 8th grade class from 13.23% to less than 6% in 2016-17</p> <p>Reduce serious discipline for the 2016-17 8th graders from 4.5% in 2015-16 to less than 3%.</p>	<p>Reduced Becca petitions from 13 families/students to 8 students (6 total families).</p> <p>Reduced “4+ unexcused absences for the 8th grade class from 13.23% in 2015-16 to 4.98% in 2016-17</p> <p>Reduced unexcused absences school-wide from the 2015-16 school year by approximately 50% in the 2016-17 school year.</p> <p>Reduced serious discipline for the 8th grade class from 4.5% in 2015-17 to 1.99% in 2016-17.</p> <p>Increased use of in school suspension from 0% to approximately 22% of serious discipline occurrences.</p>

Narrative Reflection:

Narrative Reflection	
Process:	<p>Administrators provided the 2016 - 2017 data during a LEAP Wednesday in September. District administrators have provided tools, including OneNote and Power BI that we are learning as a staff. These new tools also allow us to better examine the individual student and our specific classes. Curricular departments have had the opportunity to look at the data by grade level and individual student data for the last month. They processed their individual student growth goals,</p>

	<p>department goals and CIP goals during LEAP Wednesdays, PGE time and department time.</p>
<p>Literacy: 6-8 ELA</p>	<p>64.6% of Kamiakin students met or exceeded standard on the ELA portion of the SBA for the 2016-2017 school year. 6th grade students performed slightly under goal at 63.1% meeting standard, 7th grade students underperformed at 64.7% meeting standard, and 8th grade students also underperformed with only 66.1% meeting standard. The concern we have is that the 6th grade class that took the SBA in 2014-15 showed improvement in the 7th, but dropped off as last year's 8th graders. Building a foundation for the 2nd straight year, the 6th grade ELA continues to develop and implement strategies and scaffolds to challenge and support students of every level within our diverse community of learners. 6th grade students focused on drawing conclusions and inferences and supporting those conclusions and inferences with evidence from the text for a variety of literary and informational texts. Additionally, 6th graders were challenged to think more deeply about each author's message and purpose for writing. Students were exposed to different forms of writing and the writing process. They are entering 7th grade with a strong reading and writing foundation. The 6th grade ELA team will continue to partner with the Special Education and English Language Learning departments to successfully scaffold and support the diverse needs of these students. Additionally, our team is excited to continue to foster the critical thinking and abstract reasoning skills of our students and their interpretations of the variety of texts this school year. Kamiakin's overall achievement in 7th and 8th grade ELA averages at 65.4% which is below our scores from last year and well below our target.. Despite this growth, the data is lower than the expected achievement level of 72%. We attribute this anomaly to our continued efforts in collaboration and aligning content and assessments to CCSS. We continue to strive with our students to help with organization of materials in their interactive student notebooks. One aspect of literacy that will require specific focus for overall school growth is increased implementation of active reading strategies for informational text across all content areas.</p>
<p>Math: 6-8 Math</p>	<p>Our overall math scores went down slightly from the year before. We attribute part of that decline to the new curricula that were adopted and new staff to our math department, which in some ways contributed to some great new ideas and also may have been somewhat disjointed from the student perspective. Our 8th grade scores were down further than expected; an anomaly we cannot explain. Both the 6th and 7th grade classes showed some growth. We continue to explore and work with Interim based assessments, SBA practice questions, and additional CCSS materials. We also collaborated across grade-levels and in the district through books studies and a CCSS math cohort. All classes emphasized Growth Mindset. We are hoping to improve scores this year by continuing to refine the use of our new CCSS-aligned curriculum and its adaptive software (ALEKS). This curriculum focuses</p>

	<p>on Math Practices and application in daily math work. This will help support math learning and student growth. We continue to participate in math book studies, the CCSS math cohort and cross-district collaboration.</p>
<p>Science: 8 Science</p>	<p>Kamiakin’s overall achievement in 2016-2017 8th grade science MSP test scores was 67.8% of students at or above proficiency. Previous year achievement was 76%. The department set a goal of improving proficiency to 80%, which was not met. The score for 2016-2017 was unexpected in that it was about 5% lower than the previous year. WE are pleased that we continue to pass almost three quarters of our students on the 8th grade science MSP test. During the 2016-2017 school year there was an increased focus on systems thinking and engineering design. One area of celebration is piloting a unit from the new science curriculum to be adopted in 2016-2017. The unit led to positive student engagement and deep understanding of concepts. During the 2017-2018 school year the science department is placing greater emphasis on improving data analysis and graphical interpretations of data</p>
<p>Achievement Gap</p>	<p>The primary goal within the achievement gap analysis in 2016-17 was to “Reduce Any F in a Core Course” for 2016-17 8th graders from 6.88% in 2015-16 to less than 5% in 2016-17”. This goal was met and exceeded. In fact, the amount of failure rates in a core classes was reduced from 6.88 percent of students to only 1.74 percent of students. This is a decrease of 5% of the entire class. By examining whole school D and F grades and trends throughout the school year, the trend data reveals that all school departments reduced the number of failing grades in core classes from the first semester to the second semester. The 8th grade class increased their overall GPA average from 3.1 average in 2015-16 to 3.3 average in 2016-17.</p> <p>Interventions implemented during the 2016-17 school year for academic support to close the Gap included: the creation of a math lab peer tutoring program during the school day, after school tutoring availability each week, resources for transportation for families to have more access to after-school support, D/F letters sent to all families and translated into home languages, Publication and monitoring of D/F grades in each department, and the formation of the student intervention team. This team served as a means by which pre-intervention strategies were monitored for students to apply necessary referrals to individual intervention systems. Members of the team included the counseling team, school psychologist, member of the special education team, a general education teacher, Associate Principal, school nurse, and a school representative for prevention from Youth Eastside Services.</p> <p>In analyzing student achievement data from 2015-16, it was clear that one of the biggest academic gaps not only within student grades, but also within our SBA results showed a large gap between Asian and</p>

	<p>Caucasian students and Hispanic/Latino students. To begin closing the achievement gap for Hispanic/Latino students it was necessary to gather input and data analysis from the Hispanic/Latino community. In addition, family engagement was a priority focus. The Spanish Speaker’s Night was implemented in January 2017; 12 families were present and approximately 31 people. The event included childcare, translated school materials, translators available to provide individualized support for families, analysis of student data that demonstrated a large Gap within math and ELA for Hispanic students, and data-collection from latino/Hispanic community to identify strategies to better engage families and support students. In addition the evening was also focused on providing access to technology for families including community resources to provide at-home internet and demonstrating how to translate the school website and sign up for student grades. Although a personalized invitation was sent to every Hispanic/Latino identified family at Kamiakin, the families present at the event were less than anticipated. However, the data gathered from this event will be used to further engage Spanish speaking families during the 2017-18 school year.</p> <p>In addition to the formation of the student intervention team, other innovative programs were implemented to serve students within the achievement gap. During the 2016-17 an AVID site team was formed, the AVID license and curriculum materials obtained, and students were recruited to be in the AVID class based on school data, recognition of minority students, socio-economic status, grade history, and state test scores. In addition, teaching staff attended summer AVID training to prepare for this intervention to serve students in the 2017-18 school year. Further, an AVID parent night was produced to futher engagement families of students within the achievement gap.</p>
<p>College and Career Readiness</p>	<p>100% of 8th graders completed the Career-Cruising modules and in-class lessons from the counseling department. In addition, 100% of 8th grader students that qualified for College Bound Scholarships completed the process to be college bound approved.</p>
<p>School Effectiveness:</p>	<p>To start our 2016-2017 school year teachers were specifically placed with curriculum partners for the Professional Collaborative Communities, both for curricular purposes and to help with their Professional Growth goals. Nesting those goals with their curriculum has helped staff understand the necessity of working together for what is best for our students, hence the results we see on the Ninie Characteristics Survey. With our Professional Growth goals asking comprehensively placed teachers to identify a group of students and specific individuals, examining their practice and collaboratively working on assessments makes collaboration necessary.</p>
<p>Attendance and Discipline:</p>	<p>Through the implementation of attendance contracts, family engagement meetings with outside agencies, regular attendance letters and contacts, as well as closer monitoring through pre-intervention, All of the goals set for attendance were met and exceeded during the 2016-</p>

17 school year. In one year, the amount of students receiving 4 or more unexcused absences was reduced from 13.23 percent in 2015-16 to 4.98% in 2016-17. Further, Becca petitions, which are mandated for students with excessive unexcused absences, were a target for this goal area. Students on a Becca petition are more likely to fail core subjects and are at risk for not graduating high school. The number of Becca petitions was reduced from 13 families in 2015-16 to 6 families in 2016-17 (8 total students). Three of the students in this data transferred to Kamiakin already on a Becca truancy petition or plan. In addition to this, according to the August 2017 OSPI report card, Kamiakin school-wide unexcused absences were reduced by approximately 50% from the 2015-16 school year to the 2016-17 school year.

In addition to the attendance goals, the discipline goals for 2016-17 were also met and exceeded. In 2016-17, serious discipline was reduced for the 8th grade class from 4.5% in 2015-17 to 1.99% in 2016-17. This significant decrease of serious discipline may have been impacted by the following:

- Increased use of in school suspension from 0% to approximately 22% of serious discipline occurrences for all grades.
- Discipline committee convened several changes to the progress discipline system to engage students in a formative discipline process in an effort to prevent serious discipline
- Several initiatives such as a holistic drug and alcohol campaign were implemented
- A new curriculum focused on anti-harrassment, bullying, and intimidation, as well as the promotion of kindness was implemented into homeroom courses
- Teachers were presented with discipline data each quarter to monitor and address particular discipline trends
- Positive incentives programs were adopted to promote improvement of student behavior
- Counseling staff and administrative staff worked together to promote the use of restorative justice strategies to prevent escalation of student discipline and student conflicts

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	Student proficiency scores on the 6-8 grades English Language Arts Smarter Balanced Assessment will improve from 65% to 70% by June 2018.

Math: 6-8 Math	Student proficiency scores on the 6-8 grades Math Smarter Balanced Assessment will improve from 53% to 56% by June 2018.
Science: 8 Science	8th grade students will improve proficiency on the WCAS Assessment from 68% meeting standard, to 72% meeting standard by June 2018.
Achievement Gap	Reduce the gap percentage of “at standard” on the Smarter Balanced Assessment for the class of 2022 between White students and Hispanic students from 36.1 percent gap for the ELA SBA to less than 30 percent; and from 41.5 percent gap for the math SBA to less than 35 percent.
College and Career Readiness	Reduce “Any F in a core course” for the class of 2022 from 6.45% in 2016-17 to less than 5% in 2017-18.
School Effectiveness:	<p>Improve “Staff routinely work together to plan what will be taught” from 75% agree mostly/completely in 2016-17 to at least 80% in 2017-19.</p> <p>“Teachers provide feedback to each other to help improve instructional practices” from 70% agree mostly/completely in 2016-17 to at least 75% in 2017-18.</p>
Attendance:	Reduce 4+ unexcused absences for the class of 2022 from 10.17% in 2016-17 to less than 7% in 2017-18.
Discipline:	Reduce serious discipline risk score for the class of 2022 from 5.71% in 2016-17 to 4% or below in 2017-18.

Annual School Goals: Academic

School administrators facilitated the construction of professional learning communities that are intended to be tied to department goal categories. Of the departments that specifically address SBA tested academic content, they include 6th, 7th and 8th grade ELA groups, 6th grade Math/Science, 7/8th grade Math, and 7/8th grade Science. Each of the departments has written specific SMART goals to address academic standards in their content. The departments examined the SBA data from the 2016-2017 exam, as well as the scores their current students previously scored on the SBA and those SMART goals are reflected in the above chart. PGE growth goals require progress monitoring as an essential component. The six department groups have created group goals as well as specific individual teacher assessments to continually progress monitor achievement.

Annual School Goals: Achievement Gap

Analyzing the state SBA data informs us that one of our largest achievement gaps is a racial divide between Hispanic students and white students. 37.5 percent of 7th graders in 2016-17 met standard on the English Language Arts Smarter Balanced Assessment (SBA) (excluding no scores), while 73.6 percent of white students met standard on the same assessment. Further, the achievement gap for the math SBA is even larger. 61.5 percent of 7th grade white students met standard on the math SBA while only 20 percent of 7th grade Hispanic students met standard on the SBA. This achievement gap informs us that our priority focus for closing the gap must be a focus on reducing the gap for our Hispanic students. Strategies to accomplish this include the effort to provide more translation services throughout school communication, an individualized

curriculum/family night for Hispanic families, visiting communities in which large numbers of our Hispanic students live, modifying the systematic approach to English Language learners, professional development to focus on co-teaching for English Language Learners, addressing school cultural deficiencies, and the creation of a school equity team. In addition, resources will be dedicated to enhancing cultural competency within instruction.

Annual School Goals: College and Career Readiness

In order to prepare students for the new 24 credit requirement in high schools, and subsequent preparation for college and career, we must begin with reducing course failures in the 8th grade. Students must build the study habits, confidence, and identify barriers that cause failure prior to entering the freshmen year to enhance the likelihood of success and ultimately graduation. In addition, the employability and 21st century skills associated with course success are key to preparing students for success in the future. Strategies to accomplish this include weekly data monitoring of grades for the entire teaching staff, the analysis and intervention of MTSS supports in the Student intervention team, and enhancing the academic support components of the school counseling team. In addition, for future planning, an emphasis on growing and enhancing Kamiakin's AVID program for future classes will also be a core focus within college and career readiness, which includes school-wide initiatives for study and note-taking skills, use of a student planner, communication advocacy, and other college-preparatory skills.

Annual School Goals: School Effectiveness

In analyzing staff climate survey and school effectiveness data, it was clear that an area of growth and improvement centered upon staff collaboration to plan instruction and what is taught. As a result, these efforts are at the center of the 2017-18 professional development plan. Teachers are grouped into professional learning groups, who are using Response to Intervention strategies to analyze data as a team. In addition, each team has selected a set of standards to work on in collaborating to compare and analyze data, lesson-plan, and observe each other's instruction. This work is the priority of the CIP learning time and is monitored closely by administrators to encourage student growth. This work is also closely tied to individual teacher student growth goals within the Professional Growth and Evaluation system.

Annual School Goals: Attendance

Data indicates a higher than typical percentage of students in the class of 2022 in 2016-17 as compared to other classes the same year. In order to prepare current 8th graders for success in high school, emphasis will be placed on reducing unexcused absences in this class. Strategies to accomplish this goal include adjusting the approach to unexcused tardies and absences to include a restorative lens. Further, enhancement of communication home, attendance meetings/contracts, and the inclusion of attendance into the student intervention team at Kamiakin will help to reduce the number of unexcused absences. Subsequently, this work will contribute to decreasing course failure rates.

Annual School Goals: Discipline

Serious discipline includes suspension as well as exceptional misconduct as outlined in the district Student Rights and Responsibilities Handbook. The effort to reduce serious discipline is a cultural and holistic approach that centers on prevention. The strategies to reduce serious discipline include clear student norms, accessible formative discipline system, regular monitoring of formative discipline data, daily intervention, and other

innovate school-wide programs and campaigns that all contribute to the prevention of actions that result in serious discipline. A discipline committee was convened at the end of 2016-17 to ensure these standards were a primary focus in the start of the school year 2017-18. In addition, with regular discipline tracking, the student intervention team is able to identify trends and needed areas of focus for education and school-wide intervention. There is time set aside in student homerooms to address issues, problems, and cultural concerns as they appear in the data of formative discipline. A focus on building positive relationships between all staff and all students is also a key focus of professional development throughout the school year.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
<i>Strategy to support goals</i>	7/8 th grade Math department is using Math Processing Standard #5: Using tools strategically. Will work on being mindful about teaching tools and specifically encouraging variety of strategies.
<i>Professional Learning needed</i>	Continued work with Math Practices and how to implement them in class various levels.
<i>Resources needed</i>	Time to plan assessments and rubrics. Also time to collectively evaluate student work.
<i>Responsible individual or team</i>	7/8 th grade Math team; Kelsey Pollett, Julie Bergevin, Jen Hahn

Goal Area	Literacy
<i>Strategy to support goals</i>	The 7 th grade LA/SS is using CCSS.ELA-LITERACY.RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. We establish success criteria in order to support achievement of the goal. We are continually using formative assessments with citing text evidence.
<i>Professional Learning needed</i>	We would like further support with regard to differentiating our assignments and assessments up and down.
<i>Resources needed</i>	In order to ensure an accurate picture of the cohort as well as to improve our response to the needs of all students, the implementation of our RTI lab.
<i>Responsible individual or team</i>	Katherine Enslein, Garth Herrick, Virginia Reinert, Jared Sadowsky

Goal Area	Science
<i>Strategy to support goals</i>	Student use of unit outline to organize their learning tasks by standard and analyze their performance on the standards. This strategy aims to help students understand the learning goals, which activities contribute to learning toward a standard, and performance on the standard over time.

<i>Professional Learning needed</i>	Data collection to address our goal. Quantitative data on student scores, qualitative data on student use of Unit outline (effectiveness from student perspective). Strategies for effective use of Unit Outline document.
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	Gary Knowels, Rozalyn Strong, Kinsey Underbrink.

Goal Area	Achievement Gap
<i>Strategy to support goals</i>	Our goal is to have 86% of our students improve their mile run time by the end of the semester. LWSD Fitness Level 1 Power Standard 3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance. Our team targeted this standard because we want to promote a culture where students are invested in their personal fitness and develop an understanding that cardiovascular fitness is an essential factor in maintaining their health. This year we plan on differentiating our Fitness Wednesday Runs by addressing the varying fitness levels of our students.
<i>Professional Learning needed</i>	Time to collaborate with JHS/FH PE teachers Polar Webinars
<i>Resources needed</i>	Additional heart rate monitors I-pads to support Polar Software
<i>Responsible individual or team</i>	Sue Smith, Neil Kells, Azuma Bearden

Goal Area	Math
<i>Strategy to support goals</i>	We plan to focus on SBA Math Target A – Understand ratio concepts and use ratio reasoning to solve problems. The major focus of the 6 th grade curriculum is ratios. Students use ratios and rates to solve problems, understand the meaning of fractions, and the meaning of multiplication and division.
<i>Professional Learning needed</i>	Math Cohort – Developing Discourse and Engagement, and lesson modification.
<i>Resources needed</i>	Glencoe Textbook, ALEKS, and supplement Engage NY resources.
<i>Responsible individual or team</i>	Peggy Solum, Kris Dougherty, and Sara Partlow

Goal Area	Literacy
<i>Strategy to support goals</i>	CCSS.ELA-LITERACY.SL.8.3 -- "Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance

	and sufficiency of the evidence and identifying when irrelevant evidence is introduced."
<i>Professional Learning needed</i>	Will give assessments in general ELA classes (Verdoes, Martin) and analyze data with Gaynier. Will seek support from ELL and SPED teachers to increase growth among lower-performing students.
<i>Resources needed</i>	Podcasts, TED Talks, District performance assessment ("Titanic").
<i>Responsible individual or team</i>	Peter Verdoes, Marcy Martin, Katie Gaynier

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

The CIP plan will be presented to the PTA for feedback. In addition, a PLC group is working to coordinate a family diversity event aimed at analyzing Achievement Gap data to determine adjustments and future changes on the CIP plan.

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

Continuous Improvement survey questions will be on the online learning system for Kamiakin Middle School. In addition, the CIP will be posted on the school website.

Continuous Improvement Process Plan

Juanita High School

10601 NE. 132nd Street
Kirkland, WA 98034

425-936-1600

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

2017 -
2018



Kelly A. Clapp, Principal
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.

Juanita High School is proud of its work to ensure that we provide an excellent, rigorous education for each student in our school. Aligned with our District Mission and Vision, Juanita prepares each student to be Future Ready for college, the global workplace and for personal success.

Juanita is a diverse high school in race and ethnicity as well as in learning styles and interests. We celebrate a student population that 16% Latina/o, 16% Asian, 12% Black and two or more races, and 56% white. Juanita has a long-standing tradition of embracing and supporting the diversity of the school through a highly collaborative and caring faculty and staff community.

In order to serve each student, Juanita offers a blend of Advanced Placement and college preparatory work, including courses sanctioned by the University of Washington and the University of Cambridge. Our growing English Language Learner program supports students from all around the world, and when appropriate, we use safety net programs to provide extra assistance to ensure that students graduate on time. We offer a variety of courses that aligned to student interests and prepares them for the workplace such as our STEM Global Health Signature Program.

Juanita is fortunate to have strong parent and community ties, evidenced by our wonderful PTSA and Booster clubs. Our community supports our work in both our academic and extracurricular endeavors.

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% 2012	88.4%	92%
	% of 10 th graders accumulating 12.0 credits	74% 2012	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% 2012	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% 2014	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>)
- 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.”

Process to determine School Performance Targets:

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

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84%	88%	83%				
	% of 10 th graders accumulating 12.0 credits	74%	81%	83%				
	% of 11 th graders meeting or exceeding state standards in Literacy	<5%	89.5	81.7%				
	% of 11 th graders meeting or exceeding state standards in Math*	94.6	93.9	26.3%				
	% of 10 th graders meeting or exceeding state standards in Biology	79%	87%	80.5%				
High School Students Graduating Future Ready	% graduation rate	89.5	87.5%	89.3%				
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	67.8	76.9%	Enter Score				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	79%	74%	74%				

- **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>)**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	90% of 10 th grade students will pass the ELA SBA exam by the end of the 2016-17 school year.	81% passed.
Math:	90% of students who take the SBA, regardless of grade level will pass.	26.3% (11 th graders) passed. We don't have disaggregated data to show all the students who actually sat for the test.
Science:	89% of students who will take the biology EOC will pass.	80.5% passed.
Achievement Gap:	Raise the GPA of Hispanic and African-American students from the current averages of 2.8 and 2.6, respectively, to 3.0 and 2.8.	Hispanic students averaged 2.76 and our African American students averaged 2.69.
On-Track Credits:	85% of the class of 2020 will end the year on track, 90% of the class of 2019 will end the year on track; 90% of the class of 2018 will end the year on track	83% of the class of 2020 ended on track. 83% of the class of 2019 ended on track. 80% of the class of 2018 ended on track.
College and Career Readiness:	Prior to high school graduation, 95% of students will take a college and/or career readiness course, including AP, UW in the classroom, STEM, Tech Prep, Cambridge, Running Start, and/or WANIC. After registration for the 2017-18 school year, 95% of the class of 2018 will have taken or be registered for one of these classes.	85.9% of the class of 2018 registered for one of these classes.
School Effectiveness:	Increase the percentage of respondents who mostly agree or agree completely that "school work is meaningful for students" from 71% in the 2015-16 school year to 85% in the 2016-17 school year.	67% of the respondents mostly or completely agreed that school work is meaningful for students.
Attendance and Discipline:	Reduce the % of absences in the Hispanic, FRL and IEP populations by an average of 5%.	For Hispanic students the absences went from 223 to 229.

	Reduce total number of suspensions, including in-school and out of-school, from 30 in the 2015-16 school year to 25 in the 2016-17 school year.	We actually increased the number of suspensions to 105.
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Narrative Reflection:

Narrative Reflection	
Process:	The Continuous Improvement Plan process for Juanita started with a data presentation to the staff. Teachers then met in a combination of departments and interdisciplinary teams to analyze the data and then develop goals for the upcoming school year. Throughout the year teachers met in their teams to monitor progress, although it is clear that some teams did not know exactly how their team goals supported the CIP.
Literacy:	One of the supports was through Academic Connection Time (ACT). In our Professional Growth and Evaluation Teams, we used common assessments and held norming sessions to align our goals with actual student performance. We also held practice SBA sessions during class to help familiarize students with the test format. We identified socio-economic groups that were struggling so we could implement targeted interventions. Sophomores were given interim SBA practice tests to gain more accurate data on students' strengths and needs. Freshmen were given extra instruction based on individual needs through RTI and ACT. Freshmen were given Lexile tests to gather information on reading levels. Challenges for implementation were understanding the specific requirements and expectations surrounding setting CIP goals
Math:	The math team feels as though the 90% goal was too high and that they didn't know much about the SBA because it was new to them. Since it was not required last year, many students opted out, making the scores lower. The math team used common assessments to facilitate tracking data.
Science:	The science team analyzed data during team meetings and used the data to set goals. They used ACT to support student learning as well as a Collection of Evidence class, and intervention support for Tier 2.
Achievement Gap:	We did not make our goal in this area, and in one sub group, the grade point average actually went down. It is unknown, however, if the lower grade point averages are due to lack or work completion, assessment scores, or a combination of both.
On-Track Credits:	We have too many students who are not on track to graduate on time. This is highly concerning and will take some focused efforts this year to address the reasons behind this.
College and Career Readiness:	Our goal was to increase the percentage of students enrolling in any of our college-ready courses. We did not quite achieve the goal, but with

	the work around the 7 period day, we are hoping to increase this number for next year.
School Effectiveness:	Only 46 staff members responded to this question. The staff was given time to take this survey and yet more than half did not do the survey. To have meaningful data, we need to get more respondents.
Attendance and Discipline	<p>Juanita has had a focus on making sure that we have a culture of acceptance for all students, which helps increase attendance rates. This year we hope to utilize our Safe Schools Ambassadors program to continue to improve our environment so all kids will want to be here. Additionally, we believe that the new laws around attendance accountability will help us in our efforts to reduce the number of students who are not showing up.</p> <p>We did not meet our discipline goal, and actually increased the suspensions by 70. This year we are going to focus more on prevention by implementing some school-wide expectations and incorporate more culturally responsive teaching in the classroom.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	85% of our students will pass the SBA this school year.
Math:	Students will reason abstractly and qualitatively to solve problems, showing their thinking process, their steps/justification, and a sound explanation of their solution to a problem that requires reasoning/problem solving skills. Greater than 50% of students will show growth through the school year using this skill as measured by a common formative assessment.
Science:	80% of students in all classes will be able to demonstrate meeting standard on two NGSS performance expectations by the end of the year; and that all teachers will continue working to implement the remaining performance expectations
Achievement Gap	Improve the passing rates and attendance for our ELL students as measured by grades and attendance compared to prior years.
On-Track Credits:	90% of the class of 2019 will be on track for graduation by the end of the year (freshman).
College and Career Readiness	By the end of the school year 90% of our of the class of 2019 will have taken, or will be enrolled in a college and/or career readiness course.

School Effectiveness:	Our goal is to increase the percentage of respondents who mostly agree or agree completely that “school work is meaningful for students” from 47% in 2016-17 to 55% in 2017-18.
Attendance:	Reduce the number of students missing in excess of 18 days this school year through personal contact with the students.
Discipline:	We are going to implement a clear and consistent behavior support process during the 2017-18 school year that all staff and students understand.

Annual School Goals: Academic

Our ELA department used SBA scores to determine our goal. We chose this goal because students need to pass the SBA in order to graduate, and it is a state requirement. Common core standards stipulate that students, at each grade level, need to be progressing. We also chose this goal because it is measurable and specific. We will ensure that each student receives challenge and rigor by orking off the Common Core Standards, we create lessons that align with CCSS. After, we examine data to make sure we are moving forward incrementally, working in PCCs to share and improve our practices. We will also ensure that students who need it will receive necessary interventions. We do this by monitoring and adjusting, using formative and summative assessments, differentiating instruction and using the RTI model. We also analyze data from the previous years' cohort for better vertical alignment. Our progress monitoring will include giving the interim assessments leading up to the SBA, while comparing interim scores within our PCCs to determine strategies to help students be more successful.

Our science team determined the goal as a department. They met collaboratively in team meetings, and have shared materials on Haiku and OneNote and OneDrive. To support the goal the team plans on calling into our intervention time (ACT) for our tier 2 students; providing different supports with different classes; incorporating differentiation into lessons; and using a variety of instructional strategies such problem-based learning, modeling and AST strategies. The team used Pre/post-tests; PGE team meetings; full team meetings; model revisions to analyze the data. The plan to monitor progress throughout the year is to through the use of formative assessments; grade-checks; PGE sources; and informal check ins.

The goal for the math team was determined by team meetings and group discussions to find a goal that best fit all levels of our content area. We chose our goal because it directly affects CCSS, applies to all levels, and is an area that many students need more time to develop. We will ensure all students receive appropriate challenge and rigor by differentiation and offering different teaching models (cotaught/A classes). Some of the possible interventions we will use are peer tutors, ACT, multiple assessments, different teaching models, retakes, IEP/504 accommodations, and monitoring and adjusting our teaching to meet the needs of all students. Our plan is that each content team will create 4 point rubric for how they will assess students ability to show appropriate reasoning skills on a given problem. They will give one problem per quarter to students and use the rubric to score the students reasoning

skills on that problem. Teachers will emphasize problem solving strategies and techniques throughout each unit to help students build their repertoire.

Annual School Goals: Achievement Gap

We are focusing on our ELL students. We teach populations that fall into this category and want to find ways for the school to close the gap and better the support these students. We will use the data from a variety of sources to monitor progress. We will use the data that we have to:

1. Find groups to target
2. See what rate teachers are failing students
3. Correlation between subject area and failing
4. Show the need for and then implement an efficient staffing/SIT process

Annual School Goals: On-Track Credits

Last year, the building leadership team worked together to create a process where staff could identify areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff who selected on-track credits as an area of passion recognized that freshman year is often the most difficult for students and recognized that the district is providing more opportunities for credit retrieval specifically targeted for students who struggled in 9th grade. The group then looked at the previous year's data and the list of students who had a D or F at the time of the activity and set the goal of 85% for 9th graders, and 90% for 10th and 11th graders.

This year at the end of the first quarter, we will monitor progress by examining the D and F lists by section and teacher, to determine groups of students who are struggling. Then we must, as a staff, disaggregate the data to develop a plan of support for those students. Admin will guide staff in monitoring the D and F lists throughout the year to assess progress towards the school's goals.

Last year we gave study tips to freshman (and their parents), who were in danger of failing. We introduced them to the means to retrieve credits such as free summer school or fee-based classes during the summer. We set students up with tutors and identified students through guidance team for extra help and interventions. Emails to students and families were consistent throughout the year to help manage grades and inform families of available strategies.

We will compare this years failing students and last year's failing students to see if our interventions are working and will adjust if they are not working.

Professional development needed involves keeping up with data retrieval tools and methods. Resources would include data to determine students currently earning D's and F's. Other resources include counselor-led study skills instruction/counseling in a small group setting, one-one check-ins with academic support, support of students to self-advocate with teachers, informing parents of support and guidance to help students at home to achieve greater academic success.

Annual School Goals: College and Career Readiness

In order to reduce the opportunity gap we will looking at not only the overall numbers, but who is enrolled in our college and career readiness courses for next year. Counselors will set up junior meetings in the spring and will review schedules. Additionally, we will be using the implementation of the 7 period day as a way to encourage more students to sign up for courses that fall in this category.

Annual School Goals: School Effectiveness

The CIP and school effectiveness goal was first brought to the building leadership team. The building leadership team worked together to create a process where the CTE and Fine Arts departments identified areas of improvement within the CIP to set appropriate goals. CTE/Fine Arts looked at the results from last year’s 9 Characteristic Survey and noticed that although the staff participation in the survey itself increased, it was still less than half of the staff (only 45) who provided feedback. We also observed that the percentage of staff answering positively [most or completely agree] decreased by 18% from 2014-15 school year to 2015-16 year. The goal is to increase staff participation in the survey from 45 staff members to 60 staff members.

Progress towards this goal can be measured by tracking staff responses to the 9 Characteristic Survey in the spring of this year (2017-18).

Annual School Goals: Attendance

After reviewing research on how to improve attendance, our administrative team developed a process of making personal contacts with students and proactively meeting with parents to try to develop better relationships to encourage students to attend school more regularly. We also are pushing our teachers to make sure they are taking regular timely and accurate attendance in order to reduce errors, and we want them to be the first ones to notice and respond to students who are absent through their personal relationship in the classroom.

Annual School Goals: Discipline

We used the suspension data from last year as well as anecdotal noticings regarding the increase in disrespect and willful disobedience to determine the need for a school-wide behavior support process. We have different staff members that are trying out PBIS models in their respective classrooms and we will be using LEAP time to share strategies and come to a collective agreement on one approach.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>School Effectiveness</i>
<i>Strategy to support goals</i>	Build in time during LEAP days for staff participation in the survey. Foster staff relationships and collaboration by offering pre-planned opportunities throughout the school day (eg. voluntary lunch events.)
<i>Professional Learning needed</i>	Training sessions volunteered by staff members on how to make curriculum and materials more relevant to all students (including culturally responsive pedagogy).
<i>Resources needed</i>	LEAP time dedicated to survey participation and training.
<i>Responsible individual or team</i>	Administrative Team

Goal Area	Achievement Gap
<i>Strategy to support goals</i>	To support failing students that we have in our EL setting by teaching academic language, strong study skills, as well as other tools they will need to find success outside of our EL classrooms
<i>Professional Learning needed</i>	Culturally Relevant Teaching Seminar or PD that is mandatory and staff wide.
<i>Resources needed</i>	The D and F list for Q1 2017 and regular attendance reports.
<i>Responsible individual or team</i>	ELL Teachers

Goal Area	Discipline
<i>Strategy to support goals</i>	Implement school-wide expectations (PBIS)
<i>Professional Learning needed</i>	Strategies to teach, model and reinforce our expectations
<i>Resources needed</i>	LEAP Time
<i>Responsible individual or team</i>	Administration Team and Leaders

Goal Area	Attendance
<i>Strategy to support goals</i>	Personal meetings with students who are referred by teachers for tardiness as well as with students who are missing whole days.
<i>Professional Learning needed</i>	LEAP time, teacher attendance at workshops, online resources
<i>Resources needed</i>	Money to support attendance at workshops.
<i>Responsible individual or team</i>	The whole staff.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Strategies to involve parents, families and the community include the following:

- Meeting with a member of our PTSA to talk about how best to include families in the development of and sharing progress monitoring.
- The opportunity to participate in the School Effectiveness Survey
- Inclusion of parents at events that support college and career access opportunities for all students.

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

Strategies to inform parents, families and community include the following:

- Access to our continuous improvement process plan will be provided via our website.
- Formal presentation to the PTSA.
- Informal presentation via monthly “coffee with the principal”
- Updates on progress and other relevant information via School Messenger.

Continuous Improvement Process Plan

Community School

11133 NE 65th St
Kirkland WA 98033

425-936-2395

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

2017 -
2018



Margaret Kinney, Principal
Lake Washington School District
2017 - 2018

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DESCRIPTION OF SCHOOL

Community School's mission is to provide a program which strives for excellence and success in learning while providing opportunities for each child to realize his or her own individual potential, by challenging the students academically, physically, creatively, socially and emotionally in an atmosphere of cooperation and trust.

This is accomplished by maintaining a non-competitive learning environment, emphasizing academic, social and emotional growth.

The Community School promotes a balance of strong academic skills, students' interests, self-motivation, and responsibility to community through 19 Constructs. Some of the most salient constructs are multi-age classrooms, LWSD curriculum frameworks, year-long thematic projects, Music, Art and PE specialists, portfolios and student led-conferences, science festival, and a high level of day-to-day parent involvement.

Lake Washington School District requires DIBELS testing and it is reported three times a year in grades 1 and 2. This year Common District Summative Assessments (CDSAs) have been used to further extend our knowledge of each student's achievements. These data along with the K-12 Insight data have helped substantiate our goal setting this year.

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%
3rd 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%
5th 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:

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

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	n/a	n/a	n/a				
		1 st	100.0	87.5	71.4				
		2 nd	94.4	87.5	76.5				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		0.00%	0.00%	0.00%				
	% of 3 rd graders meeting or exceeding state standards in Math		0.00%	0.00%	0.00%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		0.00%	0.00%	0.00%				
	% of 4 th graders meeting or exceeding state standards in Math		0.00%	0.00%	0.00%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		0.00%	0.00%	0.00%				
	% of 5 th graders meeting or exceeding state standards in Math		0.00%	0.00%	0.00%				
	% of 5 th graders meeting or exceeding state standards in Science		0.00%	0.00%	0.00%				

- **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	All students in grade 1-2 will meet or exceed standard CCSS for literacy as measured by DIBELS and CDSA Continuums.	Goal wasn't met: 71.4 met or exceeded standard in grade 1; 76.5 met or exceeded standard in grade 2.
Literacy: 3-5 ELA	All students in grade 3-5 will meet or exceed standard CCSS for literacy.	Goal met by 100% of students.
Math: 3-5 Math	All students in grade 3-5 will meet or exceed standard CCSS for math.	Goal was met by >90% of 3-5 grade students.
Science: 5th Science	n/a	n/a
Achievement Gap	100% of the students receiving additional IEP support will improve their literacy score to meet or exceed standard.	>95% improved.
School Effectiveness:	100% Parent participation in the January conference.	100% Parent participation in the January conference.
Attendance and Discipline:	100% compliance with after care policy.	100% compliance with after care policy.

Narrative Reflection:

Narrative Reflection	
Process:	Teachers reviewed the continuous improvement plan throughout the year. Goals and achievements were discussed at the end of the school year and again beginning of the 2017 school year.
Literacy: K-2 Reading	For this goal, we use the DIBELS assessments that are collected for all first and second graders three times a year: Beginning of the year, (BOY), middle of the year, (MOY) and at the end of the year, (EOY). DIBELS achievement for the graduating class of 2027 are still on track to graduate. Scores at the EOY assessment indicated Goal wasn't met: 71.4 met or exceeded standard in grade 1; 76.5 met or exceeded standard in grade 2. Given the diversity of this group we are pleased to celebrate their hard work and success.

<p>Literacy: 3-5 ELA</p>	<p>Our goal was met with 100% of 3-5 graders reading meeting or exceeding standard in literacy. We are proud of our student's growth and celebrate their hard work. We continue to use district assessments to monitor progress over time.</p>
<p>Math: 3-5 Math</p>	<p>There is no externally moderated data for this content area; however, current CDSA data relates that students are monitored daily by formative assessment methods and performance against the standards we are working on. Students that demonstrate delay in their mathematics ability receive additional support by way of individualized instruction, tutoring in and outside of school, the use of the IXL online math enrichment tool and numerous collaborative learning opportunities among multi-grade level peer groups.</p>
<p>Science: 5th Science</p>	<p>Science instruction in a multi-age program requires specialized curriculum and the district rotation for science kits is modified to ensure that as students advance in their grade levels, that they don't repeat units. Thus, close attention is paid to the standards being taught.</p> <p>There is no externally moderated data for this content area. Students are monitored daily by formative assessment methods. Students that demonstrate delay in their science ability receive additional support by way of individualized instruction, tutoring in and outside of school, and numerous collaborative learning opportunities among multi-grade level peer groups.</p>
<p>Achievement Gap</p>	<p>Students who demonstrated at risk or well below benchmark applied for and received an Individualized Educational Plan. These students now receive specialized services to provide them with the necessary support. We have observed significant growth with these students in relation to their learning plans.</p>
<p>School Effectiveness:</p>	<p>The January conference featured a parent only component. All parents did attend, but not all the parents elected to have an exclusive meeting and they allowed their child to remain in the conference. Moving forward we will communicate the purpose of the parent only part of the conference and what information we can provide to the parents during this meeting. We hope that this will allow our parents to have a detailed picture of their child's achievements.</p>
<p>Attendance and Discipline:</p>	<p>As we think about attendance we addressed a number of issues related to extended trips for some families. We provided more information about the impact of longer trips away from the school in our Fall parent meetings and worked with the principal to provide district policy on this issue. Discipline tends to be highly</p>

focused and we look for ways to support all the students from a holistic perspective. Looking ahead we will continue to work with the principal, counselors, instructional assistants to provide our students with multiple supports.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	<p>DIBELS and Common District Summative Assessment (CDSA) data were used to generate this goal. According to the DIBELS information the grade 1 BOY DIBELS suggests a normal distribution for these students and those students that are low at this time are either on an IEP or approaching standard. Because there are too few students that are not at standard, this data is suppressed. CDSA data relates that 82% of grade 1 students and 60% of grade 2 students were at or exceeding standards for Reading and Writing. Again, because of the small number of students not at standard this data is suppressed. There was a close correlation between the students with lower DIBELS and CDSA data. These students are receiving specialized support.</p> <p>Goal: By the end of the 2017 – 2018 school year, all students in Grades 1 – 2 will meet or exceed standard CCSS for literacy as measured by EOY DIBELS and CDSA Continuums. As needed, students will be recommended to additional assessment and possible support.</p>
Literacy: 3-5 ELA	<p>CDSA data was used to inform this goal. 82% of the Grade 3 students had met or achieved standard for reading. 88% of the Grade 4 students had met or exceeded standard and 75% of the Grade 5 students had met or exceeded standard. Students not at standard were receiving specialized support and because their numbers are so low it is suppressed and their data was not included in the general population.</p> <p>Goal: By the end of the 2017 – 2018 school year, all students in Grade 3 through 5 will meet or exceed CCSS for literacy as measured by the CDSA continuums.</p>
Math: 3-5 Math	<p>There is no externally assessed data for this goal, however, the teachers do maintain Common District Summative Assessments (CDSA) data for each Common Core State Standard (CCSS). According to the Grade 3 CDSA Data, 90% of the students were at or exceeding standard. 100% of the Grade 4 students were at or exceeding standard and 74% of the</p>

	<p>Grade 5 students were at or exceeding standard.</p> <p>Goal: By the end of the 2017– 2018 school year, all students in Grades 3-5 will meet or exceed standard.</p>
Science: 5th Science	<p>There is no externally available data to inform this goal.</p>
Achievement Gap	<p>Community School achievement gap students have been identified as students having an IEP. Monitoring and supporting each student, while required as per the IEP, requires achievement information to determine each student’s progress.</p> <p>Goal: At the end of the 2017-2018 school year, 100% of the students receiving additional IEP support will improve their literacy score to meet or exceed standard.</p>
School Effectiveness:	<p>K-12 Insight Data was used to inform this goal as well as ongoing feedback from parents through teacher/parent interaction. Our previous goal of offering a mid-year parent only conference was partially successful and we determined that we should continue to provide this option for our parents. Likewise, we also recognize that we need to clearly outline what information is available and what this information can tell us.</p> <p>The effectiveness of the parent only conference will be measured by the number of families that request a parent-only portion of the January conference.</p> <p>Goal: at the end of the 2017-2018 school year, 100% of the families will have participated in the January, parent-only portion of the mid-year conference and asked for further information related to their children’s achievement.</p>
Attendance:	<p>Attendance at the Community School is maintained by the Office Manager. To date, all attendance reports indicate normal attendance patterns and all absences are excused. The district provided new rules for unexcused absences and the way these are to be monitored and reported. These rules were presented to the parents during the first PTSA meeting of the year and all attendance matters are addressed by the office manager and principal immediately.</p>
Discipline:	<p>There are too few disciplinary issues to report and they are thus suppressed. All serious discipline is referred to the principal and they are dealt with in an expeditious manner.</p>

Annual School Goals: Academic

Our academic goals have benefitted from the introduction and use of the CDSA data. This data is directly related to CCSS and therefore can be correlated with classroom delivery. Moving forward, teachers at CES will examine any patterns of strength and weakness in these data and change their emphasis, delivery or curriculum alignment to improve student learning. While not required and where possible, these goals will be related to their 8.1 collaborative goals.

Annual School Goals: Achievement Gap

Our Achievement gap goals are designed to ensure that students who need specialized support meet and exceed their classroom learning expectations in literacy and math. To-date, all available district resources are utilized to insure all accommodations and IEPs are met.

Annual School Goals: School Effectiveness

Community school does not provide traditional report cards, letter grades or ranking styled assessments. We encourage and welcome opportunities for our parents to learn more about their student's learning from the standards-based learning assessments we use every day to determine their child's learning progress. Doing so will provide clarity on their status, progression and their next levels of challenge and achievement. Therefore, improving the number of parents electing to learn more about these standards will help focus our parents on the very detailed and carefully planned series of instructional units underway in the school. It is hoped that this will build community confidence in the intentionality and progression of what is being learned.

Annual School Goals: Attendance

All new attendance rules have been shared with parents and attendance is now reported monthly, reviewed by the faculty and principal and all notifications are made through email attachments or are hand delivered. Extended absences need prior notification and approval by the administration.

Annual School Goals: Discipline

There are too few discipline issues to report and are thus suppressed.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Literacy K-2 and 3-5: Process: DIBELS reporting will be analyzed by the principal and teachers upon completion of the BOY, MOY and EOY assessments. All students will receive direct and collaborative instruction and those not at standard will receive the necessary intervention through one-on-one tutoring, collaborative work with peers, timely communication to the families for support, additional instructional aide support as needed
<i>Professional Learning needed</i>	Continued effort by the teachers to utilize the analytics available when using the DIBELS assessment tool and data. Teachers are members of district-wide literacy groups.
<i>Resources needed</i>	eMAS time dedicated to specific DIBELS instructions and data analysis with the teachers involved.
<i>Responsible individual or team</i>	The first/second grade teacher, the second/third grade teacher and the principal will monitor the DIBELS scores.

Goal Area	Math
<i>Strategy to support goals</i>	Teachers will consider online math enhancement packages for their students such as but not limited to IXL, Khan Academy math, etc.
<i>Professional Learning needed</i>	Teachers participate in math focused district professional development as well as participating in classes outside of the district.
<i>Resources needed</i>	Technology, funding to attend classes
<i>Responsible individual or team</i>	All CES teachers.

Goal Area	Science
<i>Strategy to support goals</i>	Parents to provide STEM related activities during parent choice day. On this day parents teach the students. A renewed effort has begun to focus on STEM related activities.
<i>Professional Learning needed</i>	Parents provide specialized interests and talents.
<i>Resources needed</i>	Parents provide.
<i>Responsible individual or team</i>	Teacher, Principal, parents.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Partial Parent Only Conference Goal: scheduling parents into time slots for the effective delivery of the information to be presented, providing a clear understanding of what information will be provided and insuring that parents will find the information useful requires numerous strategies to insure success. Presently, scheduling the conferences and providing information to the parents about what will be shared is now underway. Further communication to the parents about the conferences will be presented at the monthly meetings, email messages and by the end-of-week messages emailed home to parents.
<i>Professional Learning needed</i>	None at this time.

<i>Resources needed</i>	Time for teachers to plan
<i>Responsible indiv. or team</i>	Teachers, office manager, principal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Parents will be provided with DIBELS and CDSA information during the January parent/student conference. Given the long history of not using achievement data developed from standards external to the school, parents will be provided the opportunity to view how the CIP process helps identify student needs based on achievement data. This strategy will help our parents understand how the CIP process requires up-to-date comparable information in order to improve each student's progress in literacy, math and science while also providing the teacher with the information they need in order to improve their program and the delivery of curriculum.

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

The CIP goals will be communicated at the monthly parent meeting and via email messages from the principal.

Continuous Improvement Process Plan

Discovery Community School

12801 84th Ave NE
Kirkland, WA 98034

425-936-2700

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

2017 -
2018



Lake Washington
School District

Lori Pierce, Principal
Nate Litke, Associate Principal
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.

School Mission: As a school community, we strive to educate the whole child in a cooperative effort that respects and responds to each child's needs and abilities. We do this through developmentally appropriate curricula, active parent participation, and a worldview that emphasizes community and lifelong learning. We support intrinsic motivations and foster a non-competitive learning environment.

Description: Located in the Finn Hill neighborhood of Kirkland, Discovery Community School shares a campus with Carl Sandburg Elementary. This community is dedicated to collaborative efforts focused on developing the whole child. Students are provided a challenging and rigorous curriculum, and are exposed to environmental and social topics that spur students to action. Most of our 72 students achieve academically and grow in social awareness. Every student benefits from the close-knit broader community of parents, students and staff. Together, they celebrate student interests and talents, hold regular social gatherings outside of school, and enjoy hands-on learning journeys.

Students and parents keep our grounds pesticide free, recycle and compost, and complete service projects to benefit the Kirkland community. Discovery Community School and Carl Sandburg have been named Green Schools based on these efforts. The Discovery Community School staff is outstanding. All of our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. Classroom doors are open to team members and teachers throughout the district. Our trust and respect for one another allows de-privatization to flourish. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning.

Because Discovery Community School is comprised of three multi-age classrooms, teachers take advantage of meeting and planning with Carl Sandburg Elementary grade level teachers. Grade level teams studied and implemented the Data Team Process. This involved administering common formative assessments, analyzing student performance data, and completing action research on instructional strategies. Data informed instructional decisions have resulted in measurable student growth in all content areas. The school day was structured to include daily, targeted support for every student. Building resources were directed to support this dedicated instructional time. Parent volunteers are placed strategically to carry out small group practice of reading and math skills. Teachers embrace and implement strategies proven to have the most powerful impact on student learning. They share student data openly and band together to ensure that all students experience a high rate of growth. We are proud of the combined efforts of staff, parents, and students to improve student achievement.

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/>).**

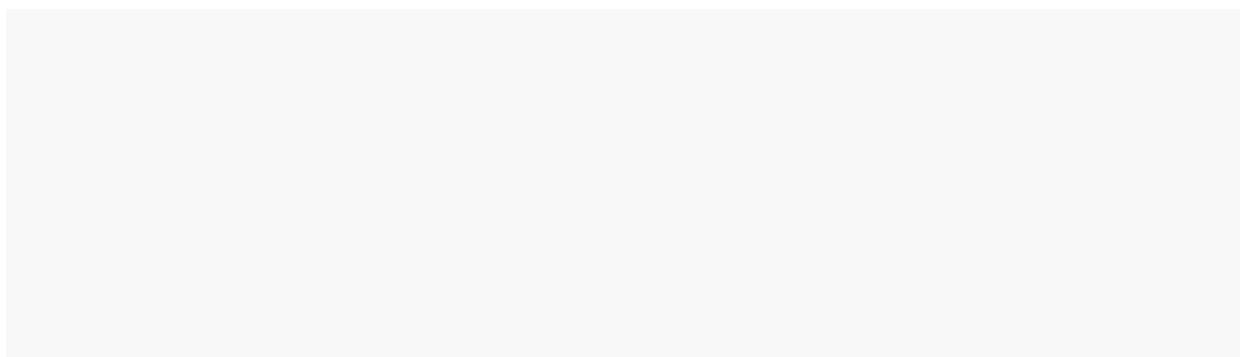
Process to determine District Performance Targets:

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	91%	91%	80%				
		1 st	91%	92%	90%				
		2 nd	100%	92%	100%				
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		83%	≥95%	67%				
	% of 3 rd graders meeting or exceeding state standards in Math		83%	≥95%	92%				
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		100%	≥95%	92%				
	% of 4 th graders meeting or exceeding state standards in Math		100%	≥95%	92%				
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		85%	≥95%	92%				
	% of 5 th graders meeting or exceeding state standards in Math		92%	≥95%	100%				
	% of 5 th graders meeting or exceeding state standards in Science		77%	≥95%	100%				

- **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 <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	91% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS	91% of DCS students met or exceeded standard
Literacy: 3-5 ELA	88% of students will meet or exceed state standards in literacy as measured by the SBA	84% of students met or exceeded standard
Math: 3-5 Math	88% of students will meet or exceed state standards in math as measured by the SBA	95% of students met or exceeded standard
Science: 5th Science	95% of students will meet or exceed state standards in science as measured by the MSP.	100% of students met or exceeded standard
Achievement Gap	46.6% of students in the same cohort of 4 th and 5 th grade special education students will improve reading fluency and comprehension to be at standard in ELA on the SBA in 2017.	47% of 4 th and 5 th grade students receiving special education services met standard on the ELA SBA in 2017.
School Effectiveness:	80% of teachers will agree mostly or completely that teachers provide feedback to each other to help improve instructional practices. (Baseline 62.5% of teachers agree mostly or completely.)	82.6% of teachers responded that they mostly and completely agree with this statement.
Attendance and Discipline:	100% of 16 identified students with chronic absenteeism (2 unexcused or 5 excused per month /10 excused per year) will no longer trend as having chronic absenteeism.	56% of the 16 identified students with chronic absenteeism are no longer chronically absent.
	Using My School Data, the average offense count per day per month will drop from a	Data not available at this time.

	high of .35 to a monthly average of .15 for subsequent months*.	
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Narrative Reflection:

Narrative Reflection	
Process:	Before the school year began, we reviewed end of year data in grade level teams. Our August and September Data analysis of SBA, MSP, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. We identified an achievement gap among our students with Special Education services. Digging into the data over two sessions prepared teachers for setting grade level goals in Literacy, Math, and Science. We continued to hone our skills in the Data Team process and maintained a practice of meeting 2 or more times monthly to engage in the cycle of inquiry for both CIP goals and other content area standards. This process included regular intervals of reflection and analysis.
Literacy: K-2 Reading	One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students. In this instance, 8 of 10 students met standard in K, 9 of 10 students in 1 st , and all 13 students in second. Students who do not meet standard are being supported through Safety Net and in-class interventions. Teachers are focusing on nonsense word fluency to improve phonics foundations.
Literacy: 3-5 ELA	One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students. In this instance, 67% of 3 rd graders met standard, which is 8 of 12 students, 12 of 13 4 th grades met and 12 of 13 5 th grade students met standard. Teachers are focusing on written response to text, using evidence from the text to support their answers, and listening (4 th graders).
Math: 3-5 Math	Our overall achievement for the 3rd-5th grade band was 95% met or exceeded standard, which was solidly above the goal. All students were provided access to Dreambox adaptive math software. In addition to math fact practice homework, students also played math games during lunch and completed timed tests with parent volunteers. Technology integration extended to math. Students worked collaboratively to solve challenge problems on Kahn Academy and teachers selected some additional resources from New York Math.
Science: 5th Science	We exceeded our science goal with all 5th graders at or above standard as measured by the Science MSP. This area was selected because understanding scientific processes is essential for students in secondary education and understanding the scientific process and its applications. This cohort needed both teaching and enrichment in scientific procedural writing and vocabulary.
Achievement Gap	We met our goal in making gains for students receiving special education services. We have more work to do but are proud of the success of this cohort of students. Gains were achieved by coordinating schedules for

	services so students receive core instruction in their classroom as well as specially designed instruction. (Measured in conjunction with Sandburg)
School Effectiveness:	Teachers agreed strongly that feedback is foundational to the work of improving instruction and are providing this feedback to each other. 43% agreed completely and 39% agreed mostly, so there's room to continue this work. (Measured in conjunction with Sandburg)
Attendance and Discipline:	Attendance continues to be a challenge, with many parents choosing to take their students on mid-year vacations or travels. We have worked with numerous families to improve attendance for students chronically late or absent. We have also improved systems for notifying families of expectations and the effects of poor attendance. Despite the improvement, the need for education, awareness, and accountability continues to be an area of focus. (Measured in conjunction with Sandburg)

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	87% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS
Literacy: 3-5 ELA	87% of students will meet or exceed state standards in literacy as measured by the SBA
Math: 3-5 Math	95% of students will meet or exceed state standards in math as measured by the SBA
Science: 5th Science	98% students will meet or exceed state standards in science as measured by the Washington Comprehensive Assessment in Science (WCAS)
Achievement Gap	80% of students receiving Special Education Services will meet or exceed state standards in ELA as measured by the SBA and DIBELS (Baseline for 3-5 is 75% and Baseline for K-2 is 56%)
School Effectiveness:	On the 9 Characteristics Survey, 95% of staff will agree completely or agree mostly that all students can learn complex concepts (Baseline 86%). 90% of staff will agree mostly or agree completely that Teachers use effective strategies to help low-performing students meet high academic standards (Baseline 82%). (Measured in conjunction with Sandburg)
Attendance:	In 2016-2017, 49 students missed more than 10% of the school year (18 or more absences, excused or unexcused), representing roughly 11% of the school population. We will decrease this number to 30, or roughly 6% of the school population. (Measured in conjunction with Sandburg).
Discipline:	Using the 9 Characteristics Survey, 90% of staff will feel like Discipline issues are being handled well (Baseline 82%) (Measured in conjunction with Sandburg)

Annual School Goals: Academic

In August/September 2017, Achievement data was shared with all staff. Teachers focused on learning celebrations and analysis of outcomes. Digging into the data over two sessions prepared teachers for setting grade level goals in literacy, math, and science. DCS teachers meet bimonthly in PCC teams with Sandburg teachers to engage in the cycle of inquiry and data analysis as well as meeting as a DCS team. This process includes the use of common formative assessments and response to student learning needs with targeted instructional strategies. To increase teachers' repertoire of research based strategies, differentiation is an area of professional development. At risk students receive Safety Net services. Teachers are implementing new District Writing curriculum and learning about SBA Interim Assessment blocks, Mobile Teaching, and new Next Generation Science Standards in order to improve teaching and learning.

Annual School Goals: Achievement Gap

Within DCS's small population, any subpopulation is small and statistically tends not to meet minimum N size. We are working to make sure that any student not performing at standard is receiving support. There is a gap in data over time and when comparing grade level bands K-2 and 3-5 with students receiving special education services, so that will continue to be the focus. We are ensuring necessary intervention by making a connection to our mission and vision, and achieving full staff buy in and commitment of building resources. For the second year, the master schedule was restructured to ensure that all students receive intervention are given full access to the general education curriculum (instruction and guided practice) in reading, math, and writing. Special Education teachers and para-educators are also supporting these students. Staff development will be provided by the principal and multiple building experts in the following areas:

- Working with students with oppositional-defiance or challenging behaviors and strategies (for all staff, specifically including classified para-educators and IAs)
- Strategies for working with ELL Learners and the ELPS standards
- Professional development on Culturally Responsive Teaching led by Lori Pierce
- Continue Student Intervention Team to explore new strategies and track progress/response to interventions.

Annual School Goals: School Effectiveness

Professional development around Culturally Responsive teaching and equity will continue to support staff development. We are beginning with many strengths but will continue to explore bias, building on our commitment to students and addressing the statement, "I believe all students can learn complex concepts." In addition, we will provide professional development, coordinate support services like Safety Net and ELL, and work on differentiation to improve the support for students who are low performing.

Annual School Goals: Attendance

We are working through Curriculum Night, School Newsletters, and parent communication to educate parents about the importance of regular attendance. We are implementing new district procedures for Pre-arranged absences and reminding families that it's important to limit time away from school. Encouraging families to schedule vacations during non-school days is an ongoing challenge, but we are working with families to think about the importance of educational learning while on vacations as well. We are also sending home attendance letters and emails monthly.

Annual School Goals: Discipline

Administrators are striving to be accessible and support discipline. As a staff, we will look together at procedures and fine tune, perhaps adopting a school-wide Reflection form for students who make mistakes. In addition, with the support of a full-time counselor, we are expanding the use of Second Steps social-emotional curriculum and Kelso Conflict Resolution strategies. Both teachers and counselors are doing regular class lessons using this curriculum, and Administration uses the same language to support students as well. In addition, the counselor is running groups and Lunch Buddy sessions as well as meeting with individual and small groups of students to proactively decrease conflicts. Several students with high impact needs are being supported by Behavior Intervention Plans. We are also working on resetting expectations in our lunchroom through implementing some new procedures, and making lunch and recess expectations clear through posters, videos, and other learning aids.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Full implementation of LWSD writing curriculum. Continued emphasis on ELA, especially analysis of text (current 3 rd -5 th graders) and listening (current 4 th graders)
<i>Professional Learning needed</i>	Staff are receiving professional development around the implementation of new district writing curriculum. Staff have spent time analyzing writing rubrics, and are working in PCC teams to create and adjust instructional resources. Staff members are also providing feedback on these resources to district teams. Designated staff members are attending SBA Interim Assessment Block professional learning, and all 3-5 th grade teachers will administer at least one SBA Interim Block, collaboratively analyzing results in PCC teams.
<i>Resources needed</i>	<ol style="list-style-type: none"> 1. Collaborative planning time 2. Resources to fund learning walks 3. More anchor papers 4. SBA support/time to meet and evaluate data
<i>Responsible individual or team</i>	Building leadership has set aside funds for learning walks and team planning days. The LEAP schedule provides collaborative planning time, and in addition PCC teams meet regularly. Teachers are collecting anchor papers; district will continue to develop and refine rubrics and examples to support. Two of our teachers, Kelly Addison and Nadia Armstrong, are serving as writing leads, attending district Professional Learning and then doing Professional Learning sessions with staff. Staff have also looked at SBA Interims and overall feel comfortable using them and reviewing data.

Goal Area	Discipline
<i>Strategy to support goals</i>	Teachers and the counselors will use Second Steps curriculum and Kelso's Choices in a shared instruction model to support student social-emotional

	learning and growth and decrease conflicts. Special education teachers will create support documents in collaboration with student’s teachers and IEP team for students requiring SDI in behavior. Advisory will consider possible “think sheets” or written responses and bring possible options to the staff for consideration.
<i>Professional Learning needed</i>	Working with students who have behavior needs including executive functioning, opposition defiance, autism ADHD, anxiety, etc... Counselor will work with a committee to determine which lessons will be taught by teachers and which by the Counselor as well as to establish those students who will benefit from small group instruction or social groups.
<i>Resources needed</i>	All teachers and counselor have Second Step materials and Kelso posters for K-2 classrooms. The principal has Second Steps toolkit.
<i>Responsible individual or team</i>	Tracy Measham, counselor, Advisory team, Admin team

Goal Area	Science
<i>Strategy to support goals</i>	Teachers will learn and understand new NGSS science standards and be on the leading edge of implementation. Intermediate teachers are also working on integrating writing about science and everyone is working on some STEM lessons.
<i>Professional Learning needed</i>	NGSS standards.
<i>Resources needed</i>	A large group of teachers participated in a summer book study with “What’s Your Evidence?: Engaging K-5 students in Constructing Explanations in Science.” A group of teachers is also working with a coach. Advisory approved funds for paying teachers for some summer meetings.
<i>Responsible individual or team</i>	Time for Professional learning in the LEAP schedule, copies of new standards Our Science lead, Barb Roy, will continue to attend district trainings, and will lead Professional Development for our staff.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Teachers will feel comfortable using new technology tools provided to enhance mobile teaching.
<i>Professional Learning needed</i>	SAMR model, mobile teaching, how to use Surface Book pro and docking stations, and OneNote Class Notebook.
<i>Resources needed</i>	All teachers have Surface Books, Docking stations are being installed. Teachers will need time and support to increase confidence with these tools. We are building confidence through: <ol style="list-style-type: none"> 1. 5-minute technology showcases at every staff meeting 2. Small, bite sized professional learning opportunities periodically facilitated by our TIF teachers. 3. Extended Professional Learning times about mobile teaching and SAMR on LEAP days 4. Use of Sandburg/DCS staff OneNote Class Notebook

<i>Responsible individual or team</i>	Our Technology Integration Facilitators lead professional development and training as well as provide just in time support to colleagues. Admin will schedule time for tech showcases, LEAP days, and create and maintain the OneNote.
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PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Teachers regularly communicate with families through Power School Learning messages and resources are shared with families via Power School and teacher newsletters; awareness and strategies shared in principal monthly newsletter; Admin meets regularly with PTSA leadership and DCS Steering Committee.

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

Curriculum night presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting school goals and expressing the importance of attendance. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include PTSA president and Administration team.

Continuous Improvement Process Plan

Environmental & Adventure School

8040 N.E. 132nd ST.
Kirkland, WA 98034

425-936-2355

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

2017 -
2018



Principal , Victor Scarpelli, Jr.
Lake Washington School District
2017 - 2018

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DESCRIPTION OF SCHOOL

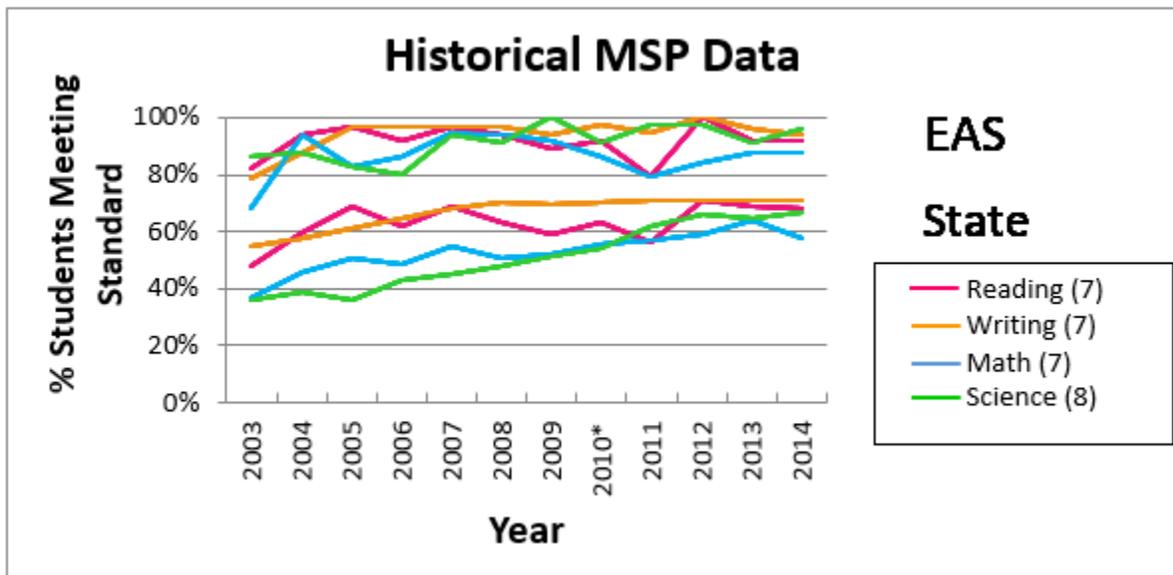
Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

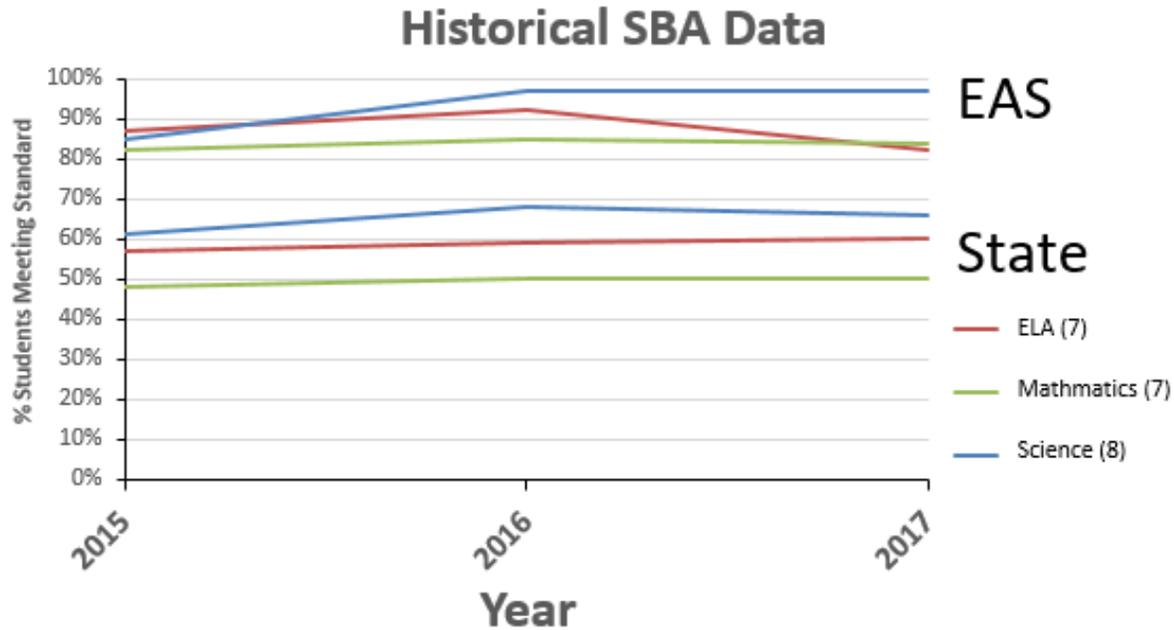
The Environmental & Adventure School (EAS), founded in 1999, is a Choice School in Lake Washington School District. EAS students achieve academic, personal and social goals in a challenging educational program. Core classes (LA/SS, Science/STEM, Art, and PE) are multi-age with equal portions of 6th, 7th, and 8th grade students. Much of the curriculum is thematically integrated around an environmental focus. This focus encourages purposeful learning, connections to the community and opportunities for all to develop as leaders, stewards and responsible citizens.

EAS students apply skills and concepts from all subjects while investigating local watershed and global issues. They conduct extensive research and experience hands-on learning while engaged in community stewardship projects. EAS students develop confidence and skills to work effectively as leaders, mentors and team members through challenging outdoor activities and projects. They use communication, publishing and presentation technologies to access, process, and share information.

EAS has five full-time and two part-time teachers serving 140 sixth- through eighth-graders from all areas of Lake Washington School District.

The Environmental & Adventure School has a history of strong academic performance, as shown by our state MSP & SBA scores over our school's history:





Demographics

Our demographics for the 2016-17 school year were:

Students		
Male	85	59.9%
Female	57	40.1%
Total	142	
Race/Ethnicity		
Hispanic/Latino	2	1.4%
Asian	22	15.5%
Black/African-American	2	1.4%
White	105	73.9%
Two or More Races	11	7.7%
Special Programs		
Free or Reduced-Price Meals	3	2.1%
Special Education	9	6.4%
Section 504	8	5.7%

Parental/Family/Community Engagement

EAS has a high degree of parental involvement. Our families agree to contribute 25 hours or more per year of volunteer time in support of school programs. Parents chaperone and drive students on field study days and adventure excursions, facilitate special school projects and a multitude of weekly enrichment activities, and assist with clerical tasks for the school office.

Our school is deeply vested in the community. Through our Community Stewardship Projects, our students contribute over 6,000 hours per year in environmental and social stewardship. They build and maintain trails and public areas for city, county, & state

parks, work with the needy & homeless, mentor younger students in environmental studies, and partner with individuals and community organizations in various activities.

During two of our three week-long adventure-ed excursions, students, staff and parents devote stewardship time working in county, state, and national parks.

Collectively these efforts instill students with the powerful realization that they can make significant, positive contributions to their community,

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8 th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to determine School Performance Targets:

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

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	85.7%	78.2%	93.8%				
	% of 6 th graders meeting or exceeding state standards in Math	75.5%	63.0%	89.7%				
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	86.6%	91.6%	81.8%				
	% of 7 th graders meeting or exceeding state standards in Math	82.2%	85.4%	84.0%				
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	85.4%	≥95%	93.7%				
	% of 8 th graders meeting or exceeding state standards in Math	72.9%	86.6%	87.5%				
	% of 8 th graders meeting or exceeding state standards in Science	85.4%	≥95%	≥95%				

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	Increase the number of EAS students (6 th -8 th) meeting standard on the SBAC-ELA from 88.4% to 90%.	89.8% of EAS students (6 th -8 th) met standard.
Math: 6-8 Math	Increase the number of EAS students (6 th -8 th) meeting standard on the SBAC-Math assessment from 78.2% to 82%.	87.1% of EAS students (6 th -8 th) met standard.
Science: 8 Science	Maintain the number of EAS students meeting standard on the MSP-Science 8 assessment at our current ≥95%.	≥95% of EAS 8 th grade students met standard.
Achievement Gap	Due to our small school size, the data for all of our subgroups are suppressed, so we cannot evaluate nor set goals for them.	Due to our small school size, the data for all our subgroups are suppressed, so we cannot evaluate nor set goals for them.
College and Career Readiness	All EAS students in grades 6-8 will complete the two 8 th grade LWSB HBSC Career Cruising activities, identifying a career field of interest and, from that investigation, produce a reflective work product for inclusion in their end-of-year display/portfolio of learning.	All EAS students 6-8 th grade students completed the two activities, identified a career field of interest. The reflective piece was not completed for end-of-year displays & portfolios.
School Effectiveness:	<p>Due to our small school size, we do not receive School Effectiveness data.</p> <p>As a staff we will continue to consistently analyze the needs of students and adjust program, instructional, and assessment strategies to address these needs. We will</p>	<p>Thanks to our principal's specific request, we were able to access our Nine Characteristics Survey data from May of 2017, despite our small staff size.</p> <p>As we did not receive this data for the previous year, we do not have progress towards goals to report on.</p>

	continue to examine individual student performance and discuss at-risk students as a team at scheduled staff meetings to determine appropriate interventions. We will continue to pursue professional development in our content areas and work as a team to implement new technologies and strategies to enhance instructional effectiveness.	
Attendance and Discipline:	We will continue to maintain a truancy incidence rate of 0%. and a suspension rate below 2.5%	We experienced an unexcused absence rate of 0.1% and a suspension rate of 3.5%.

Narrative Reflection:

Narrative Reflection	
Process:	<p>EAS teachers met in September of 2016 to review our spring 2015 state test scores and the past year’s assessment products. This review revealed a need to improve our students’ skills to effectively write to a prompt. We found that many of our lower-performing students exhibited a tendency to stray from the prompt or not address all parts of multi-faceted prompts. Based on this, staff formulated a year-long, school-wide emphasis on “effectively writing to multi-step prompts”.</p> <p>The EAS teachers then researched successful strategies and instructional techniques to achieve this, pooled their findings, and created an instructional process to improve student skills in effectively writing to multi-step prompts. This process was termed “RIPPARR”:</p> <p><u>R</u>ead the prompt or question all the way through.</p> <p><u>I</u>dentify key information, circling the task and underlining the key content.</p> <p><u>P</u>rocess and <u>P</u>lan your answer.</p> <p><u>A</u>nswer the prompt, restating the prompt in the beginning of your answer.</p> <p><u>R</u>eview what you’ve written and <u>R</u>eread the question.</p>

This goal and instructional process became the focus for our staff's CIP and PGE work for the year in all subject areas. Our work included the following:

- Developing leveled, baseline writing assessments to be administered to all EAS students in all subject areas (LA/SS, Science/STEM, and Art).
- Creating a common rubric to be used when scoring all student assessments.
- Setting progress goals for all students. This included the goal that, at a minimum, all EAS students would perform at or above level 3 on the third and final writing assessment.
- Developing a standardized process for instruction on effectively writing to the prompt (see "RIPPARR" above) that included common handouts and classroom posters.
- Creating and delivering two additional leveled, content-area writing assessments in each class at the beginning of the second and third trimesters.
- Team monitoring of student progress over the course of the assessments, including using a shared tracking sheet of all EAS student assessment scores, adjustments to the instructional protocols, and delivering additional, individualized remediation as needed.
- Evaluating student progress following the third assessment and identifying students who had not demonstrated level 3 (L3) performance.
- Creating and delivering targeted instructional remediation to students who did not achieve L3 by the third assessment, along with a fourth assessment, on which these remaining students all achieved L3 or higher.

The major challenges faced during this process included the following:

- Finding/devoting additional time in subject-area classes to integrate the additional writing instruction and assessments into instruction.
- The additional time needed by teachers to develop leveled, subject-area writing assessments.
- Following the third set of writing assessments, four EAS students had still not demonstrated L3 proficiency in effectively writing to the prompt. At that point, we had find ways to pull these students from classes to deliver additional, remedial instruction and additional assessments needed to elevate them to L3 performance.

**Literacy:
6-8 ELA**

SBA-ELA scores showed strong gains for 6th grade, improving from 78% to 94% of students meeting standard. Scores for 7th grade dropped from 92% to 82%. Eighth grade scores were relatively the same, with a very slight drop from $\geq 95\%$ to 94%.

This data is more meaningful when viewed longitudinally, following cohorts of students from year to year. It shows that our class of current

	<p>8th graders has exhibited significantly lower SBA scores as compared to other grade classes in both ELA and Math as 6th and 7th graders. We believe that this is a major factor in the 7th grade ELA drop of 10% as opposed to the previous year’s cohort. When viewed longitudinally, last year’s 7th grade cohort improved their 6th scores from 78% to 82%, which is cause for celebration. Most certainly, we will need to continue our efforts to improve the ELA skills of this cohort. A longitudinal view also shows that, while last year’s sixth graders ELA scores showed a significant gain of 16% over the previous year’s 6th grade scores, we need to recognize that at least a portion of this gain was due to the 2015 6th grade cohort’s below average annual results. When the annual ELA scores are averaged for all EAS 6th-8th graders, we find an overall gain of 1% of students meeting standard in ELA.</p> <p>Also of note is that, for the last two years, EAS 8th grade scores have exceeded the district’s 2018 ELA target goal of 92%, which is also cause for celebration.</p>
<p>Math: 6-8 Math</p>	<p>SBA-Math scores showed very strong gains for 6th grade, improving from 63% to 90% of students meeting standard. Scores for 7th grade dropped slightly from 85% to 84%. Eighth grade scores improved slightly from 87% to 88%. When viewed longitudinally, the math data mirrors that of the ELA data, with the large 6th grade gain due partially to the lower 6th grade scores of our current 8th graders. We also believe this is a primary factor in the math decrease of 1% from 2016 to 2017. When the annual math scores are averaged for all EAS 6th-8th graders, we still find a significant improvement from 78% to 87% between 2016 and 2017, which is certainly cause for celebration.</p>
<p>Science: 8 Science</p>	<p>The SBA-Science-8 score of ≥95% of students meeting standard show that EAS students are maintaining their high achievement. This is the second consecutive year that EAS eighth grade students have scored at this level, which is cause for celebration.</p>
<p>Achievement Gap</p>	<p>We cannot report/reflect upon this as our data was suppressed for 2016-2017 as our school’s N fell below 10 in all sub-groups.</p>
<p>College and Career Readiness</p>	<p>All EAS 6th-8th grade students met our goal of completing the two 8th grade LWSD HBSC Career Cruising activities and identifying a career field of interest, fully completing the district’s Career Cruising “8th Grade Activity #1”. Students did not complete a year-end reflective piece. We plan on making this a priority in the coming year.</p>
<p>School Effectiveness:</p>	<p>The data from the Nine Characteristics of Highly Effective Schools staff survey shows close agreement between EAS staff members. Of the 60 questions, staff members “completely agreed” with 24 of the prompts and “completely/mostly agreed” on 31 of the prompts. There were only 5 prompts to which any staff “agreed slightly”; on 4 of these it was only one staff member.</p> <p>That our staff responses were so well aligned with each other strongly validates the survey data. The high proportion (55 of 60 responses, or 92%) of “completely/strongly agree” responses indicates that our staff sees our school as closely aligned with the nine characteristics. Based</p>

	<p>on the survey results, the EAS staff perceives that we are most closely aligned with the following six characteristics:</p> <ul style="list-style-type: none"> • A clear and shared focus • High standards and expectations for all students • High levels of collaboration and communication • Frequent monitoring of teaching and learning • A supportive learning environment • High levels of family and community involvement <p>This is most certainly cause for celebration!</p> <p>The survey revealed one characteristic in need of further attention and focus – focused professional development. Within this attribute, EAS staff expressed the least agreement with the statement, “Professional development activities are closely aligned with school goals.” (2 completely agreeing; 3 agreed mostly; and 2 agreed slightly).</p>
<p>Attendance and Discipline:</p>	<p>Attendance: Our increase of unexcused absences from 0% to 0.1% was primarily due to two students who accounted for twelve of the fifteen unexcused absences, the majority of which were unexcused late arrivals. This increase points to a need for our school office to more persistently follow-up with parents and for school staff to create interventions to reduce/eliminate unexcused absences.</p> <p>Our suspension rate increased significantly from 0.7% to 3.5%. Four of the five total student suspension days were due to a single student, who was also responsible for our single day of suspensions in the 2015-16 school year. Despite working closely with the student and parents to address inappropriate choices, the student committed two significant infractions, whose only recourse were short-term suspensions.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
<p>Literacy: 6-8 ELA</p>	<p>Increase the number of EAS students (6th-8th) meeting standard on the SBAC-ELA from 89.8% to 92%.</p>
<p>Math: 6-8 Math</p>	<p>Increase the number of EAS students (6th-8th) meeting standard on the SBAC-Math assessment from 87.1% to 90%.</p>
<p>Science: 8 Science</p>	<p>Maintain the number of EAS students meeting standard on the WCAS -Science 8 assessment at our current $\geq 95\%$.</p>
<p>Achievement Gap</p>	<p>Due to our small school size, the data for all of our subgroups are suppressed, so we cannot evaluate nor set goals for them.</p>

College and Career Readiness	All EAS students in grades 6-8 will complete the two 8 th grade LWSD HBSC Career Cruising activities, identifying a career field of interest and, from that investigation, produce a reflective work product for inclusion in their end-of-year display/portfolio of learning.
School Effectiveness:	The spring 2018 Nine Characteristics Survey will show increased agreement among EAS staff, with results showing staff “Agree Mostly” or “Agree Completely” on all 60 assessment questions.
Attendance:	We will continue to maintain a truancy incidence rate of $\leq 0.1\%$.
Discipline:	We will lower school-wide incidences of harassment/bullying by 50%, from 12 students receiving corrective discipline to ≤ 6 .

Annual School Goals: Academic

1. Describe the process the school used to determine the annual school goals

EAS staff members reviewed state testing data during our October weekly staff meetings. The testing data was analyzed to determine both CIP building goals and to select a focus for our PGE team goals.

2. Describe why these goals were selected.

The EAS staff believes these goals will challenge us as a staff, yet are attainable through comprehensive, cross-curricular effort. Our school-wide scores for 2016-17 showed strong improvement in all areas for grades 7 & 8, especially in math, when compared to 7/8 achievement levels of 2015-16. Of concern were the decreased 7th grade achievement levels of 2016-17 as compared to the achievement levels of previous years. Our primary emphasis will be to improve the performance of our current 8th graders who exhibited lower-than-normal scores as 7th graders. During the year we will work to find ways to support this lower-performing class in all areas.

3. How are you ensuring all students are receiving challenge and rigor?

Curriculum at EAS is integrated thematically, with staff members focusing and working together to design and carry out learning activities and projects that are motivating and relevant for our students. These often provide for student choice and appropriate differentiation for each learner.

Our multi-age classes create a dynamic learning atmosphere in which students work with a wide variety of peers and ability levels. Younger students are exposed to the higher level of rigor expected of older students and can rise to meet those additional challenges. This also creates many opportunities for peer-mentoring and enrichment. As a school, we have a continual focus on:

- A school-wide emphasis on instruction and assessment in various forms of reading with particular emphasis on note-taking and summarizing.
- A school-wide emphasis on student skills in writing to the prompt with an specific emphasis on the ability to clearly and precisely construct viable

arguments to support their own reasoning and to critique the reasoning of others.

- Extensive focus in all content areas on elaboration in all forms of writing.
- Incorporation of level-4 questions in all subject-area assessments.

4. How are you ensuring students receive necessary intervention?

The EAS staff meets to formally review the progress of every EAS student at the end of each heximester (six times each year). This allows staff to share their observations of student performance, determine if interventions are needed, and to coordinate them. This ensures that at-risk students receive timely and consistent interventions across all classes.

In addition to these scheduled student reviews, EAS staff members regularly discuss student progress at our weekly staff meetings. If a staff member has concerns about a student's academic progress, they share it with the team. This allows the staff to make small, early, targeted interventions that can quickly correct a student's progress. These interventions can include planner-signing (by teachers & parents), individualized instructional actions, and parent-student-teacher conferences. We also have a school-wide policy that a parent contact is made upon a student's second missing or incomplete assignment during any term. This is above and beyond the automated Skyward missing assignment emails.

5. Describe how you will monitor the progress of your Academic Annual School Goals

Staff will incorporate the use of SBAC Interim Assessment Blocks into instructional units. This will provide teachers with classroom-based formative assessment information that is focused on a smaller set of targets, thus being less disruptive to the classroom routine. These smaller assessment blocks include the same item types and formats, including performance tasks, as the SBAC summative assessments. Staff will also follow student progress on classroom-based assessments that are aligned with state learning standards.

Annual School Goals: Achievement Gap

Due to our small school size, the data for all of our subgroups are suppressed, so we cannot evaluate nor set goals for them.

Annual School Goals: College and Career Readiness

1. Describe why you selected your goal.

In this third year of the district's College and Career Readiness curriculum, we continue to believe that students at all grade levels, 6th-8th, will benefit from completing the two LWSD 8th grade HBSC/Career Cruising lessons.

The EAS staff feels that students will develop a more comprehensive understanding of their career interests and options by analyzing and reflecting on the similarities and differences between HBSC/Career Cruising work products created during their three middle school years.

2. Describe how you will progress monitor your goals throughout the school year.

EAS staff will develop a coordinated schedule with interim waypoints for completion of the two lessons. These will be completed through EAS advisory classes and monitored by advisory teachers. Staff will also develop a method by which students will share their career investigations and learnings via a reflective work product that will be part of their end-of-year display/portfolio of learning.

Annual School Goals: School Effectiveness

The data from our spring 2017 Nine Characteristics staff survey show that the EAS staff has strong agreement on the great majority of school effectiveness criteria. Still, there is room for improvement, as on four of the criteria at least one staff member selected “Agree Slightly”. To improve this, we will continue to improve communication and record-keeping to ensure that all staff are aware of and focused on school initiatives.

As a staff, we will continue to consistently analyze the needs of students and adjust program, instructional, and assessment strategies to address these needs. We will continue to examine individual student performance and discuss at-risk students as a team at scheduled staff meetings to determine appropriate interventions. Our review of individual student progress occurs at calendared staff meetings six times each year. We record student interventions (parent contacts, conferences, implementation of planner-signing, and academic passports to qualify for school excursions) and regularly discuss and assess their efficacy, making adjustments as needed.

We will continue to pursue professional development in our content areas and work as a team to implement new technologies and strategies to enhance instructional effectiveness.

Annual School Goals: Attendance

We chose this goal because it is realistic and will reflect improved school practices. We have a small number of families who do not consistently contact the school regarding excused late arrivals. We will monitor these instances and be more consistent in office follow-up with parents.

Annual School Goals: Discipline

In the past year, we have noticed an increase in HIB-related incidents at our school, the majority of which involved technology (negative cell-phone texts, Instagram and Snapchat messages).

We will monitor the incidents of negative HIB-related behavior and HIB-related discipline measures.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1) The EAS staff has selected a PGE team emphasis on “effectively argumentative writing” that is directly related to student success in ELA-Writing. 2) Staff will implement the A.C.E.S. strategy (Answer, Cite, Explain/Elaborate, Summarize) to instruct students on effective argumentative writing. 3) Staff will make use of SBAC Interim Assessment Blocks as needed and where they can be easily integrated into instructional units. 4) Staff selects additional classroom strategies to improve student literacy. Staff cooperatively determines best practices to implement these strategies in specific subjects/units. Strategies include brush strokes, Cornell notes and other note-taking methods, graphic organizers, and presentation skills. 5) School-family communication regarding state testing specifically aimed at maintaining a low SBA/MSP refusal rate.
<i>Professional Learning needed</i>	<ol style="list-style-type: none"> 1) Staff will continue to research and develop awareness of various instructional strategies in the skill of effective argumentative writing. 2) Staff will cooperatively develop common assessment tools and evaluation rubrics to be implemented each subject area. 3) Staff instruction, as needed, on writing multi-layered, L-4 assessment items. 4) Instruction on how to access & administer SBAC Interim Block Assessments.
<i>Resources needed</i>	<ol style="list-style-type: none"> 1) Websites and educational research focused on the development of argumentative writing skills. 2) SBAC website & access to SBAC Interim Block Assessments
<i>Responsible individual or team</i>	EAS PGE Team (Andrada, Hamilton, Healy, Hennessey, Rose)

Goal Area	Math
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1) Continued emphasis on student computational skills and basic facts. 2) Use of strategies to build math confidence and competency (creative problem-solving scenarios, cooperative learning, math games, etc.). 3) Added support for low-performing students via: <ul style="list-style-type: none"> • Personal conferencing and reflection prior to assessment retakes. • Continuation of lunch time peer-tutoring program for math and Spanish staffed by EAS Leadership students. 4) Incorporation of our PGE team emphasis on “effective argumentative writing”, focusing on citing evidence for math word problems. 5) Continued emphasis on student skills in the area of “Communicating Reasoning” -- supporting their answers with mathematical reasoning. 6) Incorporation of more L4 questions in all subject-area assessments. 7) Regular and consistent use of SBAC-Math released items in daily warm-ups, assignments, and assessments. 8) Staff will make use of SBAC Interim Assessment Blocks as needed and where they can be easily integrated into instructional units.

	9) School-family communication regarding state testing specifically aimed at maintaining a low SBA/MSP refusal rate.
<i>Professional Learning needed</i>	<ol style="list-style-type: none"> 1) Staff instruction and cooperative sharing, as needed, on writing level-4 assessment items. 2) Instruction delivered to math teachers on how to access SBAC-Math released items. 3) Instruction on how to access & administer SBAC Interim Block Assessments.
<i>Resources needed</i>	<ol style="list-style-type: none"> 1) Examples of Level-4 math assessment questions. 2) SBAC website & access to SBAC Interim Block Assessments 3) LWSD Math teachers shared PowerSchool Math Learning sites.
<i>Responsible individual or team</i>	EAS Math instructors: Andrada, Hennessey, Rose EAS Lead Teacher (and former math instructor): Healy

Goal Area	Science
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1) Science teachers will inspect WCAS Science-8 strand data to assess for specific areas in need of improvement/remediation. 2) Continued emphasis in all classes/units on systems thinking, experimental design, and data interpretation. 3) Continued development of STEM activities incorporating engineering design into science units. 4) Increased time and emphasis on all 8th grade students fully completing the MSP-Science (8) practice assessment. 5) School-family communication regarding state testing specifically aimed at maintaining a low SBA/MSP refusal rate.
<i>Professional Learning needed</i>	None specific.
<i>Resources needed</i>	<ol style="list-style-type: none"> 1) Individual student MSP-Science (8) strand score data 2) MSP-Science (8) released items 3) MSP-Science (8) online practice assessment
<i>Responsible individual or team</i>	EAS Science teachers: Healy & Rose

Goal Area	Discipline
<i>Strategy to support goals</i>	We will institute school-wide “kindness” and “mindfulness” initiatives, informative lessons on cyber-bullying, and an enhanced recognition process for positive behavior.
<i>Professional Learning needed</i>	<ol style="list-style-type: none"> 1) Staff research of available “kindness” and “mindfulness” curricula, specifically, www.mindfulschools.org. 2) Staff will enroll in a mindfulness training course. This instruction will enable staff to implement mindfulness instructional lessons to all EAS students.
<i>Resources needed</i>	<ol style="list-style-type: none"> 1) Mindfulness instructors and course enrollment fees, dedicated time for staff instruction.

	2) Alteration of EAS schedule to create time for student instruction in mindfulness. 3) Contracted EAS Health Fair keynote speaker on cyber-bullying.
<i>Responsible individual or team</i>	1) EAS Staff (Certificated & Classified): Andrada, Bartoletti, Boone, Diedrick, Hamilton, Healy, McLaughlin, Hennessey, Rose. 2) EAS 8 th -grade Leadership Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Timely focus on students experiencing academic or behavior issues, involving student, staff, and parents.
- Extensive parent involvement in EAS programs including the three annual week-long excursions, Healthy Choices Fair, Career Day, 10 days of Community Stewardship Projects, and Wednesday Electives program.

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

- Updates via our twice-weekly electronic communication to our families, the “EAS News Bulletin”.
- Sharing of assessment results and curricular goals at the fall Curriculum Night and the winter EAS Information Night (meeting for prospective students and parents).
- Progress shared with our PTO Board at bi-monthly meetings and with our EAS Advisory Board at the annual meeting.

Continuous Improvement Process Plan

Futures School High School

10601 N. E. 132nd
Kirkland, WA 98034

425-936-1600

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

2017 -
2018



Kelly A. Clapp
Lake Washington School District
2017 - 2018

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Futures School High School

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.

Futures School, located at Juanita High School, is a choice school that serves as a credit recovery option for juniors and seniors. Futures School is aligned with graduation policy for the Lake Washington School District and rooted in the principles of educational equity and good citizenship. Futures School students receive a curriculum that is rigorous, relevant, and supported by high-quality instruction. In accordance with the LWSD Student Profile, students progress towards their goals while learning to create positive personal relationships.

The Futures School staff creates a student-centered environment conducive to learning. Teachers design meaningful learning targets based on data-driven assessments, including SBA data and other test score information. They meet regularly to discuss how to support individual students and collaborate on creating effective instructional strategies so that all students may achieve the standards. Together with the Juanita High School staff, Futures School teachers collectively design assessment strategies and teaching practices that encourage critical thinking and practical applications in the context of each academic subject.

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>)**
- 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.**

Futures School High School

- **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.”**

Process to determine School Performance Targets:

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

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	n/a	n/a	n/a				
	% of 10 th graders accumulating 12.0 credits	16%	n/a	n/a				
	% of 11 th graders meeting or exceeding state standards in Literacy	<5%	80.9%	N<10 Suppression				
	% of 11 th graders meeting or exceeding state standards in Math*	91.3%	91.3%	<=5% Suppression				
	% of 10 th graders meeting or exceeding state standards in Biology	n/a	n/a	n/a				
High School Students Graduating Future Ready	% graduation rate	64.0%	88.2%	86.1%				
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	0%	14.3%	6.8%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	40-49% class of 2013	30-39% class of 2014	20-29% class of 2015				

- 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>)

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	85% of seniors at or above standard, as measured by class grades and standardized exam results.	96% of seniors passed their English class. SBA results suppressed due to N<10.
Math:	87% of 11 th graders meeting or exceeding state standards in math.	<=5%
Science:	N/A (Futures School does not offer biology and our students take biology at Juanita High School.)	N/A
Achievement Gap:	Reduce the percentage of F's earned by Hispanic students from 20% of the total number of Fs to 10% of the number of F's.	Hispanic students earned 38% of F's grades. 26.4% of students who earned an F were Hispanic
On-Track Credits:	65% on-time graduation rate; 89% extended graduation rate	86.1% on-time graduation 88.0% extended graduation
College and Career Readiness:	15% of 11 th and 12 th grade students enrolled in a dual credit college-level course	15% of 11 th and 12 th grade students enrolled in a dual credit college-level course
School Effectiveness:	Increasing participation in the school effectiveness survey to at least 75% staff participation and seeing a reduction in the % of respondents who don't agree at all or only agree slightly, from 29% in the 2015-2016 school year to 15% in the 2016-2017 school year, that "school work is meaningful to students."	67% of the respondents mostly or completely agreed that school work is meaningful for students.
Attendance and Discipline:	Reduce the number of students with 4 or more unexcused absences from 68 to 30 (63% had fewer than 4 unexcused absences). Maintain the amount	56% of student had fewer than 4 unexcused absences. 0 days out-of-school suspension.

	of class time missed due to out-of-school suspensions at 0 days.	
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Narrative Reflection:

Narrative Reflection	
Process:	<p>To support the implementation of the CIP, Futures School staff engaged in regular professional development through Juanita staff meetings and attended regular intervention meetings to develop and assess support strategies for struggling students in each content area. The staff also participated in a learning walk to conduct lesson observations for the purpose of improving teaching and learning through collaborative inquiry into practices.</p> <p>Teachers, administrators, and support staff analyzed data in staff meetings and guided by a protocol that focused first on objective observations and then on recognizing instructional strengths and weaknesses. Following the data analysis, teachers in content-area groups selected goals for their area, while non-core subject teachers met with the Dean of Students, the counselor, and other support personnel to determine college readiness goals. All staff reviewed data on achievement gaps and discussed areas of greatest need before arriving at a consensus for goal selection.</p> <p>Throughout the year, teachers and other staff collaborated to monitor student academic performance and attendance, responding with targeted intervention whenever necessary. Our continuing challenge is that our students are credit deficient when they join our program, so our staff must work collaboratively and creatively to help remove barriers to learning and build the skills the students need to be successful.</p>
Literacy:	<p>The percentage of students at or above proficiency in the SBA could not be measured this year because we had too few students who needed to sit for that examination. We have no 10th grade students, and we did not have a large enough number of 11th and 12th grade students who needed to take this test to receive scores for the school. For classroom measurements, 86% of our seniors earned the English credit they needed to complete their graduation requirements, and 96% of students passed their English classes. Activities that supported the implementation of the CIP plan centered around use of embedded formative assessment strategies using Common Core standards and rubrics. In PCCs, teachers created lessons focusing on fiction and non-fiction texts and collaborated to create common assessments for these texts. The process used to analyze school and team data began with administrators carefully inspecting results from standardized examinations, class grades, attendance records, special education enrollment, and the OSPI Query database. Administrators then presented relevant data to teachers. To set school goals, teachers</p>

	<p>identified areas for improvement and student need. This discussion continued through subsequent department meetings to evaluate strategies and determine appropriate goals. To monitor the process throughout the year, teachers compared evaluation data and met in cross-disciplinary groups to create intervention strategies for students who were not meeting standard. Administrators looked at data concerning grades and credits and conferenced with at-risk students and their parents. The greatest challenge faced by teams in implementing the CIP was preparing for the SBA examinations for those students who had a history of failing this test before joining Futures School. These students not only had skill gaps that needed to be addressed, they also tended to feel great anxiety and uncertainty about the examination. Aware of this, the staff prepared the students to be confident in their academically readiness for the examination. The Juanita High School administration team and classified staff led the organization efforts to a successful conclusion. We credit this success to the strategies that we initiated last year, namely: the implementation of Common Core content and practice standards, a heightened use of embedded formative assessment strategies, targeted academic interventions, and an increase in classroom writing assignments. Our tier 2 interventions include ACT (Academic Connection Time) intervention sessions with teachers in small groups, although we are challenged by the remaining students who will need to rise to the standards, and therefore will re-evaluate our tier 3 instructional interventions to provide small groups and individuals with additional needed support.</p>
Math:	<p>Mathematics tends to be one of the more challenging subjects for many Futures School students, and although we had only 10 students test for the SBA, the scores were suppressed. We will continue to pursue the strategies that resulted in this success, including team-taught classes for students with IEPs, heightened use of embedded formative assessment and one-on-one coaching strategies. Our challenge now is providing support to the students who have not yet met standard, and these we will assist with our RTI program and tutorial support during ACT.</p>
Science:	<p>Futures School does not offer Biology, so instead we partner with Juanita High School so that our students may succeed at all requirements.</p>
Achievement Gap:	<p>Last year we chose to focus on supporting our Hispanic students, but we still need to focus on supporting our Hispanic students in earning credits and GPA. When staff examined the data, it became evident that the proportion of Hispanic students who received Fs rose to 26%, and this group accounted for 36% of the total of Fs while the students themselves numbered only 14% of our total population. We also discovered that chronic absenteeism was a greater indicator of failure than race, and that the Hispanic student who earned the most Fs also had much greater numbers of absences. As a staff, we will need to be more intentional focus on how to support these students across the</p>

	<p>curriculum in both earning credit and in accessing literacy and math skills, and also re-evaluate our approach to absenteeism.</p>
<p>On-Track Credits:</p>	<p>Our on-time graduation rate rose from 64% to 86%, and our extended graduation rate remained steady at 88%, according to the OSPI Query database. Given that all Futures School students are behind in credits when they enroll with us as juniors or seniors, this is a number that we will want to see continue to rise. We also want to recognize that on-time graduation is not possible for all students at the time of their admission, but extended graduation is possible for each student. We will continue to research and support credit recovery pathways for students who fall behind in credits as well as opportunities that may be derived from the upcoming 7-period day schedule, while also continuing to examine our practice in supporting students before they lose credit through examining our strategies in attendance, grading, and discipline policies</p>
<p>College and Career Readiness:</p>	<p>Students will continue to use the “Career Cruising” software to track and assist their post-high school plans. This system was introduced in regularly scheduled homeroom periods so that it did not take time away from academics, and the process is guided by a Futures School teacher so that students will have ready contact with an expert in this area. Student progress was monitored online by the teacher/High School and Beyond coordinator, and work was supplemented by our counseling department and our Career Resource Center.</p> <p>The Career Resource Center arranged for a series of speakers to present to classes about their experience in various college and technical training programs. The Futures School counselor will also conduct homeroom sessions about the college application and financial aid process.</p>
<p>School Effectiveness:</p>	<p>Only 46 staff members responded to this question. The staff was given time to take this survey and yet more than half did not do the survey. To have meaningful data, we need to get more respondents.</p>
<p>Attendance and Discipline</p>	<p>Chronic absenteeism continues to be a challenge for Futures School, with the percentage of students who had four or more unexcused absences rising from 37% to 44%. Chronic absenteeism is strongly correlated with academic failure and dropout rates and discipline or missing learning opportunities has not done enough to change absenteeism for some students. Instead, we will begin development of a problem-solving approach aimed to remove barriers to student attendance.</p> <p>Futures School did not experience any major discipline issues that resulted in suspensions last year. We credit this to a combination of emphasizing strong interpersonal relationships, as well as the nature of Futures School being a choice school which is a privilege to attend. Certainly, we hope to continue to avoid major discipline issues, but we will not reduce our vigilance in maintaining a healthy, safe, and well-ordered school.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	Each student will earn passing grades in all Futures School language arts classes and all students will pass the ELA SBA.
Math:	Each student will earn passing grades in all Futures School math classes and all students will pass the Math COE or Math SBA.
Science:	Each student will earn passing grades in all Futures School science classes
Achievement Gap	Students who have a 504 plan for anxiety will report a reduction in anxiety levels after the implementation of new classroom strategies.
On-Track Credits:	75% on-time Graduation Rate; 90% extended graduation rate
College and Career Readiness	100% completion with High School and Beyond plan; increase % of graduates enrolled in post-secondary institution within two years of graduation to 30-39%.
School Effectiveness:	Align with JHS
Attendance:	Reduce percentage of student with chronic absenteeism to 35%
Discipline:	Maintain out-of-school suspensions at zero days.

Annual School Goals: Academic

The process by which the annual school goals were determined began with administrators carefully inspecting data from standardized examination results, student transcripts, attendance records, special education enrollment, and the OSPI Query and CEDARS database. Administrators then presented relevant statistics to teachers during a staff meeting. Teachers and administrators collaborated to identify which areas could be improved and what would have a meaningful impact on our students. This discussion continued through subsequent department meetings to evaluate strategies and determine appropriate goal amounts.

Futures School staff selected academic goals tied to Common Core standards, Next Generation Science Standards, and standardized examination results because our students have historically struggled with reaching proficiency in these areas. Because passing the SBA will be required for graduation, it will be crucial to help each student to reach the benchmark if they have not done so already, and the standardized nature of the examination assures assessment fidelity among students in our program and between our program and other schools.

Futures School High School

Through classrooms, all Futures School students receive challenge and rigor by continuous focus on the Common Core standards, and the Next Generation Science Standards. Students work towards these goals and requirements in each class every day, and teachers collaborate in departments and professional learning communities to enhance lessons to guide students to achieve the benchmarks. 100% of Futures teachers are highly qualified, and they use their expertise to design challenging and relevant lessons. All Futures School parents are encouraged to monitor their students' progress by accessing lesson materials through our online learning management system and are invited to communicate with teachers about the lessons and about student progress.

Futures School staff meets throughout the year to identify students in need of intervention and to develop strategies. When a student is not meeting learning goals, parents are informed by direct teacher contact, and are kept up to date by having access to online grades and assignments. The Futures School Dean of Students also tracks grades and passing rates and conferences with students and parents who are at-risk of failing classes or losing credit due to attendance. If in-class interventions do not yield results, Futures School has introduced regularly scheduled tutorial sessions which may be used for Response To Intervention (RTI) in which teachers and specialists may work in small groups or one-on-one with struggling students.

Futures School teachers will use assessments aligned with the Common Core standards, the Next Generation Science Standards, and the Washington State EALRs to generate data that guides instruction and builds the skills students will need. Our summative assessment will include class grades and standardized examination results.

Annual School Goals: Achievement Gap

In a staff meeting, teachers looked at data and shared classroom experiences to identify several groups that display an achievement gap. From these, the staff selected students with anxiety because 16.6% of our students have 504 plans related to anxiety and many other students report feeling anxious on a regular basis. Our theory is that students who report feeling high levels of anxiety are more likely to be chronically absent and to receive lower scores on classwork and examinations. Therefore, the staff will engage in action research to discover, create, and share classroom strategies targeted at reducing anxiety. We will measure anxiety through student perception polls. We will correlate the results with different classroom strategies and environment changes to determine which are the most effective. Additionally, we will also compare perceptions of anxiety to attendance and grades to determine how strongly this factor. Our hope is to bring our findings to the staff of Juanita High School next year as an in-house resource.

Annual School Goals: On-Track Credits

Futures School is an alternative school created to provide students with an opportunity for credit recovery. 100% of new, incoming students are not on track with credits, and therefore graduation is a central focus for all stakeholders.

Every six weeks, students and parents receive an individualized credit report and a course schedule created by the student support office manager. Teachers and administrators also receive regular updates and will follow up with teachers, students, and parents whenever a problem becomes evident. Teachers will also utilize the RTI and

Futures School High School

tutorial periods to provide focused learning interventions for small groups and individuals

Annual School Goals: College and Career Readiness

The Futures School student profile identifies our students as those who have experienced school struggles or academic gaps. Often, these students have not given much thought to post-secondary education and many feel that it is unavailable to them. Therefore, we must find ways to move them towards improving their future prospects and to raise their awareness of opportunities. The Career Cruising software serves as both introduction to new career paths as well as a roadmap for how to attain such careers, all individualized to the student's talents and interests. Combined with a college fair to provide information on specific programs and a knowledgeable counseling staff to help students navigate the system, we hope to increase the number of students who enter a two-year or four-year college.

The Career Cruising software is not only an introduction but also a feedback mechanism, providing counselors with the means to provide specific guidance for what our students hope to achieve. We will have specialists from our career and resources center speak to our classes throughout the year, and students will keep a journal of programs for which they would like to apply.

Annual School Goals: School Effectiveness

Align with Juanita

Annual School Goals: Attendance

Attendance is necessary for students to learn in their classes and to maintain the accelerated schedule of Futures School classes. Some students have ongoing difficulty with attendance and cite reasons ranging from unreliable transportation to social anxiety. If a student is in jeopardy of excessive absences, teachers will check with students to make sure they are aware of the situation, then contact the parents. The dean of students will conduct a conference with parents when students have more than four absences, and will conduct an analysis with the student to determine the barriers to attendance. All school staff will take a problem-solving approach to absences as they partner with students and families to eliminate chronic absenteeism.

Annual School Goals: Discipline

Students apply to Futures School because they have struggled in the standard high school setting. In some cases, this has included behavior and attendance challenges. Because Futures School offers accelerated courses for the purpose of credit retrieval, establishing a culture where all students can learn means helping students know how to behave in ways that will benefit them and their learning. Rather than focusing on discipline as a punitive response, teachers and the dean of students will adopt a proactive stance, conferencing with students and parents before behavioral patterns lead to problems. When an infraction does occur, the dean of students will counsel students on ways to learn from the experience and responses will focus on restorative justice. Therefore, we will maintain the amount of class time missed due to out-of-school suspensions at 0 days, by increasing the use of In-School Suspension and adding in

restorative justice professional development for In-School Suspension personnel to decrease recidivism and days spent out due to suspension

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Create high quality lessons based on Common Core standards. These lessons will be driven by formative assessments to adapt to student needs.
<i>Professional Learning needed</i>	Staff will need to increase their knowledge of how to use formative assessments in the classroom and how to gather data that will reveal student needs and misconceptions.
<i>Resources needed</i>	Formative assessment books for the administrators and time for the staff to develop best practices for the Futures School population
<i>Responsible individual or team</i>	The dean of students will present formative assessment and literacy teaching strategies to teachers. Teachers will utilize this information and collaborate in professional communities to improve teaching methods.

Goal Area	Discipline
<i>Strategy to support goals</i>	Improved student and parent contact.
<i>Professional Learning needed</i>	Consultation with experts on working with teens with anxiety to reduce anxiety-related absences.
<i>Resources needed</i>	Contact information of students and parents, BECCA coordinator on site, accurate attendance record system
<i>Responsible individual or team</i>	All Futures School staff.

Goal Area	Attendance
<i>Strategy to support goals</i>	Increase use of focus group data to understand why students in these sub groups are not attending; increasing the use of attendance contracts as part of the community truancy board process
<i>Professional Learning needed</i>	Understanding the new community truancy board process
<i>Resources needed</i>	Specific time built into leap day for staff participation in survey; focus on making tier 1 instruction relevant to student needs in CIP and PCC leap times.
<i>Responsible individual or team</i>	Guidance on use of interim based assessments, how to use SBA strand data.

Goal Area	Math
<i>Strategy to support goals</i>	Access to interim based assessments, time to plan interventions.

<i>Professional Learning needed</i>	Math team, dean of students
<i>Resources needed</i>	Specific time built into leap day for staff participation in survey; focus on making tier 1 instruction relevant to student needs in CIP and PCC leap times
<i>Responsible individual or team</i>	Guidance on use of interim based assessments, how to use SBA strand data.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Parents, families, and the community will be involved in several aspects of the CIP progress, including the introduction of community truancy boards to support attendance goals; inclusion in restorative justice practices, when appropriate, to support discipline goals; the opportunity to participate in the school effectiveness (9 characteristics) survey; and the regular inclusion of parents and families in developing appropriate educational plans that include appropriate college and career access opportunities for students

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

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

Continuous Improvement Process Plan

International Community School

11133 NE 65th ST
Kirkland, WA 98033

425-936-2380

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

2017 -
2018



Margaret Kinney, Principal
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.

International Community School is a Choice public 6 – 12 school originating out of community action where parents and educators came together in 1997 to create and support a small, academically rigorous secondary education program, focusing on international/global awareness. The district's choice school system requires that parents enroll their child into a lottery for access to between 65 to 75 seats in grade 6—the first year of the ICS program. The total number of students is capped at 440 annually.

As part of the revised ICS Mission, The International Community School provides a “classical education with global application.” ICS consistently develops students with very high academic achievement and has been considered a Washington outstanding school for the last seven consecutive years. Almost 100% of our students attend a four-year university.

The demographics of ICS are 45.7% Asian, 44% white and the remaining representing well over 24 countries. For more information, please view the ICS Profile on the welcome page of the ICS website.

The Middle and High school are linked in a seamless unique curriculum known as “The Block”. Block courses are required for each year and include Humanities, International Studies and Art. Other required courses are Spanish (at least 4 years), Science and Math. Electives include AP Computer Science, AP Biology, AP Environmental Sciences, AP Physics, AP Art, AP Spanish, AP US History and AP Calculus, Biotechnology, Anatomy & Physiology, Business Law, Criminal Justice and Advertising

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>)
- 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.”

Process to determine School Performance Targets:

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

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	92.2%	94.5%	87.5%				
	% of 10 th graders accumulating 12.0 credits	95%	98.9%	97.9%				
	% of 11 th graders meeting or exceeding state standards in Literacy	23.4%	100%	98.5%				
	% of 11 th graders meeting or exceeding state standards in Math*	25.5%	5.26%	97.1%				
	% of 10 th graders meeting or exceeding state standards in Biology	96.8%	98.7%	10.2%				
High School Students Graduating Future Ready	% graduation rate	97.5%	95.7%	100%				
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	92.2%	79.31	91.3%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	91%	91%	91%				

- **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>)**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	20% of students presently 'at standard' will improve to 'exceed standard' according to the conclusions rubric, as compared to our baseline data.	This goal was exceeded for 8 th graders; 60% exceeded standard on 7 th grade SBA; 72% exceeded standard on the 8 th grade SBA. 11 th grade SBA made no progress, holding at 88% above standard.
Math:	5% of students at standard on parent functions will exceed standard	100% on track
Science:	20% of students presently at standard will improve to exceed standard according to the conclusions rubric, as compared to our baseline data.	70% of 8 th grade student exceeded standard in 15/16; 80% in 16/17. There was no high school science state assessment.
Achievement Gap:	Goal: during the 2016 – 2017 school year, we will reduce the number of NCs from 8% to 6 %.	Number of NC's stayed at 8%.
On-Track Credits:	Goal: increase the number of credit retrieval options for our high school students.	100% on track.
College and Career Readiness:	Goal: ICS will begin implementing the course planning modules through Career Cruising this year and more than 50% of our present 10 th graders will complete these tasks.	100% of 10 th grade students completed the planning modules
School Effectiveness:	Goal: During the 2106 – 2017, 50% of the designated grade level meetings will be converted to 'Curriculum Planning and Collaboration' time. The outcome of this time will be to increase the number of collaborative efforts by 10% more than our present baseline	100% on track
Attendance and Discipline:	Goal: During the 2016 – 2017 school year, unexcused absences will be reduced to 4% or less of the total number of absences.	Unexcused absences account for 4% of overall absences.

Narrative Reflection:

Narrative Reflection	
Process:	Teachers used SBA data, student growth data and school-wide data i.e.; attendance, Career Cruising and grades, to identify areas of concern or areas of growth for students.
Literacy:	The Humanities and science departments researched their standards and found that the CCSS and the NGSS standards had similar expectations for conclusion writing.
Math:	By Grade 11, students are applying the same rules that govern graphing coordinates though may use trigonometric functions to rotate the graph. The teachers of math in grades 6, 7, 8 and 11 identified a persistent pattern of weakness among their students. Upon further investigation, they determined that the same standards needed improved emphasis and consistent delivery through the course curriculum
Science:	The Science department identified a weakness in their student’s ability to effectively draw conclusions from evidence generated in science labs. The skills are similar to the weaker areas in the ELA SBA data. Working with the Humanities department, Science developed a rubric for data analysis conclusion writing. The Science teacher also focused on the 8 th grade science test, hoping to improve the number of students exceeding standard. The emphasis was on using specific knowledge of skills and concepts presented on the test, connecting those to standards and improving growth in the classroom.
Achievement Gap:	ICS doesn’t give a grade lower than a C-; after that a student is given an NC. Our goal was to decrease the number of NC’s given to students. Many supports were put into place or continued to reach this goal. Guidance Team referrals, 504 plans, IEP’s, and office hours for students to access teachers for help. All 6 th grade students are given a study skills class and all students were offered counseling services
On-Track Credits:	ICS students are able to access in-district credit retrieval and also access several out-of-district credit retrieval options.
College and Career Readiness:	Career Cruising has become a required component for all student. Using homeroom for lesson delivery we could grow the number of students who are all-in. Our college counselor has owned Career Cruising and is given time to plan the lessons. Teachers were trained as a tool to reinforce the importance of this graduation requirement
School Effectiveness:	During the 2106 – 2017, we borrowed grade level meeting time to allow for more ‘Curriculum Planning and Collaboration’ time. Working collaboratively the staff focused on the Block curriculum (Humanities, International Studies and Art) – both vertical and horizontal alignment. The Block document has existed since the start of ICS; however, with several new teachers, changes in the world and, the analysis of historical data, it was assessed and tweaked
Attendance and Discipline	We continued to implement the district attendance policies with an emphasis on unexcused absences. Teachers sent email messages when a student was absent, unexcused and parents were encouraged to communicate with teachers about what the student might miss in class.

Our unexcused absences tend to be related to tests and known by the parent. As a school community we emphasized the importance of attendance, regardless of performance.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	<p>Goal: Reach 100% at standard on the ELA SBA.</p> <p>SBA scores went down in 2016/2017 with more students not reaching a Level 3 score. Specifically, two exited ELL students for whom English is their second language. These students exited services based on their ELPA 21 scores. For grades 6-8 our students who haven't met standard fall into three categories: private school backgrounds (first attempt on a state assessment); IEP or 504 students; and, exited ELL students We have identified our exited ELL students and teachers are using targeted supports, such as Sheltered Instruction Observation Protocol strategies – which benefit all students, Student Study Center, an after-school tutoring program set up to support students who need additional help; and, Spanish Tutoring Club, offering Spanish speaking tutors. Our ELL students must take four years of Spanish and it is their third, or fourth language</p>
Math:	<p>Goal: Move from 40% below standard in the claim areas of Concepts & Procedures, and Problem Solving/Data Analysis, to 20%.</p> <p>Our math goals come from true vertical collaboration to determine which skills student will develop and need at each level. In addition, our 2016/2017 SBA data shows weaknesses in the claim area of Concepts and Procedures and Problem Solving/Data Analysis.</p> <p>As students rise in math levels, connections from earlier topics seem at first to be very weak, but it needs to be emphasized that we are doing the same transformations that they were first introduced to in 7th grade math, with each year more and more complex functions are introduced - starting with linear, progressing through quadratics, and culminating with exponential, logarithmic and trigonometric functions. The essential transformations listed above (<i>replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k</i>) still apply regardless of the complexity of the function. Specifically, students will identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$,</p>

	<p>$f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. Although the number of current juniors who haven't met standard on</p> <p>the Math SBA is small, interventions and supports are crucial. If these students were in a larger school there would be multiple class levels for them to access. At ICS we accommodate and modify within the Honors level math classes. We will provide two professional development opportunities for teachers to hone their different ion skills, specific to accommodating in an honors level class.</p>
Science:	<p>Goal: Our goal is to move from 12% below standard on the 8th grade MSP to 7% and 95% at or exceeds standard on the 11th grade NGSS assessment.</p> <p>Our focus this year is student development of models and communication of scientific literacy. Our science team have noticed that if asked to model to show understanding, our students don't know where to start, they don't know how to respectfully discuss differing ideas, they don't know how to apply evidence from labs and activities to revise models, they are afraid of being wrong so much that they won't be creative or guess, ever...nor can they use different scales/types of modeling to improve explanations. Our department wants to improve our teaching of NGSS to be more aligned with research-based practices and the intent of the NGSS and preparing all 6th and 7th graders for the 8th grade science test and NGSS test in 11th grade.</p> <p>Modeling will be used in Earth science in standard bundles (units) using anchoring phenomena for different units (Plate Tectonics, Earth's Materials, Hydrosphere/Atmosphere), but will also include assessments of specific standards for modeling within those units:</p> <ul style="list-style-type: none"> - HS-ESS2-1: Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. - HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe cycling of matter by thermal convection. - HS-ESS3-3: Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations and biodiversity.
Achievement Gap	<p>Our SBA data show we have no significant achievement gap related to ethnicity or gender. Our focus this year will be on exited ELL students, students on IEP's and 504 plans, and student receiving below C grades. We have several teachers completing SIOP training, and the entire staff will take part in Special Education Professional Development in January and March. Our Special Education teacher</p>

	<p>holds ongoing sessions with teacher to ensure accommodations are in place and to offer support with instructional support strategies. Guidance Team meets weekly to address students of concern as mandated by Child Find.</p>
On-Track Credits:	<p>Goal: We will increase our 9th grade students on-track status from 87.5% to 92%. The counselors are tracking 9th grade performance through threshold reports, teachers' data, and students' anecdotal information, to ensure we identify students earlier (prior to the end of 1st semester) to set up supports, use the Guidance Team process, and/or utilize other interventions to prevent 9th grade students' loss of credits.</p>
College and Career Readiness	<p>Goal: All students will register for classes through the scheduler within Career Cruising, informed by their four-year academic plans and Career Cruising data.</p> <p>Our overall college and career readiness data will show that greater than 97% of our required 8th, 9th, and 10th grade students are currently on track to meet their High school and Beyond Plan requirements. The Career Cruising program has been fully implemented and lessons are delivered in our homeroom classes.</p> <p>Our college counselor holds meetings with 9th grade students and families to create 4 year plans. This year we are going to do these sessions with 8th graders in the spring. Student and families want to have a four-year plan prior to 9th grade.</p>
School Effectiveness:	<p>Goal: Survey students and families who have chosen to leave ICS prior to graduation. Over 50 students from grades 8 and 9 withdrew from ICS to attend other schools for the 2017-2018 school year. Our surveys will attempt to collect data about their reasons for leaving. We suspect some families are choosing ICS as a middle school and plan, from the beginning, to leave after 8th grade. Our goal this year is to survey students who withdrew in the last three years. In the spring, we will analyze the data and create an action plan to address the issues.</p>
Attendance:	<p>Goal: During the 2017-2018 school year, excused absences will be reduced and families will have a better understanding of the impact of excusing their students' absences.</p> <p>Unexcused absences are infrequent at ICS and are often related to individual students where absences are one aspect of a broader set of concerns. Because of the small numbers of this form of absence, data related to our unexcused absences are suppressed. ICS does have many excused absences due to vacations and family obligations. This year we have emphasized the District's attendance policy and presenting data which shows students who miss 10% of the school year (18 day) will see an impact in their academic performance. We have reintroduced the pre-arranged absence form and implemented meetings with the principal when excused absences reach 10 days.</p>

Discipline:

We remain focused on early prevention of issues and have continued to engage our students in the Safe Schools Ambassador program; giving students specific student for whom they can seek out for support. Our STAMP Mentor program - a student-led mentoring program in which the emphasis is on helping student leaders develop skills to support younger students. Student Leaders & Mentors exists for uniting, equipping and mobilizing high achieving and high character students. The goal is to improve the climate and culture of their school through their influence on other students. We believe this has a direct impact on our almost non-existent discipline concerns. Based on needs assessment data, this year we will add to our prevention approach by addressing stress and anxiety among our students. Our counselors have been trained in Mindfulness facilitation and have developed activities to help our students quiet their minds, relax and be present in the moment. Our goal this year is to train all 8th and 9th grade students in relaxation techniques and the concept of mindfulness.

Annual School Goals: Academic

Process:

ICS teachers work in Professional Community and Collaboration teams (PCC's). Teachers began in August analyzing the 2016-2017 CIP, SBA and other relevant data. Using these data, in addition to their own anecdotal knowledge of their students' achievement, teachers identified the relevant and most persistent weaker areas among their students. Teachers then researched the related standards of instruction. The standards reviewed were the Common Core State Standards, (CCSS), English Language Proficiency Standards, (ELPS) and the Next Generation Science Standards, (NGSS).

Reason:

Goals were selected after connecting CCSS to state assessments and seeing the link between areas for which students struggle on classrooms assessments and claims with the SBA data.

Challenge and Rigor:

All PCC team goals are aligned with Common Core State Standards and NGSS standards. Through the teacher evaluation process teachers must demonstrate an ability to focus students on higher-level thinking, questioning, critical analysis and student-student discussions. All classes at ICS in grades 9-12 are Honors or Advanced Placement.

Academic Intervention:

We will utilize our student support systems in place. Teachers will take part in Special Education training and use SIOP strategies with all students.

Monitoring:

Teachers will begin with baseline data and measure multiple during the school year. All teachers will be observed and evaluated

Annual School Goals: Achievement Gap

Process:

Analyzing state data and grades.

Reason:

Our SBA data show we have no significant achievement gap related to ethnicity or gender. Our focus this year will be on exited ELL students, students on IEP's and 504 plans, and student receiving below C grades

Academic Intervention:

We have several teachers completing SIOP training, and the entire staff will take part in Special Education Professional Development in January and March. Our Special Education teacher holds ongoing sessions with teacher to ensure accommodations are in place and to offer support with instructional support strategies. Guidance Team meets weekly to address students of concern as mandated by Child Find.

Monitoring:

Grade reports, grade level meetings, and individualized attention by the counselors and special education staff.

Annual School Goals: On-Track Credits

Process: Monitor grades, attendance, student support services, and students' experiences.

Reason: We have seen an increase in the percentage of 9th grade students who don't earn 6 credits by the end of their first year in high school.

Academic Intervention: Student Study Center (tutoring support), IEP and 504 compliance, teacher initiated use of office hours (invite students), ongoing support from counselors to help identify barriers. Early introduction to credit retrieval opportunities.

Monitoring: Grade reports, attendance, student interviews, and teachers' notes.

Annual School Goals: College and Career Readiness

Reason:

By utilizing Career Cruising we are asking students to think more deeply about their post high-school plans and also explore things they may have considered. Marrying the process of career exploration with course selection will enhance the registration process.

Monitoring:

Our counselor can monitor student progress in Career Cruising and meet with students to address specific interests and plan. Because we are a small school she is able to dig into the data with each student.

Annual School Goals: School Effectiveness

Reason:

ICS is the only 6-12 school in the district and is built around an idea that is 20 years old. It is important for us to gather current data about why students join us, why they leave early, and do they understand our Block core.

Monitoring:

We will administer a survey to former students and families and interview current students.

Annual School Goals: Attendance

Reason:

We are focusing on excused absences because we believe that many of our high-performing students don't believe there is an impact on their learning if they miss school.

Monitoring:

We will use daily attendance data and track pre-arranged absences requests.

Annual School Goals: Discipline

Reason:

At ICS prevention programs have been successful for many years and will continue. What has been a known issue for a long time, but not addressed, is stress and anxiety among our students. Counselors have data from formal needs assessments and anecdotal data from students and parents.

Monitoring:

Attendance data

Student reporting

Parent input

End of the year student survey and needs assessment.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
<i>Strategy to support goals</i>	PCC team goals are directly linked with SBA data.
<i>Professional Learning needed</i>	Continued professional learning about differentiation.
<i>Resources needed</i>	District provided professional development.
<i>Responsible individual or team</i>	Principal and math PCC teams.

Goal Area	Science
<i>Strategy to support goals</i>	Focus on vertical planning and curriculum design.
<i>Professional Learning needed</i>	Continued professional learning
<i>Resources needed</i>	Planning time.
<i>Responsible individual or team</i>	Principal and science PCC teams.

Goal Area	Discipline
<i>Strategy to support goals</i>	Support from teachers and principal to allow the counselors time to access students for prevention activities
<i>Professional Learning needed</i>	Ongoing training for counselors
<i>Resources needed</i>	District counselor meetings for networking and sharing ideas
<i>Responsible individual or team</i>	Principal and counselors

Goal Area	Literacy
<i>Strategy to support goals</i>	Goal can be pinpointed to individual students and allow for targeted intervention

<i>Professional Learning needed</i>	Ongoing professional development
<i>Resources needed</i>	Collaboration with ELL support person and special education staff
<i>Responsible individual or team</i>	Principal and Humanities PCC teams.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

As a community school, parent involvement is expected on numerous levels. During the monthly PTSA meetings the CIP goals are shared and related to how the goals will improve their students learning at ICS. The PTSA also stages Middle School and High School specific parent events that have included college counseling, college preparedness and the social and emotional changes of middle school students.

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

The CIP is shared with the PTSA and portions of the plan are on the school's website and during PTSA parent meetings.