Continuous Improvement Plans

REDMOND LEARNING COMMUNITY

2017-2018

- ➢ **Dickinson Elementary School**
- ➢ **Einstein Elementary School**
- ➢ **Mann Elementary School**
- ➢ **Redmond Elementary School**
- ➢ **Rockwell Elementary School**
- ➢ **Rosa Parks Elementary School**
- ➢ **Wilder Elementary School**
- ➢ **Evergreen Middle School**
- ➢ **Redmond Middle School**
- ➢ **Redmond High School**
- ➢ **Explorer Community School**

Continuous Improvement Process Plan

Emily Dickinson Elementary

7040 208th Ave N.E.
Redmond, WA 98053

425-936-2530

http://www.dickinson.lwsd.org/

2017 - 2018

Lake Washington
School District

Karen Barker, Principal

Melissa Doering, 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.

Emily Dickinson Elementary is an outstanding school focused on student success. Our dedicated staff provides a high-quality education that meets the needs of all our students.

Dickinson benefits from a high level of parent support and participation. Our PTSA volunteers give countless hours of their time providing an array of programs and activities. Art Smart, science enrichment, Big and Little Theater productions and International Night are a just few. Additionally, Dickinson benefits from the Watch D.O.G.S. Program, which involves 30 volunteer hours per week by men in our community to support student learning and safety and is an important resource in meeting our school goals.

Our students have a voice in our school through involvement in ASB Student Council. ASB organizes spirit days, school dances, the student store and school-wide community service events. ASB also is the student branch of our school-wide focus on The Virtues Project, which promotes character development.

The Dickinson community cares for and preserves the wetlands on site and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

Dickinson student performance on the Smarter Balanced Assessment & Measurement of Student Progress continues to exceed the overall state performance. Our school primarily focuses on the areas of math and reading. Annual goals are developed to improve student learning in these subjects. Teachers continuously analyze data, assess student growth and develop plans for interventions or extensions as needed on a four-week cycle of inquiry within a Professional Learning Community model to ensure student success. Dickinson teachers are being trained to implement a Response to Intervention model that meets the needs of all students. This approach has resulted in dramatic increases of students achieving the highest level of proficiency on district and state measures.

The staff and community at Dickinson have adopted the Virtues Project as a means to create a positive school culture that promotes character development and a positive school culture that is inclusive of all people.

Our school leadership model includes teachers at every level contributing to one of three areas of school focus: Instructional Leadership, Building Leadership, or Virtues Team. We are a community of learners with a laser focus on student achievement within a positive school environment.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 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 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th 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	87.8%	89.5%	93.5%				
		1st	83.7%	80.5%	89.5%				
		2nd	81.1%	83.8%	79.3%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		81.2%	76.2%	71.2%				
	% of 3rd graders meeting or exceeding state standards in Math		84.1%	78.4%	74.0%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		81.4%	81.1%	73.8%				
	% of 4th graders meeting or exceeding state standards in Math		78.7%	75.3%	68.6%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		82.8%	80.5%	82.8%				
	% of 5th graders meeting or exceeding state standards in Math		64.9%	60.5%	70.0%				
	% of 5th graders meeting or exceeding state standards in Science		85.5%	83.3%	87.1%				

- **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	79% of students in grades K-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2017.	88% of K-2 students met grade level standard at the end of the year DIBELS assessment.
Literacy: 3-5 ELA	71% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2017.	75.6% of students in grades 3-5 met or exceeded grade level standards based on the Smarter Balanced Assessment in May 2017.
Math: 3-5 Math	78% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2017.	70.9% of students in grades 3-5 met or exceeded grade level standards based on the Smarter Balanced Assessment in May 2017.
Science: 5th Science	74% of students in grade 5 will meet grade level standard as measured by the end of year MSP Assessment by May 2017.	87.1% of students in 5th grade met or exceeded grade level standards in science as measured by the MSP in May 2017.
Achievement Gap	65% of students in grades K-5 that are identified as ELL will meet grade level standard in reading/ELA as measured by the end of year DIBELS and Smarter Balanced Assessments by May 2017.	88.8% of students in grades K-5 that are identified as ELL met or exceeded grade level standards in reading/ELA as measured by the end of the year DIBELS and Smarter Balanced Assessments in May 2017.
School Effectiveness:	Highly Effective Schools Survey #44: Teachers provide feedback to each other to help improve instructional practice. Goal is to improve from 89% agreement to 96% agreement by May 2017.	100% of teachers responded in agreement with statement #44 from the Highly Effective Schools Survey that teachers provide feedback to each other to help improve instructional practice.
Attendance and Discipline:	The number of students reporting to the school past the start of the school day will decrease from 171 tardies in October 2016 to less than 125	There were 235 recorded tardies in May 2017.

per month by May 2017 as measured by Skyward attendance reports. The number of minor negative recess behavior incidents will decrease from an average of 40 per week in November 2016 to less than 30 per week as measured by data tracked by recess teachers on four identified target behaviors *(student conflict, aggressive play, name calling, disrespect to others)* by May 2017.	The number of negative recess behavior incidents declined to an average of 27 per week by May 2017.

Narrative Reflection:

Narrative Reflection	
Process:	Academic goals were set by grade level teams using baseline data from September 2016 in all academic areas to accurately reflect current students. Members of the intervention programs (ELL and Safety Net), as well as Special Education, partner with grade level teachers to create a consistent collaboration towards school goals. Teams used a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students were also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams met weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process was used in conjunction with team professional growth goals to monitor our progress towards the end of year goals
Literacy: **K-2 Reading**	Grade level teams used flexible grouping strategies to appropriately target student needs. Teams analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Literacy: **3-5 ELA**	Grade level teams used flexible grouping strategies to appropriately target student needs. Teams analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Math: **3-5 Math**	Grade level teams used flexible grouping strategies to appropriately target student needs. Teams analyzed student progress through the Data Teams protocol and determined targeted interventions through a cycle of action research.
Science: **5th Science**	5th grade team focused on integrating informational text and writing within the science program to improve performance on the science MSP.

Achievement Gap	The Instructional Leadership Team selected students that are English Language Learners as our continuing focus last year. Grade level teams used baseline data to set a goal of moving individual students to meet or exceed standard in reading, using the DIBELS or SBA as a measurement. Students received support through the ELL teachers providing pull-out and push-in models as appropriate daily. ELL Teachers also collaborated with grade level teachers to provide strategies and coaching to support students throughout their school day. Student progress was monitored through the Data Teams protocol and professional growth and evaluation meetings.
School Effectiveness:	The Instructional Leadership Team analyzed our results from the 2016 Highly Effective Schools Survey and found that #44 (Teachers provide feedback to each other to help improve instructional practice) to be our lowest positive response overall. Additionally, we felt that this was our next area for growth as past goals focused on school culture had been met and exceeded. The ILT developed plans and protocols to address this need throughout the year to provide opportunities for increased teacher collaboration both within their grade level teams and vertically between levels.
Attendance and Discipline:	School Administrators selected punctuality as our attendance goal for the year. We increased communication to ensure awareness of both parents and students on the importance of attending school on time. Administration monitored student tardiness monthly and added increased support to families with frequent attendance issues. Daily tardy rates were posted in a chart in the lunchroom and became a part of weekly school announcements. School Administrators selected negative behaviors at recess as our goal for the year. These minor behavior issues have an impact in the classroom and are important for students to feel safe and happy at school. Instructional Assistants took previous years' baseline data on four high frequency issues at recess (student conflict, aggressive play, name calling, disrespect to others). The work of the Virtues Committee, classroom instruction, and small social groups led by the school counselor all led to a decrease in negative behavior at recess. By the end of the school year 2016-2017, several students who were frequently referred to the office had also been placed in the behavior program at another school.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	89% of students in grades K-2 will score at or above benchmark according to the DIBELS assessment by May 2018.
Literacy: 3-5 ELA	77% of students in grades 3-5 will meet or exceed grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.
Math: 3-5 Math	72% of students will meet or exceed grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.
Science: 5th Science	89% of students will meet or exceed grade level standard as measured by the end of the year WCAS Assessment by May 2018.
Achievement Gap	40% of students in grades 3-5 who qualify for free or reduced lunch will score at or above grade level standards on the Smarter Balanced Math Assessment by May 2018.
School Effectiveness:	Highly Effective School Survey #42: Teachers receive regular feedback on how they are doing. The weighted score will increase from 3.39 to 3.54, demonstrating an increase in agreement with the statement by May 2018.
Attendance:	By the end of the 2017-2018 school year, the total number of unexcused absence days will be 400 or less.
Discipline:	Student referrals to the office during recess will decrease from an average of 27 weekly occurrences to less than 20 by May 2018.

Annual School Goals: Academic

Academic goals were set by grade level teams using baseline data from September 2017 in all academic areas to accurately reflect current students. Members of the intervention programs (ELL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Annual School Goals: Achievement Gap

The Instructional Leadership Team selected students that are eligible for free or reduced lunch focus this year. Data indicates that this is our most significant gap, and this gap is widening in subsequent grade levels. Grade level teams used baseline data to set a goal of moving individual students to meet or exceed standard in reading, using the DIBELS or

SBA as measurement. This goal will be monitored in Data Teams meetings and during our professional collaboration time.

Annual School Goals: School Effectiveness

The Instructional Leadership Team analyzed our results from the 2017 Highly Effective Schools Survey and found that #42 (Teachers receive regular feedback on how they are doing) to be our lowest positive response. Additionally, we believe this is an area for continued growth as past goals focusing on teacher-teacher feedback was met. The Instructional Leadership Team will develop plans and protocols to address this need throughout the year and we will assess progress toward this goal through the 2018 spring survey.

Annual School Goals: Attendance

113 students have one or more unexcused absences, totaling 234.5 days of school missed. School administrators selected this goal to ensure awareness for both parents and students of the importance of attending school regularly, and to increase support to families with frequent attendance issues.

Annual School Goals: Discipline

School administrators selected negative behaviors at recess as our continued goal for the year. We have expanded the scope of the reasons students can be referred to the office to include being inside the building without permission during recess times, with hopes of improving student safety by ensuring students are adequately supervised.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research
Professional Learning needed	Refinement to the Data Teams process, and continued professional learning to support the writing curriculum. Teacher leaders will attend professional development sessions and share strategies during professional development LEAP Wednesdays
Resources needed	Conference fees, release time; writing leads to present district developed professional learning
Responsible individual or team	Grade level teams, writing teacher-leaders, and the Instructional Leadership Team

Goal Area	Math
Strategy to support goals	Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research
Professional Learning needed	Refinement to the Data Teams process, technology integration/software to develop individualized learning and practice for students.
Resources needed	Subscription to Dreambox, technology integration through the BIT plan

Responsible individual or team	Grade level teams, and the Instructional Leadership Team

Goal Area	Science
Strategy to support goals	Focus on integration of informational text and writing within the science program to improve performance on the MSP; focus on reading standards for key ideas and details, and the writing curriculum for non-fiction writing genres.
Professional Learning needed	Refinement to the Data Teams process, using rubrics for scoring informational text to support student self-assessment and student monitoring of learning against the learning targets
Resources needed	Resources to integrate STEM activities and experiences, cross-curricular integration in mathematics
Responsible individual or team	5th grade team and the Instructional Leadership Team

Goal Area	School Effectiveness
Strategy to support goals	Plan for one-half page immediate feedback form for teachers to receive from administrators or colleagues; establish protocols for technology integration for feedback
Professional Learning needed	Continued professional development for effective teaching strategies, refinement to Data Teams procedures, support for vertical teaming/teacher feedback strategies
Resources needed	Dedicated time during professional development LEAP Wednesdays
Responsible individual or team	Instructional Leadership Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Administrators will meet with PTSA leadership and PTSA Executive Board monthly to get input on school performance and share school plans for continual improvement processes in academic and non-academic areas. We will collaborate with the PTSA to fund teacher professional development seminars and teaching tools. We will continue to offer information nights to parents who are new to the U.S. school system, and offer advice and opportunities to connect to continue to build the Dickinson learning community.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Administrators will post the plan to the school website and provide a link to families in the school newsletter.

Continuous Improvement Process Plan

2017 - 2018

Einstein Elementary School

18925 NE 116th Street
Redmond, WA 98052

425-936-2540

http://www.lwsd.org/school/einstein

Lake Washington
School District

Robin Imai, Principal

Leslie Elmer, 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.

Albert Einstein Elementary School is a vibrant and diverse school that meets the needs of its varied population of learners at every level. The additional resources that Einstein receives help us focus on the specific needs of our students to improve the learning experience of all students. Our dedicated and experienced staff collaborate and use data to make instructional decisions with a standards-based focus, ensuring that students receive instruction at the level that is right for each individual.

Einstein is a unique community with over 37 language groups represented within our student body and families from all socio-economic backgrounds. This diversity provides the unique opportunity to educate students on how to respect, appreciate and celebrate differences and to learn about many cultures. Through common expectations and celebrating successes, students at Einstein learn to value the perspective of others, developing skills for real-world application and future success.

In addition to a dynamic student body and high-quality instruction, Einstein is fortunate to have a supportive PTSA that provides a wide range of extracurricular opportunities for students, substantial classroom support for teachers and a deep volunteer base providing assistance to our school. Through PTSA support and example, our students have the opportunity to learn about giving back to the community, including philanthropic efforts like fundraising.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
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	% of 5th graders meeting or exceeding state standards in Science	86.9%	86.7%	95%

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Process to determine District Performance Targets:

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SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	88.7%	93.7%	96.7%				
		1st	83.5%	84.7%	88.2%				
		2nd	71.6%	82.3%	87.7%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		62.3%	59.1%	68.1%				
	% of 3rd graders meeting or exceeding state standards in Math		55.1%	47.8%	76.1%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		65.2%	63.5%	64.2%				
	% of 4th graders meeting or exceeding state standards in Math		61.1%	58.6%	55.7%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		72.0%	73.7%	72.2%				
	% of 5th graders meeting or exceeding state standards in Math		56.0%	54.0%	58.5%				
	% of 5th graders meeting or exceeding state standards in Science		71.6%	77.4%	66.6%				

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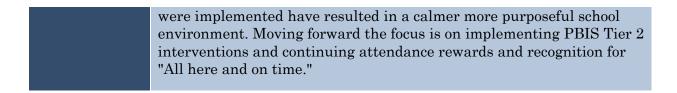
2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	By June 2017, 90% of our K-2 students will be at benchmark in reading as measured by DIBELS.	90.5% of students were at benchmark in reading as measured by DIBELS.
Literacy: 3-5 ELA	By June 2017, 70% of our 3-5 students will be at benchmark in reading as measured by the SBA.	68.2% of students met or exceeded standard in reading as measured by the SBA.
Math: 3-5 Math	By June 2017, 63% of our 3-5 students will be at benchmark in math as measured by the SBA.	63.2% of students met or exceeded standard in math as measured by the SBA.
Science: 5th Science	By June 2017, 75% of our 5th grade students will be at benchmark in science as measured by the SBA.	66.6% of students met or exceeded state standards in science.
Achievement Gap	By June of 2017, 25% of our Limited English students will be at benchmark in ELA as measured by the SBA.	21.6% of students met or exceeded state standards in ELA as measured by the SBA.
School Effectiveness:	By May of 2017, the percentage of staff who report that the school successfully keeps unruly behavior to a minimum will increase from 55.27% to 65%.	80% of staff respondents reported that the school successfully keeps unruly behavior to a minimum.
Attendance and Discipline:	Attendance: By May of 2017, the number of students absent will decrease by 10% from an average of 437.8 absences per month in the 2015-2016 school year to an average of less than 394.2 absences per month as measured by Skyward attendance reports. Discipline: June 2017, based on a three-month average, Einstein Elementary will reduce the average number of referrals per day from 2.33 referrals to an average of 2 referrals per day.	Attendance: The number of students absent decreased by more than 10% to an average of 385.3 as measured by Skyward attendance reports. Discipline: There was an average of ~3.1 referrals per day, based on a three-month average.

Narrative Reflection:

Narrative Reflection	
Process:	Throughout the year staff met in various teams to review and reflect on student data. These teams included: Data Teams, Grade Level Teams, the Safety Net Team, and the PBIS Team. In addition, school data was analyzed during CIP LEAP meetings. As a school, we collaboratively set goals after analyzing data and determined next steps. Our schoolwide Data Team then took this information, grouped goals, and created an action plan to decide next steps as a school. Throughout the schoolyear, DIBELS Progress Monitoring, STAR Math Assessments, and Data Team Monitoring were used to determine student progress. Data was monitored by grade level teams, PGE teams, and the staff as a whole.
Literacy: K-2 Reading	Reading achievement in grades K-2 has improved each year over the last three years. Each grade showed significant growth in Reading in 2016-2017. Kindergarten showed a growth of 3%, increasing from 93.7% to 96.7%. First grade scores increased from 84.7% to 88.2%. 2nd grade showed a growth of 5.4%, increasing from 82.3% to 87.7%. Scheduled activities including KISN, Safety Net Intervention, consistent small group instruction, and use of SIOP strategies supported the implementation of the CIP plan. There is a slight overall drop in achievement in this grade band due to the expected jump in text level complexity. The areas that will require specific focus for overall school growth will be oral reading fluency and comprehension.
Literacy: 3-5 ELA	Each cohort showed significant growth in ELA in 2016-2017. The cohort of students in 4th grade in 2016-2017 increased from 59.1% to 64.2% on the ELA SBA, showing a 5% increase. The cohort of students in 5th grade in 2016-2017 increased from 63.5% to 72.2% on the ELA SBA, showing an 8.7%. We did not reach our goal of 70%; however, we were extremely close at 68.2%. The performance of the 3rd grade students in 2016-2017 was expected. The performance of the 4th and 5th grade students was higher than anticipated. The cohort growth over time is cause for celebration. The data reflects that our teaching strategies and intervention programs worked. Areas to focus on for overall school growth are to continue to focus on reading response, small group reading, and push-in/push out intervention support and continuing to vertically align curriculum.
Math: 3-5 Math	Our goal of 63% of 3-5 grade students being at benchmark in math as measured by the SBA was met and exceeded with 63.2% of our students at or above standard. The data that was different than anticipated was the third grade increase of students meeting or exceeding standard. Third grade increased from 47.8% in 2015-2016 to 76.1% in 2016-2017. The lack of growth from 4th to 5th grade is an area of concern. From 3rd to 4th grade we are seeing growth of students meeting standard in math! The next steps for school growth that will require specific focus is to identify the domains that are the greatest area of need for 3-5 students. We will also work across grade levels to identify strategies that were highly effective for meeting our

	goal last year. 3-5th grade will use the SBA interim to make purposeful changes to our instruction.
Science: **5th Science**	The data shows that 66.6% of 5th graders met or exceeded the standards in Science as measured by the MSP. We did not meet our goal of 75%. There was a direct correlation between student performance on the ELA SBA and performance on the science MSP, showing that students that met or exceeded the standards in ELA had similar results in science. We will reach this goal by integrating additional reading, writing, and vocabulary support into our science instruction for all students.
Achievement Gap	The data shows that 21.6% of our ELL students in grades 3-5 met or exceeded state standards in ELA as measured by the SBA. The students making more growth do not have IEPs for language impairment or ELA goals. Students with IEPs for language impairment or have ELA goals are level 1 "emerging" EL students. Scores are consistent across grade levels and were close to the goal. ELL student scores increased more than non-ELL students across all grade levels. We weren't able to break down the data to see other factors such as gender, ethnicity, etc.
School Effectiveness:	The data shows that 80% of staff respondents reported that the school successfully keeps unruly behavior to a minimum. The schoolwide adoption of the PBIS behavior support system has helped to improve the overall school environment. The common usage of the shared expectations, the behavior matrix, positive recognition for student behavior, focused instruction on behavior expectations, and a clear discipline system have assisted the improvement of student behavior.
Attendance and Discipline:	Student attendance improved overall during the 2016-2017 school year. Our goal was to decrease by 10% the number of students absent from an average of 437.8 absences per month in the 2015-2016 school year to an average of less than 394.2 absences per month as measured by Skyward attendance reports. The goal was met because number of students absent decreased by more than 10% to an average of 385.3. The attendance goal was met due to a multi-pronged attendance approach. Schoolwide attendance was graphed and posted in a visible location. Class attendance was recognized on a monthly basis through announcements and incentives. Individual attendance was also tracked and attendance meetings were held with families of students with excessive absences. By June 2017, based on a three-month average, our goal at Einstein Elementary was to reduce the average number of discipline referrals per day from 2.33 to an average of 2 referrals per day. At the end of June 2017, the data indicated there was an increase to approximately 3.1 referrals per day, based on a three-month average. Although the goal was not met, the more challenging discipline referrals were processed through GT and those students were successfully transitioned to appropriate supportive programs. PBIS strategies that

were implemented have resulted in a calmer more purposeful school environment. Moving forward the focus is on implementing PBIS Tier 2 interventions and continuing attendance rewards and recognition for "All here and on time."

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	By June 2018, 93% of our K-2 students will be at benchmark in reading as measured by DIBELS.
Literacy: 3-5 ELA	By June 2018, 71% of our 3-5 grade students will be at benchmark in reading as measured by the SBA.
Math: 3-5 Math	By June 2018, 70% of our 3-5 students will be at benchmark in reading as measured by the SBA.
Science: 5th Science	By June of 2018, 70% of our 5th grade students will be at benchmark in Science, as measured by the WCAS.
Achievement Gap	By June of 2018, 26% of our Limited English students will be at benchmark in ELA as measured by the SBA.
School Effectiveness:	By June of 2018, 80% of students will respect those who are different from them as measured by the 9 Characteristics survey.
Attendance:	By May of 2018, the students identified as chronically absent from the 2016-2017 school year will decrease their absences by 15%.
Discipline:	By June of 2018, based on office referral data, Einstein Elementary will reduce the number of referrals from the playground from 219 to 175 (20%).

Annual School Goals: Academic

Literacy K-2 ELA
Reading achievement in grades K-2 has improved each year over the last three years. We typically expect the kindergarten achievement to be about 90% because the students are assessed on phonics/phonemic awareness, not yet on actual text. Because we anticipate a drop in achievement on the assessment due to a more complex text in the middle of the year, our first grade team exposes students to real text concurrently to phonics and phonemic awareness instruction. The areas that will require specific focus for overall school growth will be oral reading fluency and comprehension.

Literacy 3-5 ELA
At Einstein Elementary, our schoolwide, grade level and PGE teams examine DIBELS BOY/MOY/EOY, SBA, Unit Assessments, and other progress-monitoring assessments to develop assessment goals and adjust in-class instruction. Many school-wide goals focus on comprehension skills including the use of the RACE strategy to answer complex

questions. Students receive reading instruction in whole group and differentiated groups. Classroom and Safety Net teachers coordinate extra support for struggling students (red or yellow as measured by DIBELS; level 1 and 2 as measured by SBA scores). Extra support may include push-in or pull-out support.

Math 3-5
Schoolwide SBA and STAR Math data was examined to determine areas and students of focus. Classrooms differentiate instruction by using leveled, differentiate, flexible small group instruction as needed, ALEKS online instructional intervention for targeted students, in addition to Safety Net push-in help at some grade levels.

Science 5th Grade
This goal is based on the correlation between proficiency on the ELA SBA and MSP tests in previous years. 64% of the current 5th grade cohort scored proficient on the 4th grade ELA SBA. Factoring in projected growth in 5th grade in English Language Arts, we anticipate 70% proficiency on the 2018 Science WCAS.

Annual School Goals: Achievement Gap

In analyzing our sub-groups, we found that our Limited English Proficiency students were not performing in a manner equivalent to their peers. As a result, in the interest of ensuring that all students succeed to high levels, we chose this group as our focus.

Based on state LEP testing, students receive commensurate ELL services. In addition, all certificated staff have received SIOP training. SIOP strategies are reviewed and utilized school-wide.

Annual School Goals: School Effectiveness

Results of the staff and student 9 Characteristics surveys were analyzed by staff, specifically in the area of learning environment. As measured by the survey, currently 78% of staff and 76% of students feel that students respect those who are different from them. Based on this data, we will focus on celebrating student differences, emphasize empathy through the use of the Second Step program, and teach students strategies for treating others with respect.

Annual School Goals: Attendance

By May of 2018, the students identified as chronically absent from the 2016-2017 school year will decrease their absences by 15%. The steps we will take include collecting attendance data, teacher communication with parents, teacher focus group meetings to discuss strategies at school and home, and assigning a mentor to check in and check out with the target students daily.

Annual School Goals: Discipline

At the end of the 2017-2018 school year, number of referrals from the playground from will decrease by 20%. In order to increase student safety, time in class, and learning, we will work to reduce behavior warranting discipline referrals from the playground. Steps we will take include collecting discipline data, analyzing and responding to data on a monthly basis, developing and teaching schoolwide expectations, instructing students on Second Step conflict resolution strategies, and developing Tier 2 Interventions for

students struggling with behavior. In addition, as a school, we will continue to develop our schoolwide SIT process to address individual student behavior as well.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	• Fluency: 1 minute fluency practice • SN exposing students to the Progress Monitoring passages earlier • Retell: Implement common retell strategy across grade level (5 finger strategy) • Lexia (K-4) • Safety Net Push-In and Pull-Out triple dipped • Learning targets using SIOP method • WonderWorks curriculum in ELL, Safety Net, and SPED • District Writing Program • SIOP Strategies • CORE trainings • PGE goals connected to Data Teams • Reading Comprehension focus • Direct instruction in word meaning
Professional Learning needed	• Common rubric/cross grade level alignment (K-2) for retell • Common rubric/cross grade level alignment (K-2) for fluency • Core training for new hires • Core training for grade level teams
Resources needed	• Retell: DRA kits, RA-Z subscription
Responsible individual or team	• K-5 teachers • SN teachers

Goal Area	Math
Strategy to support goals	• Vertical and grade level team planning • Leveled and flexible groups • Challenge math opportunities • Safety Net push-in support • Focus on problem solving • Focus on vocabulary- all grade levels using consistent math language (SIOP strategies)
Professional Learning needed	• LEAP trainings around math • ALEKS Math result interpretation • Supplemental math instructional programs
Resources needed	• District Math Curriculum (envision) • STAR Math Assessment • Manipulatives • Time for planning throughout the year with grade levels and with vertical teams

	• Additional computers for supplemental math programs • ALEKS
Responsible individual or team	• K-5 Teachers: District Math Curriculum (envision) • 1-5 Teachers: STAR Math Assessment • Administration: Time for planning throughout the year with grade levels and with vertical teams • District: Additional computers for supplemental math programs • Safety Net: ALEKS

Goal Area	**Science**
Strategy to support goals	• Support in Reading and Writing, with explicit instruction on scientific processes and content vocabulary
Professional Learning needed	• Training on interim opportunities • Alignment and collaboration between grades 3-5 and the science expo project
Resources needed	• Supplemental curriculum that aligns with the new SBA test and content vocabulary
Responsible individual or team	• 3-5th grade teachers

Goal Area	**Achievement Gap**
Strategy to support goals	• Safety Net Push-In and Pull-Out • Lexia Reading Program • Learning targets using SIOP method • WonderWorks curriculum • District Writing Program • SIOP Strategies • CORE trainings • PGE goals connected to Data Teams • Reading Comprehension focus • Direct instruction in word meaning
Professional Learning needed	• CORE Training with Literacy Expert • Learning Walks • SIOP training for new teachers • Differentiation
Resources needed	• Planning time with ELL, SN, and SPED • Release time for learning walks/trainings • Release time for vertical planning • Read Naturally online • Additional computers for supplementary reading programs • Netbook tech support • Headphones • Scheduling time • Word meaning (Greek and Latin affixes supplement)
Responsible individual or team	• All Staff • Principal/Associate Principal

	• Title 1 Facilitator: planning release and training • Data Team • Help Desk

Goal Area	School Effectiveness
Strategy to support goals	• Schoolwide instruction using the Second Step Program • Schoolwide celebration of student differences • International Night • Unity Day • Schoolwide use of the STEP process for solving conflict
Professional Learning needed	• Second Step Training • Equity Training
Resources needed	• Second Step Curriculum • Schoolwide Celebrations • PTSA Collaboration
Responsible individual or team	• All Staff • Principal/Associate Principal • Counselor • PBIS Team

Goal Area	Attendance
Strategy to support goals	• Trophies for class with highest perfect attendance • Monthly incentives for perfect attendance • Notifying parents by phone and in writing about attendance concerns • Monthly certificates for perfect attendance • Monthly awards/recognition assemblies
Professional Learning needed	• Training with Director of Student Services • YES • HopeLink
Resources needed	• Certificates, prizes • Watch list for chronic absences • Assemblies for resources to be given out
Responsible individual or team	• Putting a team together to review/check-in about absences • Principal, associate principal, office staff, teachers

Goal Area	Discipline
Strategy to support goals	• All School Behavior Expectations • Explicit Teaching of Behavioral Expectations • PBIS Data Analysis • Tier 2 Behavior Interventions • School wide training for working with challenging students • Share monthly data and next steps with certificated and classified employees • Guidance lessons with counselor

Professional Learning needed	• Develop systems for Tier 2 and Tier 3 Interventions • Social-Emotional Training or Curriculum • IA/Specialist training with guidance counselor strategies
Resources needed	• Cool down spot with explicit teaching • Rotating structured games and activities • Social/Emotional/Executive Functioning guidance groups • PD time with guidance counselor
Responsible individual or team	• IA's: Coordination of games on field/playground • K-5 Teachers: Cool down spot with explicit teaching • Librarian: Rotating structured games and activities • Guidance Counselor: Social/Emotional/Executive Functioning guidance groups • Guidance Counselor: PD time with guidance counselor

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Einstein jointly shares and revises the school CIP with parents. Our Parent Advisory Committee (PAC), invites parents from the PTSA, Natural Leaders, WatchDOGS, parents of students on IEP, parents from low income, and parents from diverse cultures to provide feedback on the parent involvement policies of Einstein.

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

In order to effectively communicate with families, we invite all parents to attend annual meetings. We use this forum to inform parents of Title 1 Participation and the right of the parents to be involved. Additional opportunities for parents to learn about their students' learning include:
  • Safety Net/Title 1 School Parent Information Meeting - September 28, 2017
  • ELL Family Info & Curriculum Meeting – October 5, 2017
  • Family Meet and Greet – September 1, 2017
  • General Curriculum Night – September 14, 2017
  • Conferences – October 16, 17, 19, 2017
  • Conferences – January 23, 25, 26, 2018
 	
We offer flexible meeting times, including morning or evening times. Families who are unable to attend the evening events may always meet with the principal in the mornings, before school, and with the Title 1 facilitator during school. Some events include child-care, allowing parents to come with their children. Interpreters are provided on an as-needed basis to facilitate communication.

Continuous Improvement Process Plan

Horace Mann Elementary

17001 NE 104th St
Redmond, WA 98052

425-936-2610

http://www.lwsd.org/school/mann

2017 - 2018

Lake Washington
School District

Megan Spaulding,Principal

Charles Jamieson,Associate Principal

Lake Washington School District

2017 - 2018

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DESCRIPTION OF SCHOOL

Horace Mann Elementary is a school where diligence is honored and the community of staff and parents is committed to meeting the unique needs of all students. Our mission is to provide a safe, respectful environment where individuals reach their fullest potential in learning and citizenship. Mann's goals are aligned with our district vision of developing future ready students, defined as *"prepared for college, prepared for the global workplace, prepared for personal success"*.

Over the years, the total Mann population has remained fairly steady. However, in the past 3 years we have seen an increase in the number of students qualifying for ELL services and in 2015, we opened a Learning Center, serving students who receive special education services.

As a community, we are continually looking towards improvement. At Mann, teachers work collaboratively in teams to look at student work and results from common assessments in order to make stronger instructional decisions for their students. Every year we analyze data, write goals and collect data for our Continuous Improvement Plan (CIP). Often staff and community members look at DIBELS, MSP and SBA scores, since they offer a standardized look at student progress. State and nationwide assessments, like the MSP and SBA, also allow us to see how we are doing in comparison to other schools. The results from this assessment show that Mann continues to out- perform the state average. In ELA in grades 3rd, 4th and 5th an average of 66% of our student body earned a Level 4 (Exceeding Standard). In math, 58% of our 3rd, 4th and 5th graders earned a Level 4 (exceeding standard). This type of success is not new news. For the past 9 years Mann Elementary has been honored with the Washington State Achievement Award or the School of Distinction Award for the improvement and achievement in MSP scores.

Staff continue to make their focus on student learning and understand that effective teaching strategies are critical in our students' growth and progress.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
Early Literacy Development 3rd Graders on Track for Success	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th 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	79.4%	80.8%	93%				
		1st	90%	85%	94%				
		2nd	97%	92%	82%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		74.0%	≥95%	82%				
	% of 3rd graders meeting or exceeding state standards in Math		81.7%	90.4%	93%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		80%	80%	87%				
	% of 4th graders meeting or exceeding state standards in Math		83%	80%	75%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		90.9%	87.6%	84%				
	% of 5th graders meeting or exceeding state standards in Math		84.0%	67.1%	73%				
	% of 5th graders meeting or exceeding state standards in Science		94.3%	87.6%	85%				

- **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
Literacy: **K-2 Reading**	83% of students in grade K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.	90% met or exceeded standard
Literacy: **3-5 ELA**	80% of students in grades 3-5 will score at or above standard in literacy as measured by the SBA assessment in May 2017.	84% met or exceeded standard
Math: **3-5 Math**	84% of students in grades 3-5 will score at or above standard in Math as measured by the SBA assessment in May 2017.	80% met or exceeded standard
Science: 5th **Science**	87.6% of students in grade 5 will score at or above standard in Science as measured by the MSP assessment in May 2017.	85% met or exceeded standard
Achievement Gap	80% of students qualifying for English Language Learner services will move up one or more levels as measured by the Spring 2016 language assessment.	62.5% (10/16) students qualifying for English Language Learner services moved up one or more levels as measured by the Spring 2016 language assessment.
School Effectiveness:	Horace Mann Elementary will improve from 50% to 70% "agree completely" in the area of "The staff works in teams across grade levels to help increase student learning "as measured by question #27 on the Spring 9 characteristics of Effective Schools Survey.	30% of the staff completely agreed, however 76% of staff "agree mostly" and "agree completely".
Attendance and Discipline:	Horace Mann Elementary will improve from 8 tardies on average to 7 tardies per day for the 2016-17 school year.	There was an average of 9.5 tardies per day during the 2016-17 school year.
	Horace Mann will maintain or decrease the 36 student office referrals for the 2016-2017 school year.	91 students were referred to the office last school year.

Narrative Reflection:

Narrative Reflection	
Process:	School data was analyzed in large and small groups using standardized testing results. From this analysis, goals have been set by teams using cohort and trend data. Multiple times a month, teams meet to plan instruction and assessments, analyze student data from assessments and track goal progress. In most cases students are keeping track of their own progress towards goals. Students knowing and tracking their goals has increased student awareness and progress. A challenge we faced was keeping all of the goals front and center of our work. Focusing on one goal at a time helped increase student achievement towards goals.
Literacy: K-2 Reading	Our goal for 2016-17 was students will score at 83% using EOY DIBELS data. At the end of the year, we exceeded our goal with 90%. In the 10% that did not meet the goal, 5.5% were LC students. Not only did we meet /exceed our school goal, but we exceeded the District's goal of 89.6% In Kindergarten, we feel that the addition of the phonics program using Zoo Phonics has improved students' letter sounds and non-sense words fluency. This was also the first year that all day Kindergarten was mandated. In first and second grade, Headsprouts, Raz-Kids, parent volunteers, Read Naturally, IA time, differentiated small groups has supported the students overall fluency, accuracy, and prosody.
Literacy: 3-5 ELA	Current 4th grade students scored 82% and current 5th graders scored 87% proficiency on the SBA ELA portion last year. Success towards this goal may be due to the use of interim assessments, student self-data tracking, small group work, collaboration with the special education staff and increased IAs and volunteers to assist in the classroom.
Math: 3-5 Math	Current 4th grade students scored 93% and current 5th graders scored 75% proficiency on the SBA math portion last year. Success towards this goal may be due to the use of interim assessments, student self-data tracking, small group work, collaboration with the special education staff and increased IAs and volunteers to assist in the classroom.
Science: 5th Science	Based on the data, 5th grade students achieved 85% proficiency on the Science MSP. Our goal was to achieve 87.5% proficiency. The slight drop in proficiency may possibly be a reflection from the range of student abilities and varying years of teacher experience teaching science in LWSD.
Achievement Gap	Sixty-two percent of our students receiving ELL services were exited from the program.
School Effectiveness:	Thirty percent of the staff completely agreed, however 76% of staff "agree mostly" and "agree completely". Also, we had several classified staff who took the survey, which we predict skewed the results of this data.
Attendance and Discipline:	With the addition on an Associate Principal at the elementary level our referrals look like they increased, when, in fact, we were able to more accurately document all students sent to the office for a referral. Ninety-one referrals include all students spoken to in some fashion for either a minor or major discipline issue.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: **K-2 Reading**	83% of students in grade K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.
Literacy: **3-5 ELA**	80% of students in grades 3-5 will achieve proficiency in ELA as measured by the SBA.
Math: **3-5 Math**	80% of students in grades 3-5 will achieve proficiency in math as measured by the SBA.
Science: **5th Science**	80% of students in grade 5 will achieve proficiency in science as measured by the WCAS.
Achievement Gap	65% of K-5 students qualifying for English Language Learner services will exit services as measured by the Spring 2018 language assessment.
School Effectiveness:	Horace Mann Elementary will improve from 85% to 90% "agree mostly" and "agree completely" in the area of "Staff members get help in the areas they need to improve" as measured by question #47 on the 2018 Spring 9 characteristics of Effective Schools Survey.
Attendance:	Horace Mann Elementary will decrease the number of tardies per day from 9.5 to 6 tardies per day.
Discipline:	Horace Mann Elementary will decrease the number of Discipline referrals at recess from 57 to 44.

Annual School Goals: Academic

83% of students in grade K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.

80% of students in grades 3-5 will achieve proficiency in ELA as measured by the SBA.

80% of students in grades 3-5 will achieve proficiency in math as measured by the SBA.

80% of students in grade 5 will achieve proficiency in science as measured by the MSP.

Horace Mann Elementary will improve from 85% to 90% "agree mostly" and "agree completely" in the area of "Staff members get help in the areas they need to improve" as measured by question #47 on the 2018 Spring 9 characteristics of Effective Schools Survey.

Annual School Goals: Attendance

Horace Mann Elementary will decrease the number of tardies per day from 9.5 to 6 tardies per day.

Annual School Goals: Discipline

Horace Mann Elementary

Horace Mann Elementary will decrease the number of Discipline referrals at recess from 57 to 44.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	- Differentiated instruction - Formative assessment - Read Naturally
	- Headsprout - Raz-Kids - Parent volunteers - IA time - Reading centers, small group, flexible texts, aide time, journaling whole group instruction, mentor texts, workshop model, individual conferencing, SBA prep
Professional Learning needed	- PCC/PLC time - Learning walks to other schools/classrooms - Piloting the new writing curriculum, mentor text presentations, collaborative teaching, learning walk, shared graduate program resources
Resources needed	- Safety Net - IA time - Mentor text library - Curriculum for 1:1 learning - Netbooks - Enrichment programs
Responsible individual or team	- School staff with support from Resource Center

Strategy to support goals	- Math centers - Small group - Flexible grouping - IA time - Journaling - Whole group instruction - Timed math facts - Workshop model - Individual conferencing - SBA prep
Professional Learning needed	- Cross grade level collaboration - Learning walks - Shared graduate program resources

Resources needed	- Safety Net - Curriculum for 1:1 learning - Netbooks - Enrichment programs
Responsible individual or team	- School staff with support from Resource Center

Goal Area	Science
Strategy to support	- Small group - Flexible grouping

	- IA time - Journaling - Whole group instruction - Field trips - Workshop model - Individual conferencing - SBA prep
Professional Learning needed	- Cross grade level collaboration - Learning walks - Shared graduate program resources
Resources needed	- Safety Net - Curriculum for 1:1 learning - Netbooks - Enrichment programs
Responsible individual or team	- School staff with support from Resource Center

Goal Area	Discipline
Strategy to support goals	Recess orientation in Fall. Recess rules review in Winter and Spring Video of correct behaviors at recess Second Step and Kelso Problem Solving tools Classified Staff training on Kelso/Second Step/Connect before Correct Recess Reviews after lunch in the cafeteria
Professional Learning needed	Review of recess rules Collaboration with other schools Continued professional learning around Second Step for Classified PBIS posters of expected behaviors
Resourccs needed	IA supervision hours Second Step Curriculum Counselor time
Responsible individual or team	Classified Staff Admin Team Classroom teachers

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Volunteering for Read Naturally, math facts, knighting ceremony, cultural presentations, online home access, classwork sent home, Curriculum Night, communication home via newsletters, Power Learning, Skyward and Class Dojo.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Emails, newsletters, in person, communication through Power Learning and Skyward, Community connections with YES, City of Redmond, Redmond Fire Department and Redmond Police Department.

Continuous Improvement Process Plan

Redmond Elementary

16800 NE 80th Street
Redmond, WA 98052

425-936-2660

http://www.redmond.lwsd.org

2017 - 2018

Kirsten Gometz, Principal

Taylor Mitchell, 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.

Redmond Elementary is unique among its peers, as the oldest elementary school in Redmond and the only one situated in the heart of our beautiful city. While the building was recently updated, many of the traditions from the old school are still dear to us, and we take great pride in partnerships with local civic organizations. This year, we are again embracing the City of Redmond's School Pool program, encouraging families to walk, bike, car pool, or ride the bus. Additionally, several local police officers and firefighters partner with our students as lunch buddies.

Redmond Elementary reflects the growth and change present in our community. In just a few short years, our student numbers have grown from 548 to 783. Multiple programs are housed at Redmond Elementary, including Intervention Center classrooms and a thriving Quest program. Our students hail from all over the world and our families speak more than 70 languages at home. Teachers and staff work together collaboratively to support the unique needs of each child, and we welcome the partnership of parents and families in that effort.

This year, Redmond Elementary will be working to build up the leadership skills of our students in 4th and 5th grade as we continue to build a safe and inclusive environment for every student – one in which every student, every parent, and every staff member feels welcome, valued, and appreciated.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 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 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th 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	98.5	95.2	92.9				
		1st	82.5	90.0	84.1				
		2nd	87.1	90.4	92.9				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		78.4	78.0	82.5				
	% of 3rd graders meeting or exceeding state standards in Math		81.7	77.5	79.1				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		84.5	78.0	83.7				
	% of 4th graders meeting or exceeding state standards in Math		76.3	75	77.4				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		83.6	88.1	85.0				
	% of 5th graders meeting or exceeding state standards in Math		66.3	82.0	77.5				
	% of 5th graders meeting or exceeding state standards in Science		80.4	93.5	83.3				

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

CIP REFLECTION: EVALUATE OUTCOMES
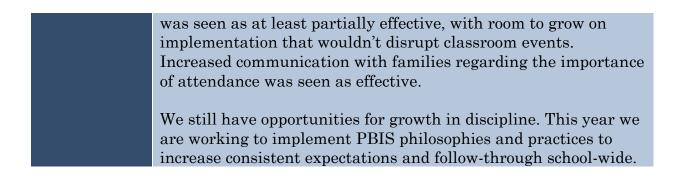
2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	85% of students will be at or above benchmark as measured by the End of Year DIBELS assessment.	92.9% of K met standard, 84.1% of grade 1 met standard, 92.9% of grade 2 met standard.
Literacy: 3-5 ELA	90% of students will be at or above standard as measured by the Smarter Balanced Assessment.	82.5% of grade 3 met standard, 83.7% of grade 4 met standard, 85% of grade 5 met standard.
Math: 3-5 Math	65% of students will be at or above standard as measured by the Smarter Balanced Assessment.	79.1% of grade 3 met standard, 77.4% of grade 4 met standard, 77.5% of grade 5 met standard.
Science: 5th Science	75% of students will be at or above standard as measured by the MSP.	83.3% of grade 5 met standard on the Science MSP.
Achievement Gap	80% of students identified as Hispanic/Latino of any race(s), Black/African American, Two or More Races, and Asian in grade 3 will be at or above standard on the Math SBA.	50% of students identified as Hispanic/Latino of any race, 38% of students identified as Black/African America, 86% of students identified as Two or More Races, and 96% of students identified as Asian in Grade 3 scored at or above standard on the Math MSP. Together, 83% of these students were at or above standard.
School Effectiveness:	100% of staff agree mostly or completely that teachers (staff) receive regular feedback on how they are doing.	76% of staff agree mostly or completely that teachers receive regular feedback on what they need to do to improve.
Attendance and Discipline:	At the end of the school year, we will have a decreased percentage of unexcused absences from 79% in the 2015-2016 school year to 65% or fewer. At the end of the 2016-2017 school year, the percentage of student suspensions will	At the end of the 2016-2017 school year, 8.59% of all absences were unexcused. 91.41% were excused. At the end of the 2016-2017 school year, Redmond Elementary had a 1.2% student suspension rate.

	decrease from 3% in the 2015-2016 School year to 1% or lower.	

Narrative Reflection:

Narrative Reflection	
Process:	There was focused attention across multiple committees to identifying student needs, designing and implementing interventions, and measuring growth. These were done in Data Teams, Instructional Leadership, Special Services, PGE teams, Culture and Behavior teams, and Grade Level Teams. Several teachers and teams collaborated with our counselor to provide supports to students and families in need. Several grade level teams partnered with intervention and special education teams to identify needs such as multiplication facts and content vocabulary. Many teams used flexible groupings across classrooms to differentiate for the needs of their students. This collaboration within teams, across teams, and vertically across grades benefited all students as well as strengthening the practice of all teachers.
Literacy: K-2 Reading	We are so pleased with the fact that every child made growth, and that the percentages in kindergarten and second grade were in the 90s. We serve a significant number of students who are English Language Learners, and while the ELL teachers met monthly with the Kindergarten teachers to ensure that the IAs were delivering instruction that served their needs, the ELL teachers also wished that they could serve the Kindergarten ELL students directly. ELL teachers did develop increased coteaching models which yielded success in grades 1 and 2. Use of Words Their Way, RAZ-kids, and focused attention on segmenting of words into discrete sounds were all successful strategies.
Literacy: 3-5 ELA	Our 3-5 grades saw success in different areas of literacy. Both 3rd and 4th grade focused on students' ability to provide text-based evidence in their analysis of writing, and while they saw students' skill levels grow here, it was inconsistent between text types. Additional attention was then paid to studying narrative text, where evidence was less easily identifiable. The area of revision is one where teachers wish to devote more instruction this year as students struggled with this process. In 5th grade, students worked in flexible groups, differentiating across classes and focusing on the Common Core State Standards, adding in novel studies as they did. 5th grade also partnered with ELL teachers in a coteaching model that met the needs of all students

	much more effectively. Additionally, enrichment activities to deepen and extend the knowledge and skills of students already performing above standard presented as an ongoing need, with some teams feeling it had been done successfully and others wishing to do so even more.
Math: **3-5 Math**	Math instruction manifested differently across different teams with different needs. All used some model of differentiation and flexible skill-based groupings, with a focus on fact fluency for students who had not yet grasped these. In addition to using envision, the use of IXL at school and at home spurred a higher interest and engagement in math for many students. Students who struggled with math received interventions via and RTI model, and those who displayed advanced skill levels worked above their grade level curriculum in the 2/3 and 4/5 Quest programs. One area identified as needing additional focus in the future is geometry.
Science: **5th Science**	Science education begins in Kindergarten, as students use hands on activities and their five senses to make and record scientific observations. This continues to develop in complexity as students move ahead in the grade towards the 5th grade Science Assessment. This past year, specific attention was paid to developing scientific content vocabulary in all students and particularly for English Language learners. 5th grade teachers devoted additional time to science and addressed more topics than simply those that were required. Additionally, they retaught and reinforced concepts learned in earlier years to ensure adequate understanding and application, particularly in writing scientific conclusions.
Achievement Gap	Through partnering within grade level teams and across disciplines, with Intervention teams and vertical partnering across grade levels, the identified achievement gap goal was met. However, in looking at the data, staff wants to focus looking forward on the smaller subgroups that continue to struggle with academic achievement and pursue professional development towards addressing these needs at every grade level.
School Effectiveness:	The administration at Redmond Elementary went through significant changes last year, with the departure of one principal, the associate principal briefly filling both roles, and a substitute principal finishing the year. As a result, feedback measures and routines were inconsistent.
Attendance and Discipline:	Staff had mixed feelings on the efficacy of attendance and tardy interventions, with many stating that strong relationships with the school was an incentive for students to attend school when they were well enough to do so. A wristband incentive program

was seen as at least partially effective, with room to grow on implementation that wouldn't disrupt classroom events. Increased communication with families regarding the importance of attendance was seen as effective.

We still have opportunities for growth in discipline. This year we are working to implement PBIS philosophies and practices to increase consistent expectations and follow-through school-wide.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	91% of students in the grades K, 1, and 2 will be at or above benchmark as measured by the 2018 End of Year DIBELS assessment.
Literacy: 3-5 ELA	88% of students in grades 3-5 will be at or above standard as measured by the 2018 SBA.
Math: 3-5 Math	86% of students in grades 3-5 will be at or above standard as measured by the 2018 SBA.
Science: 5th Science	83% of students will be at or above standard as measured by the 2018 Science WCAS.
Achievement Gap	80% of students identifying as Hispanic/Latino of any race and 80% of students identifying as Black will be at or above grade level proficiency as measured by DIBELS scores in grades K, 1, and 2, and SBA Math scores in grades 3, 4, and 5.
School Effectiveness:	80% of staff will agree that many parents are involved as volunteers at the school.
Attendance:	We will decrease the number of students identified as chronically tardy (5 or more tardy arrivals in a month) from 2.8 % to 1.5 %).
Discipline:	We will reduce the number of physically aggressive recess incidents from an average of 2 per day in October 2017 to an average of 1 or fewer per day in May 2018.

Annual School Goals: Academic

We are seeing improvement throughout the course of the school year in each cohort, from the skills students present with in the fall to their year end assessments in springtime. We continue to see a high degree of fluidity in our student population, which is a factor in student growth. The goals we are setting for this year are based on baseline data,

tracking historic trends in grade levels, and acknowledgment of the factors that influence student success at our school, including special programs, student body movement, and changes in school resources over the past few years.

Annual School Goals: Achievement Gap

When we looked at our schoolwide achievement gap data from last year, some questions were raised: Why only measure at grade 3? And why combine all non-white students into one data point? While the goal was met, when the data was disaggregated, there were some glaring gaps in subgroups. This year, we are going to focus specifically on working with our students from Hispanic/Latino backgrounds as well as students who identify as Black in the area of Math. We will tap into our Redmond community and build partnerships and systems of support to support specific skills in Math through small group instruction, designed by certificated staff members and supported through student mentors.

Annual School Goals: School Effectiveness

In analyzing our data from the 9 characteristics survey, most areas reflected high self-ratings – with the exception of this area. Additionally, in the input session we hosted with parents, this emerged as an area for improvement. Already, through the establishment of WatchDOGS this year, we are seeing increased numbers of fathers and father figures spending time volunteering with us. There is a desire on the part of many parents to be more involved, and meaningfully so, in the daily activities at school. As we design more ways to provide supports for students in need, this is one resource to tap into.

Annual School Goals: Attendance

We continue to carefully track and follow through on unexcused absences and have seen a decrease over the past year. However, chronic tardiness has presented as an issue. We know that students who arrive late build habits that are hard to break as students move into future levels of schooling and accompanying earlier start times. We will confer with individual students and families, and engage our district truancy officer for support as needed.

Annual School Goals: Discipline

With a large student body, we see ongoing incidents with students expressing aggression towards one another at recess, sometimes through rough play and at others through conflicts that arise. The majority of physically aggressive incidents do occur at recess. We are going to train and engage student leaders in helping engage students in healthy play and also help mitigate conflicts as they arise. We hope that doing so, in addition to involving dads at recess through the WatchDOGS program, will decrease the incidence of aggressive incidents between students.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	**Math**
Strategy to support goals	Math/Achievement Gap Goal – All students who are school dependent in grades K-5 in the area of Math will be identified as well as which specific content areas are in need of support. We are working to develop multiple interventions – small group instruction, before school math groups, and an after school Latino Math Scholar program which will partner with Redmond Middle School students.
Professional Learning needed	Culturally Responsive Teaching training, small group math instruction coaching, Spanish language instruction for staff
Resources needed	Research into best instructional practices, Formative and Summative assessment data, transportation for student mentors, funding for innovative programs to address staffing, snacks, materials.
Responsible individual or team	Principal and Associate Principal, teachers grades K-5, Special Education

Goal Area	**School Effectiveness**
Strategy to support goals	Parents will be engaged in volunteer roles through WatchDOGS and increasing classroom volunteer opportunities.
Professional Learning needed	Instructional Leadership Teamwork with teachers to identify volunteer opportunities within classrooms.
Resources needed	None, just planning and communication
Responsible individual or team	Principal and Associate Principal, ILT, all teachers, PTSA

Goal Area	**Attendance**
Strategy to support goals	Importance of timeliness will be communicated to all families as well as the long-term impact of regular tardiness; direct communication with families whose students are chronically tardy
Professional Learning needed	None
Resources needed	Daily tardy arrival communications, data tracking shared with all members of school community
Responsible individual or team	Principal and Associate Principal, Attendance Secretary

Goal Area	**Discipline**
Strategy to support goals	Identify problem areas and times at recess, identify student leaders to help support positive choices, train and begin service. Increased fidelity in compliance with school policies among those supervising recess.
Professional Learning needed	Refresh of expectations with classified staff responsible for recess supervision
Resources needed	Time to train staff and student volunteers

Responsible individual or team	Principal and Associate Principal, Classified Support Staff members

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
We held a parent input session on November 9 to share our annual progress and gather input from our parent community as to goals for this coming year. Additionally, we are focusing on building positive relationships within the schoolhouse with our community, through the engagement of Lunch Buddy volunteers from the community as well as WatchDOGS (Dads of Great Students) to boost regular attendance and timeliness to school. We are also hosting a Latino parent night this fall to build relationships with our Latino families and gather input from them as to what strategies and tools they believe would be most beneficial in building academic success. Finally, we will be partnering with Redmond Middle School in developing and implementing interventions to serve our Latino students who struggle in Math.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
The Continuous Improvement Plan will be posted to our school's website and will be discussed in our PTSA board meetings as well as informally with our parent volunteers. The efforts we make throughout the year in support of our goals will be communicated through weekly parent emails, with progress or challenges in the implementation of these shared as we learn and grow together.

Continuous Improvement Process Plan

Norman Rockwell Elementary

11125 162nd Avenue NE
Redmond, WA 98052

425-936-2670

http://rockwell.lwsd.org

2017 - 2018

Lake Washington
School District

Principal Michael C. Clark
Associate Principal Ryan L. Scott
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.

Rockwell Elementary is a high performing elementary school nestled in a thriving international neighborhood. Rockwell serves 638 students in grades Kindergarten through Five, and we pride ourselves on providing our learners with the skills necessary to become successful, kind, and productive members of our school and the larger, global community. Our Vision Statement, crafted by the 2011 staff, embodies this aim: "Every student at Rockwell will develop the knowledge, skills, and personal attributes needed to become successful members of our community and the world."

Rockwell has consistently performed well on measures of student achievement including DIBELS, SBA, and the science MSP. We are honored to have been recipients of Washington Achievement Awards for the past six years, this past year in the areas of English Language Acquisition, Special Recognition for ELA Growth, High Progress, and Overall Excellence.

We take great pride that our school community includes learners and their families from all across the globe. Presently, there are 38 different languages, in addition to English, spoken by our students and their families. As our student population has become more diverse, we have seen the needs in the classroom change as we strive to ensure that access to instruction is available to all students. This year, our staff is engaging in professional learning in the area of Culturally Responsive Teaching as part of work toward making our curriculum equitable and accessible to all learners. Additionally, our ELL teachers will continue their parent partnership work initiated in Fall of 2016 designed to understand the needs of families as they first arrive to our school, and how best to meet these needs as a school community.

This spirit of inclusion extends to activities involving our Student Leadership team as well. Student leaders from the intermediate grades will collaborate with the school administration and our counseling department on our "Rockwell United" campaign during Unity Week in October, in which students will engage in learning and activities around making Rockwell as inclusive and "kind" as possible. Further, Rockwell Elementary will collaborate with the Rockwell PTA on becoming a national PTA "School of Excellence." The focus of this work will be around physical and emotional safety, and it will serve as a way in which to incorporate parents and our community in the important work of making our school more inclusive and welcoming to every family we serve.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 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 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th 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	90.6%	92.8%	88.9%				
		1st	91.3%	96.0%	92.9%				
		2nd	90.7%	92.7%	93.5%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		90.7%	80.7%	90.9%				
	% of 3rd graders meeting or exceeding state standards in Math		88.9%	85.4%	94.5%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		93.1%	92.0%	84.9%				
	% of 4th graders meeting or exceeding state standards in Math		89.6%	86.5%	85.3%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		94.6%	≥95%	88.3%				
	% of 5th graders meeting or exceeding state standards in Math		90.2%	87.5%	85.5%				
	% of 5th graders meeting or exceeding state standards in Science		≥95%	94.9%	92.2%				

- **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 (Achievement Level Descriptor)
Literacy: K-2 Reading	89% (275 of 309 students) will be at or above standard using End of Year DIBELS data.	Goal was met: 91% (294 of 320 students) were at or above standard using End of Year DIBELS data.
Literacy: 3-5 ELA	81% (268 of 330) students will be at or above standard using SBA data measurements.	Goal was met: 88% (286 of 324 students) met or exceeded standard using SBA data measurements.
Math: 3-5 Math	86% (284 of 331 students) will be at or above standard using SBA data measurements.	Goal was met: 88% (294 of 333 students) met or exceeded standard using SBA data measurements.
Science: 5th Science	85% (89 of 105 students) will be at or above standard using SBA data measurements.	Goal was met: 92.2% of students met or exceeded standard on the Science MSP.
Achievement Gap	69% of ELL students (18 of 26 students) who take the ELA SBA will be at or above standard.	Goal not met: 52% of ELL students who took the ELA SBA scored at or above standard.
School Effectiveness:	Professional development activities are aligned with school goals (68% to 75%).	Goal met: Survey results indicate 92% agreement that professional development activities were aligned with overall school goals.
Attendance and Discipline:	Attendance: Students missing school for family trips (5 or more school days) will decrease from 45 (7% of students) in December to 10 or fewer (1.5% of students) in May, 2017. Discipline: Office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, threatening, taunting) will reduce from 19 in November, 2016, to 10 or fewer in May, 2017.	Attendance: Goal was just shy of being met: 13 students missed school for family trips in May, 2017, for 5 or more school days. Discipline: Goal not met: There were 33 office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, threatening, taunting), in May, 2017.

Narrative Reflection:

Narrative Reflection	
Process:	In the Summer and Fall of 2016, the Rockwell team examined student data from the previous school year from a variety of sources to determine baseline information pertaining to areas of strength and opportunities for growth. This information was used to set goals in each area of the CIP. Data sources utilized in this review and planning work included End of Year DIBELS scores for students exiting Kindergarten, First, and Second grades, and SBA ELA and Mathematics scores for students in grades Three and Four. Data measures for the current year were also considered, including classroom-based assessments and Beginning of Year DIBELS data. A variety of activities were employed throughout the academic year to support the implementation and monitoring of our CIP goals. At the primary level, there was a concerted focus on phonemic awareness and practice. Students engaged in a variety of practice modalities including whole group, small group, and 1:1 work with teachers and Instructional Assistants. Grade level teams engaged in weekly planning meetings to align instruction and examine student data. At the Fifth grade level, these collaborative meetings also included twice monthly formal planning sessions designed to adjust pacing and align the use of instructional strategies across the team. All students were offered daily reading instruction, both in whole and small groups. Students received one-on-one reading conferences with their teachers, informed by the results of running records and Read Naturally passages. Additionally, students engaged in Words Their Way formative assessments and were expected to collaborate with their families in reading homework. Students were also empowered with tools to positively impact their instructional growth. Students were tasked with monitoring their growth on certain assignments, and were provided the opportunity to engage in metacognitive self-reflection and goal-setting. A premium was placed on giving students clear verbal and written directions on assignments, and larger assignments and projects were broken into smaller steps to aid in planning and increase ability of achievement.
Literacy: K-2 Reading	**K:** In past years, Rockwell Kindergarteners have typically reached benchmark for each section of DIBELS testing. After Kindergarten pre-assessments in August, as well as working with students during the beginning weeks, we have noticed that our general population of students is not at the standard of previous-year cohorts. Based on this data, we believe we will have more students scoring at either strategic or benchmark this year.

	1st: We were surprised at the high growth four of our level 1 English Learners made. We were also surprised by the lack of growth that 1 EL learner made, as she came early in the year. The 74 students who scored above benchmark was higher than expected. 93% of our students are at or above benchmark in literacy! We celebrate each student's personal success in literacy even if it is not shown in the DIBELS data. Through team collaboration, we have seen every student make growth in one or more aspects of literacy.
	2nd: 93.5% of second grade students were at or above standard as measured using End of Year DIBELS data. The team will focus on the following aspects of literacy in the year to come: (a) fluency practice with poetry and partner reading, (b) small group reading, (c) conferring, and (d) practice with "Just Right" books.
Literacy: 3-5 ELA	**3rd:** Student success was extremely high, only four "below standard" scores were given for the entire grade. We noticed that we had many fours, more than we anticipated. We are very happy that only two students were in the red for writing, especially since that was our PGE goal, and we worked really hard to use the new writing curriculum. Our PGE goal helped students increase their skill in non-fiction writing along with writing stamina. We think that since our community is so rich with different languages, that the focus needs to continue to be on Els and supporting them using the SIOP model.
	4th: 85% of students in this cohort were at or above standard in ELA per the SBA. Given the particular needs and strengths of this cohort, including a high number of IEPs, 504s, and ELLs, and in addition to large classes in general, the overall level of achievement in ELA was higher than expected. However, their scores in the evidence aspect of the writing claim were lower than we anticipated, particularly given the amount of time we spent on this subject throughout the year. Students that consistently scored 4s on in class assignments did not generally achieve those scores on this assessment. The level of achievement in general is cause for celebration, though our goal will be a higher percentage this year. Scores particularly exceeded expectations in the aspects of reading claim and listening claim. The evidence and research aspect of the writing claim was not as consistently impressive, and so this aspect ought to be a specific focus in 4th grade.
	5th: 88.3% of Fifth grade students met or exceeded standard for literacy in the 2016-17 school year. The team celebrates the 65% of students who scored at a level 4 and 23% of students at standard. Two aspects of literacy will require specific focus in the upcoming year: (a) improving student vocabulary (specifically targeting ELL students), and (b) differentiating between useful and non-useful information when it comes to picking out text evidence.
Math: 3-5 Math	**3rd:** Again, we had only 4 students scoring "below standard" in math. We had 95% of students passing. We were not expecting our students to score as high on data analysis. That could be because we taught it sooner than in the sequence. Problem solving and communication

	scores in math were extremely high, and we think this has to do with our PGE goal. Our EL students did really well on the math portion as well! Explaining in thinking will still need to be a focus, because it is in all aspects, also answering the parts of the question with examples and showing [student] thinking. **4th:** 85.3% of students in this cohort were at or above standard in Math per the SBA. Given the particular needs and strengths of this cohort, including a high number of IEPs, 504s, and ELLs, without any Safety Net support in math, and in addition to large classes in general, the overall level of achievement in Math was higher than expected. We saw no 2s in the aspects of Communicating Reasoning Claim, and Problem Solving Modelling. The 1s in this field belonged to students for whom the SBA could not provide a meaningful analysis of their abilities. The aspect of Concepts and Procedures saw the lowest scores, and so we ought to focus on this aspect for overall school growth. **5th:** 85.5% of Fifth grade students met or exceeded standard for Mathematics in the 2016-17 school year. The team celebrates the fact that 70.1% of students received a score of 4, and 15.3% of students achieved a Level 3 on the SBA. Four aspects of Mathematics will require specific focus in the year to come, including: (a) analyzing patterns and relationships in math, (b) representing and interpreting data, (c) converting measurements, and (d) graphing.
Science: 5th Science	Our goal for this year was an 85% pass rate and the actual pass rate was 91%. The team celebrates the fact that 76% of students received a level 4 on the test. Two aspects of science will require specific focus for overall school growth: (a) interpreting data (writing conclusions), and (b) the process of the scientific method (specifically writing out procedures).
Achievement Gap	We did not meet our goal of 69% of Els who take the ELA SBA being at or above standard, however the team celebrates the fact that over half of the English Learners at Rockwell were at or above standard on the test. There were 4 students who qualified in EL and Special Education. Of the 4 students, 1 was at standard, 1 was below standard, and 2 were well below standard. There were 8 students who exited from EL services over the course of the year. Of the 8 students, 3 were above standard, 3 were at standard, 1 was below standard, and 1 was well below standard. The focus for school growth would be to increase reading and writing understanding through grade level standard and English Language Proficiency standards.
School Effectiveness:	Results from the Nine Characteristics survey administered in Spring, 2017, state that 92% of respondents were in agreement or strong agreement that professional development activities during the 2016-17 academic year were aligned with schoolwide goals (n=15). This is due in large part to the collaborative approach that is taken in planning and implementing professional learning activities at our school. The staff works together to determine professional development needs and calls upon in-building resources and experts to present this learning as

	much as possible. This approach will continue in the 2017-18 academic year.
Attendance and Discipline:	Rockwell engaged in parent education regarding extended absences and their impact on school performance during the 2016-17 school year. While we did not meet our CIP goal in this year, we were close: 13 students missed school for family trips for five days or more in May, 2017 (our goal was 10 students or fewer). We will continue our goal work and education campaign efforts in this area in the year to come. Information on the importance of school attendance will be shared in articles in the new Rockwell school newsletter, and it will be a topic for discussion during several "Coffee with Clark" parent dialogue sessions throughout the year. We will also utilize attendance information resources developed by Director Gillingham and the Communications team. Our discipline goal offers the greatest opportunity for growth in the Rockwell CIP. Reducing office referrals for physically and verbally aggressive behaviors to 10 or fewer in May, 2017, was the Discipline focus of the 2016-17 CIP, however a review of Think Sheet data from that period actually reflects an uptick in referrals for these behaviors, with over 30 instances of students being referred for aggressive behaviors including shoving, hitting, spitting, threatening, or taunting. The data, however, also offers insights into how best to respond to these behaviors. Notes from the Think Sheets indicate that many these choices were the result of disagreements, interpersonal conflicts, and peer-to-peer problem solving utilizing a limited repertoire of tools (often physicality). This area will remain the discipline focus of the 2017-18 CIP, and in the year to come, we will engage our students in learning around peer-to-peer problem solving and conflict mediation using resources from the new Second Step counseling curriculum, as well as through a focus on "Kelso's Choices" at the primary level.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	88% (269 of 307 students) will be at or above standard using End of Years DIBELS data.
Literacy: 3-5 ELA	86% (285 of 329 students) will be at or above standard using SBA data measurements.
Math: 3-5 Math	87% (286 of 329 students) will be at or above standard using SBA data measurements.
Science: 5th Science	80% (96 of 120 students) will be at or above standard using WCAS data measurements.
Achievement Gap	46% of ELL students (13 of 28 students) who take the ELA SBA will be at or above standard.
School Effectiveness:	The percent of staff members who agree or strongly agree that professional development activities are aligned with school goals will maintain or exceed 92% with 40 respondents or higher.
Attendance:	Students missing school for family trips (5 or more school days) will decrease from 39 (6% of students) in December, 2017, to 9 or fewer (1.4% of students) in May, 2018.
Discipline:	Office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, taunting, threatening) will reduce from 14 in October, 2017, to 7 or fewer in May, 2018.

Annual School Goals: Academic

In August and throughout Fall of the current academic year, the certificated team analyzed data from the previous school year and beginning of this year to discern current strengths and opportunities for growth. A variety of data sources were examined to establish this year's SMART goals, including End-of-Year DIBELS data for students exiting Kindergarten, First, and Second grades, as well as SBA scores in Mathematics and English/Language Arts for students exiting grades Three and Four. A data examination protocol was employed in our review of SBA scores to look at specific targets and claim information for our learners at a more granular level. Additionally, grade-level teams reviewed classroom assessments and Beginning-of-Year DIBELS scores at the primary level. These data sources guided us in setting target scores for our students in the current academic year. Supports and interventions will be offered in a variety of ways, including Classified team support, leveled groups, Safety Net, ELL program supports, and Special Education.

Annual School Goals: Achievement Gap

Rockwell is a school community with an ever-increasing number of English Learners, with currently 19.6% of students qualifying for ELL instruction. Many of these students struggle with accessing the skills needed (and measured) on the SBA assessments. Our EL teachers are flexible and responsive in their service delivery model in order to best

meet the needs of our learners, and the staff is engaged in ongoing professional learning around SIOP and the ELPs in order to meet these students' individual learning needs in class. While we have celebrated the exponential growth over the past several years in the number of our English Learners who have met or exceeded standard on the SBA, this number dropped in the 2016/2017 academic year, with only 52% of ELL students who took the SBA meeting or exceeding standard. We will continue to focus on this group of students, working closely to provide vocabulary and language supports in order to assist our ELL students in accessing their learning and demonstrating proficiency via multiple measures throughout the year. It is important to note that this year's goal of 46% of English Learners at Rockwell meeting or exceeding standard on the ELA SBA is reflective of the higher percentage of our Els who are at level 1 and are just beginning their journey toward English acquisition.

Annual School Goals: School Effectiveness

In 2016/2017, Rockwell moved to a professional learning model designed to provide individualized classes and Leap sessions based on expressed interest and need that is planned and delivered in a way that accesses the skills and expertise of our staff. This model will continue in the current academic year, with the Building Leadership Team and Administrative teams planning and leading learning based on staff input and an examination of student learning needs. Our hope is that through continuing to utilize our Building Leadership Team as a conduit through which professional learning needs are communicated and coordinated, we will see a continued increase in the perceived alignment between building goals and professional learning opportunities.

Annual School Goals: Attendance

While we have very few issues with unexcused absences at Rockwell, we continue to have a substantial number of families who pull students from school for extended absences. The vast majority of these trips are to other countries, but they are sometimes for other reasons, such as vacations or trips to other states for championships and tournaments. These extended trips have a deleterious effect on classroom performance, as these learners miss essential curriculum and instructional experiences that cannot be made up as homework assignments or when the students return.

In the current academic year, we will continue our parent education efforts around the importance of regular school attendance, utilizing current research and materials created by Director Gillingham and the Communications team. We were just shy of meeting our 2016/2017 SMART goal in this area, and it our hope that through this continued information campaign we may continue to reduce the number of students missing classroom instructional time due to extended trips and absences.

Annual School Goals: Discipline

Over the past several years, Rockwell has made great strides in reducing the number of aggressive recess behaviors resulting in referrals to the office. This has been due in large part to the work of our student anti-bullying committee and the addition of a brief, third recess in the afternoon designed to help our students "reset" and take a break from the cognitive demands of the classroom.

While these supports have decreased office referrals for aggressive behaviors over the past several years, Rockwell saw an uptick in said behaviors in Spring of 2016, with 33 students being referred for verbally or physically aggressive behaviors, such as shoving,

hitting, and taunting. As such, this will remain our Discipline focus for the current academic year. In addition to the aforementioned supports, the student will receive counseling lessons in the classroom (using Second Step materials) on topics ranging from empathy and prosocial behaviors to conflict resolution and problem-solving. Our hope is that by engaging our student in intensive learning around social-emotional topics and skills, we will continue to see a trajectory toward a marked reduction in the number of office referrals for aggressive playground incidents throughout the year.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Continued training and collaboration by the ELL team, frequent assessment and monitoring of instruction and interventions by individuals and PGE teams, Safety Net, Special Education, individualized and small-group support.
Professional Learning needed	Professional learning (such as SIOP and ELP training) to support English Language Learners, professional learning in the area of Culturally Responsive Teaching, presentations and training by Writing Coaches at Leap sessions and staff meetings throughout the year.
Resources needed	Continued responsive professional learning through new building PL model to meet the differing needs of the teams.
Responsible individual or team	Building Leadership Team, Administrative team, Writing Coaches.

Goal Area	Math
Strategy to support goals	Mathematics professional learning presented by committee of primary and intermediate teachers, frequent assessment and monitoring of instruction and interventions by individuals and PGE teams, piloting of SBA interim assessments, piloting of new computer adaptive mathematics program: Dreambox, Special Education, individualized and small-group support.
Professional Learning needed	Professional learning sessions using Stanford Math resources and SBA interim assessment materials, professional learning in the area of Culturally Responsive Teaching, professional learning around the implementation of DreamBox.
Resources needed	Continued responsive professional learning through new building PL model to meet the differing needs of teams,
Responsible individual or team	Building Leadership Team, Administrative team, staff mathematics coaches.

Goal Area	Attendance
Strategy to support goals	Parent communications on the topic in bi-weekly school newsletters, sharing of materials around the importance of school attendance developed by Director Gillingham and the Communications team with Rockwell families, direct conversations with families during "Coffee with Michael" sessions and at PTA meetings.
Professional Learning needed	None.
Resources needed	Resources prepared by Director Gillingham and the Communications team, research around school attendance and its correlation to school performance.

Responsible individual or team	Administrative team (Principal and Associate Principal).

Goal Area	**Discipline**
Strategy to support goals	Continued addition of a third recess period in the afternoon, preparation of recess strategy flipcharts for recess teachers, conflict resolution training for paraedcuators and Instructional Assistants, Kelso's Choice and Second Step instruction by counselor and supported by teachers and Instructional Assistants.
Professional Learning needed	Kelso's Choice and problem solving/conflict resolution through Second Step curriculum, Restorative Practices professional learning for new members of the Classified team.
Resources needed	Classroom resources for teachers, including Kelso's Choice posters, training and release time for Classified team members, Second Step lessons and materials presented by school counselor.
Responsible individual or team	Administrative team, counselor, teachers, and Classified team.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Parent and community input is garnered through a variety of means, including Rockwell PTA meetings (both executive board and general membership meetings), "Coffee with Michael" and "Hors D'oeuvres with Michael" family conversation sessions, and ELL family events throughout the year. Additionally, feedback has been gathered via informal conversations during school events and at conference time, and data has been sought from staff member who are both employees and parents of students in the Rockwell community.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Goals are shared with Rockwell families and the community through a variety of means, including direct mailings and newsletter articles by the Principal, PTA events, "Coffee with Michael" and "Hors D'oeurves with Michael" family conversation sessions, and through the Rockwell Annual Report.

Continuous Improvement Process Plan

Rosa Parks Elementary

22845 N.E. Cedar Park Crescent,
Redmond, WA 98053

425-936-2650

http://rosaparks.lwsd.org

2017 - 2018

Lake Washington School District

Kim Bilanko, Principal

Leslie Elmer, 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.

Rosa Parks is a high achieving school with an incredibly dedicated staff and very supportive community. Teachers are committed to providing rigorous academic instruction while also infusing the arts, laughter and joy. We provide drama instruction to all students at Rosa Parks. Teachers also participate in professional learning on how to infuse the arts into all curriculum. This work helps grow students in multiple areas: self-confidence, imagination, independent thinking, cooperative skills, and social awareness. We are dedicated to developing children academically, emotionally and socially.

Rosa Parks continues to be a high achieving school in all academic areas. In 2016-17, Rosa Parks received the Washington State Achievement Award in Overall Excellence. According to our district and state assessments, Rosa Parks is above both state and district averages in academic areas with 84-96% of students at or above standard. More importantly, students are also learning the value of developing a growth mindset. Students believe that they can learn more or become smarter if they work hard and persevere.

One of Rosa Parks unique qualities, is the cultural diversity of students. Many students speak multiple languages and are 1st or 2nd generation immigrants. We celebrate our unique qualities and value the culture and traditions on our students and families. This year, we are focusing on connecting and engaging our students through building relationships with staff, students and families. We continue our work with our school-wide positive behavior support system in which all students are honored for making good choices and following our school expectations. All students at Rosa Parks know what it means to show "Puma Pride."

Our incredible parent community supports our students and staff in countless ways. Volunteers run our enrichment programs such as Math Adventures, Art Smart, and Hour of Code. Our generous PTSA provides programs such as choir, after school drama, Nature Vision, the Toymaker, and other enrichment programs. We engage our community through social and academic evening events, opportunities to meet and mingle with administration, classroom events, home visits, volunteerism, Watch D.O.G.S. and frequent home/school communication. Our mission is to create a joyful learning experience that inspires and grows life-long learners.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 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 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th 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	90.6%	95.0%	95.5%				
		1st	91.3%	97.6%	96.1%				
		2nd	90.7%	95.0%	100%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		90.7%	90.1%	84.6%				
	% of 3rd graders meeting or exceeding state standards in Math		88.9%	92.1%	87.1%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		93.1%	89.1%	93%				
	% of 4th graders meeting or exceeding state standards in Math		89.6%	91.8%	95%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		94.6%	88.0%	89.5%				
	% of 5th graders meeting or exceeding state standards in Math		90.2%	88.7%	88.5%				
	% of 5th graders meeting or exceeding state standards in Science		≥95%	94.0%	93.3%				

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

CIP Reflection: Evaluate Outcomes

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	By June 2017, 97% of our K-2 students will be at benchmark in reading as measured by DIBELS.	97.2 % of K-2 students met or exceeded benchmark
Literacy: 3-5 ELA	By June 2017, 92% of our 3-5 students will be at benchmark in reading as measured by SBA.	89.03% of 3-5 grade students met or exceeded standard
Math: 3-5 Math	By June 2017, 91% of our 3-5 students will be at benchmark in math as measured by SBA.	90.2 % of 3-5 grade students met or exceeded standard
Science: 5th Science	By June 2017, 90% of our 5th grade students will be at benchmark in science as measured by MSP.	93.3 % of 5th grade students met or exceeded standard
Achievement Gap	By June 2017, 5 out of the 7 (71%) 4th and 5th grade students who qualify for ELL services will meet standard in ELA as measured by the SBA.	2 out of 6 (33.3%) 4th and 5th grade students who qualify for ELL services met standard
School Effectiveness:	By May 2017, the percentage of staff who report that they receive regular feedback will go from 75% (mostly/completely agree) to 80% as measured by the nine-characteristics survey (Question 42)	82% of staff indicated agree mostly/completely.
Attendance and Discipline:	Discipline: Decrease number of office referrals to 60 in 2016-17. Attendance: Decrease average monthly tardies to 100.	Discipline: 62 students were referred to the office for discipline. Attendance: Average tardies per month for the school year was 319.

Narrative Reflection:

Narrative Reflection	
Process:	Our building leadership took the role in leading our staff through the CIP process. After grade-level teams set student growth goals in specific academic areas, the leadership team used state and district test data, along with baseline assessments to create overall goals for our students in ELA, Math and Science. Grade-level teams met four times a year to monitor and adjust goals. In addition, teams met with administration a minimum of three times a year. During these meetings, teams analyzed data, shared instructional strategies and made plans for instruction and assessment.
Literacy: K-2 Reading	Overall, 97.2% of our students are at or above standard. Our students are achieving at high levels. We exceeded our goal.

Strategies and tools used: For the students who started well below or below standard, we used DIBELS Burst as early intervention support. Our team also used small group instruction. Differentiated instruction was used to meet the needs of individual learners. Read Naturally and targeted word work was used across grade levels. Safety Net and ELL resources were additional resources accessed. We made PGE goals around ELA and focused on measuring student growth as a team. A challenge the team had was consistently monitoring the small set of students who were not at benchmark. This will be an area of focus for us in the future. |
| **Literacy: 3-5 ELA** | Overall, 89% of our students are at or above standard. Our students are achieving at high levels, however, we did not meet our goal. 64-71% of student in 3rd-5th grade are performing at level 4.

The following groups of students will require specific focus for overall school growth:
- ELL and Special Ed
- Tier 2 and exited ELL student strategies |
| **Math: 3-5 Math** | In math, our goal was that 91% of our 3-5 students would be at benchmark, and we achieved 90.2%.

Our goal was that 91% of 3rd, 4th and 5th graders would reach the math benchmark and while we met this goal when averaged, 4th grade not only met but exceeded this goal. 3rd and 5th are still approaching this goal. Of the thirteen English Language Learners in the intermediate grades who took the math SBA, eleven scored at or above standard. 4th grade exceeded our goal by 4%, hitting 95% at or above standard! Overall, the students at our school are primarily at or above standard.

Many of the students who are below or approaching standard tended to be below standard in multiple areas. We will focus on supporting those students who need more review as well as pushing those who need extensions. |
| **Science: 5th Science** | We exceeded our expectations for proficiency based on our 2016-17 CIP Goals and 2017 Outcomes document. However, in looking at the past |

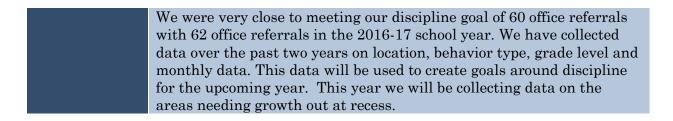|	three years, we have continued to decrease overall going from greater or equal to 95% to 94% to 93.3% of students meeting or exceeding standard. Ultimately, though, our students are achieving at high levels in science and have done so consistently over the past three years.
	As we examined the results, we found celebrations. For example, our two students who receive English Language support were level 4. Additionally, 5 out of our 9 students who receive special education services passed and 89% of our students overall were level 4.
	We are celebrating the 89% of students who were level 4. This translates to 93 out of 102 tested students passing. Our ELL and SpEd students who met or exceeded expectations are also a cause for celebration.
	Next year, students will be taking the NGSA which is to replace the MSP. With a new test there is always a level of uncertainty and lack of knowledge around the format. Additionally, becoming familiar with the new science standards will take time for both teachers and students to adjust to. (We must learn new format and get acquainted with standards to best prepare our current students for success on the test).
Achievement Gap	Overall, 2 out of 6 (33%) of the 4th and 5th grade students qualifying for ELL services met standard on the SBA in ELA. We did not meet our goal of 5 out of the 7 (71%) 4th and 5th grade students meeting standard in ELA as measured by the SBA. An area of celebration is that one student went from a Level 3 to Level 4 and another student went from a Level 2 to Level 4. This is an area that will continue to be a focus for our school. Next steps: Focused collaboration between our ELL teacher and grade level teams during our CIP and student growth meeting. The ELL teacher will know grade-level goals and work to support student needs in their classrooms. This will include pull-out/push-in, individual/small group/larger group instruction.
School Effectiveness:	This year, our goal was to have 80% of staff agree mostly/completely that they receive regular feedback (Question 42 on Nine Characteristics survey). Two years ago, the survey indicated that only 60% agreed and last year the survey indicated that 75% agreed. This year, 82% of staff agreed which means we met our goal. During the year, the team implemented new strategies to get into classrooms and provide feedback. This will continue to be an area of focus. We will ensure that administrators are in all classrooms each week providing meaningful feedback to staff.
Attendance and Discipline:	We did not meet our attendance goal this year; however, we did maintain the yearly average of 319 tardies. This year we have added a new drop off area that will hopefully alleviate some of the traffic jams during drop-off times. We will also continue to celebrate classrooms that are HEROs; here, every day, ready to learn, and on time. We will continue to make this an area of focus for our school.

We were very close to meeting our discipline goal of 60 office referrals with 62 office referrals in the 2016-17 school year. We have collected data over the past two years on location, behavior type, grade level and monthly data. This data will be used to create goals around discipline for the upcoming year. This year we will be collecting data on the areas needing growth out at recess.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	By June of 2018, 94% of our K-2 students will be at benchmark in reading as measured by DIBELS.
Literacy: 3-5 ELA	By June of 2018, 90% (296 out of 329) of our students will be at or above benchmark on ELA SBA.
Math: 3-5 Math	By June of 2018, 92% (302 out of 329) of our students will be at or above benchmark on Math SBA.
Science: 5th Science	By June of 2018, 88% (97 out of 109) of our students will be at or above benchmark on Science WCAS.
Achievement Gap	By June of 2018, 57% of our 4th grade English Language Learner students will be at benchmark in ELA as measured by the SBA.
School Effectiveness:	By June of 2018, the staff works in teams across grade levels to help increase students learning will increase from 78% agree to 85% agree (Q26).
Attendance:	By June of 2018, the average number of tardies per month will decrease by 10% from an average of 319 tardies per month in the 2016-2017 school year to an average of less than 288 tardies per month as measured by Skyward reports.
Discipline:	Goal: By June of 2018, Rosa Parks will reduce the number of referrals to the office to less than 60.

Annual School Goals: Academic

This year, our building leadership took the role in leading our staff through the CIP process. After grade-level teams set student growth goals in specific academic areas, the leadership team used state and district test data, along with baseline assessments to create overall goals for our students in ELA, Math and Science. Grade-level teams meet four times a year to monitor and adjust goals. In addition, teams meet with administration a minimum of three times a year. During these meetings, teams analyze data, share instructional strategies and make plans for instruction and assessment. This

year teams also have 12 team collaboration days to focus on the cycle of inquiry and plan data-driven instruction.

Annual School Goals: Achievement Gap

In analyzing our sub-groups, we looked at the difference between ELL and the whole group. We found that our ELL students are showing the largest gap between the whole group in ELA on the SBA. We selected our 4th grade students to be at benchmark in ELA on the SBA.

These students receive pull-out/push-in, individual/small group instruction from our ELL teacher. The ELL teacher regularly meets with teachers to plan and implement instruction based on specific needs. She is also facilitating home visits to get to know our students and their families. This helps support the whole student.

Annual School Goals: School Effectiveness

We selected this goal because there was a big discrepancy between the number of people who agree slightly and those who agree completely. We had 48% of our staff disagree or only slightly agree that we work across grade-levels to help increase student learning.

During our Professional Learning LEAP days, we will include time for vertical teaming around the topic. This will be monitored through our LEAP agendas. We will allow teams the option to use team collaboration time for vertical teaming. We will monitor the progress through the nine characteristics survey each year.

Annual School Goals: Attendance

Our annual average of tardies for the 2016-2017 school year was 319. Our lowest number of tardies was the first month of school with 182. The month with the greatest amount of tardies was March with 369. This year, we had 181 students tardy the first month and 294 tardies for the month of October. This year we have added a drop off location and will continue to promote students being HEROs; Here, Every Day, Ready to Learn, On-time There will be a monthly classroom competition to see which classroom can have the least amount of tardies. We will monitor tardies monthly using Skyward reports and communicate these reports to staff and students.

Annual School Goals: Discipline

Students are regularly celebrated for making positive choices. Office referrals have decreased to 62 for the entire year. We would like to see this number decrease to less than 60 office referrals. Data has been collected over multiple years and will be analyzed by our Culture Committee. Plans will be put in place based on data and students need. We have a full-time counselor and will begin a recess club to help support this work.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	K-2 Differentiation of instruction and use of technology: Headsprout, Small group instruction, Leveled reading/writing groups, Daily 5 Curriculum: Unit of study, Read Naturally, Phonics for Reading, DIBELS BURST, Wonders/Wonder Works, Reading Mastery, LWSD Writing

	Units, Grade level collaboration, IA support, Parent/LINKS Volunteers, Parent communication: update parents on student progress regularly
Professional Learning needed	LEAP training, PLC -Cross grade level sharing, District writing training, Drama Training
Resources needed	Wonders/ Wonder Works, Reading Mastery, DIBELS Burst, Headsprout, Words Their Way, Technology
Responsible individual or team	Principal, Associate Principal, BLT, Classroom teacher, ELL teacher, Safety Net teacher, Classroom parent support, IA support, Special Ed. Teacher

Goal Area	**Literacy**
Strategy to support goals	3-5 Differentiation of instruction and use of technology: Small group instruction, Leveled reading/writing groups, Curriculum: National Geographic, Read Naturally, Phonics for Reading, Wonders/Wonder Works, Reading Mastery, LWSD Writing Units, Grade level collaboration, IA support, Volunteers Parent communication: update parents on student progress
Professional Learning needed	LEAP training, PLC -Cross grade level sharing, District writing training, Drama Training
Resources needed	Wonders/ Wonder Works, Reading Mastery, Technology
Responsible individual or team	Principal, Associate Principal, BLT, Classroom teacher, ELL teacher, Safety Net teacher, Classroom parent support, IA support, Special Ed. Teacher, Intern Principal

Goal Area	**Achievement Gap**
Strategy to support goals	ELL in school support: small group instruction, leveled reading/writing groups ELL supports from LWSD writing units Differentiation of instruction Technology support SIOP strategies: visuals and graphic organizers, scaffold instruction ELL home visits
Professional Learning needed	ELL training
Resources needed	Collaboration time with ELL teacher and grade level team, time to develop supports to address individual and classroom needs. Curriculum: ELL Wonders
Responsible individual or team	Principal, Associate Principal, Admin Intern, Classroom teachers, ELL teacher, Instructional Assistants

Goal Area	**Attendance**
Strategy to support goals	Attendance data awareness program: HERO (Here Every Day Ready to Learn On-Time). Track attendance data and communicate data to school community-staff, students, and families. Attendance meetings with families who are struggling to get students to school on time.

Professional Learning needed	Families were taught during curriculum night, continue to educate parents through articles in the Puma Press and school website. Provide teachers and families an educational document/article that informs the reader about the impact of attendance and student success, teachers can send home in weekly newsletters and post on the school website.
Resources needed	LWSD attendance policies Post kid-friendly poster Monthly attendance reports; desegregate the data: primary, intermediate, classroom Prizes: monthly-extra recess and focus weeks for goal/prizes Make class goals Work with families during conferences by having conversations based around resources on the effects of attendance.
Responsible individual or team	Culture Committee, Principal, Associate Principal, Admin Intern, Classroom Teachers

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
We will present the CIP at our PTSA board meeting in the winter. We will also include families in strategizing how to improve our tardy rate. We will have the CIP available on-line as well. Our team is going to begin creating action steps on how to get families involved in our CIP process.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
We will present the CIP at our PTSA board meeting in the winter. We will also include families in strategizing how to improve our tardy rate. We will have the CIP available on-line as well. Our team is going to begin creating action steps on how to get families involved in our CIP process.

Continuous Improvement Process Plan

Wilder Elementary School

22130 NE 133rd St.
Woodinville, WA 98077

425-936-2740

http://www.lwsd.org/school/wilder

2017 - 2018

Lake Washington
School District

Steve Roetcisoender, Principal

Charles Jamieson, Associate Principal

Lake Washington School District

2017 - 2018

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DESCRIPTION OF SCHOOL

Above the main entrance to Wilder is a beautiful stained-glass window, which incorporates color and design with our school mission statement: Every Learner a Powerful Mathematician, Effective Writer, Responsible Citizen and Confident Reader.

As a staff, we feel our mission helps us to do our part in accomplishing both the Lake Washington School District Mission "Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society" and the Lake Washington School Vision: "Every student will be Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success."

The Lake Washington School District student profile calls on us as educators to provide learning environments in which Connection, Value and Challenge are part of a student's educational experience. For us, this means we strive to provide integrated learning experiences for students and get to know each student on an individual basis. We strive to actively engage students in their learning in classrooms where every student know they are safe and respected. We teach a rigorous curriculum in which students know what is expected.

PTSA enrichment programs continue to compliment the work of our teachers. Student's participation in drama, art, chess, language programs, choir, movement class, Watershed, salmon projects, Math Adventures and other programs enrich the education experience for our students.

All of these opportunities demonstrate a strong commitment to our community for student success and make a Wilder education something special.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 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 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th 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	89.5%	92.3%	88.8%				
		1st	92.9%	94.6%	96.6%				
		2nd	91.5%	93.8%	93.9%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		84.4%	90.3%	87.2%				
	% of 3rd graders meeting or exceeding state standards in Math		82.5%	96.4%	87.2%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		95.8%	88.5%	94.5%				
	% of 4th graders meeting or exceeding state standards in Math		94.8%	92.1%	94.5%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		90.9%	98.0%	92.9%				
	% of 5th graders meeting or exceeding state standards in Math		82.8%	90.2%	86.7%				
	% of 5th graders meeting or exceeding state standards in Science		92.9%	95.1%	90.2%				

- **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 (Achievement Level Descriptor)
Literacy: K-2 Reading	88% met or exceeded standard	93.1% met or exceeded standard
Literacy: 3-5 ELA	91% met or exceeded standard	91.5% met or exceeded standard
Math: 3-5 Math	91% met or exceeded standard	89.5% met or exceeded standard
Science: 5th Science	90% met or exceeded standard	90.2% met or exceeded standard
Achievement Gap	90% of students who qualify for ELL will improve on the spring 2017 ELPA test sub section Reading, compared to their previous 2016 ELPA test, sub section Reading	71% of students improved on the 2017 ELPA test sub section Reading
School Effectiveness:	100% on "agree completely" in "Respectful Behavior" as measured by question #23 on the Spring 9 Characteristics of Effective Schools Survey.	66% staff members agreed we work together respectfully as measured by the 9 Characteristics of Effective Schools Survey.
Attendance and Discipline:	Attendance: Wilder Elementary will reduce unexcused absences from 71 in 2016 to 61 in 2017 as measured by June 2017 attendance figures. Discipline: Wilder Elementary will have 100% of staff trained in restorative justice practices by June 2017	Attendance: There were 104 unexcused absences by June 2017. Discipline: 100% of staff were trained in restorative justice practices.

Narrative Reflection:

Narrative Reflection	
Process:	In August staff participated in a data dive presentation. The activity utilized cohort achievement scores from Dibels EOY, ELP and SBA assessments. Staff discussed results.
Literacy: K-2 Reading	As a staff we set our goals in the fall of 2016. Our main strategy was for teams to focus on growth goals set as required by PGE in 3.1, 6.1 and 8.1 criterions. Each team set cohort goals as well as sub group and

	classroom level goals. Teams developed strategies to respond to ongoing assessment data. Some teams created remediation/enrichment opportunities. All teams utilized Safety Net, ELL and resource Room programs. Our belief was that if we focused on growth goals, our building achievement goals set in the 2016-2017 CIP would reflect this work. Overall we were pleased with our results.
Literacy: 3-5 ELA	A huge focus for us this year was to create literacy blocks. To do this a staff committee worked for months in the spring of 2015 to create a building wide specialist schedule with the top priority of literacy blocks. The blocks were immensely valuable in allowing intervention programs to more effectively serve students in conjunction with general education classroom. In addition many of our grade level teams invested time in using our district's new writing curriculum units.
Math: 3-5 Math	We created a tier two intervention program specifically for students in this grade band. The program components allowed for screening of all intermediate students. Once screened we used this data to determine which students to invite to participate in the program. The instruction occurred before school and utilized remedial on line and print curriculum.
Science: 5th Science	District curriculum was utilized to teach 5th grade science standards. Teachers focus on teaching the steps of the scientific process. Students learn how to follow the scientific process and record their work.
Achievement Gap	Over the past three years, our English Language Learner (ELL) population has grown significantly, with an influx of students new to the United States. In fact, of our 603 students, 68 students qualify for ELL services. Thus, the sub group of ELL was selected to ensure the academic and social success/growth of these students. Students qualifying for ELL services received support from certificated and classified staff. ELL staff worked with our general education teachers to create an intentional support schedule that provides both push-in and pull-out support and uses district language curriculum. All staff also participated in an abbreviated SIOP training to give instructional strategies that are effective with ELL students.
School Effectiveness:	This goal was addressed in the following ways: simpler staff norms with clear accountability measures, different meeting spaces and seating arrangements to allow for a wider variety of staff interactions, and staff gatherings to encourage team building.
Attendance and Discipline:	As a staff we examined our district and building attendance policies. A committee was created to strengthen our staff handbook attendance policy. The committee surveyed staff concerns and ideas for strengthening our attendance policy. The committee recognized the need to have grade levels determine specific policies regarding missed assessments. Each grade level created a letter that is now sent home to parents when students are absent for more than three days. Parents are required to acknowledge the grade level expectations on missed schoolwork and assessments.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	90% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.
Literacy: 3-5 ELA	85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.
Math: 3-5 Math	81% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2018
Science: 5th Science	90% of students in grade 5 will score at standard in or above in science as measured by the WCAS assessment in May 2018.
Achievement Gap	81% of students who qualify for ELL k-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.
School Effectiveness:	Laura Ingalls Wilder Elementary will achieve 100% on "agree completely" in the area of "Respectful Behavior" as measured by question #23 on the Spring 9 Characteristics of Effective Schools Survey.
Attendance:	Laura Ingalls Wilder Elementary will reduce unexcused absences from 104 in 2017 to 52 in 2018 as measured by June 2018 attendance figures.
Discipline:	Laura Ingalls Wilder Elementary will decrease Communication Slips by half from 20/year to 10/year, through training staff in the Second Step curriculum.

Annual School Goals: Academic

Click here to enter text. Teachers examined DIBELS and SBA results to determine school goals. Goal areas were selected as a result of state requirements.

Teachers met with grade bands (K-2 and 3-5) to discuss strategies to be used to increase performance in academic areas, with grade level teams discussing specific strategies to meet the needs of their learners.

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

Goals will be monitored regularly. Grade level teams have tied their school goals to teacher Professional Goals and will monitor them throughout the year during regular

team meetings. Formal meetings with the building principal to look at data/results will also take place.

Annual School Goals: Achievement Gap

Over the past two years, our English Language Learner (ELL) population has grown significantly, with an influx of students new to the United States. In fact, of our 619 students, 56 students qualify for ELL services. Thus, the sub group of ELL was selected to ensure the academic and social success/growth of these students.

Students qualifying for ELL services will receive support from certificated and classified staff. ELL staff have worked with our general education teachers to create an intentional support schedule that provides both push-in and pull-out support and uses district language curriculum. All staff have also participated in SIOP training to give instructional strategies that are effective with ELL students.

Our ELL teacher and ELL IA will regularly monitor student progress through individual lessons, in-class support, and check-ins with classroom teachers.

Annual School Goals: School Effectiveness

Effectiveness goal was selected as a result of staff discussions and examination of data. "Question 23: Respectful Adult Behavior", was the area that showed the most room for growth. This area was also selected because it will help us increase our focus on professional learning experiences and will have a positive impact on both school culture and student learning.

This goal will be addressed in the following ways: simpler staff norms with clear accountability measures, different meeting spaces and seating arrangements to allow for a wider variety of staff interactions, and staff gatherings to encourage team building.

Annual School Goals: Attendance

Many students have been missing school due to extended vacations during the school year. This often results in missing class experiences that cannot easily be made up. As a school, we are trying to minimize these absences and reducing the impact to student learning. We have updated our vacation policy in the parent/student handbook to reflect the difficulty in making up class experiences and assessments.

Annual School Goals: Discipline

As a staff, we believe in natural consequences. We want to educate the whole child, including behavior. We strive to avoid suspensions, and we want to maintain this record by training all staff in restorative justice practices. Our school counselor will take the lead in providing staff development for our new Second Steps Curriculum with an emphasis on positive conflict resolution skills, and we will monitor its effectiveness throughout the school year. We will use the strategies taught for conflict resolution to work with students as inappropriate behaviors occur, keeping them in school as often as possible.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Grades K-2 will use the following strategies: • LWSD Writing Curriculum • Phonemic Awareness • Word Work • Sight Word Practice • Letter-Sound Activities • Direct Instruction • Reading Workshop • Small Groups • 1-1 Instruction • Multi-Sensory Activities • ELL • Safety Net • Differentiated Instruction • IA/Para Support • Wonders Curriculum • Resource Room
Professional Learning needed	Grades K-2 need the following Professional Learning Opportunities: • LWSD Writing Curriculum • Self-Directed research • Team work time to plan for cross grade level support
Resources needed	Grades K-2 need the following resources: • LWSD Writing Curriculum • Time to Plan and Prepare For Instruction • Lesson Resources for Walk to Read • Headsprout for students struggling with reading
Responsible individual or team	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Literacy
Strategy to support goals	Grades 3-5 will use the following strategies: • LWSD Writing Curriculum • Reading and Writing Workshop: peer editing, conferencing, mini-lessons, whole and small group instruction • Notetaking • Responding to Literature • Resource Room • Safety Net • ELL Small group • Use of mentor texts • Non-stop writing and quiet writing • Responding to reading with RAC method • Use of district-provided curriculum • Book chats and literature studies • Use of National Geographic, and Time for Kids • ELA Reading Responses • Book Club • SIOP strategies

Professional Learning needed	Grades 3-5 need the following Professional Learning Opportunities: • LWSD Writing Curriculum • Writing conferences • Listening practices – content, informational
Resources needed	Grades 3-5 need the following resources: • LWSD Writing Curriculum • Wonders/District Assessments • Mapping out reading standards on yearly calendar • Time For Kids • Engage New York • Increase in Netbook allocation to provide for 1:1 ratio in grades 3-5 • Time to collaborate
Responsible individual or team	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Math
Strategy to support goals	Grades 3-5 need the following Strategies: • Dream Box Pilot • Differentiated math groups • Math workshop model • Timed tests • IXL online resource • Brain exercises for enrichment • Enrichment projects • Xtra Math • Math Stations • Manipulatives • Common Core problem solving strategies
Professional Learning needed	Grades 3-5 need the following Professional Learning Opportunities: • Dream Box training • Hands-on, higher level math ideas • Destination Imagination
Resources needed	Grades 3-5 need the following resources: • Dream Box site license • Newest envision curriculum (fully aligned to Common Core) • Time • Resources to push students in math
Responsible individual or team	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Science
Strategy to support goals	Grade 5 will use the following strategies: • NGSS implementation • Teacher-created science packets • Science fair and related research/projects • Focus on teaching scientific process

Professional Learning needed	NGSS Training
Resources needed	Grade 5 will need the following resources: • Use of adopted curriculum that aligns with standards
Responsible individual or team	The fifth grade team will be responsible for monitoring and tracking progress towards our science goal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Laura Ingalls Wilder Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows: • Develop WATCH DOGS Volunteer Program • Use parent and LINKS volunteers to support students in class through 1 on 1 and small group support • Work with the PTSA to fund materials and professional development opportunities that support CIP goals • Add communication processes to further involve/inform parents in the areas of attendance and discipline • Offer parent enrichment events that support CIP goals (ex: Beginning Readers Tips for Parents videos posted on Kindergarten Website.)
Strategies to inform parents, families, and the community about the Continuous Improvement Process
The community will be informed about the CIP goals through communication in the PTSA newsletter, as well as the CIP being presented at a future PTSA meeting.

Continuous Improvement Process Plan

Evergreen Middle School

6900 208th Ave. N.E.
Redmond, WA 98053

425-936-2320

http://ems.lwsd.org/

2017 - 2018

Lake Washington
School District

Robert Johnson, Principal

Stu Prince, Associate Principal

Katy Rudolph, Associate Principal

Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

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.

Evergreen Middle School is committed to developing the whole child through our focus on academics, athletics, activities and the arts. Our staff create a warm, safe, caring learning environment concentrated on the needs of all learners. Because students feel safe when they come to Evergreen, they feel empowered to challenge themselves in their learning. We are committed to doing whatever it takes for our students to achieve academic success and have created multiple intervention and enrichment opportunities to meet the individual needs of our students.

In addition to our focus on academics, we place an emphasis on involvement in the arts, athletics, and after-school clubs and activities. These opportunities create different connecting points for students in terms of social, emotional, and behavioral maturation and provide a foundation for their academic success.

We are proud we have a very collaborative staff committed to supporting the whole child. Because of our collaboration and commitment to excellence, we have been School of Distinction Award winners as well as Washington Achievement Award winners. This is a testament to the hard work of both our students and staff. Our teachers focus on preparing students for high school – most notably through AVID skills and strategies we are implementing school-wide. These teaching strategies included pre-reading skills, using context clues to decipher informational text, Cornell Notes, Marking the Text, and breaking down vocabulary. We will continue to focus on these areas in addition to our focus on Organization through Agenda Checks. We also use Collaborative Study Groups, Socratic Seminars, and Philosophical Chairs as collaborative strategies in all classroom settings to create a collaborative atmosphere in each class. Student improvement in writing was targeted on expository, narrative, and persuasive writing through multiple strategies.

Mathematic instruction was improved through teacher collaboration in designing common assessments, using the ALEKS program and other online resources to support all students. We will continue using ALEKS for math instruction, enrichment, and remediation. Teachers across all math classes engaged students in various activities that re-emphasized a combination of geometry, measurement, graphing, fractions and ratios. Safety Net classes and Special Education classes focused on supporting struggling learners in these areas. Many breakthroughs with individual students occurred that are not always captured in the Smarter Balanced Assessment data. Eagle Opportunities are provided in each subject area on a quarterly basis, giving students extension assignments that were uniquely rigorous and challenging.

Our professional development continues to focus on the 4 Critical PLC Questions and constructing effective formative and summative assessment, intervention strategies that support struggling learners, as well as extension and enrichment activities for students who have already mastered the content. We also continue to focus on Common Core State Standards in Language Arts and Math, NGSS in Science, preparation for the Smarter

Balanced Assessment each Spring, using PowerSchool and Skyward to enhance our Standards-Based Grading and Reporting, and using LEAP time to grow in these areas as well as how to better use technology as a tool in the classroom. Additional time has been provided each month for teachers to work on essentials for teaching and learning that include planning, analysis, and implementation of content standards and assessments with their instructional peers. We also provide release days twice per year per job-alike team to meet and plan curriculum, instruction, and assessments for each class taught at EMS. We are proud of our accomplishments, fiscal responsibility with resources, and growth in student outcomes as a result of this collaboration.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8th 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 6th graders meeting or exceeding state standards in Literacy	89.5%	89.5	85.6%				
	% of 6th graders meeting or exceeding state standards in Math	86.9%	84.0%	85.9%				
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	89.1%	89.5%	87.2%				
	% of 7th graders meeting or exceeding state standards in Math	82.6%	86.7%	86.4%				

8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	74.3%	84.6%	84.5%				
	% of 8th graders meeting or exceeding state standards in Math	75.7%	88.0%	85.1%				
	% of 8th graders meeting or exceeding state standards in Science	85.8%	90.9%	89.0%				

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)
ELA: 6-8 ELA	The 6th, 7th , and 8th grade ELA goal is to have 90% of all students meet or exceed standard on the SBA.	In 6th grade, 85.6% of students met standard. In 7th grade, 87.2% of students met standard. In 8th grade, 84.5% of students met standard.
Math: 6-8 Math	Increase the percent of students meeting or exceeding standard on the SBA as follows: 6th grade: from 84% to 86%, 7th grade: from 86.6% to 88.6%, 8th grade from 88% to 89%	In 6th grade, 85.9% of students met standard. In 7th grade, 86.4% of students met standard. In 8th grade, 85.1% of students met standard.
Science: 8 Science	Students will increase 1 level of proficiency from the pre-assessment baseline to the summative assessment for argumentative writing skills using investigations and articles, to further embed and support the "application of science" (MSP) strand	In 8th grade, 63.5% of students reached a level 4 and 25.4% reached a level 3.
Achievement Gap	By June 2017, students will improve SBA scores from	In 6th grade ELA, 51.8% of students with IEPs met standard

	50% of 6th grade students with IEPs passing in ELA. 52% of 7th grade students with IEPs passing in ELA. 42% of 8th grade students with IEPs passing in ELA. 35% of 6th grade students with IEPs passing in Math. 48% of 7th grade students with IEPs passing in Math. 38% of 8th grade students with IEPs passing in Math. To 55% of 6th grade students with IEPs passing in ELA. 57% of 7th grade students with IEPs passing in ELA. 47% of 8th grade students with IEPs passing in ELA. 40% of 6th grade students with IEPs passing in Math. 53% of 7th grade students with IEPs passing in Math. 43% of 8th grade students with IEPs passing in Math.	In 7th grade ELA, 47.2% of students with IEPs met standard. In 8th grade ELA, 37.5% of students with IEPs met standard. In 6th grade Math, 42.5% of students with IEPs met standard. In 7th grade Math, 33.3% of students with IEPs met standard. In 8th grade Math, 31.2% of students with IEPs met standard.
College and Career Readiness	The Counseling Department will have 95% of the 8th grade class registered with Career Cruising by June of 2017,as well as: Completion of the Interest Inventory, and the selection and saving three careers of interest each	96% of 8th grade students completed their Career Cruising tasks for the 2016-2017 school year.

School Effectiveness:	Increase from 81.8% to 90% of staff that agree or strongly agree that "Schoolwork is meaningful to students." Increase from 93.2% to 100% of staff that agree or strongly agree that" Teachers show that they care about their students."	89.36% of staff agree or strongly agree that "Schoolwork is meaningful to students." 95.74% of staff agree or strongly agree that "Teachers show that they care about their students."
Attendance and Discipline:	Attendance: By June of 2017, we will reduce the percentage of unexcused absences from 13% to 10%. Discipline: By June of 2017, we will reduce the number of students with suspensions from 31 suspensions to 25 suspensions.	The percentage of unexcused absences for the 2016-2017 school year was 0.48%. The total number of suspensions for the 2016-2017 school year was 47.

Narrative Reflection:

Narrative Reflection	
Process:	1. There were multiple scheduled activities to support implementation of the CIP plan including: Department meetings, AVID activities, Homeroom, Release Days, Research instruction, Job-alike meetings. 2. The process used to analyze school and team level data included analyzing formative and summative assessments, and PGE data. Specifically, teachers compared and contrasted baseline data with summative assessments to determine student growth. 3. School goals were determined on a collaborative basis with department and job alike teams. Teachers looked at grading baseline assessments, SMART goals, the 4 PLC Critical Questions, and SBA Data. 4. The process used to monitor progress throughout the year included the following: Common Assessments; Pre-assessments and post-assessments; Grade level team meetings and PGE teams. 5. The challenges the school and teams faced in implementing the CIP was scheduling time to meet. Because of the complexity of our master schedule, teachers do not always have common planning time which impeded the ability to develop and analyze common assessments during school and district time.
Literacy: 6-8 ELA	When analyzing the results, we noticed overall the entire state's scores went down. We attribute this to the SBA changing in its complexity and areas of emphasis. Even though we might be disappointed our

	scores didn't increase, we are still the highest performing middle school in the LWSD. Students' proficiency could be affected due to the negative events of the spring when we had a student suicide the day before the SBA. We noticed from the data that the mode of writing was not evenly distributed. More narrative and explanatory than argumentative – we prepared them well for argumentative and for 7th grade. With 8th grade students, even though we didn't meet our goal, we showed positive growth from the previous school year. Our school also experienced some extenuating circumstances the week of the SBA that impacted our students' emotional mindset. We expect to see continued growth this upcoming year. Specialists/Electives: Didn't meet goal because of large growth of ELL and SPED kids, school crisis, still in a transition phase.
Math: 6-8 Math	The 6th grade team was .1% away from meeting their goal, so we believe that this was a success. We were proud with how well we did, and we hope that the growth continues. The 7th grade team did not meet their growth goal, but they stayed about the same as the previous year. Part of this was due to the new curriculum implementation, presenting terms and concepts in new ways, and all members of the 7th grade math team were new to that team. The 8th grade team did not meet their goal. Part of this was due to the new curriculum implementation, presenting terms and concepts in new ways, and all members of the 8th grade math team were new to that team. There was another unforeseen tragedy within the 8th grade class the week prior to testing that also affected their test taking ability.
Science: 8 Science	The successful strategies our department implemented to increase scores in the "Application of Science" strand Sentence stems for stating a claim, evidence and reasons. Developed common rubrics with LA teachers and within job-alike teams. Provided & Identified leveled reading for students at different academic levels. Provided writing scaffolds, students pre-wrote (with meaningful writing tasks (e.g. writing letters to local representatives – city council members)) Created authentic writing situations Implemented Socratic seminars around articles of student interest.
Achievement Gap	The students with IEPs disproportionately did not meet standard on the SBA compared to their non-disabled peers in both ELA and Math. While the 6th grade ELA SBA goal was not met, there was a 1.8% growth rate from the previous scores. This is in comparison to a 4% drop overall for 6th grade ELA in the building. 7th and 8th grade ELA SBA scores also dropped from previous years; however, scores decreased schoolwide. 6th graders with IEPs taking the math SBA met the overall achievement goal set last year with an overall passing percentage of 42.5%. An increase was seen schoolwide as well. However, 7th and 8th grade Math SBA scores for students with IEPs did not meet the achievement goals. As students' progress through middle school years, the expectations are greater and students with disabilities

	are falling further behind. As a team we need to develop further intervention in order to help them meet standards. It should be noted that ELA SPED teachers are not currently included in district level trainings for curriculum; however, they actively collaborate with building PLC teams. The lack of math achievement for 7th and 8th grade students with IEPs can partially be explained by a new curriculum in addition to the increase of abstract concepts that are more challenging for students with Specific Learning Disabilities and Health Impairments to comprehend and express their understanding of in an independent setting. Classroom data shows an increase of achievement when testing occurs at the students' specific functional levels rather than at grade level.
College and Career Readiness	The counseling team set the goal around Career Cruising to encourage vertical alignment between middle school and high school. Our goal is to have all 8th grade students prepared for high school and college readiness before they leave middle school. The counseling team is pleased with our results and feel that students were receptive and enthusiastic about the software program. Students were also excited about some of the career options they had not previously thought about.
School Effectiveness:	"Schoolwork is meaningful to students." Although we did not meet our goal, we were extremely close. This tells us that we need to do more work around best practices around teaching strategies. We will encourage staff to participate in Professional Coaching Cycles. In addition, we have brought more meaningful practice to completing the PLC cycle and emphasizing the important of finishing the cycle. This includes focusing more attention on step 3 and 4 (3. What do we do when students don't learn the material and 4. What do we do when students already understand the material?) 95.74% of staff agree or strongly agree that "Teachers show that they care about their students." Although we did not reach this goal, we had some very tough instances that impacted our school thus impacting the perception of this statement. Moving forward, our hope is to make connections with all students and ensure all teachers care about all kids.
Attendance and Discipline:	The percentage of unexcused absences for the 2016-2017 school year was 0.48%. With the new attendance protocols, we could ensure our attendance protocols are efficient and accurate. This allowed us to meet our goal. The total number of suspensions for the 2016-2017 school year was 47. Due to our goal not being met, the administrative team created a Behavior Cycle of Intervention to assist with teachers on when to provide what types of consequences. This will allow students to be given multiple reminders and opportunities to change behavior prior to something turning into a suspension. It is our hope that this will help decrease the suspension rate.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: **6-8 ELA**	The 6th grade ELA goal is to have 88% of students meet or exceed standard. The 7th and 8th grade ELA goal is to have 90% of all students meet or exceed standard on the SBA.
Math: **6-8 Math**	Increase the percent of students meeting or exceeding standard on the SBA as follows: 6th grade: from 85.9% to 88% 7th grade: from 86.4% to 89% 8th grade: from 85% to 88%
Science: **8 Science**	Based on our data from the 2016-17 MSP scores. Students will increase 1 level of proficiency from the pre-assessment baseline to the summative assessment for argumentative writing skills (Claim, evidence, reasoning) using investigations, articles, & labs to further embed and support the NGSS "Engage in argument from evidence" the Practice 7, & "Gaining & Obtaining Information" Practice 8a. These practices aligns with our department's identification of 10 essential standards to be addressed by all job-alike teams.
Achievement Gap	By June 2018, students will improve SBA scores: In 6th grade ELA 57% of students with IEPs will meet standard In 7th grade ELA, 53% of students with IEPs will meet standard. In 8th grade ELA, 50% of students with IEPs will meet standard. In 6th grade Math, 38% of students with IEPs will meet standard. In 7th grade Math, 44% of students with IEPs will meet standard. In 8th grade Math, 35% of students with IEPs will meet standard.
College and Career Readiness	The Counseling Department will have 97% of the 8th grade class registered with Career Cruising by June of 2018,as well as: Completion of the Interest Inventory, and the selection and saving three careers of interest each
School Effectiveness:	During the 2017-18 school year, our goal is to bring the percentage down from 8.51% to 0% on the staff survey item: "Teachers provide feedback to each other to help improve instructional practices." We do not want staff strongly disagreeing with the statement and will provide more opportunities for staff to share instructional practices.
Attendance:	The goal for attendance this year is to increase our overall student attendance to 96.4%
Discipline:	Our goal is to reduce our suspensions by 50%

Annual School Goals: Academic

ELA: The grade-level teams believe our new goals to strive for this year (88% and 90%) are attainable to meet based on the consistent scores and continued growth we've seen in prior years, despite outside circumstances influencing our students.
Math: We picked our goal to keep improving the amount of students meeting standard toward the goal of an eventual 100% of students meeting or exceeding standard.
Science: Our department selected the goal based on MSP data and to continue to grow and strengthen students' ability to communicate in science. This will meet the emerging need to address the Next Generation Science Standards.
Electives: All electives will help core academic instruction by concentrating on subject specific vocabulary for each content area.

Annual School Goals: Achievement Gap

The process used to determine the annual school goals for the students within the achievement gap was to review the current SBA data for the sub-group of students with IEPs and school-wide SBA data, identifying percentages in each sub category and determining an appropriate level of growth. This sub-group was selected because students on IEPs represent a minority population that underachieves when compared to a majority population of the school. To determine an appropriate level of growth, we reviewed the previous year's achievement levels to make this year's goals attainable.

Annual School Goals: College and Career Readiness

The counseling team picked this goal because being high school and college ready is fundamental to students' success. Career Cruising is the program students will use throughout high school and we wanted to ensure they had knowledge of the tool before heading into 9th grade.

Annual School Goals: School Effectiveness

Each year, staff participates in a 9 Characteristics Survey. During the 2016-17 school year, 8.51% of staff members didn't agree at all to the statement: "Teachers provide feedback to each other to help improve instructional practices." We do not want staff strongly disagreeing with the statement and will provide more opportunities for staff to share instructional practices. We strive to have an atmosphere where everyone is learning from everyone else.

Annual School Goals: Attendance

The goal for attendance this year is to increase our overall attendance to 96.4%. We hope to minimize our unexcused attendance rate by contacting families when a student has an unexcused absence. We hope by doing this, students will be at school and our overall attendance percentage will increase.

Annual School Goals: Discipline

Our goal is to reduce the number of suspensions by 50%. During the 2016-17 school year, we had 47 in school and out of school suspensions. We hope to monitor student behavior and continue to use our PRIDE board to reduce the number of students who are suspended from school to 24 supsensions.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area 6th	Literacy
Strategy to support goals	- PGE goal around conventions (since conventions were the lowest out of the target data). - Step Up to Writing graphic organizers - Intervention sessions during HR on skills - Continuation of baseline/summative writing assessments - Our Quest teacher has joined our team to help with enrichment strategies to support kids who need additional resources.
Professional Learning needed	- More release time or built in LEAP time for data analysis - Four of the teachers are participating in the ELA CCSS Cohort to focus on intervention strategies and enrichment via district - We are using district coaches for learning walks this spring to 5th and 7th grades (vertical alignment)
Resources needed	Exemplars from the district of what effective 6th grade writing should look like OR built-in time for the team to create them.
Responsible individual or team	- 6th grade team - District for providing exemplars for schools to level the playing field/create universal experience for kids

Goal Area- 7th	Literacy
Strategy to support goals	- IXL grammar, HOWL, work completion - Writing strategies - Practice test taking strategies
Professional Learning needed	Time
Resources needed	Time
Responsible individual or team	7th Grade Team

Goal Area- 8th	Literacy
Strategy to support goals	- Identify struggling students - Team-wide collaboration and interventions
Professional Learning needed	Opportunity/time to share technology tools with the staff
Resources needed	- Enough sets of novels and textbooks for all students - TIME
Responsible individual or team	8th grade team, administration

Goal Area	Literacy
Strategy to support goals	- Sentence starters, graphic organizers - Gestures and pictures - Speaking and listening strategies for ELL and Spanish

Professional Learning needed	- Job-alike collaboration time - Check-in with Gen-Ed teachers (CORE)
Resources needed	- TIME! (individual, teachers, and students) - After school programs - Activity bus at least 2 days a week
Responsible individual or team	Teachers, administration, counselors

Goal Area	Math
Strategy to support goals	ALEKS.
Professional Learning needed	We have received some district training with this site and will continue to receive guidance through trainings.
Resources needed	Time. Input from teachers about how they have used ALEKS with their students.
Responsible individual or team	All 6th, 7th, and 8th grade math teachers

Goal Area	Math
Strategy to support goals	Classroom switching between two teachers who teach the same class during the same period.
Professional Learning needed	None
Resources needed	Enrichment activities
Responsible individual or team	6th grade math team

Goal Area	Math
Strategy to support goals	IXL – for differentiation
Professional Learning needed	None
Resources needed	Student laptops and reliable internet
Responsible individual or team	Geometry and Algebra teachers

Goal Area	Math
Strategy to support goals	Homeroom intervention
Professional Learning needed	None

Resources needed	Coordination and communication
Responsible individual or team	All teachers departmentwide and schoolwide

Goal Area	Math/Fitness
Strategy to support goals	Math integration in fitness classes: *PE/Health engages students with data collection and graphing in connection to the President's Physical Fitness test. Students are asked to graph averages and percentages to support students learning in math and for basic content area understanding.*
Professional Learning needed	None
Resources needed	Communication as necessary between math and fitness teachers
Responsible individual or team	Fitness teachers

Goal Area	Science
Strategy to support goals	• Sentence stems for stating a claim, evidence and reasons • Developed common rubrics with LA teachers and within job-alike teams • Provided & Identified leveled reading for students at different academic levels • Provided writing scaffolds, students pre-wrote (with meaningful writing tasks (e.g. writing letters to local representatives – city council members) • Created authentic writing situations • Implemented Socratic seminars around articles of student interest New strategies opportunities: • Implement 1 point rubric (3 columns – proficient column is designed by teacher, below or above sections were determined by students as they develop their skills, thus providing further opportunities for feedback from the teacher to student) • Provide opportunities to score examples/exemplars/non-examples • Use the units "Essential Question" to have students' response (using CRE) with activities, lessons, notes from class to reflect on their learning & create chances for self-assessment • New assessment strategy: Identify claims or evidence that refute or support prompts
Professional Learning needed	• Job-alike time to develop CER scaffolding resources • Work with Special Education Specialist to ensure meeting the needs of all students.
Resources needed	• Sites with exemplars/non-examples • Resources for creating templates for 1 point rubric
Responsible individual or team	• Job-alike teams develop common rubrics & assessments

Goal Area	Achievement Gap
Strategy to support goals	Marking the text, teaching Growth Mindset, peer to peer checks, allow verbal responses, scribing, visual for content vocab, SIOP strategies, checks for understanding, breaking down questions, graphic organizers, student self-assessment and self-reflection

Professional Learning needed	Special Education teachers should be invited to ELA curriculum trainings as they are for math; continued training in new curriculum; full access to accommodated versions of curriculum; co-teaching professional development
Resources needed	Full access to accommodated-version of general education curriculum
Responsible individual or team	Special Education Team

Goal Area- College and Career	School Effectiveness
Strategy to support goals	- Present information to all 8th grade students in a classroom guidance lesson
Professional Learning needed	- Training around and access to the Career Cruising program
Resources needed	- Career Cruising
Responsible individual or team	- Counseling Department

Goal Area- College and Career	School Effectiveness
Strategy to support goals	- Offer opportunities for staff to provide feedback to each other
Professional Learning needed	- See what types of opportunities other schools offer
Resources needed	- Time and opportunities
Responsible individual or team	- Staff

Goal Area	Attendance
Strategy to support goals	- Identify students who seem to have hard time getting to school and have a meeting with parents to determine an action plan
Professional Learning needed	- Round table to discuss with other schools how they approach this topic
Resources needed	- Attendance reports, positive behavior incentive (PRIDE) -
Responsible individual or team	Attendance Secretary, Counseling and Admin Team, Parents and Students

Goal Area	Discipline
Strategy to support goals	- Identify students who are making non-school appropriate choices and determine action plan with each student to prevent progressive discipline from reaching a suspension

Professional Learning needed	- Discuss Behavior Cycle with staff
Resources needed	- Positive Behavior Supports (PRIDE), Behavior Cycle, time to meet confer with parents and team when behaviors arise
Responsible individual or team	Students, parents, admin team, counseling team, staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

ELA:
- o PowerSchool
- o Skyward email notifications
- o School website
- o Emails

Math: The math team will update skyward and PowerSchool regularly to keep parents informed of student progress toward learning goals. All teachers also communicate regularly through periodic newsletters and one-to-one e-mails/phone calls.

Science:
- Update PowerSchool weekly
- Weekly or monthly newsletters are sent to parents to keep them in the loop
- Updating Skyward regularly/weekly

Achievement Gap:
Special Education staff members attend all intervention meetings such as Guidance Team and Students of Concern to provide input on support strategies for students who are no achieving at grade level, but do not receive special education services. Students receiving specially designed instruction (SDI) are placed in appropriate classes to receive individualized instruction on their current level of performance.

College & Career:
- o We communicate with parents via email to let them know we are using Career Cruising with their students
- o We have students invite their parents to the program as part of our guidance lesson.

School Effectiveness: Our school offers a newsletter each week to parents and families. Within the newsletter, we can highlight what we are doing as a school. The CIP will be added to the website and parents and families will be directed to the CIP from the newsletter.

Attendance: Include protocol on website and email out to parents; communicate with parents and families when student reaches an attendance threshold

Discipline: Each year, we provide a handbook to each student which includes our rules and expectations for behavior. In addition, we follow the District Policies and Procedures which are posted on the District website.

Continuous Improvement Process Plan

Redmond Middle School

10055 166th Avenue NE
Redmond, WA 98052

425-936-2440

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

2017 - 2018

Lake Washington
School District

Principal, Jon Young
Associate Principal, Karen Belshaw
Associate Principal, Drew Williams
Lake Washington School District
2017 - 2018

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DESCRIPTION OF SCHOOL

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

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

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

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

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

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

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8th 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 6th graders meeting or exceeding state standards in Literacy	70.5%	83.3%	75.4%				
	% of 6th graders meeting or exceeding state standards in Math	60.7%	73.3%	73.9%				
7th Graders on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	71.4%	77.2%	81.4%				
	% of 7th graders meeting or exceeding state standards in Math	66.0%	69.0%	79.1%				
8th Graders on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	76.9%	75.2%	74.8%				
	% of 8th graders meeting or exceeding state standards in Math	68.1%	72.2%	66.4%				
	% of 8th graders meeting or exceeding state standards in Science	79.6%	82.1%	78.7%				

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

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

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

	Education male students for physical aggression and willful disobedience.	

Narrative Reflection:

Narrative Reflection	
Process:	We aligned our work for the school year to support our goals in the CIP: • Use of LEAP time for whole group review and learning for staff • PCC/PGE Team meetings around student growth goals • PACE (Homeroom) for individual student support • Release days for core content are teachers to support common planning. To analyze data, the BLT and PCC/PGE teams reviewed formative and summative assessments, as well as SBA/MSP historical data. Teachers throughout the year monitored student progress from baseline assessments with assessments throughout the year to track growth. Our Building Leadership Team (BLT) reviewed student achievement data from the previous school year. The BLT drafted the goals and then shared with all staff for additions and edits during August LEAP. PCC/PGE team meetings worked to align their goals to the CIP goals. Counselors and administrators took the lead on discipline, attendance, and college readiness goals, while teacher teams led the way on achievement goals. The goals were finalized after presenting to our parent community through a "Coffee with the Principal" event. To track our progress throughout the year, PCC/PGE teams utilized common assessments, pre and post assessments, and their PCC/PGE teams. To track our discipline/attendance goals, we tracked student progress and shared out during grade level "student support team" meetings. Prioritizing our time on the work around our CIP goals was one of the main challenges our school faced. Our teachers do not have common planning time, so all meetings took place during LEAP, staff meetings, and times set up by individual teachers before/after the school day.
Literacy: 6-8 ELA	Our goal for ELA achievement for the 2016-2017 school year was to have 80% of all students reach standard. Our overall rate of students reaching standard was 77.4%. For 6th grade, 76% of students met standard, 7th grade had 81% and 8th grade had 75%. We are proud to see the 7th grade reach our goal, but we see that our 6th and 8th grade teams fell short. When diving deeper, we can see that for most sub-groups of students in our school, we outperformed the State achievement levels. Our area of focus will be on the sub groups that are not seeing as much success. Specifically, students who have an

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

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

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

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

Annual School Goals: Academic

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

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

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

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

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

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

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

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

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

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

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

Annual School Goals: Achievement Gap

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

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

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

Annual School Goals: College and Career Readiness

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

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

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

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

Annual School Goals: School Effectiveness

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

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

Annual School Goals: Attendance

Reduce the number of chronically absent Hispanic/Latino students.

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

Annual School Goals: Discipline

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

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

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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

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

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

Goal Area	Achievement Gap

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

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
We shared the data from previous years and then the goals we as a staff developed at our fall PTSA meeting and a Coffee with the Principal event. We asked parents for input about our goals and changes they would like to see. We shared that feedback with the BLT to refine before departments began to strategize how to meet the goals. Throughout the year, we will share data about our progress towards these goals at future PTSA events.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
We will post our CIP to the school website and send out a SchoolMessenger when it is available. We maintain copies of our CIP in our main office areas for parents and community members to view while they are visiting our school.

Continuous Improvement Process Plan

Redmond High School

17272 NE 104th ST
Redmond, WA 98052

425-936-1800

http://www.rhs.lwsd.org

2017 - 2018

Lake Washington
School District

Principal Jane Todd, Associate Principal
Andrew Hosford, Associate Principal Lindsay
Schilaty, Associate Principal Jill VanderVeer
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.

Redmond High School provides challenging academic opportunities for students at all levels through a wide range of course offerings, each designed to appeal to the interests of a large and very diverse student population. We serve the needs of students through appropriately challenging courses including Advanced Placement, College in the High School, honors, grade level, safety net, and specially designed instruction. Redmond High School students successfully meet standard on state tests and each year our graduates continue their education by attending four year colleges and universities, community colleges, trade schools, and the military.

Our teachers work in collaborative teams focusing on Common Core State Standards and other content standards and setting goals for their students in content and skills knowledge of those standards. Teacher teams' emphasis on citing evidence in text, on elaboration, on communicating understanding and on problem-solving has contributed to the success of our students on state standardized tests.

We support our students academically with help from LINKS tutors and mentors; we support them emotionally with help from our community partners, Y.E.S., Sound Mental Health and Evergreen Health; we support them financially through RHS Help and Hopelink's Pantry Packs; and we support them socially by a school culture of acceptance and respect, through numerous events and activities, clubs, and athletics.

DISTRICT PERFORMANCE TARGETS

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

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

Process to determine School Performance Targets:

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 9th graders earning 6.0 credits	84%	88%	89.8%				
	% of 10th graders accumulating 12.0 credits	80%	81%	86.1%				
	% of 11th graders meeting or exceeding state standards in Literacy	12.0%	89.2%	85.7%				
	% of 11th graders meeting or exceeding state standards in Math*	96.7%	95.7%	40.2% SBA/ 96% EOC or SBA				
	% of 10th graders meeting or exceeding state standards in Biology	86.7%	86.9%	86.5%				
High School Students Graduating Future Ready	% graduation rate	94.4%	94.1%	91.4%				
	% of 11th and 12th grade students enrolled in a dual credit college-level course	76%	85.3%	37%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	83% *class of 2013*	82% *class of 2014*	90% *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.**
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- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
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CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	Class of 2018: From 89.2% to 95% proficiency	Class of 2018: 85.7% of students meeting or exceeding standard.
Math:	Class of 2018: From 87.9% to 93% proficiency	Class of 2018: 96% of students meeting or exceeding standard on the SBA or EOC.
Science:	Class of 2018: From 86.9% to 92% proficiency	Class of 2018: 87% of students meeting or exceeding standard. Class of 2019: 85.6% of students meeting or exceeding standard.
Achievement Gap:	Class of 2018: Reduce the overrepresentation of students of Hispanic descent that are credit deficient and/or preforming below standard on state tests from 15% to 11% or lower. Class of 2019: Reduce the overrepresentation of students of Hispanic descent that are credit deficient and/or performing below standards on state tests from 27% to 20% or lower.	Class of 2018: the number of credit deficient students stayed the same at 18. 84% meet or exceed the Math standard and 60% meet or exceed the ELA standard. Class of 2019: the number of credit deficient students increased from 15 to 17 students. 75% meet or exceed standard on the Biology EOC.
On-Track Credits:	All students in the Class of 2019 who are .5 to 2.0 credits deficient at the start of school year 2016-17 will have 12 credits by the start of school year 2017-18.	Of the 32 students between 0.5 and 2.0 deficient credits, 17 students remained in that range.
College and Career Readiness:	97% of students, 9-12 grade, will fulfill the High School and Beyond Plan requirement.	Class of 2017: 100% Class of 2018: 74.8% Class of 2019: 89.8% Class of 2020: 94% Whole School: 89%
School Effectiveness:	From 3.12 agreement or neutral to the statement, "Teachers receive regular feedback on how they are doing," to 4.0 agreement or neutral response	2.36 teacher response.

| Attendance and Discipline: | By June 2017 the total number of students filed on for BECCA will reduce from 53 students during the 2015-16 school year to 48 students during the 2016-17 school year. By June 2017 disruptive conduct/willful disobedience referrals will be reduced from 26 in the 2015-16 school year to 20 for the 2016-17 school year. | 44 Petitions filed and 26 disruptive conduct/willful disobedience referrals. |

Narrative Reflection:

Narrative Reflection	
Process:	**Activities to Support Implementation of CIP:** Teachers were trained on analyzing SBA and EOC data. Teachers created PGE goals in alignment with Common Core State Standards and Next Generation Science Standards which reflect school CIP goals and collaborated throughout the year on the progress of these goals. **Process for Analyzing School and Team Level Data:** Teachers formally review and analyze individual student and class data to inform their work throughout the year. Teachers collaboratively review and analyze data through PGE, department, and grade level teams to inform their best practices. **Process to Set School Goals:** Data is reviewed from previous years, areas for growth are identified through analysis of state test scores and other sources of data relating to goal areas. With input from teacher PGE goals, school goals are then selected from multiple sources of data and areas for growth. **Process to Monitor CIP Throughout Year:** The school CIP goals are monitored through regular data collection in each area and the teacher PGE process. Adjustments are made when students are not progressing how we anticipated. **Challenges Faced While Implementing the CIP:** Data is regularly collected, setting aside consistent time for reviewing/analyzing of data in all areas is our largest challenge. Regularly sharing specific data with teachers is another challenge and potential for growth, especially with attendance data, as it is continually changing.

Literacy:	**Overall Achievement:** 85.7% of the class of 2018 met or exceeded standard on the SBA ELA test. 88.2% of females and 83% of males passed. When Income status is taken into consideration, all student subgroups have a lower percentage of those who meet or exceed standard. Only 34% of Sped students met or exceeded standard, while 93% of non-Sped students met or exceeded standard. 28% of current ELL students met or exceeded standard. Within our ethnic subgroups, our Black-African American and Hispanic populations both had a lower percentage of students meeting or exceeding stand this year, while all other groups stayed fairly level in their achievement. **Surprising Data:** When looking at all data factors, there was a decrease in the percentage of students who met or exceeded standard on the SBA ELA. **Causes for Celebration:** Though we had an overall decline, the subgroup of Two or More Races actually had a small increase of the percentage of students who met or exceeded standard. **Specific Focus for Overall Growth:** A continued area of focus needs to be with our Hispanic and Black-African American population, as they continue to be our populations which have the lowest percentage of students meeting or exceeding standard on the SBA ELA.
Math:	**Overall Achievement:** The class of 2018 had the option of meeting standard on either the SBA Math or Math EOC. When combining both tests 95% of students were able to meet or exceed standard. When looking only at the Math SBA we had 40% of those who sat for the test met or exceeded standard. Most subgroups showed a higher percentage of students meeting or exceeding standard this year than the previous year. **Surprising Data:** The large increase of overall students meeting or exceeding standard from last year to this year. There are two factors which could have heavily influenced this, including inconsistency of data collection/reporting and the option of multiple test used to meet standard for this class. **Causes for Celebration:** The high percentage of each ethnic group meeting or exceeding standard: Asian 93%, Black-African American 80%, Hispanic 85%, Two or More Races 96%, White 98%. **Specific Focus For Overall Growth:**

	ELL and Sped students are subgroups which are performing lower than others. Creating better supports and interventions for these students is an area for growth.
Science:	Overall Achievement: Our overall achievement on the Biology EOC has stayed consistent over the last three years at 86% of all students taking the exam meeting or exceeding standard. There is no clear trend between subgroups. ELL and Sped data indicate that this year's results are consistent with two years ago, and last year's results were significantly higher with the percentage of students meeting or exceeding standard when compared to this year. ELL students having a spread of 20% and Sped students having a spread of 6% between the last three years. Surprising Data: Our Black African American Subgroup had dramatic decline from 2016 to 2017 going from 60% to 25% meeting or exceeding standard. Causes for Celebration: Our Low-Income student population showed an increase in the percentage of students meeting or exceeding standard from 61% to 64%. Specific Focus for Overall Growth: Our Black-African American and ELL subgroup need to be further examined to determine more appropriate interventions to support their achievement.
Achievement Gap:	Description of Data: We were looking at reducing the overrepresentation of Hispanic students that are credit deficient and/or performing below standard on state testing for the class of 2018 and 2019. For the class of 2018, the number of credit deficient students stayed the same at 18, and for the class of 2019 the number increased from 15 to 17 students. The class of 2018 had 84% meet or exceed the Math standard and 60% meet or exceed the ELA standard. It is hard to know if this is an improvement as data sources have changed and not been collected in a consistent manner. The class of 2019 had 75% meet or exceed standard on the Biology EOC. Sub-Groups with Higher Levels of Growth: With our goal of looking at on-track credits, the class of 2019 showed a decrease in the percentage of students who were on track from 9th to 10th grade except for the Two or More Races subgroup which increased from 85% to 86%. Due to Math SBA/EOC data we are not able to make an accurate assessment of subgroups showing high growth. Two or More Races showed an increase of 90% to 96% meeting or exceeding standard on the SBA ELA, and a 1% growth from 89% to 90% on the Biology EOC. Sub-Groups Needing More Focus:

	Subgroups needed more focus in the areas of on-tract credits are our Black-African American subgroups with a 15% and 9% decrease. The same subgroups also showed a 25% and 18% decrease in students meeting or exceeding standard on the SBA ELA. On the Biology EOC our Black-African American group had a 35% decrease for students meeting or exceeding standard while the Hispanic group remained consistent and even increased the percentage of students meeting or exceeding standard from 72% to 75%. Causes for Celebration: We continue to have consistently high percentages of all students meeting or exceeding standard on state tests. Areas for Further Attention: Between the 9th and 10th grade year we have a drop in the percentage of students who have on-track credits to graduation. This is a concern as we continue to move forward with Core 24 and exactly 24 credit opportunities for the classes of 2019 and beyond.
On-Track Credits:	Overall Data: Between the 9th and 10th grade year we have a drop in the percentage of students who have on-track credits to graduation. Causes for Celebration: Our subgroup of Two or More Races increased the percentage of students with on-track credits from 85% to 86%. Areas of Further Growth This is a concern as we continue to move forward with Core 24 and exactly 24 credit opportunities for the classes of 2019 and beyond and providing meaningful credit recovery options for all students, not just students who do well with independent study online courses.
College and Career Readiness:	Overall Data: Percentage of students completing the High School and Beyond Plan Requirement. Whole School: 89% Class of 2017: 100% Class of 2018: 74.8% Class of 2019: 89.8% Class of 2020: 94% Causes for Celebration: Having 100% completion of the senior class, and a high percentage of students in the freshman and sophomore classes. Areas of Further Growth:

	Reaching the junior class as this is the first year many students are off campus for a full or partial day at different programs (Running Start, WANIC).
School Effectiveness:	Overall Data: Teacher response, when asked about receiving feedback on their performance, was and average of 2.36 from respondents. This number was determined from a combination of "agree" and "strongly agree." Causes for Celebration: There are number of teachers who feel they are receiving consistent feedback on their performance. This adds to the positive community that we have at RHS. Areas of Further Growth: This number dropped from last year, more teachers felt like they do not receive consistent feedback on their performance. The administrative team should look a system to implement consistent feedback, outside of the PGE model and associated timelines.
Attendance and Discipline	Overall Data: There were 44 total truancy petitions filed by our BECCA coordinator. Discipline remained consistent at 26 willful disobedience and disruptive conduct referrals. Causes for Celebration: We met our attendance goal through consistent effort with our BECCA coordinator, attendance secretary, administrators, students, and families. We were also supported by the district through new implementation systems for state law expectations. Our discipline remained consistent. Areas for Further Growth: Increased consistency with attendance conferences with students and families. This is an area which is difficult to hold the conference in the specified timeline, as students can continue to accrue absences. Administrators are consistent with implantation of discipline, though there are inconsistencies with input of all incidences into Skyward.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	Increase the percentage of students meeting or exceeding standard on the SBA ELA from 85.7% to 91%.
Math:	Increase the percentage of students meeting or exceeding standard on the SBA Math from 40% to 90%.
Science:	Increase the percentage of students meeting or exceeding standard on the Biology EOC from 85% to 90% in the class of 2019.
Achievement Gap	Increase the number of Latino/Hispanic students passing state testing from: 60.4% to 80% on the SBA ELA; 6.3% to 75% on the SBA Math; and 75% to 85% on the Biology EOC.
On-Track Credits:	Increase the number of students with on track credits from 89.9% to 93% for the class of 2020.
College and Career Readiness	95% of all students will complete their grade level requirements by June 2018.
School Effectiveness:	Increase score index from 2.36 agreement or neutral to 3.0 on the statement, "Teachers receive regular feedback on how they are doing."
Attendance:	Decrease the number of students with a BECCA Truancy petitions filed from 44 to 36.
Discipline:	Reduce the number of discipline incidents for the top referred student from each grade level.

Annual School Goals: Academic

Process: We analyzed state testing results, SBA ELA and Math, and Biology EOC data; synthesized PGE team goals; reviewed results of last year's goals.
Reason for Selection: State testing is a consistent source of student achievement, it is a graduation requirement for all students, and teachers use standards in the classrooms which support state testing skills and knowledge.

Ensuring Rigor: (Depth of Knowledge PD) PGE team goals represent instructional rigor in areas where students have a deficit. Goals and classroom instruction are centered on content standard goals, Common Core State Standards/Next Generation Science Standards/District Power Standards, which focus on critical thinking, higher level thinking and discussions. Evaluations ensure rigor in every classroom. All students have access to Honors and AP classes.

Ensuring Academic Intervention: Student performance is progress monitored regularly by teachers, counselors, and administration. Multiple sources of data are used to identify students for Guidance Team, Safety Net, and Credit Recovery which include current and previous performance/grades, state test scores, and family input. School staff make individual plans of support for students who are struggling. All students have 145 minutes of academic intervention during the school week.

Progress Monitoring: Regular D and F reports, success of individual support plans, quarter and semester grades, Student Intervention Teams, feedback to teachers on instructional strategies.

Annual School Goals: Achievement Gap

Process: Analyzed disaggregated data for test scores, on time graduation credits, and attendance.

Selection of Subgroup: The Hispanic population of students has performed under the school average and is below other ethnicities. As the Hispanic population has increased, we have seen the need for more parent engagement and consistent messaging from school and home.

Ensuring Intervention: Regular progress monitoring for students, including grades, attendance, on track graduation credits, increased parent engagement through Latino Parent Nights to increase knowledge and access to school and school resources for parents and students. Referrals to appropriate intervention programs, if needed.

Progress Monitoring: D and F reports, attendance reports, increased parent contact with school, quarter and semester grades.

Annual School Goals: On-Track Credits

Selection: Students in the classes of 2019, 2020, and 2021 all need 24 credits to graduate. Currently students in these classes only have 24 credit opportunities. This is most concerning for the class of 2019 as they are halfway through their high school career and students who are already credit deficient must have some other way, outside of the school day typically, to make up credits while also staying current and passing all of their current classes. We have been supporting students through 7th period classes and a credit recovery class during the school day.

Progress Monitoring: Counselors and administrators are regularly identifying credit deficient students, counseling with them, and creating an individual plan for the student of earn the deficient credit. Parents are involved with plans for their student. Of the credit deficient students, counselors are tracking progress of their plan and consulting with administrators when the current plan is not working. Plans are limited by the type of credit recovery (independent online, 7th period Art or PE, summer school, other accredited online course at a cost to the family). We will look at student use of FlexiSched for academic support during homeroom.

Annual School Goals: College and Career Readiness

Selection: We strive to support and prepare all students to be future ready. Future ready is different for every student, many will attend college, some will learn a trade, others will enter the workforce. Because of the individual nature of student plans post-high school, we support students through the exploration of different careers, career paths, jobs, and the training they will need to follow their career interests. We will use completion of HSBP activities, including individual annual reviews for each student with their counselor, career panels, visits to college campuses, and college presentation in the building to support students.

Progress Monitoring: We will track the completion of HSBP activities for all students through their counselor, including individual annual reviews. Students will have presentations in their grade level homeroom classes to support them in the individual requirements at every grade. Counselors are working in conjunction with our Career specialist to provide more career explorations to students during the school day using Career Cruising data to target career panels. Counselors and career specialist will continue to provide support to students following a college bound path and increase opportunities for students who are not likely to be on the college bound path.

Annual School Goals: School Effectiveness

Selection: In a continued effort to address concerns of the staff, we have selected questions 42 from the Nine Characteristics of Highly Effective Schools which is about staff receiving feedback on performance. This question is consistently an outlier with a low score.

Progress Monitoring: Administrative team has committed to being in classrooms outside of formal observations more frequently and to provide teachers specific feedback from the informal observations.

Annual School Goals: Attendance

Selection: Excused and Unexcused absences continue to happen at high rates. With the change in state attendance laws we want to measure the effectiveness of school interventions.

Progress Monitoring: With the BECCA coordinator, we will make necessary contact with families at 3, 5, and 10 absences. We will track the number of students who continue on to a Truancy Petition after the 5-absence conference to measure the effectiveness of conferencing.

Annual School Goals: Discipline

Selection: Discipline is so different from year to year based on the students who are enrolled. We selected a different method of tracking discipline effectiveness based on the students who see most frequently for a variety of issues.

Progress Monitoring: We will evaluate the effectiveness of interventions specific for each student and track if the number of incidences reduces or if it is deemed necessary for a change in placement.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	PGE team goals are aligned with Common Core State Standards. Instructional strategies used to increase students abilities in reading for meaning, citing evidence to support claims, deeper thinking, and critical thinking.
Professional Learning needed	Training on Interim SBA assessments and use of data. Professional learning supporting use of Depth of Knowledge.
Resources needed	District provided resources for teachers to have time to engage in the professional learning opportunities.
Responsible individual or team	PGE teams for implementation of instructional strategies. Administrative team.

Goal Area	Math
Strategy to support goals	PGE team goals are aligned with Common Core State Standards. Instructional strategies used to increase students' abilities in deeper thinking, critical thinking, and math reasoning. Use of new Common Core State Standard aligned math curriculum.
Professional Learning needed	Training on Interim SBA assessments and use of data. Professional learning supporting use of Depth of Knowledge. Training on new math curriculum.
Resources needed	District provided resources for teachers to have time to engage in the professional learning opportunities.
Responsible individual or team	PGE teams for implementation of instructional strategies. Administrative team.

Goal Area	Attendance
Strategy to support goals	Hold meetings with parents, student, administrator, and BECCA Coordinator for students meeting attendance thresholds. Create support plans for students in conjunction with student, parent, administrator, and BECCA Coordinator that address the root of the attendance issue. Connect students with a re-entry specialist after a prolonged absence to help student reengage at school and connect with teachers. Create Skyward report that accurately identifies students with multiple absences.
Professional Learning needed	Training on changes in the attendance state laws. Training on creating a useable Skyward report.
Resources needed	District provided resources for administrators and BECCA Coordinators. District provided Skyward support.
Responsible individual or team	Administrative team. BECCA Coordinator.

Goal Area	Discipline
Strategy to support goals	Discipline intervention options to support the student in their individual situation. Educate classroom teachers and support staff who assist in discipline and data collection about specific student interventions to create consistency across the school day. When necessary, involvement of district special services personnel for data collection and placement options.
Professional Learning needed	None.
Resources needed	None.
Responsible individual or team	Administrative team. Support staff and teachers for data collection.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Monthly PTSA meetings where school updates are given. Adjusting communication and goals based on parent feedback. Survey families about overall school performance.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Posting our final version of the CIP to the school website in a parent-friendly forward-facing document. This document will also be shared to all parent emails with a brief description of the CIP process.

Continuous Improvement Process Plan

Explorer Community School

7040 208th Ave N.E.
Redmond, WA WA 98053
425-936-2530

http://explorer.lwsd.org

2017 - 2018

Lake Washington
School District

Principal, Karen Barker
Associate Principal, Melissa Doering
Lake Washington School District
2017 - 2018

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DESCRIPTION OF SCHOOL

Explorer Community School is a Choice elementary school in the Lake Washington School District, housed on the campus of Emily Dickinson Elementary School. Parent involvement is an integral asset of Explorer. There are 73 students and three teachers configured in three multiage classrooms serving children in grades one through five. Although it operates independently, Explorer is part of the larger Dickinson community in many ways. Explorer staff members attend Dickinson staff meetings, join school committees and work teams and work collaboratively with Dickinson grade level teams. Explorer students have the same opportunities for specialists and extra-curricular activities as Dickinson children. They also have lunch and recess with Dickinson students. Explorer and Dickinson have a collaborative partnership that benefits all students and staff.

Explorer's learning community provides an enriched curriculum that inspires life-long learners. Explorer strives to provide a hands-on, interactive learning experience. This approach ensures a strong foundation in basic skills through inquiry-based and collaborative learning. The curriculum includes a strong commitment to the arts and sciences. Field trips, community service, and outside resources are an integral part of Explorer's school program.

Explorer Community School collaborates with Emily Dickinson Elementary School in developing and implementing a Continuous Improvement Process Plan and with Dickinson Elementary School grade level teams to create goals in all content areas. Staff development is focused on math and technology. At grade levels, teachers from both schools use training and student work samples to devise effective instructional strategies for their classrooms. We also take time to share ideas between schools and across grade levels to maximize an articulated curriculum in grades 1-5.

Our Professional Learning Community (PLC) model includes leadership teams collaborating to develop our improvement plans. Explorer teachers are an integral part of our Dickinson-Explorer school leadership model. Both Explorer and Dickinson have benefited from this partnership and form a true community of learners.

Teachers continuously analyze data, assess student growth and develop plans for interventions or extensions as needed on a four-week cycle of inquiry using the Data Teams protocol to ensure student success. Dickinson/Explorer teachers are being trained to implement a Response to Intervention model that meets the needs of all students. This approach has resulted in dramatic increases of students achieving the highest level of proficiency on district and state measures.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 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 3rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5th 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				
		1st	92.3%	100%	100%				
		2nd	100%	93.8%	93.8%				
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		100%	100%	92.8%				
	% of 3rd graders meeting or exceeding state standards in Math		100%	100%	92.8%				
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		80%	100%	92.3%				
	% of 4th graders meeting or exceeding state standards in Math		93.3%	100%	92.3%				
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		92.3%	100%	93.7%				
	% of 5th graders meeting or exceeding state standards in Math		84.6%	80%	87.5%				
	% of 5th graders meeting or exceeding state standards in Science		100%	100%	100%				

- **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 students in grades 1-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2017.	96.6% of students were at or above grade level expectations as measured by DIBELS end of year assessment in May 2017.
Literacy: 3-5 ELA	91% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2017.	100% of students who participated in the Smarter Balanced Assessment met or exceeded grade level expectations by May 2017.
Math: 3-5 Math	98% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2017.	97.5% of students who participated in the Smarter Balanced Assessment met or exceeded grade level expectations by May 2017.
Science: 5th Science	100% of students in grade 5 will meet grade level standard as measured by the end of year MSP Assessment by May 2017.	100% of students met or exceeded grade level expectations by May 2017 as measured by the MSP Assessment.
Achievement Gap	90% of male students in grades 1-5 will meet grade level standard in reading/ELA as measured by the end of year DIBELS and Smarter Balanced Assessments by May 2017	93.8% of male students in grades 1-5 met or exceeded grade level expectations in reading/ELA as measured by the end of the year DIBELS and Smarter Balanced Assessments by May 2017.
School Effectiveness:	Highly Effective Schools Survey #44: Teachers provide feedback to each other to help improve instructional practice. Goal is to improve from 89% agreement to 96% agreement by May 2017.	100% of teachers responded in agreement with statement #44 from the Highly Effective Schools Survey that teachers provide feedback to each other to help improve instructional practice.
Attendance and Discipline:	The number of students reporting to the school past the start of the school day will decrease from 171 tardies in October 2016 to less than 125	There were 235 recorded tardies in May 2017 for Dickinson and Explorer combined.

	per month by May 2017 as measured by Skyward attendance reports. The number of minor negative recess behavior incidents will decrease from an average of 40 per week in November 2016 to less than 30 per week as measured by data tracked by recess teachers on four identified target behaviors *(student conflict, aggressive play, name calling, disrespect to others)* by May 2017.	The number of negative recess behavior incidents declined to an average of 27 per week by May 2017.

Narrative Reflection:

Narrative Reflection	
Process:	Academic goals were set by the Explorer teachers using baseline data from September 2016 in all academic areas. The team uses a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are also involved in self assessing their skills and tracking their progress towards end of year standards. Explorer team meets weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.
Literacy: K-2 Reading	Explorer teams used regular parent volunteers to support differentiation based upon student need for additional support or challenge. Teams analyzed student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
Literacy: 3-5 ELA	Explorer teams used regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team analyzed student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
Math: 3-5 Math	Explorer teams used regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team analyzed student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
Science: 5th Science	5th grade teacher is focused on integrating informational text and writing within the science program to improve performance on the science MSP.

Achievement Gap	The Instructional Leadership Team selected male student performance in reading as the sub group of focus for the year as this was the only group significantly underperforming on last year's end of year assessments. The Explorer team planned for targeted instructional strategies and interventions throughout the year within their weekly meetings and monitored progress through use of the Data Teams protocol as well as their professional growth goal monitoring.
School Effectiveness:	The Instructional Leadership Team analyzed our results from the 2016 Highly Effective Schools Survey and found that #44 (Teachers provide feedback to each other to help improve instructional practice) to be our lowest positive response overall. Additionally, we felt that this was our next area for growth as past goals focused on school culture had been met and exceeded. The ILT developed plans and protocols to address this need throughout the year to provide opportunities for increased teacher collaboration both within their grade level teams and vertically between levels.
Attendance and Discipline:	School Administrators selected punctuality as our attendance goal for the year. We increased communication to ensure awareness of both parents and students on the importance of attending school on time. Administration monitored student tardiness monthly and add increased support to families with frequent attendance issues. Daily tardy rates were posted in a chart in the lunchroom and became a part of weekly school announcements. School Administrators selected negative behaviors at recess as our goal for the year. These minor behavior issues have an impact in the classroom and are important for students to feel safe and happy at school. Instructional Assistants took baseline data on four high frequency issues at recess (student conflict, aggressive play, name calling, disrespect to others). The school Virtue Team planned multiple interventions to decrease negative behaviors and increase recognition of positive recess behaviors. The creation of a student "Virtues Patrol" resulted to increase positive reinforcement at recess.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	97% of students in grades 1-2 will meet or exceed grade level expectations as measured by the DIBELS assessment in May 2018.
Literacy: 3-5 ELA	95% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2018.

Math: 3-5 Math	92% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2018.
Science: 5th Science	100% of students in 5th grade will meet or exceed grade level expectations as measured by theWCAS Science Assessment by May 2018.
Achievement Gap	92% of grades 3-5 female students will meet or exceed grade level expectations in math as measured by the Smarter Balanced Assessment by May 2018.
School Effectiveness:	Highly Effective School Survey #42: Teachers receive regular feedback on how they are doing. The weighted score will increase from 3.39 to 3.54, demonstrating an increase in agreement with the statement by May 2018.
Attendance:	By the end of the 2017-2018 school year, the total number of unexcused absence days will be 12 or fewer.
Discipline:	Student referrals to the office during recess will decrease from an average of 27 weekly occurances to less than 20 by May 2018.

Annual School Goals: Academic

Academic goals were set by Explorer Team using baseline data from September 2017 in all academic areas to accurately reflect current students. Members of the intervention programs (ELL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. The Explorer team uses a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are also involved in self assessing their skills and tracking their progress towards end of year standards. The Explorer team meets weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Annual School Goals: Achievement Gap

The Instructional Leadership Team selected female student performance in reading as the sub group of focus for the year as this was the only group significantly underperforming on last year's end of year assessments. The Explorer team will be planning for targeted instructional strategies and interventions throughout the year within their weekly meetings and will monitor progress through use of the Data Teams protocol as well as their professional growth goal monitoring.

Annual School Goals: School Effectiveness

The Instructional Leadership Team analyzed our results from the 2017 Highly Effective Schools Survey and found that #42 (Teachers receive regular feedback on how they are doing) to be our lowest positive response. Additionally, we believe this is an area for continued growth as past goals focusing on teacher-teacher feedback was met. The Instructional Leadership Team will develop plans and protocols to address this need throughout the year and we will assess progress toward this goal through the 2018 spring survey.

Annual School Goals: Attendance

5 students have one or more excused absences. School administrators selected this goal to strengthen the communication between home and school when a child will not attend school. Considering that Explorer families must provide their own transportation to and from school, this goal reflects continued partnership and communication when students need to miss school.

Annual School Goals: Discipline

School administrators selected negative behaviors at recess as our continued goal for the year. We have expanded the scope of the reasons students can be referred to the office to include being inside the building without permission during recess times, with hopes of improving student safety by ensuring students are adequately supervised.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	Explorer teams will use regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
Professional Learning needed	Continued learning about highly effective Data Teams and new professional learning to support the writing process.
Resources needed	Additional resources for the writing program
Responsible individual or team	Explorer teams and the Instructional Leadership Team

Goal Area	Math
Strategy to support goals	Explorer teams will use regular parent volunteers to support differentiation based upon student need for additional support or challenge. Team will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
Professional Learning needed	Continued learning about highly effective Data Teams and new professional learning to support the writing process
Resources needed	Additional resources for the writing program
Responsible individual or team	Explorer teams and the Instructional Leadership Team

Goal Area	Science
Strategy to support goals	5th grade teacher is focusing on integrating informational text and writing within the science program to improve performance on the science MSP.
Professional Learning needed	Continued learning about the writing process and resources

Resources needed	Additional resources for the writing program
Responsible individual or team	5th grade teacher and Instructional Leadership Team

Goal Area	School Effectiveness
Strategy to support goals	Plan for one-half page immediate feedback form for teachers to receive from administrators or colleagues; establish protocols for technology integration for feedback
Professional Learning needed	Continued professional development for effective teaching strategies, refinement to Data Teams procedures, support for vertical teaming/teacher feedback strategies
Resources needed	Dedicated time during professional development LEAP Wednesdays
Responsible individual or team	Instructional Leadership Team

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Administrators meet with Explorer Steering Committee monthly to get input on school performance and shares school plans for continual improvement processes in academic and non-academic areas. Parent education opportunities are provided multiple times throughout the year in the form of PTSA meetings and book studies.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Administrators will post the plan to the school website and provide a link to families in the school newsletter.