



Continuous Improvement Plans

EASTLAKE LEARNING COMMUNITY

2012-2013

- **Alcott Elementary School**
- **Blackwell Elementary School**
- **Carson Elementary School**
- **McAuliffe Elementary School**
- **Mead Elementary School**
- **Smith Elementary School**
- **Inglewood Middle School**
- **Eastlake High School**
- **Renaissance School of Art & Reasoning**
- **STEM School**

**Continuous Improvement Process Plan
Louisa May Alcott Elementary CIP 2012-2013**

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year’s SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Part 1: 2011-2012 Reflection Goals:

A. Data Summary, Reflection, and Analysis:

<u>Class of 2020- current 5th graders</u>			
2011-2012 SMART Goals			
Reading	Math	Writing	
90% proficient or better on 2012 MSP	90% proficient or better on 2012 MSP	85% proficient or better on 2012 MSP	

Results:							
Year	Reading		Math		Science	Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	Proficient	Exceeds Proficient
2012-4 th	46.4%	45.5%	20.5%	69.6%	NA	56.3%	27.7%
2011-3 rd	30.8%	62.6%	22.2%	69.4%	NA	NA	

<u>Class of 2021- current 4th graders</u>		
2011-2012 SMART Goals:		
Reading	Math	
85% proficient or better on 2012 MSP	90% proficient or better on 2012 MSP	

Results:						
Year	Reading		Math		Science	Writing
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	NA
2012-3 rd	32.7%	56.4%	38.2%	52.9%	NA	NA

Class of 2022- current 3rd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 2 nd	90% 4% Strategic 6% Intensive	NA	NA	NA
2011- 1 st	93% 3% Strategic 4% Intensive	NA	NA	NA
2010- K	92% 4% Strategic 4% Intensive	NA	NA	NA

Class of 2023- current 2nd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 1 st	88% 5% Strategic 7% Intensive	NA	NA	NA
2011- K	90%	NA	NA	NA

Class of 2024- current 1st graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- K	87% 8% Strategic 5% Intensive	NA	NA	NA

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	Data from the following is used to measure progress in reading: DIBELS assessments, STAR Reading Assessment, Accelerated Reader, Teacher Created Assessments, MSP Scores, and District CDSAs. Cross grade level conversations were provided during LEAP time to share student information that assisted in planning and intervention. Grade levels incorporated common instructional strategies to meet student needs that included ability grouping, and intervention centers.
Math:	Data from the following is used to measure progress in math: Teacher Created Assessments, MSP Scores, enVision Math Assessments/Check-ups, and District CDSAs. Cross grade level conversations were provided during LEAP time to share student information that assisted in planning and intervention. Grade levels incorporated common instructional strategies to meet student needs that included assessment based small groups, volunteer support and intervention centers.
Writing:	Data from the following is used to measure progress in writing: Teacher Created Assessments, MSP Scores, and District CDSAs. Teachers also participated in LEAP activities focused on calibrating grading and teaching practices.
Science:	Data from the following is used to measure progress in science: Teacher Created Assessments, Curriculum Based Assessments, MSP Scores, and District CDSAs. Cross grade level conversations were provided during LEAP time to share student information that assisted in planning and intervention. Teachers participated in LEAP activities related to unifying scientific processes and vocabulary.

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
Louisa May Alcott Elementary enjoyed continued success in all significant (>10 students) sub-categories with all performing at or above district performance this past year. Of note is very strong Math and Science performance in all sub-categories including gender (male, female), ethnicity (White, Asian/Pacific Islander), and students continuously enrolled at the school.

Perception Data Summary, Reflection, and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012	<p>Characteristic #4-High Levels of Collaboration and Communication PRIMARY GOAL: Cross Grade Level Collaboration--Developing as a Professional Learning Community by doing the following:</p> <ul style="list-style-type: none"> -Encourage collaboration by providing opportunities for cross grade level work -Addresses Nine Characteristics Survey Data -From 78% (agree mostly/completely) to 100% (agree mostly/completely) on Q.26 of Nine Characteristics Survey 	<p>Characteristic #4-High Levels of Collaboration and Communication SECONDARY GOAL: Building Trust (Continuation of last year’s focus)</p> <ul style="list-style-type: none"> -Clearly define the characteristics of a strong PLC -Develop clear communication to encourage trust-building -Create an atmosphere that allows for broader participation and expression of ideas -Maintain 89% (agree mostly/completely) and increase from 19% to 25% agree completely on Q.29 of Nine Characteristics Survey
2011	<p>Characteristic #1-Clear and Shared Focus PRIMARY GOAL: Building Trust</p> <p>Building Trust by articulating a clear vision/focus Develop clear communication Create an atmosphere that allows for broader participation and expression of ideas</p>	Not Available

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
<p>The Building Leadership Team decided to return to the goal of collaboration and communication to further address issues of trust in the school. While we have worked on trust, it was evident that we did not have the necessary foundation to sustain it long-term. Conditions that make trust-building difficult include a campus that does not encourage interaction, a large staff, diversity of assignment, itinerants, and an insufficient means of addressing conflict. The BLT determined that trust was only one part of a process leading to high levels of collaboration. The three step process is: 1) Knowing each other well, 2) Developing a trusting relationship, and 3) Creating a synergy that allows us to achieve together what we cannot do on our own.</p> <p>Last year, we saw a significant decline in the results on the survey question about whether staff members trust one another. In large part, this is a redefinition of trust from a distance (‘I trust you’) and more about the development of trusting, working relationships.</p> <p>In 2011-2012 we did the following:</p> <p>Characteristic #4-High Levels of Collaboration and Communication A team of new teachers attended the PLC Conference this summer.</p>

Characteristic #4-High Levels of Collaboration and Communication

Cross-grade level conversation time was scheduled during four LEAP days in 2011-2012

Characteristic #4-High Levels of Collaboration and Communication

Special Services conducted three check-in meetings during three LEAP days in 2011-2012

Characteristic #1-Clear and Shared Focus

New Initiatives—Development of Summer Work Teams including Culture and Climate Committee; Cooperating Principles Work Team; Norms Work Team; Decision Making Model Work Team; Extended Absence Committee; Special Services Advisory

Characteristic #4-High Levels of Collaboration and Communication

New staff expectations for Special Services collaboration, check in and communication

Part 2: Goals for 2012-13:

Performance Goals – Statements (Current year’s work)

“Class of”	Reading		Math		Science	Writing
	From:	To:	From:	To:	Baseline	Baseline
2020- 5 th	91.1%	93%	89.6%	90%	90%	NA
2021 -4 th	88.8%	90%	90.1%	92%	NA	85%
2022- 3 rd	NA	92%	NA	90%	NA	NA
2023-2 nd	94.0%	91%	NA	NA	NA	NA
2024- 1 st	98.0%	90%	NA	NA	NA	NA
2025- K	NA	90%	NA	NA	NA	NA

****Based on cohort analysis of current students in each grade level***

Challenge Goal: This goal is to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area: READING	From	To
3 rd Grade (previous 2 nd graders) Derived from prior performance of 3 rd grade students at Alcott and performance characteristics of current 3 rd grade students	N/A	60%
4 th Grade (previous 3 rd graders) Derived from analysis of Frequency Distributions (students approaching ‘Exceeding’) and Identification of Individual Students	57%	62% (+5 students)
5 th Grade (previous 4 th graders) Derived from analysis of Frequency Distributions (students approaching ‘Exceeding’) and Identification of Individual Students	46%	49% (+3 students)

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012	<p>Characteristic #4 High Levels of Collaboration and Communication</p> <p>PRIMARY GOAL: Building Trust Amongst Staff Members</p> <p>From 57% (agree mostly) and 59% (agree mostly/completely to 100% (agree mostly/completely) on Q.29 of Nine Characteristics Survey</p>	<p>Characteristic #3 Effective School Leadership</p> <p>SECONDARY GOAL: Understanding of roles within the school and broadening the base of leadership participation</p> <p>From 19% (agree mostly) to 50% (agree mostly) and to 100% (agree mostly/completely) on Q17. of Nine Characteristics Survey</p>

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science and writing:	
READING	<p>The focus of our LEAP will be the delivery of Assessment and Common Core Modules along with strategies that address DuFour’s questions #3 and #4. In reading, writing and math, this will be weighed towards question #4 based upon the consistent strong MSP performance of students at Alcott.</p> <p>Staff will participate in article ‘café’ opportunities focused on developing their instructional skills in literacy.</p> <p>Literacy Intervention classes will be limited in size and staffed with highly capable teachers.</p> <p>Certificated staff will review current SMART goals in Reading in cross-grade level and grade level conversations.</p> <p>New program implementation will be placed on hold this year with the expected adoption of new literacy curriculum in 2013-2014. Our primary focus will be to train teachers in Common Core Standards in order to provide a strong knowledge foundation for this implementation.</p> <p>Our secondary focus will be ‘Response to Intervention’ strategies with special emphasis on high achieving students.</p> <p>Primary and Safety Net teaching staff will continue to track and record BOY, MOY, and EOY DIBELS scores. Progress Monitoring efforts will also be analyzed with this information and shared with both students and their parents.</p>
MATH	<p>The focus of our LEAP will be the delivery of Assessment and Common Core Modules along with strategies that address DuFour’s questions #3 and #4. In reading, writing and math, this will be weighed towards question #4 based upon the consistent strong MSP performance of students at Alcott.</p> <p>Staff and student led Math Clubs will be formed with the purpose of enhancing their existing math skills and competing in tournaments with other school teams.</p> <p>Certificated staff will review current SMART goals in Math in cross-grade level and grade level conversations.</p> <p>Piloting of math software programs for students to be completed by the Spring for possible school-wide implementation in the Fall of 2013</p> <p>Classroom teachers will continue to expand the opportunities for their families to access the math resources on the Envision Website.</p> <p>Our primary focus will be to train teachers in Common Core Standards. Our secondary focus will be ‘Response to Intervention’ strategies with special emphasis on high achieving students.</p>

<p style="text-align: center;">SCIENCE</p>	<p>The focus of our LEAP will be the delivery of Assessment and Common Core Modules along with strategies that address DuFour’s questions #3 and #4. In science, we are inquiring of other ELC schools to see if there are instructional strategies that have resulted in better MSP performance.</p> <p>Initial discussion with STEM school about shared opportunities between Alcott and STEM or facility use for Alcott science activities. (Robotics club?)</p> <p>Certificated staff will review current SMART goals in Science in cross-grade level and grade level conversations.</p> <p>Building Leadership Team discussion about Science enhancement activities and how they support or do not support current curriculum.</p> <p>Partnership with PTSA for Science Month in March (and early April) to include Science Fair (for intermediate), Science Night (for primary), and other programs and assemblies. PTSA continues to fund NatureVision.</p>
<p style="text-align: center;">WRITING</p>	<p>The focus of our LEAP will be the delivery of Assessment and Common Core Modules along with strategies that address DuFour’s questions #3 and #4. In reading, writing and math, this will be weighed towards question #4 based upon the consistently strong MSP performance of students at Alcott.</p> <p>Staff will participate in article ‘café’ opportunities focused on developing their instructional skills in literacy.</p> <p>Literacy Intervention classes will be limited in size and staffed with highly capable teachers.</p> <p>Certificated staff will review current SMART goals and do review common assessments in WRITING in grade level conversations to unify scoring and practice.</p> <p>New program implementation will be placed on hold this year with the expected adoption of new writing curriculum in 2013-2014. Following the adoption, staff will spend time learning new strategies consistent with the new curriculum to unify instructional practice.</p> <p>Our primary focus will be to train teachers in Common Core Standards in order to provide a strong knowledge foundation for this implementation. Our secondary focus will be ‘Response to Intervention’ strategies with special emphasis on high achieving students.</p> <p>Alcott students have had difficulty with ‘Purpose to Explain’ as well as ‘Content, Organization, and Style’ which lags behind district performance in these areas. The professional development team will be exploring staff development opportunities for staff that my address these specific concerns.</p>

Highlight use of technology to improve student learning:

Netbooks (eMas and eBackpack)

August Staff Development; New plan for eMas use with the change of netbooks available including logistical concerns with classrooms in portables.

Haiku (Common ELC)

August Staff Development and LEAP opportunities; Common grade level websites and specialists websites in development

Shared FlipCharts

Continued development of common FlipCharts now expanded to other ELC teachers

Portal Redesign

Re-design team to clean out and determine design for new school portal site to make it much more useful for collaboration

Enhancement Software

Piloting of curriculum enhancement software programs to replace Accelerated Math and other programs in use at the school. The guiding questions are the same critical questions #3 and #4.

Highlight steps to involve of staff, students, parents, families, and community:

Creation of Professional Development Team which will look critically at district Modules determining the core content necessary for staff, along with the ideal method and timing of delivery. Once these are established, a 'delivery team' will be identified to format and deliver the training to staff.

Creation of Culture and Climate Committee to promote staff cohesion, and monitor the working environment/climate of the school

New scheduling priorities for Special Services that builds program windows before the master schedule is built

PTSA Executive and General Meeting Sharing of Assessment Results, Nine Characteristics Goals, and Staff Professional Development Needs

Evening 'Reading Night' to be piloted for 1st grade students as conducted by teachers and school librarian. Possible expansion to all primary grades depending on initial success

NOTE: Massive turnover of PTSA leadership due to life changes (i.e. family career moves). Goal is to maintain positive momentum of past leadership. Secondary goal is to evaluate events for 'benefit to students' and scale back Alcott 'super-events' to encourage broader leadership.

Highlight process for progress monitoring, describing what assessments you will use throughout the year:

No change in current practice with each grade level determining which assessments will be used collectively to monitor student progress (as opposed to individual class monitoring tools)

DIBELs (follow up progress monitoring for students who do not reach benchmarks)

Curriculum Based Assessments (i.e. Envision Math)

Teacher/Grade Level Created Assessments (Grade Level Specific)

CDSAs

Highlight strategies to address the PLC questions #3 and #4:

Primary focus will be on learning about and implementing *Response to Intervention* particularly identifying strategies for students who already know (extensions, enhancements, etc.) as identified by Eastlake Learning Community elementary schools based upon similar high performance in the MSP. The Eastlake Learning Community will be sending teams from each elementary school to the *Response to Intervention* conference in December (Learning Tree). Teams are composed of principals and teachers from each school.

Common training of grade level teams across the Eastlake Learning Community at March and May all-day LEAPs in Common Core Standards.

**Continuous Improvement Process Plan
Blackwell Elementary School CIP 2012-2013**

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year’s SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Part 1: 2011-2012 Reflection Goals:

A. Data Summary, Reflection, and Analysis:

Class of 2020- current 5th graders

2011-2012 SMART Goals		
Reading	Math	Writing
90%	90%	90%

Results:							
Year	Reading		Math		Science	Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	Proficient	Exceeds Proficient
2012-4 th	48%	41%	27%	57%	NA	33%	62%
2011-3 rd	27%	66%	27%	57%	NA	NA	

Class of 2021- current 4th graders

2011-2012 SMART Goals:	
Reading	Math
90%	90%

Results:						
Year	Reading		Math		Science	Writing
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	NA
2012-3 rd	21%	69%	33%	53%	NA	NA

Class of 2022- current 3rd graders

Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 2 nd	98%	NA	NA	NA
2011- 1 st	93%	NA	NA	NA
2010- K	96%	NA	NA	NA

Class of 2023- current 2nd graders

Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 1 st	98%	NA	NA	NA
2011- K	92%	NA	NA	NA

Class of 2024- current 1st graders

Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- K	91%	NA	NA	NA

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	<p>Offer a SPU 20 clock hour book study on <u>The Word-Conscious Classroom</u> to introduce teachers to new Common Core Standards and prepare teachers for the upcoming LWSD literacy adoption.</p> <p>BLT Team will lead a cross grade level collaboration to describe and develop best practice grade level Research practices. This will allow teachers to better understand how research skills and strategies are taught across the grade levels.</p> <p>LWSF Grant will continue to support LAUNCH tutoring program led by Ruth Odell which recruits community volunteers to provide 1:1 literacy tutoring for Blackwell’s neediest kindergarten students every week. This program provides mini-lessons, games and reading practice in order to help all students enter first grade as readers.</p> <p>Each grade level will clearly define students who are level 1 & 2 students and will work with the Guidance Team to create a Response to Intervention model to illustrate how they are providing differentiated instruction and learning for students.</p> <p>Each grade level will clearly define students who are level 4 students and will begin to define an RTI model for differentiated instruction and learning for these students. BLT Team will lead a cross grade level collaboration to share district process and thinking concerning new literacy adoption. Teachers will better understand why and how we will implement this new curriculum.</p> <p>We will identify the lowest MSP grade level reading sub-skills. PLC teams will review their Curriculum Maps to discuss strategies for giving students additional support in these areas.</p> <p>Accelerated Reader will be used to identify appropriate reading levels for students. It will also be used to challenge and motivate students to read independently.</p> <p>Eastlake Learning Community grade level teachers will meet four times this year on LEAP Days to discuss teaching strategies to improve student learning. This is a Professional Learning Community activity that allows teachers time to discuss common curriculum and assessments. Principals work with teacher leaders to generate agendas that focus on improving student learning.</p>
Math:	<p>We will identify the lowest MSP grade level reading sub-skills. PLC teams will review their Curriculum Maps to discuss strategies for giving students additional support in these areas.</p> <p>Fifth grade teachers will organize subject specific classes for math and science. Mrs. Lepere will teach math to all 5th grade students and Ms. Legg will teach science. This will give 5th grade students a nice transition to Middle School and will allow the teachers to provide extra focus to these two very important subject areas.</p> <p>Accelerated Math will be used to provide remediation and challenge based on students’ math levels. This is how teachers can differentiate math instruction within the classroom.</p>

	<p>Eastlake Learning Community grade level teachers will meet four times this year on LEAP Days to discuss teaching strategies to improve student learning. This is a Professional Learning Community activity that allows teachers time to discuss common curriculum and assessments. Principals work with teacher leaders to generate agendas that focus on improving student learning.</p>
<p>Writing:</p>	<p>Based on the 2012 4th grade Writing MSP, this is an area of strength for Blackwell students. We will continue to provide the level of writing instruction and practice that worked well for students last year.</p> <p>Eastlake Learning Community grade level teachers will meet four times this year on LEAP Days to discuss teaching strategies to improve student learning. This is a Professional Learning Community activity that allows teachers time to discuss common curriculum and assessments. Principals work with teacher leaders to generate agendas that focus on improving student learning.</p>
<p>Science:</p>	<p>Fifth grade teachers will organize subject specific classes for math and science. Mrs. Lepere will teach math to all 5th grade students and Ms. Legg will teach science. This will give 5th grade students a nice transition to Middle School and will allow the teachers to provide extra focus to these two very important subject areas.</p> <p>Students will do an OSPI Science scenario monthly, and the teacher will use the document camera to demonstrate how to answer MSP Science questions to standard. Students will learn to identify answers that are below, at and above standard.</p> <p>Eastlake Learning Community grade level teachers will meet four times this year on LEAP Days to discuss teaching strategies to improve student learning. This is a Professional Learning Community activity that allows teachers time to discuss common curriculum and assessments. Principals work with teacher leaders to generate agendas that focus on improving student learning.</p>

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.

- In general, there isn't a major difference in MSP scores between males and females. Females tend to score a little better in reading and writing. In science, males and females scored about the same. In math, males tend to perform better than females. For example, in 3rd grade math, males are 92% and females are 79%. In 5th grade math, males are 90% and females are 76%. There is no difference in 4th grade math at males 84% and females 85%.
- All Blackwell ethnic groups scores close to the school average. This is not an area of focus.
- Special education students score significantly lower than the general student population. This reflects the fact that our students qualify for special education based on academic concerns based on their learning and/or health disabilities.

B. Perception Data Summary, Reflection, and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012	37. We will work as a staff to increase staff understanding of the research basis for instructional activities. At least 95% of Blackwell teachers will report that they are mostly or completely aware. 93% of staff did.	17. All Blackwell teachers have the opportunity to be considered for the Blackwell Leadership for the 2011-12 school year. 100% of staff did.
2011		
2010		

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?

On May 16 2012, Blackwell teachers met in grade level teams read and analyzed the 2012 Nine Characteristics Survey. Teachers provided feedback through the school Basecamp website. Then they talked in grade level teams. This process led to deep conversations about how we work together and how we feel about our neediest students.

As a result of these conversations, we found that our staff has worked together many years and there are some unresolved personal issues that may affect the trust level for some staff members. It is also true that there is a culture of working together in a Professional Learning Community and the staff works together in a professional way to meet the needs of our students.

Based on these conversations, we will organize a variety of staff events to give teachers an opportunity to socialize and get to know each other better. For example, our Social Committee will organize monthly informal staff get-togethers. We also scheduled four Cross Grade Level LEAP days to encourage sharing between grade level PLCs. We will focus on shared LEAP topics such as Technology Projects,

Research Skills, Curriculum Maps and Literacy Power Standards. We will aim to create connections between teachers at each grade level. In addition, our PLCs will review and possibly adjust team norms. We will talk about professional trust and working together.

We will have an in-depth staff conversation concerning whether all students can “learn complex concepts.” We will look to come to a shared understanding of what this means for special needs students and struggling students. There is some feeling that teacher opinions on this topic may now be more accurate. This will be a crucial conversation and add to our staff understanding of our district and school mission and vision.

Part 2: Goals for 2012-13:

A. Performance Goals – Statements (Current year’s work)

“Class of”	Reading		Math		Science	Writing
	From:	To:	From:	To:	Baseline	Baseline
2020- 5 th	90%/91%		84%/84%		--/94%	NA
2021 -4 th	90%/89%		86%/84%		NA	--/95%
2022- 3 rd	NA	90%	NA	90%	NA	NA
2023-2 nd	98%	98%	NA	NA	NA	NA
2024- 1 st	98%	85%	NA	NA	NA	NA
2025- K	91%	91%	NA	NA	NA	NA

Challenge Goal: This goal is to increase the percentage of students exceeding standard on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
Reading 3-5	57%	60%
Math 3-5	52%	55%

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012-2013	29. Staff members trust one another will increase from 39% agree completely to 50% agree completely.	14. I believe all students can learn complex concepts will decrease from 18% to 10% agreeing slightly or not agreeing.

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science and writing:
<ul style="list-style-type: none"> Blackwell will send a primary and intermediate teacher representative to the Solution Tree: <u>Simplifying Response to Intervention</u> December Conference. We will focus on learning about strategies for providing RTI for our level 4 students who would benefit from additional academic challenges. Blackwell PLC Teams will develop their own RTI pyramids to describe how they will help struggling students and students who need extra challenge.
Highlight steps to involve of staff, students, parents, families, and community:
<ul style="list-style-type: none"> Blackwell web site and newsletters will have a monthly focus on providing extra challenges for level 4 students. This will be a primary school theme.
Highlight process for progress monitoring, describing what assessments you will use throughout the year:
<ul style="list-style-type: none"> We will thoroughly analyze MSP subtests to determine skills that need additional support. PLC teams will review their Curriculum Maps and agree upon strategies to provide additional support in these areas.
Highlight strategies to address the PLC questions #3 and #4:
<ul style="list-style-type: none"> Blackwell PLCs will work together to provide grade level challenges for students who would benefit from additional challenges.

**Continuous Improvement Process Plan
Rachel Carson Elementary School CIP 2012-2013**

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year's SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Part 1: 2011-2012 Reflection Goals:

A. Data Summary, Reflection, and Analysis:

<u>Class of 2020- current 5th graders</u>			
2011-2012 SMART Goals			
Reading	Math	Writing	
88% prof. or higher	87% prof. or higher	93% prof. or higher	

Results:							
Year	Reading		Math		Science	Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	Proficient	Exceeds Proficient
2012-4 th	37.2%	52.6%	36.%	53%	NA	42.3%	48.7%
2011-3 rd	22.5%	69.0%	40.8%	45.1%	NA	NA	

<u>Class of 2021- current 4th graders</u>			
2011-2012 SMART Goals:			
Reading	Math		
90 % prof. or higher	90% prof. or higher		

Results:						
Year	Reading		Math		Science	Writing
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	NA
2012-3 rd	31%	62%	32.6%	58.5%	NA	NA

Class of 2022- current 3rd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 2 nd	92%	NA	NA	NA
2011- 1 st	96%	NA	NA	NA
2010- K	93%	NA	NA	NA

Class of 2023- current 2nd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 1 st	98%	NA	NA	NA
2011- K	100%	NA	NA	NA

Class of 2024- current 1st graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- K	91%	NA	NA	NA

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	Data from the following is used to measure progress in reading: DIBELS assessments, Accelerated Reader, Star Reading, Reading Assessment Kits, Teacher Created Assessments, MSP Scores, and District CDSAs. Teachers also participated in LEAP activities focused on assessing reading levels and strategies to address areas of growth and ways to extend student learning.
Math:	Data from the following is used to measure progress in math: Teacher Created Assessments, MSP Scores, enVision Math Assessments/Check-ups, and District CDSAs, IXL. Teachers also implemented math intervention, helping improve math scores throughout our school, including challenging students to reach level 4.
Writing:	Data from the following is used to measure progress in writing: Teacher Created Assessments, MSP Scores, and District CDSAs. Teachers also participated in LEAP activities focused on calibrating grading and teaching practices.
Science:	Data from the following is used to measure progress in science: Teacher Created

	Assessments, MSP Scores, and District CDSAs. Teachers also participated in LEAP activities focused teaching components of the scientific process in a consistent manner throughout our school (scaffolding, using common language, etc.) Focused on school 3-6 Science fair investigative process. Additionally, upper grades switch for science/math giving more time to science.
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Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, and SES)? Please provide examples and explanations.
In fourth grade, reading level is even between girls/boys while math is a 13% higher for boys. In fifth grade, the reading level is fairly even between boys/girls with a 4% difference with girls higher; in math, the girls are 7% higher. There is no gender concern in math. However, in writing, there is a significant difference between girls, scoring 91% at or above standard, with 79% of the boys at or above standard. Sixth grade reading was celebrated at 97.7% , and also fifth grade science at 94.1%. Overall, Rachel Carson continues to excel and score in the high 90's on the MSP and DIBELS assessments.

B. Perception Data Summary, Reflection, and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012	Students respect those who are different from them from 88.75% to 97% in agreeing completely or agreeing mostly	Students feel safe on the school property during school hours from 97.14% to 100% agreeing completely or agreeing mostly
2011	All students are consistently challenged by a rigorous curriculum from 69% to 97% agreeing mostly and completely	The staff works in teams across grade levels to help increase student learning from 69% to 97% agreeing mostly and completely
2010	High Standards and Expectations for all students, from 58% to 70% agrees completely	High Levels of Collaboration and Communication, from 67% to 80% agrees completely

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
These areas were selected by staff because they were the lowest areas on our 9 Characteristics Survey. In addition, we saw these areas as ways to improve teaching practices so that student learning could be increased.
Characteristic #53 & 57 pertain to Learning Environment at Rachel Carson. (2012 Goal): As a school we focused on “Rachel’s Challenge,” inviting the organization in for a student and parent presentation and putting a focus on Kindness & Compassion. There were three assemblies during the year to highlight what students and classes were doing to show kindness and compassion throughout the school. At the end of the year, we did a student survey.

Characteristic # 27 & 16 pertained to Standards/Expectations and Collaboration/Communication (2011 Goal): Specialist schedule, LEAP activities, staff meetings, SPED schedule, and PLC time were created to provide opportunities for teachers to work closely together. During several LEAP days, vertical teams met to discuss expectations, scope sequence, vocabulary and other curricular expectations. In addition, the ELC created opportunities for teachers to meet as grade level teams for ELC/PLC on LEAP's.

Characteristic #17 (2011 Goal): Curriculum experts in math were brought in to help w/ challenging ideas for math and math extension was a topic at the ELC/PLC. We continue to work on this area.

Part 2: Goals for 2012-13:

Performance Goals – Statements (Current year's work)

"Class of"	Reading		Math		Science	Writing
	From:	To:	From:	To:	Baseline	Baseline
2020- 5 th	89%	92%	88%	91%	91%	NA
2021 -4 th	91%	95%	91%	94%	NA	91%
2022- 3 rd	85%	90%	NA	90%	NA	NA
2023-2 nd	37%	75%	NA	NA	NA	NA
2024- 1 st	60%	81%	NA	NA	NA	NA
2025- K	NA	85%	NA	NA	NA	NA

Challenge Goal: This goal is to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
Math – 3 rd Grade (previous 2 nd graders)	NA	60%
Math – 4 th Grade (previous 3 rd graders)	30%	63%
Math – 5 th Grade (previous 4 th graders)	36%	60%

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012-2013	Teachers provide feedback to each other. From 52% Agree Completely to 65% Agree Completely.	Students feel safe during school hours. From 38% Agree Completely to 55% Agree Completely.

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science and writing:

Reading

- Safety Net
- LEAP time for grading writing using rubrics/leveling
- Headsprout
- Leveled reading groups
- Read Naturally
- IRI stories for fluency
- Regular read-a-louds
- More non-fiction texts; guided reading, independent reading
- Incorporate MSP type questions in regular lessons
- Reading Response Journals

Math

- IA support w/ small group, 1-1
- Safety Net
- Mighty Math w/ parent helpers
- EnVision Intervention Lessons/parent reinforcement lessons
- Hands-on Math Games
- IXL and other computer math games
- Timed fact tests
- Direct modeling
- Consistent vocabulary
- Regular Problem Solver proficiency

Writing

- Step Up To Writing Organizers
- Revision/Editing Rubrics
- Practice writing prompts
- Convention Practice (DOL)
- Weekly Dictation
- 1-1 Teacher Conferences/Peer Conferences
- Direct teacher modeling
- Incorporating technology

Science

- Science Journals
- Foss Kit Lessons/Assessments
- Non-fiction science reading
- Explicit instruction on “If/Then” while writing predictions
- Participation in Science Fair, grades 3-5
- Practice in Procedural Writing following the Scientific Process

Highlight use of technology to improve student learning:

Explicit classroom lessons following district scope and sequence. Regular use of netbooks integrated into the curriculum; science, writing, reading responses. Students using technology for class research projects to include but not limited to power point, movie maker. School and home IXL practice as well as AR. Use of flip camera’s for filming class activities in math and science as well as for ELL. Type to learn and Headsprouts program software. DIBELS testing and regular monitoring. Developing an expanded list of math, reading and science websites for parents/students. Vertical alignment K-5 w/ programs, processes, integration.

Highlight steps to involve of staff, students, parents, families, and community:

- Staff involvement in analysis of measurable goals
- Staff monitoring of goals
- Regular benchmarking
- Presentation to parents at PTSA board and general membership meetings
- Highlight in parent newsletters
- Staff “wish list” for professional development, materials etc. to support CIP goals
- PTSA funds IXL and AR to support goals
- Student goal setting and regular monitoring

Highlight process for progress monitoring, describing what assessments you will use throughout the year:

- District assessments
- Teachers have three regular benchmark dates to monitor goals, implement interventions and discuss student progress

Highlight strategies to address the PLC questions #3 and #4:

- Flexible leveled grouping in math classes
- Flexible leveled grouping in reading
- Challenge/extension activities in math/reading/writing
- Parent volunteers to help w/ computation, small reading groups
- LEAP activities for vertical alignment activities, sharing strategies

**Continuous Improvement Process Plan
Christa McAuliffe Elementary CIP 2012-2013**

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year's SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Part 1: 2011-2012 Reflection Goals:

A. Data Summary, Reflection, and Analysis:

Class of 2020- current 5th graders			
2011-2012 SMART Goals			
Reading	Math	Writing	
92% prof. or higher	95% prof. or higher	92% prof. or higher	

Results:							
Year	Reading		Math		Science	Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	Proficient	Exceeds Proficient
2012-4 th	39.2%	51.9%	26.6%	62.0%	NA	30.4%	64.6%
2011-3 rd	33.8%	62.3%	41.6%	41.6%	NA	NA	

Class of 2021- current 4th graders			
2011-2012 SMART Goals:			
Reading	Math		
85% prof. or higher	85% prof. or higher		

Results:						
Year	Reading		Math		Science	Writing
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	NA
2012-3 rd	29.6%	59.2%	39.4%	50.7%	NA	NA

Class of 2022- current 3rd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 2 nd	93%	NA	NA	NA
2011- 1 st	91%	NA	NA	NA
2010- K	89%	NA	NA	NA

Class of 2023- current 2nd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 1 st	94%	NA	NA	NA
2011- K	96%	NA	NA	NA

Class of 2024- current 1st graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- K	98%	NA	NA	NA

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	Data from the following is used to measure progress in reading: DIBELS assessments, Accelerated Reader, Star Reading, Reading Assessment Kits, Teacher Created Assessments, MSP Scores, and District CDSAs. Teachers also participated in LEAP activities focused on assessing reading levels and strategies to address areas of growth.
Math:	Data from the following is used to measure progress in math: Teacher Created Assessments, MSP Scores, enVision Math Assessments/Check-ups, and District CDSAs. Teachers also implemented math intervention, helping improve math scores throughout our school.
Writing:	Data from the following is used to measure progress in writing: Teacher Created Assessments, MSP Scores, and District CDSAs. Teachers also participated in LEAP activities focused on calibrating grading and teaching practices.
Science:	Data from the following is used to measure progress in science: Teacher Created

	Assessments, MSP Scores, and District CDSAs. Teachers also participated in LEAP activities focused teaching components of the scientific process in a consistent manner throughout our school (scaffolding, using common language, etc.)
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Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
Christa McAuliffe Elementary enjoyed tremendous success throughout the school. Students of all genders and ethnicity showed growth. Populations with growth opportunities included students new to LWSD (1-2 years in our district) and Special Education Students (55 students qualified last year).

B. Perception Data Summary, Reflection, and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012	Characteristic #6: Monitoring of Teaching Learning: “Teachers provide feedback to each other to help improve instructional practices”. From 78% (agree mostly/completely) to 100% (agree mostly/completely)	Characteristic #5: Alignment to Standards: “I know the research basis for instruction strategies being used”. From 87% (agree mostly/completely) to 92% (agree mostly/completely)
2011	Characteristic #4: High Levels of Collaboration and Communication: “Staff work in teams across grade levels to help increase student learning”. From 83% (agree mostly/completely) to 95% (agree mostly/completely)	Characteristic #6: Frequent Monitoring of Teaching and Learning: “Teachers provide feedback to each other to help improve instructional practices”. From 69% (agree mostly/completely) to 78% (agree mostly/completely)
2010	Not Available	Not Available

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
<p>These areas were selected by staff because they were the lowest areas on our 9 Characteristics Survey. In addition, we saw these areas as ways to improve teaching practices so that student learning could be increased.</p> <p>Characteristic #6 (2012 Goal): Teachers were provided release time to observe each other in the classroom, share strategies, and collaborate as a PLC to improve instructional practices.</p> <p>Characteristic #5 (2012 Goal): Wednesday LEAP and Staff meetings were devoted to increasing knowledge of instructional strategies and new LWSD initiatives.</p> <p>Characteristic #4 (2011 Goal): Specialist schedule, LEAP activities, staff meetings, SPED schedule, and PLC time were created to provide opportunities for teachers to work closely together. In addition, the ELC created opportunities for teachers to meet as grade level teams.</p> <p>Characteristic #6 (2011 Goal): Teachers were provided release time to make visits to others schools to observe science, writing, reading, Net Book implementation, and other areas to</p>

improve their teaching practices.

Part 2: Goals for 2012-13:

Performance Goals – Statements (Current year’s work)

“Class of”	Reading		Math		Science	Writing
	From:	To:	From:	To:	Baseline	Baseline
2020- 5 th	91.1%	93.0%	88.6%	90.0%	94.0%	NA
2021 -4 th	88.8%	96.0%	90.1%	93.0%	NA	86.0%
2022- 3 rd	NA	80.0%	NA	83.0%	NA	NA
2023-2 nd	94.0%	95.0%	NA	NA	NA	NA
2024- 1 st	98.0%	98.0%	NA	NA	NA	NA
2025- K	NA	92.0%	NA	NA	NA	NA

Challenge Goal: This goal is to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Note: Data is presented at the cohort level. For example, the “from” percentage for fifth grade is the MSP results for 2012 fourth grade students. The “to” percentage is how these students will perform on the 2013 MSP as fifth graders. Also, our “to” predictions were made after looking at each individual student currently enrolled at that grade level. Changes in student populations (+/- students) and increasing expectations at the next grade level were taken into consideration.

Grades 3-5: Identify content area	From	To
Math – 3 rd Grade (previous 2 nd graders)	NA	33% (26/ 79 students)
Math – 4 th Grade (previous 3 rd graders)	51% (36/71 students)	50% (37/74 students)
Math – 5 th Grade (previous 4 th graders)	62% (49/79 students)	63% (49/78 students)

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012-2013	Characteristic #4 (question 26): Collaboration/Communications: “The staff works in teams across grade levels to help increase student learning”. From 61% agree completely to 75% agree completely.	Characteristic #5 (question 34): Alignment to Standards: “Schoolwork is meaning to students”. From 54% agree completely to 75% agree completely.

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science and writing:

Some of the strategies to meet goals in reading, math, science, and writing include:

- LEAP time dedicated to vertical teaming to discuss continuum, strategies, expectations, and to align teaching practices and vocabulary across the school.
- Flexible leveled groups in reading, math, and writing so that individual students are appropriately challenged.
- Targeted intervention blocks in reading, writing, and math.
- Use of parent volunteers to support math groups.
- Creation of IA schedule that provides grade level teams with adult support during subjects of focus.
- Creation of Specialist schedule that provides grade levels with common blocks of teaching time to use for intervention blocks and leveling of students.
- LEAP time within building used for PLC work within grade level teams (share strategies, design activities, examine data to refine teaching, etc.).
- Developed K-5 agreements in science on teaching the scientific process. Shared science MSP expectations and examples with all teachers.
- Worked with PTSA to support CIP goals by requesting funding for resources, materials, supplies, professional development, and other needs.
- Aligned 9 Characteristics Goals so they directly impact student learning.
- Worked across the school to revise homework practices so they best support growth within these subjects.

Highlight use of technology to improve student learning:

Teachers will use the following technology to improve student learning in the classroom:

- Netbook computers used in all subject areas.
- Online resources such as TCI Social Studies, enVision math, Star Reading, Accelerated Reader, and IXL Math.
- Activboard, Document Camera, Sound Devices, and other classroom technology to increase engagement and understanding.
- DIBELS reading assessments to gauge progress in reading.
- Educational websites and videos to further expand learning.

Highlight steps to involve of staff, students, parents, families, and community:

The following things have been done to involve staff, students, parents, families, and the community:

- Staff worked with the building administrator to design LEAP days that supported CIP goals.
- Staff members and building administrator led professional development related to CIP goals.
- Staff members and building administrator are attending the Response to Intervention (RTI) conference in December.
- Staff created a “wish list” of materials, professional development, and other items needed to support CIP work. This is supported through the ELC and school budgets.
- The PTSA provided funds to purchase Accelerated Reader (reading) and IXL (math)

online tools to support students.

- Students participated in goal setting conferences, designing specific goals to help improve in CIP areas.
- The building administrator and teachers will inform the community of progress made toward goals through regular newsletter updates.

Highlight process for progress monitoring, describing what assessments you will use throughout the year:

Teachers will monitor as follows:

- Teachers will have regular check-ups, as scheduled during LEAP days, to discuss progress made towards goals.
- Teachers will provide the building administrator with regular progress reports on goals.
- Teachers will use teacher-created assessments, curriculum assessments, and district (CDSA) assessments to gauge progress.

Highlight strategies to address the PLC questions #3 and #4:

The following strategies were implemented to address PLC questions #3 and #4:

- LEAP time dedicated to vertical teaming to discuss continuum, strategies, expectations, and to align teaching practices and vocabulary across the school.
- Flexible leveled groups in reading, math, and writing so that individual students are appropriately challenged.
- Targeted intervention blocks in reading, writing, and math to provide support and extension for students at all levels.
- Use of parent volunteers to support leveled math groups.
- Creation of IA schedule that provides grade level teams with adult support (lead small group work).
- Creation of Specialist schedule that provides grade levels with common blocks of teaching time to use for intervention blocks and leveling of students.
- LEAP time within building used for PLC work within grade level teams (share strategies, design activities, examine data to refine teaching, etc.).
- Purchased IXL math resource to provide to provide support and extension for students at all levels.

**Continuous Improvement Process Plan
Margaret Mead Elementary CIP 2012-2013**

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year’s SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Part 1: 2011-2012 Reflection Goals:

A. Data Summary, Reflection, and Analysis:

<u>Class of 2020- current 5th graders</u>			
2011-2012 SMART Goals			
Reading	Math	Writing	
92% prof. or higher	80% prof. or higher	88% prof. or higher	

Results:							
Year	Reading		Math		Science	Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	Proficient	Exceeds Proficient
2012-4 th	48.1%	40.3%	40.3%	49.4%	NA	51.9%	32.5%
2011-3 rd	12.7%	78.9%	43.7%	39.4%	NA	NA	

<u>Class of 2021- current 4th graders</u>			
2011-2012 SMART Goals:			
Reading	Math		
85% prof. or higher	86% prof. or higher		

Results:						
Year	Reading		Math		Science	Writing
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	NA
2012-3 rd	33.0%	59.6%	43.1%	41.3%	NA	NA

Class of 2022- current 3rd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 2 nd	92%	NA	NA	NA
2011- 1 st	91%	NA	NA	NA
2010- K	85%	NA	NA	NA

Class of 2023- current 2nd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 1 st	90%	NA	NA	NA
2011- K	97%	NA	NA	NA

Class of 2024- current 1st graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- K	86%	NA	NA	NA

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	<p>Data from the following is used to measure progress in reading:</p> <ul style="list-style-type: none"> • DIBELS – BOY, MOY, EOY • MSP Scores • Accelerated Reader • STAR Reader • Teacher created assessments • Unit tests from district reading curriculum • District CDSAs • Report card data <p>Each grade level implemented intervention groups – flexible groupings based on specific need with frequent assessment and monitoring. Safety Net provides intervention for students who qualify for support.</p>

Math:	<p>Data from the following is used to measure progress in math:</p> <ul style="list-style-type: none"> • Teacher created assessments • MSP Scores • enVision Math Assessments/Check-ups • District CDSAs • IXL data • Report card data <p>Teachers implemented math intervention groups, helping improve math scores throughout our school. Safety Net provides intervention for students who qualify for support.</p>
Writing:	<p>Data from the following is used to measure progress in writing:</p> <ul style="list-style-type: none"> • Teacher created assessments • MSP Scores • District CDSAs • Report card data <p>Teachers collaborated in providing specific intervention for students requiring additional support.</p>
Science:	<p>Data from the following is used to measure progress in science:</p> <ul style="list-style-type: none"> • Teacher Created Assessments • MSP Scores • District CDSAs • Report card data

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
Margaret Mead Elementary enjoyed success throughout the school. Students of all genders and ethnicity showed growth. Populations with growth opportunities include Special Education Students (68 students qualified last year).

B. Perception Data Summary, Reflection, and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012	<p>Characteristic #4: High Levels of Collaboration and Communication: “Staff works in teams across grade levels to help increase student learning.” From 52% (agree mostly/completely) to 67% (agree mostly/completely).</p>	<p>Characteristic #7: Professional Development: “Assessment results are used to determine professional learning activities.” From 60% (agree mostly/completely) to 71% (agree mostly/completely).</p>
2011	<p>Characteristic #1: Vision: “The staff shares a common understanding of what the</p>	<p>Characteristic #4: High Levels of Collaboration and Communication: “Staff</p>

	school wants to achieve.” From 77% (agree mostly/completely) to 87% (agree mostly/completely).	works in teams across grade levels to help increase student learning.” From 56% (agree mostly/completely) to 52% (agree mostly/completely).
2010	Not Available	Not Available

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
<p>These areas were selected by staff because they were among the lowest areas on our 9 Characteristics Survey. These results aligned with a felt need among the Mead Leadership Team in the 2010-11 and 2011-12 school years, to focus on developing a more positive, trusting, collaborative culture among staff, students and parent community.</p> <p>Characteristic #4 (2012 Goal): In 2011-12, several actions were taken to achieve improvement in characteristic #4.</p> <ol style="list-style-type: none"> 1. All certificated staff participated on at least one cross-grade team (MLT, Positive Culture and Climate, Instructional Leadership, SIT, GT) designed to improve the building culture and/or instructional capacity, both leading to increased student learning. 2. Throughout the year, the entire staff, working in cross grade discussion groups, participated in the implementation of “9 Essential Skills for the Love and Logic Classroom.” The Love and Logic framework provided a unified philosophy and common language for behavior and discipline throughout the school and parent community. The expected end result is decreased student misbehavior and increased student learning. 3. During the year, LEAP activities included specific cross grade level conversations focused on understanding and aligning reading instruction between adjacent grade levels. <p>Characteristic #7 (2012 Goal): MSP and Dibels results from 2011 were used to discern a content area of focus (reading) for PLC work – both within grade levels and across grade levels. Grade level teams worked together to articulate and share out key grade level reading skills/topics/content with adjacent grade level teams. Based on grade level reading assessment data, teams participated in P.D. specific to the needs of their students including purchase of specific curriculum and assessment materials and conference attendance including RTI & Daily Five conferences.</p> <p>Characteristic #1 (2011 Goal): LEAP work throughout 2010-11 included developing clearly articulated staff norms and operating principles, completing StrengthsFinder assessments building wide, defining a new vision and mission statement for Mead, and adopting Love and Logic principles for student behavior and discipline.</p> <p>Characteristic #4 (2011 Goal): Based on StrengthsFinder assessment results and discerned cultural needs, specific staff teams were defined and staffed, based on staff interest and passion. Each staff member joined one team, beginning the building wide work of aligning and articulating norms, expectations, instructional practice, discipline philosophy, and assessment.</p>

Part 2: Goals for 2012-13:

Performance Goals – Statements (Current year’s work)

“Class of”	Reading		Math		Science	Writing
	From:	To:	From:	To:	Baseline	Baseline
2020- 5 th	88%	97%	90%	92%	90%	NA
2021 -4 th	93%	88%	84%	86%	NA	84%
2022- 3 rd	NA	87%	NA	84%	NA	NA
2023-2 nd	90%	90%	NA	NA	NA	NA
2024- 1 st	86%	86%	NA	NA	NA	NA
2025- K	NA	90%	NA	NA	NA	NA

Challenge Goal: This goal is to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
Math – 3 rd grade (previous 2 nd graders)	NA	28% (26/92 students)
Math – 4 th grade (previous 3 rd graders)	41%	47%
Math – 5 th grade (previous 4 th graders)	49%	62%

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012-2013	#4 Collaboration/Communications The staff works in teams across grade levels to help increase student learning. From: 67% To: 80%	#7 Professional Development Assessment results are used to determine professional learning activities From: 71% To: 80%

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science and writing:
<ul style="list-style-type: none"> • Implement “intervention block time” in each grade level, K – 3, 30 minutes per day. Teachers use flexible grouping, frequent assessment and I.A. small group support between all classrooms to provide intervention/extension of student learning. • Building wide work to align understanding of scientific process and design process across grade levels. • Staff development on the use of learning targets to increase student learning.

Highlight use of technology to improve student learning:

- Because Mead does not have a lunchroom, we are able to continue with a computer lab with every class attending computer lab (primary once per week, intermediate twice per week). Each grade level team collaborates with the computer lab staff to align use a technology projects with classroom academic content.
- Librarian collaborates with computer lab staff to develop tech. research projects that align with grade level standards.
- Each grade level shares use of netbooks. Students use netbooks weekly for differentiated instruction in math and reading (AR, IXL, envision, Headsprout).

Highlight steps to involve of staff, students, parents, families, and community:

- Staff worked with the building administrator to design LEAP days that supported CIP goals.
- Staff members and building administrator led professional development related to CIP goals.
- Staff members and building administrator are attending the Response to Intervention (RTI) conference in December.
- The PTSA provided funds to purchase Accelerated Reader (reading) and IXL (math) online tools to support students.
- Students participated in goal setting conferences, designing specific goals to help improve in CIP areas.
- Administration provided a 6 week *Parenting the Love and Logic Way*® class to ELC elementary parents in order to align behavioral strategies, language and expectations between home and school.
- Staff designed and implemented “The Mead Way” to provide common expectations for behavior throughout the building with the goal of decreasing misbehavior and increasing time for teaching and learning.

Highlight process for progress monitoring, describing what assessments you will use throughout the year:

Progress monitoring will occur throughout the year at Mead. Four LEAP Wednesdays, Nov. 7, December 5, February 6 and May 8 have been designated PLC time to assess grade level progress toward CIP goals. Grade levels have each selected meaningful assessment tools including:

- DIBELS
- enVision Quick Checks and End of Topic Assessments
- District CDSAs in Math, Science, Literacy, Social Studies
- Houghton Mifflin Unit Tests
- Accelerated Reader Data
- IXL Data
- Teacher created assessments

Highlight strategies to address the PLC questions #3 and #4:

RTI Intervention Block time allotted in K – 3 (literacy, math)
Flexible groupings for math/reading in grades K – 3
IXL, K-5; AR, K-5; Math Homework Club (grade 3)

**Continuous Improvement Process Plan
Samantha Smith Elementary CIP 2012-2013**

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year’s SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Part 1: 2011-2012 Reflection Goals:

A. Data Summary, Reflection, and Analysis:

<u>Class of 2020- current 5th graders</u>			
2011-2012 SMART Goals (Note: Reading and Writing goals were not measureable with percentages but will be for 2012-2013.)			
Reading	Math	Writing	
Students will respond to Literature, Science, Math and Social Studies prompts. Students will show proficiency in finding evidence in their reading to support their higher level thinking.	Percentage of 4 th graders scoring at proficiency or higher in Math number sense and problem solving will increase from 96% to 97% by Math MSP administered May 2012.	Students will show meaningful improvements in their writing after revision. Students will show the writing process starting with prewriting, drafting, revising, editing, and publishing, specifically proofing checklists for revision.	

Results:							
Year	Reading		Math		Science	Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	Proficient	Exceeds Proficient
2012-4 th	28%	70%	22%	76%	NA	47%	46%
2011-3 rd	14%	80%	24%	70%	NA	NA	

Class of 2021- current 4th graders		
2011-2012 SMART Goals:		
Reading	Math	
Increase in reading comprehension from 83%-90% measured by Houghton Mifflin Theme/Selection Tests and Accelerated Reading by Spring 2012.	Explanations and reasoning will increase from 85% to 91% measured by quick check responses, topic tests, free response tests by Spring 2012.	

Results:						
Year	Reading		Math		Science	Writing
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	NA	NA
2012-3 rd	26%	68%	29%	64%	NA	NA

Class of 2022- current 3rd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 2 nd	92%	NA	NA	NA
2011- 1 st	93%	NA	NA	NA
2010- K	88%	NA	NA	NA

Class of 2023- current 2nd graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- 1 st	91%	NA	NA	NA
2011- K	83%	NA	NA	NA

Class of 2024- current 1 st graders				
Year	EOY Reading DIBELS Benchmark	Math	Science	Writing
2012- K	91%	NA	NA	NA

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	<p>At the beginning of the year, we worked as a staff and teams to analyze MSP, DIBELS and Data Dashboard data to create SMART Goals and one action plan CIP goal in the area each grade level needed to focus most. This helped teams become aware of what is needed in each content area as well as focus on students who needed extra support or were already at standard and needed enrichment. We monitor these goals throughout the year on CIP LEAP days.</p> <p>We have also worked to create a fourfold reading intervention program. Working with the general education teacher, special education teacher, and safety net teacher, we have identified students who have needs and are servicing all of them regardless of level of need (ex: strategic, intensive, etc.) We have done this by creating a morning safety net class and using instructional assistant time to catch children with needs throughout the day.</p> <p>We also, as a staff, use the AR Reading Program for progress monitoring, but also enrichment. Last year we worked with the Lake Washington Schools Foundation to write a grant in order to pay for AR as well as support a teacher stipend for someone to be the webmaster of the program.</p> <p>This year, as a way of addressing another perception goal in honoring diversity, we have asked staff and community members to read aloud at lunches. This will start in October and take place once a month.</p>
Math:	<p>At the beginning of the year, we worked as a staff and teams to analyze MSP, DIBELS, and Data Dashboard data to create SMART Goals and one action plan CIP goal in the area each grade level needed to focus on most. This helped teams become aware of what is needed in each content area as well as focus on students who needed extra support or were already at standard and needed enrichment. We monitor these goals throughout the year on CIP LEAP days.</p> <p>We have also worked to create a fourfold math intervention program. Working with the general education teacher, special education teacher, and safety net teacher, we have identified students who have needs and are servicing all of them regardless</p>

	<p>of level of need (ex: strategic, intensive, etc.) We have done this by creating a morning safety net class and using instructional assistant time to catch children with needs throughout the day.</p> <p>In Math, we have AM Math Programs for 3-5 and ixl Math for grades K-2. Both programs help offer math enrichment. We worked with the Lake Washington Schools Foundation to write a grant in order to pay for ixl for grades K-2. So far, both programs have been a major success with staff, students and parents.</p>
Writing:	<p>At the beginning of the year, we worked as a staff and teams to analyze MSP, DIBELS, and Data Dashboard data to create SMART Goals and one action plan CIP goal in the area each grade level needed to focus most. This helped teams become aware of what is needed in each content area as well as focus on students who needed extra support or were already at standard and needed enrichment. We monitor these goals throughout the year on CIP LEAP days.</p> <p>We have also worked to create a fourfold Writing intervention program. Working with the general education teacher, special education teacher, and safety net teacher, we have identified students who have needs and are servicing all of them regardless of level of need (ex: strategic, intensive, etc.) We have done this by creating a morning safety net class and using instructional assistant time to catch children with needs throughout the day.</p> <p>Last year our staff worked on a vertical alignment in writing instruction. This year our fourth grade team will be working during their ELC PLC meetings to see what others schools are doing in writing instruction to improve writing skills (as measured on the MSP).</p> <p>We have also focused funds on sending teachers to Common Core and other writing conferences to report back to staff. We have one staff member who represents us on the Literacy Adoption Committee, and she is in charge of updating staff and sending on professional learning she receives while on this committee. We are also working with the PTSA to sponsor staff attending the next WORD Conference which will focus on Common Core Standards.</p>
Science:	<p>At the beginning of the year, we worked as a staff and teams to analyze MSP, DIBELS, and Data Dashboard data to create SMART Goals and one action plan CIP goal in the area each grade level needed to focus most. This helped teams become aware of what is needed in each content area as well as focus on students who needed extra support or were already at standard and needed enrichment. We monitor these goals throughout the year on CIP days.</p> <p>We have been working with PTSA to purchase Delta Science Readers, Bill Nye Videos, and Nature Vision, a new enrichment program. All of these resources help supplement our science curriculum and offer support for K-5 science.</p>

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
Our school is very diverse. We are a home school for the Quest Highly Capable Program. We also have 17 students with IEP's and 11 students with a 504 Plan. Among our student body, which is now at 574, we have about 50% male and 49% female gender ratio. Most of our students are identified as either white (55%), Asian (35.4%) or Asian/Pacific Islander (35.4%).

B. Perception Data Summary, Reflection, and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012	<p><u>6-Monitoring of teaching and learning Q44 Teachers provide feedback to each other to help improve instructional practice. (25%)</u></p> <p>The percentage of staff agreeing completely or agreeing mostly will increase from 67.5% to 77.5% as measured on the 2012 Nine Characteristics Survey. This will be done through developing a plan for teachers to invite others in for feedback (teachers observing teachers), as well as PLC work within teams both vertically and horizontally.</p>	<p><u>7- Professional Development Q49 I have enough opportunities to grow professionally. (22.50%)</u></p> <p>The percentage of staff agreeing completely or agreeing mostly will increase from 72.5% to 82.5% as measured on the 2012 Nine Characteristics Survey. This will be done by working with the BLT:</p> <ul style="list-style-type: none"> • planning LEAP activities • sending monthly articles • using our ELC PLC meetings to work as teams • attending conferences, etc.
2011	<p><u>Characteristic 4: Collaboration/ Communication. The staff works together in teams across grade levels to help increase student learning.</u></p> <p>The percentage of staff agreeing completely or agreeing mostly will increase from 73% to 80% as measured on the 2011 Nine Characteristics Survey. This will be done through planning PLC vertical alignment LEAP days.</p>	<p><u>Characteristic 7: Professional Development. Assessment results are used to determine professional learning activities.</u></p> <p>The percentage of staff agreeing completely or agreeing mostly will increase from 52% to 60% as measured on the 2011 Nine Characteristics Survey. This will be done by working with the BLT and planning LEAP activities based on</p>

		needs from classroom assessments, MSP data, etc.
2010	Not available	

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?

Why were these goal areas selected?

- Each year, our school leadership teams takes time to analyze the results from the Nine Characteristics Survey.
- From this we look at data supporting areas we need to work on.
- We also have a conversation on which areas, even if data does not fully support it, needs to be an area of focus.
- From this, we create the top three areas and all staff then votes.
- Once our top two goals are selected, we then start working on our yearlong plan to support this.
- Our leadership team plans professional development to support academic and culture CIP goals.

What actions were taken to achieve these goals?

Last year:

- We worked as vertical teams to create a scope and sequence for our technology instruction at each grade level.
- This work was also done while looking at writing instruction.
- We used MSP, CDSA, and other data to decide where and how our time as a staff should be spent.

This year:

- Plans to start a format for teachers to start observing teachers.
- We have talked about doing a book study as a staff and even as grade level teams.
- We are working on attending the RTI Conference to help support our intervention programs.
- We have also started sending out monthly articles to help teachers feel updated on the latest research in best practices.

Part 2: Goals for 2012-13:

Performance Goals – Statements (Current year’s work)

"Class of"	Reading		Math		Science	Writing
	From:	To:	From:	To:	Baseline	Baseline
2020- 5 th	97.9%%	98%	97.9%	98%	92%	NA
2021 -4 th	95.9%	96%	93.9%	94%	NA	From 28% to 47%
2022- 3 rd	92%	93%	NA	92%	NA	NA
2023-2 nd	91%	92%	NA	NA	NA	NA
2024- 1 st	91%	93%	NA	NA	NA	NA
2025- K	BOY 84%	EOY 96%	NA	NA	NA	NA

Challenge Goal: This goal is to increase the percentage of students exceeding standard (from 3 to 4) on the MSP in grades 3, 4, and 5 in a particular content area.

Grades 3-5: Identify content area	From	To
3 rd Math- MSP	NA	25%
4 th Math-MSP	55% exceeding standard	60%
5 th Math-MSP	67% exceeding standard	70%

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012-2013	<p><u>6-Monitoring of teaching and learning Q44 Teachers provide feedback to each other to help improve instructional practice. (25%)</u></p> <p>The percentage of staff agreeing completely or agreeing mostly will increase from 67.5% to 77.5% as measured on the 2012 Nine Characteristics Survey. This will be done through developing a plan for teachers to invite others in for feedback (teachers observing teachers), as well as PLC work within teams both vertically and horizontally.</p>	<p><u>7- Professional Development Q49 I have enough opportunities to grow professionally. (22.50%)</u></p> <p>The percentage of staff agreeing completely or agreeing mostly will increase from 72.5% to 82.5% as measured on the 2012 Nine Characteristics Survey. This will be done by working with the BLT:</p> <ul style="list-style-type: none"> • planning LEAP activities • sending monthly articles • using our ELC PLC meetings to work as teams • attending conferences, etc.

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science and writing:

Reading:

We have also worked to create a fourfold reading intervention program. Working with the general education teacher, special education teacher, and safety net teacher, we have identified students who have needs and are servicing all of them regardless of level of need (ex: strategic, intensive, etc.) We have done this by creating a morning safety net class and using instructional assistant time to catch children with needs throughout the day.

We also, as a staff, use the AR Reading Program for progress monitoring, but also for enrichment.

Math:

We have also worked to create a fourfold math intervention program. Working with the general education teacher, special education teacher and safety net teacher we have identified students who have needs and are servicing all of them regardless of level of need (ex: strategic, intensive, etc.) We have done this by creating a morning safety net class and using instructional assistant time to catch children with needs throughout the day.

In math, we have AM Math Programs for 3-5 and ixl Math for grades K-2. Both programs help offer math enrichment. We worked with the Lake Washington Schools Foundation to write a grant in order to pay for ixl for grades K-2. So far both programs have been a major hit with staff, students and parents.

Writing:

Last year our staff worked on a vertical alignment in writing instruction. This year our fourth grade team will be working during their ELC PLC meetings to see what others schools are doing in writing instruction to improve writing skills (as measured on the MSP.)

We have also focused funds on sending teachers to Common Core and other writing conferences to report back to staff. We have one staff member who represents us on the Literacy Adoption Committee and she is in charge of updating staff and sending on professional learning she receives while on this committee. We are also working with the PTSA to sponsor staff attending the next WORD Conference which will focus on Common Core Standards.

Science:

We have been working with PTSA to purchase Delta Science Readers, Bill Nye Videos, and Nature Vision, a new enrichment program. All of these resources help supplement our science curriculum and offer support for K-5 science.

Highlight use of technology to improve student learning:

- This year we are using Data Dashboard to help create goals and monitor progress of our students. Teams are using this to help decide intervention clocks as well.
- We are using DIBELS to progress monitor our safety net classes to determine classes and students enrollment.
- We are using ixl math to help challenge students K-2 and AM Math 3-5.
- We have also created and are using our Technology Framework which addresses which technology programs that are used and at what level at each grade.

Highlight steps to involve of staff, students, parents, families, and community:

- We have a leadership team that meets once a month.
- Leadership members report back to PLC teams.
- PLC teams meet once a week.
- We have an Operations and Communications meeting that involves staff and PTSA where we meet to talk about issues that come up.
- Principal Coffees are held in which parents are invited to meet with the Principal.
- Each week, the Principal sends out a Monday Memo to staff and the Dolphin Byte which is a combined school and PTSA newsletter to parents.
- The Principal attends all PTSA meetings.
- We are continuing our work with WATCH Dogs. This is a program that gets dads into the school building volunteering.
- We have student groups such as student leadership and Sparrow Club that help students feel involved in the heart of our school.

Highlight process for progress monitoring, describing what assessments you will use throughout the year:

- This year in order to track early literacy, we will use the DIBELS Next Test.
- We will start using the CogAt for first grade students to determine Quest eligibility.
- Students 3-5 will take the MSP (either Science, Math, Reading and Writing)
- We also use Read Naturally in primary grades to help progress monitor reading.
- Students in K-2 use ixl math to track math as well as challenge students.
- Grades 3-5 use AR/AM.

Highlight strategies to address the PLC questions #3 and #4:

- This year teams are still meeting weekly. They have been working to create intervention clocks in which they group students fluidly based on ability level.
- Each lesson has differentiation built into it.
- As a leadership team, we are bringing Sandra Kaplan's work to the staff as a way to offer challenge and critical thinking skills.
- Teams meet four times a year with other like grade levels in the ELC. This offers them time to compare lessons and plan for extensions or interventions.
- Ixl and AR/AM is another way of trying to address our level four learners.

**Continuous Improvement Process Plan
Inglewood Middle School CIP 2012-2013**

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year’s SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Class of 2016- current 9th graders								
Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-8 th	22.5% 82	63.7% 232	34.1% 124	40.7% 148	43.1% 156	49.7% 180		
2011-7 th	32% 113	49% 173	44.9% 159	37% 131			41.4% 146	53.8% 190
2010-6 th			86.6 any proficient					

Class of 2017- current 8th graders			
2011-2012 Smart Goals—This chart documents the goals set for our current 8th graders by our 7th grade team last year.			
Reading	Math	Writing	
85%	85%	97%	

Results:								
Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-7 th	23%	70%	46%	39%			56%	39%
2011-6 th	54%	39%	45%	41%				
2010-5 th	25%	69%	47%	30%	45%	15%		

Class of 2018- current 7th graders		
2011-2012 SMART Goals*		
Reading	Math	
NA	NA	
*In the transition year to Middle Schools, 7th graders will not have SMART goals listed		

Results:								
Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-6 th	35%	57%	41%	46%				
2011-5 th	27%	65%	51%	30%	40%	48%		
2010-4 th	38%	53%	45%	37%			38%	51%

Class of 2019- current 6th graders (2011-2012 5th Grade MSP data)			
Goals 2011-2012 SMART Goals*			
Reading	Math	Science	
NA	NA	NA	
*In the transition year to Middle Schools, 6th graders will not have SMART goals listed			

Results:								
Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-5 th	25%	67%	39%	40%	32%	62%		
2011-4 th	46%	45%	30%	55%			50%	40%
2010-3 rd	22%	71%	48%	36%				

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	<ul style="list-style-type: none"> • Analyze/Interpret Informational & Literary Texts: Utilize curricular resources for teaching analyzing and interpreting skills at all grade levels to improve comprehension and foster well-rounded readers, specifically focusing on informational text. In order to break out of the low 80% we need to find new strategies. • 7th Strategies: Specifically teach students how to analyze a text to pull out specific information quickly and how to use the text to support their assertions. To enhance this effort the 7th grade LA/SS team has started to work as a PLC. They have agreed to common learning outcomes and to common assessments. They have also started using STAR reader and Accelerated reader to document student growth. • 8th Strategies: Develop common assignments that require students to analyze text and support their hypothesis. Score these common assessments within a PLC context. This will provide valuable feedback to both teachers and students.
Math:	<ul style="list-style-type: none"> • Intervention Strategies: We continue to find ways to intervene when students struggle. This school year we are working to identify a systematic and data-based strategy within Safety Net Math. To date the evidence supporting the efficacy of this program is not substantial. We need to more fully develop our strategy and our data tracking of success or failure. • Starting in September of 2010, we started the use of an intervention strategy called Review and Practice (RAP). This involves 20 minute focused lessons delivered to small groups of students who have been identified as struggling on a specific skill. The development of our process for identifying students and the systematic tracking of student outcomes will be our focus for this year. • All Students Succeed in Algebra: All students pass Algebra (receive at least one math credit) by the completion of their ninth grade year. This is a recurring goal from 2011-2012. The district-wide math system is predicated on the assumption that the vast majority of students are proficient in Algebra by the end of their 9th grade year. We have enjoyed a fair amount of success, getting over 95% of our students through Algebra. Indicators of success are classroom grades, MSP, and EOC results. • Curriculum Alignment with End of Course Assessments: The state of Washington has changed their testing strategy in mathematics. All Algebra and Geometry students will be tested at the end of the course. In our case this means that 8th graders will take both the MSP and an end of course assessment. We need to ensure that students are successful on both the EOC and the MSP. This is a carry-over goal from last year. Our EOC results from last year were very impressive. Yet our 8th grade math scores remain at 74.1% of 8th grade students meeting standard on the MSP. Teachers have identified holes on the CMP curriculum that need to be resolved to address the remaining 25.9% of students who are not meeting proficiency.
Writing:	<ul style="list-style-type: none"> • The language Arts / Social Studies teams completed a book study of Ken O'Connor's "Grading for Learning". The goal of the book study was two-fold. The first goal was to increase student performance and learning by changing grading methodologies. By changing the system of grading the team endeavored to have grades more accurately reflect student learning. A secondary goal was to prepare for our transition to standards based grading as a middle school. • In addition to a grading self-study the Language Arts and Social Studies teams developed several technology based strategies that incorporated the use of netbook computers. The

	use of software packages such as Turnitin.com and My Access allowed student to accelerate the writing process and gain more feedback from peers and from their instructor.
Science:	<ul style="list-style-type: none"> • <u>Continued work on Common Assessments:</u> The intent is to create common assessments at the unit level. This will ensure that students have an equitable experience, allow teachers to team and improve instructional strategies, and will also allow for systematic interventions. In addition, the science team is working hard to incorporate netbooks into the curriculum. The hope is to become a paperless environment, with the goal of increasing student engagement. Finally, the Science team is redeveloping / reinventing the way we assess student learning. The goal of the assessment system redesign is to focus assessment on student learning and reduce teacher workload. • <u>Alignment of Vocabulary:</u> Align vocabulary and terms to MSP terms, and use released MSP questions and Powerful Classroom Assessments (PCA's) designed for specific modules to prepare students for the format and grading style for the science MSP. Improving Science MSP scores 4%.

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, and SES)? Please provide examples and explanations.
71% of 7 th Grade Special Ed students passed the Reading MSP in 2012. 92% of 7 th grade Low Income students passed Reading, 64% passed math, 84% passed writing MSP in 2012. There is virtually no gender gap in any tested area. Also, there is virtually no achievement gap across minority ethnic groups.

A. Perception Data Summary Reflection and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2011	The number of teachers agreeing to the statement, "Teachers receive regular feedback on how they are doing" will increase from 77% to 90% by the end of the 2011-2012 school year. Approved by BCL on 5-17-2011 (Question 42 on the survey)	The number of teachers agreeing to the statement "Staff members get help in the areas they need to improve" will increase from 92% to 95% by the end of the 2011-2012 school year. Approved by BCL on 5-17-2011 (Question 47 on the survey)
2010	#7 Characteristic 3: Leadership: When responding to "I feel like the school leadership cares about me." 63% of staff will indicate a positive response. This is a 11% jump from the 2010 indicator.	#10 Characteristic 6: Monitoring Teaching and Learning. In 2010 65% of teachers disagreed with the statement "Teachers receive regular feedback on how they are doing." In 2011, This negative response will decline to 50%.

B. Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
After a review of the data from our 2012 our teacher leadership team selected the goals above. The Building Community Leaders (BCL's) felt that these two goals had the most leverage in our effort to improve the academic performance of Inglewood. The Building Community Leaders felt that the best way to improve

instruction was to coach teachers and help teachers grow professionally. Feedback to teachers and help improving were seen as powerful tools in this effort and therefore needed to be grown.

To achieve these goals the administration committed to a very well documented In Classrooms Everyday (ICE) plan. We developed a system to document administrator participation. Each time an administrator would observe a lesson during ICE they would document their observation via email. The teacher being observed would get the email, and so would the two other building administrators. These emails were setup to automatically archive. This allowed us to achieve two goals. First, teachers were guaranteed feedback each and every time that we visited. Second, these emails allowed us to create data points based on hard evidence. The Inglewood team of three administrators completed more than 275 ICE visitations last year. BCL's agreed that all teachers had enjoyed a significant increase in feedback from the administrative team. In April of last year teachers took the 2012 Nine Characteristics of Highly Effective Schools survey. I was pleased to see that we enjoyed a significant increase in the number of teachers agreeing with this statement. In 2010-2011 23% of teachers indicated that they "don't agree" with this statement. In 2011-2012, the percentage dropped to 13% of staff. We did not meet our goal of 90% agreement, but we did come close achieving 87% agreement. There is still opportunity to grow within this metric. The number of teachers indicating that they "completely agree" significantly less than the district average at the middle level.

Part 2: Goals for 2012-13: Due to DSS by November 16, 2012

Performance Goals – statements (Current year's work)

"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To:
2017- 8 th	4=70%	4=71%	4=39%	4=39%	4=15%	4=50%	NA	
	3=23%	3=25%	3=46%	3=46%	3=45%	3=43%		
2018 -7 th	4=57%	4=58%	4=46%	4=46%	NA		4=51%	4=52%
	3=35%	3=37%	3=41%	3=41%			3=38%	3=40%
2019- 6 th	4=67%	4=68%	4=40%	4=41%	NA		NA	
	3=25%	3=27%	3=39%	3=41%				

Challenge Goal:

This goal is to increase the percentage of students exceeding standard on the MSP in grades 6, 7, and 8 in a particular content area.

Grades 6-8: Identify content area	From	To
Mathematics: The number of students achieving a "level 4" on the 8 th grade MSP will remain stable when compared to the aggregate student achievement from the prior year. In order to affect this change the entire math team will be involved.	39%	39%

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012	The number of teachers who "mostly agree" and "completely agree" with the statement "staff works in teams across grade levels to help increase student learning" will increase from 78% to 85% by the end of the 2012-2013 school year.	The number of staff members responding "mostly agree" or "completely agree" to the statement, "Teachers receive regular feedback on how they are doing" will increase from 38% to 50% by the end of the 2012-2013 school year.

Highlight building-wide strategies to meet goals in reading, math, science and writing:

This year there are multiple initiatives at the middle level. We are adapting to our new structure as a middle school, implementing sMAS, implementing the use of Haiku, learning about and planning for Common Core State Standards, learning about the new middle level assessing and reporting systems, and continuing our commitment to the culture of Professional Learning Communities. All of these initiatives are focused on improving student learning and reflect substantial change in practice for the teachers of Inglewood. Due to the volume of initiatives, Inglewood’s CIP plan is focused on high quality implementation of district initiatives.

The Inglewood faculty has been introduced to the Common Core State Standards and has completed an activity that helped us identify where we need to grow as a staff. We also learned that the entire 6-8th grade curriculum may need to vertically realign. To complete this work both the math and LA/SS teams will be released for two full days. The intent to review the scope and sequence of our curriculum and identify learning objectives that may need to be added, moved between grade-levels, or extinguished. Once these important anchor documents have been identified, teams will begin working as grade-level teams to adjust the specific curricular experiences. This is very important work, but will not have a direct impact MSP scores this school year. We believe that we will see our pay-off at the end of the 2013-2014 school year.

Inglewood remains committed to robust implementation of Professional Learning Communities (PLC). Inglewood’s LEAP time has been carefully planned to allow for regular PLC meetings. During these meetings teachers discuss what students should be learning, how teachers are able to determine when students have learned it and what we will do if students are struggling to learn. Inglewood has been committed to this process for several years, but the infusion of 20 new staff members makes this work more challenging than in past years. Because more than 40% of our staff is new to the building, we need to undertake a substantial education effort surrounding PLC’s and rebuild our culture.

This year the entire faculty of Inglewood will be learning about the new middle level assessment and reporting system. This will be done through the presentation and discussion of several district provided learning modules. In addition teachers will be working closely with administration to prepare ourselves for this substantial shift in practice.

Highlight use of technology to improve student learning:

Inglewood is on the third year of a gradual introduction of the district's sMAS initiative. This school year we were on the first wave of netbook distribution. As such, Inglewood's newly formed staff was able to start the school year off with this valuable technology in place. Teachers were also quick to adopt the new Haiku learning management systems. An audit of our use of these technologies indicates that the Inglewood staff is using these technologies in a robust manner.

We have implemented these technologies tools in a leveraged manner to maximize student learning.

We use netbook technologies to proctor assessments of student learning. We make regular use of Haiku to do very rapid assessments that help teachers understand if students have a level 2 understanding of the material being taught. In addition to the tools Haiku makes available to teachers and students, Inglewood has purchased two additional testing packages. One that specifically tests reading named Accelerated Reader, and another called XXXX for mathematics. Our strategy is to use both of these software packages to gain very rapid understanding of which students most need help.

In a significant step this school year our students do not have paper planners that we have traditionally given to each student. We took this step because student use of the paper planners had declined significantly in the years immediately prior to the implementation of school wide sMAS. The faculty felt that there was a significant opportunity to meet students "where they were at" and help them organize using technology based solutions.

In addition to these new strategies, we continue to use the sMAS devices to drive student to student collaboration. As an example, Science students are using technologies to electronically gather and share the data that their experiments produce.

Highlight steps to involve of staff, students, parents, families, and community:

Inglewood has well developed structure to solicit student, parent, and staff feedback. Our Content Teams, Building Community Leaders (BCL), Coalition of Essential Schools, PTSA, and Principal's Tea all play a role in helping determine the direction of Inglewood Middle School and our continuous improvement.

During our August LEAP days the Inglewood staff was trained on the use of the Data Dashboard, a new LWSD tool. Very importantly, the data dashboard allowed us to look at results for our school from last year's state testing. We eventually developed Data Dashboard power users on each content team within our school. Through the use of power users we were able to reflect on student performance from the 2011-2012 school year. Importantly, we shifted the way our grade level content teams agreed upon new goals for the 2012-2013 school year. This school year we have moved to a system that considered the achievement levels of the students in each grade level. Previously, we had set goals by looking at the grade level goals for the school from the previous year. As an example of past practice, we used to look at 7th grade math scores and set goals for the 7th grade team. Now we look at the 6th grade data and set goals for the 7th grade team. In this way we are setting more realistic goals by considering where each child is at and the level of growth that we believe the student can achieve.

In addition to the content team work, our building decision making model plays a significant role in the development of our CIP. Our BCL (Building Community Leaders) committee works within the staff to gather staff-wide input regarding our cultural goals. These leaders identify a short list of possible goals, and then they discuss the potential goals with a group of 8-10 teachers. From this they discuss what they heard from teachers. Finally this group of teachers votes on the cultural goal. This goal then becomes our staff cultural goals. Importantly we distinguish staff cultural goals from our student focused cultural goals.

Cultural goals surrounding our student experience are set by our PTSA, Coalition of Essential Schools Committee, and Principal Tea input. We have a standing agenda item at our PTSA board meetings. "How can the student experience at Inglewood get better"? The PTSA is tasked with identifying areas of potential growth. As a safety valve Inglewood invites any parent to meet with the principal at our Principal's Tea. This is an open meeting in which both affirming and critical input is invited. All of this important input is then brought to our Coalition of Essential Schools (CES) committee. Our CES committee is made up of students, parents, counselors, teachers, and administrators. The CES committee uses this information in addition to student input to develop school-wide student focused cultural goals.

Highlight process for progress monitoring, describing what assessments you will use throughout the year:

We use several sources of information to track both individual and aggregate data surrounding student progress. These include classroom grades, formal classroom assessments, and student reflection.

We have seen that, in the aggregate, student grades do correlate well with student achievement on the MSP in LA/SS and Science. We have not seen the same level of correlation in Mathematics. As a result, we believe are able to use student grades to generally predict whether a child will be able to pass State assessments. This "first pass" is then buttressed with the result of common formal assessments. Finally, teacher input is considered when trying to determine whether a student is making adequate progress each year.

The common assessments in each core content area all look a little different. In Mathematics teachers are using a tool called KUTA to generate common exams. This tool allows teachers to easily create high quality exams. Additionally KUTA allows teachers to create a suite of supporting documentation that helps students achieve well on the assessment. Once created and proctored, teachers get together within their teams and discuss the results of the assessment. The purpose of this discussion is two-fold. First, teachers are looking for students that need additional instruction, and strategizing about how to intervene in a manner that remediates the gap in understanding. The second step in the process is to look for positive outliers. Teachers are looking for data that indicates a class of students achieved greater understanding when compared to their same age peers. If they find a positive outlier they discuss what caused the positive achievement and seek to find strategies that every teacher can implement.

In LA/SS we have also implemented a computerized assessment system. In LA/SS the assessment system is meant to hold students accountable for reading. Accelerated Reader (AR) also helps students, teachers, and parents select appropriate reading materials. Over time the reading level can be used to help determine if a student is struggling. We have also proctored the Mazes reading assessment to every 8th grade student. The purpose of this assessment was to identify students that struggle to read. Struggling readers, as identified by the Maze test, are assessed further to help us determine the specific skill sets in which they are deficient. These students are then scheduled into Review and Practice (RAP) sessions for additional instruction and skill remediation. On a school wide basis we have implemented STAR reader assessments. These assessments are not ideal, but they do give us the ability to test students on a regular basis. These assessments are a third way that we track and assess reading skill.

Student achievement levels in writing are assessed via common prompts. Teachers read and score the student responses to these common prompts. They then discuss the results of these assessments looking for students that need help as well as ways to enhance their professional practice.

Science has a unique assessment system that is very robust. Before a unit of study every science teacher proctors a very simple pre-assessment that is not scored, but is retained for later use. The unit is taught, and students then get their pre-assessments back. The next step is powerful. Students are asked to reflect on their perceptions prior to the unit and what they now understand. All of these reflections are placed in a book. By the end of the year this process creates a powerful resource both for the teacher and for the student. In addition to the pre/post assessment process, teachers proctor both formative and summative unit exams. The science team has a very powerful and functional Professional Learning Community that uses the data from these assessments to drive instruction.

Highlight strategies to address the PLC questions #3 and #4:

Inglewood has been differentiating instruction for several years. In LA/SS students have the ability to do “Challenge Work”. This allows students to self-select into a very rigorous curriculum within their normally occurring LA/SS class. There is no separate “honors” class, rather “Challenge Assignments”. We enjoy a very large number of students choosing to challenge themselves academically. Student surveys have indicated that they are would not be as willing to do so if they were moved out of their normal LA/SS class.

Inglewood has implemented several interventions that are intended to support struggling students. Two days a week we run “Homework Machine”. Homework Machine is an after school study program in which students self-select to attend and is available to all grade-levels. The program lasts one hour and is supported by two certificated teachers. In addition to this voluntary intervention Inglewood has implemented a few non voluntary supports.

Review and Practice Sessions (RAP Sessions) are 20 minute very small group intensive instruction on a very specific skill. Students are directed to attend these intensive interventions by their core teachers. This intervention is used when a teacher sees evidence that a student is lacking understanding of a

critical skill set. This is most commonly done immediately after a student struggles on a quiz. 7th and 8th grade students are the most common participants, but 6th grade teachers are able to use the same intervention.

6th grade students enjoy a period in our day called “Core Enrichment”. Core Enrichment is a period 4 days a week in which students and teachers work to either do an enrichment activity or to remediate learning that has not yet been mastered. This effort is focused at 6th grade in the hopes of helping students get a positive start at the secondary level by ensuring that students all have the critical skills they need to move forward.

A final intervention is called Homework Lunch. Homework Lunch indirectly supports student learning by supporting homework completion. If students do not complete their homework, they are assigned to Homework Lunch. When a student is assigned to Homework Lunch they are to pick up their lunch and report to the Homework Lunch room. Within the Homework Lunch room there is a certificated teacher there to help them with both focus and academics. The atmosphere within Homework Lunch is very purposefully cultivated. An observer would see a quiet study space. We have enjoyed increased homework compliance through the use of this intervention.

Helping students overcome obstacles to learning is a focus of the Inglewood faculty. As a result, Inglewood continues to look for effective interventions.

**Continuous Improvement Process Plan
Eastlake High School CIP 2012-2013**

Part 1: 2011-2012 Goals

A. Data Summary, Look-back, Reflection and Analysis

Class of 2012	
Year	On Time Graduation percentage of entire class
2012	95.9%

Detail

October 2011, P223 – 440 Seniors
June 2012 – 422 Graduates

2011-2012 SMART Goals were set for the class of 2014 only in Reading/Writing/Math/Science

Class of 2013- current 12th graders

On track for graduation (based on 2012 Spring EOY results)

	Reading	Math	Science	Writing	Graduation Requirements	Credits
N:	385	346	405	383	393	338
Percent:	95%	86%	100%	94%	97%	83%

Detail

Red		2% - 6				14% - 55
Yellow		8% - 31		0% - 1		
No Records	2%	5% - 23		6% - 22	3% - 13	3% - 13

Class of 2014- current 11th graders

2011-2012 SMART Goals

Reading	Math	Science	Writing
89%	Alg.: N/A	Bio: 86.5%	91%
N:338	Geo.: N/A		N: 396

Spring 2012 Results

Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012 - 10 th	15.5%	81.5%	Alg.: N/A	Alg.: N/A	Bio: 40.9%	Bio: 45.6%	23.1%	75.6%

	N: 62	N: 327	Geo.:N/A	Geo.:N/A	N: 174	N: 194	N: 93	N: 304
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Reading Detail

Yellow 3% -- N: 11
 Red 0% -- N: 2
 White 8% -- N: 32

Results from previous two years

2011 - 9 th	NA	NA	Alg.: N/A	Alg.: N/A	Bio: N/A	Bio: N/A	N/A
			Geo: N/A	Geo: N/A			
2010- 8 th	25.8%	60.2%	Alg.: N/A	Alg.: N/A	MSP Proficient 45.7%	MSP Exceeds Proficient 37.4%	N/A
			Geo.: N/A	Geo: N/A			

Class of 2015- current 10th graders								
2011-2012 SMART Goals: *In the transition year to High Schools, 10th graders will not have SMART goals listed								
Reading		Math		Writing		Science		
N/A		Alg.: N/A		N/A		Bio.: N/A		
		Geo.: NA						
Spring 2012 Results								
Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-9 th	N/A		Alg.: N/A	Alg.: N/A	Bio: N/A	Bio: N/A	N/A	
			Geo.: N/A	Geo.: N/A				

Alg. Detail

Blue – 2% N: 7
 Green – 5% N: 18
 Yellow – 3% N: 11
 Red – 5% N: 19
 White – 85% N: 313

Geo. Detail

Blue – 23% N: 85
 Green – 15% N: 57
 Yellow – 1% N: 3
 Red – 0% -- N: 1
 White – 61% N: 222

Results from previous two years

	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient		
2011-8 th	24.0%	67.0%	Alg.: N/A MSP: 44.9%	Alg.: N/A MSP: 29.2%	MSP: 43.2%	MSP: 46.2	N/A	
2010- 7 th	25.2%	58.4%	MSP: 45.5%	MSP: 38.5%	N/A	N/A	Prof 36.0%	Exceeds 57.1%

Class of 2016- current 9th graders

Goals 2011-2012 SMART Goals**In the transition year to High Schools, 9th graders will not have SMART goals listed

Reading	Math	Writing	Science
N/A	Alg.: N/A Geo.: N/A	N/A	Bio.: N/A

Spring 2012 Results

Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-8 th	24.4%	61.8%	Alg.: N/A Geo.: N/A	Alg.: N/A Geo.: N/A	MSP: 45% N: 182	MSP: 41% N: 167	N/A	

Geo Detail

Blue – 18% N: 73
Green -- 3% N: 13
Yellow – 0% N: 1
Red – 0% N: 0
White – 79% -- 317

Alg Detail

Blue – 23% N: 94
Green – 25% N: 100
Yellow – 12% N: 50
Red – 8% N: 32
White – 32% N: 128

Results from previous two years

2011-7 th	25.2%	58.4%	Alg: N/A MSP:	Alg.: N/A MSP:	N/A	45%	49.4%
2010-6 th	31.3%	36.8%	MSP: 44.5%	MSP: 35.5%	N/A	N/A	

MSP Math Detail – 6% White

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student success in each of the following areas:	
Seniors struggling in Writing Reading, Science, and meeting both Credit and Graduation Requirements	<p>(a) Humanities teachers with Safety Net staffing supports struggling students in every Senior English class regardless of the period.</p> <p>(b) Team taught (regular Humanities teacher teamed with a Special Education teacher in) Freshman English and Social Studies class to support our diverse learners.</p> <p>(c) Supported Core where by a Special Education teacher is assigned to a sophomore house to support an identified group of students during their sophomore year.</p> <p>(d) In School Intervention Program: Any Humanities teacher may assign a student to a Homeroom intervention class where they can get additional support in meeting reading, writing, and graduation requirements during their Homeroom period.</p> <p>(e) Counselors also have identified “their students” who are in jeopardy of not graduating due to being credit or Level 5 deficient and developed a plan whereby if met, will allow the student to graduate.</p>
Math	<p>(a) Co-taught (one special education teacher and one regular education math teacher) Geometry and Algebra 2 class to meet the needs of our various learners.</p> <p>(b) Math teacher through Safety Net staffing goes into classroom to provide students with additional support in their regular math class.</p> <p>(c) In School Intervention Program: Any Humanities teacher may assign a student to a Homeroom intervention class where they can get additional support in meeting reading, writing, and graduation requirements during their Homeroom period.</p> <p>(d) Provide students with many, many opportunities to meet their QSR Problem Solving Graduation Requirement</p> <p>(e) Microsoft volunteer assists in our Homeroom Math Intervention class. EHS is collaborating with the LWSD LINKS Program to implement an evening Math Lab to support all EHS students in the math content area.</p>

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
<p>Utilizing data dashboard, we completed a review of student data for the class of 2013. Specifically, data for the Class of 2013 was disaggregated by gender, ethnicity, special education, low income, credits earned, cumulative grade point average, and years students have attended a Lake Washington School District school. Overall, Eastlake High School is a high-achieving school. This is substantiated by Eastlake High School’s recognition as a 2011 School of Distinction Award awarded by The Center for Educational Effectiveness and in partnership with the Association of Educational Service Districts, Eastlake’s HSPE, Advanced Placement, and PSAT Data as well as the 99% of students from the class of 2009 who pursued either a 4 year college, two year college, or technical college option after completing high school as measured by the State of Washington Education Research and Data Center Reporting.</p> <p>A review of data which is a concern related to our special education students and specifically, their cumulative grade point average (57% of special education students scored in the “red zone”) and total</p>

credits earned which reports 52% of our special education students in the red zone.

Eastlake’s data also supported the fact that the longer a student is in the Lake Washington School District, the more academic success they will experience. For instance, data dashboard reported that 100% of the students with less than a year of schooling in the LWSD scored in the red zone when it measured total credits earned for those students. Thirty-eight per cent of students scored in the red zone when enrolled in the LWSD between one and two years. Thirty-one per cent of students enrolled in the LWSD between two and three years scored in the red zone. Finally, 16% of students enrolled in the LWSD for more than three years scored in the red zone.

B. Perception Data Summary Reflection and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012	<p>From Eastlake’s Nine Characteristics Staff Survey Data</p> <p>Characteristic # 8: Learning Environment 1) Student discipline problems are managed well. From 57% (agree mostly and completely) to 70% (agree mostly and completely)</p> <p>Eastlake Administration’s Five Commitments 1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.</p>	<p>From Eastlake’s Nine Characteristics Staff Survey Data</p> <p>Characteristic # 1: Vision 1) All staff are committed to achieving the school’s goals. From 58% (agree mostly and completely) to 75% (agree mostly and completely)</p> <p>Eastlake Administration’s Five Commitments 1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.</p>
2011	<p>From Eastlake’s Nine Characteristics Staff Survey Data</p> <p>Characteristic #1: Vision The school has a clear sense of purpose. From: 62% (agree mostly and completely) to 81% (agree mostly and completely)</p> <p>Characteristic #1: Vision I have a clear understanding of what the</p>	<p>From Eastlake’s Nine Characteristics Staff Survey Data</p> <p>Characteristic #3: Leadership School administrators consider various views when making decisions. From 64% (agree mostly and completely) to 83%.</p> <p>Characteristic #3: Leadership Leaders hold staff accountable for</p>

	<p>school is trying to achieve. From: 56% (agree mostly and completely) to 77% (agree mostly and completely)</p> <p>Characteristic #1: Vision The staff shares a common understanding of what the school wants to achieve. From 50% (agree mostly and completely) to 61% (agree mostly and completely)</p> <p>Characteristic #1: Vision All staff are committed to sharing the same goals. From 62% (agree mostly and completely) To 70% (agree mostly and completely)</p> <p>Characteristic #1: Vision The staff keeps the school’s goals in mind when making important decisions From 58% (agree mostly and completely) To 71% (agree mostly and completely)</p>	<p>improving student learning. From 64% (agree mostly and completely) to 72% (agree mostly and completely).</p> <p>Characteristic #3: Leadership I feel like the school leadership cares about me. From 64% (agree mostly and completely) to 82% (agree mostly and completely).</p>
2010	-----	-----

Analysis of Perception Data

<p>Why were these goal areas selected? What actions were taken to achieve these goals?</p> <p>As 50% Eastlake High School’s Administrative Team is new to Eastlake and new to their role of administration, Eastlake’s administrative team, identified and agreed upon five commitments (below) that were communicated to staff before the school year.</p> <p>Eastlake Administration’s Five Commitments</p> <ol style="list-style-type: none"> 1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). 2) EHS Administrators are committed to being in classrooms. 3) EHS Administrators are committed to supporting EHS Staff. 4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). 5) EHS Administrators are committed to the students and staff of EHS. <p>Though our administrative team used a very deliberate, well organized, and structured approach to discussions and surveys surrounding possible schedule and homeroom changes for this year, it is no surprise that this uncertainty caused staff to question Eastlake’s direction. Eastlake High School’s administrative team believes that the “five commitments” will improve our Nine Characteristics data in a number of other areas outside of characteristic number eight (titled Learning Environment) and characteristic number one (titled Leadership) which are listed as goal areas for this school year.</p>

Part 2: Goals for 2012-13:

A. Performance Goals – Statements (Current year’s work)

Class of 2013														
	Reading		Math		Science		Writing		Graduation Requirements		Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
N:	402	403	385	403	NA	NA	402	403	325	398	334	387	NA	403
Percent	99.7	100	95.5	100	NA	NA	99.7	100	81	99	83	96	NA	100%

Class of 2014														
	Reading		Math		Science		Writing		Graduation Requirements		Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
N:	406	427	394	411	NA	NA	431	435	256	356	410	367	NA	436
Percent	93	98	90	94	NA	NA	98	99	59	82	94	83	NA	100%

Class of 2015 & 2016											
“Class of”	Reading		Writing		Math		Science		On Track with Credits		
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	
2015- 10 th	N	0	344	0	352	Alg. N330 90%	Alg. N346 94%	Bio: NA	Bio: N299 84%	N—358	N—328
	%	0	94%	0	96%	Geo.	Geo.			98%	94%
2016- 9 th		NA		NA		Alg. N274 75%	Alg. N335 91%	Bio: NA	Bio: NA	NA	NA
						Geo:	Geo:				

Challenge Goal:

Identify area	From	To
1. Improve AP Calc BC Pass Rate	90%	94%
2. Improve AP US Government Pass Rate	83%	86%

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012-2013	<p>Characteristic # 8: Learning Environment 1) Student discipline problems are managed well. From 57% (agree mostly and completely) to 70% (agree mostly and completely)</p> <p>Eastlake Administration's Five Commitments</p> <p>1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.</p>	<p>From Eastlake's Nine Characteristics Staff Survey Data</p> <p>Characteristic # 1: Vision 1) All staff are committed to achieving the school's goals. From 58% (agree mostly and completely) to 75% (agree mostly and completely)</p> <p>Eastlake Administration's Five Commitments</p> <p>1) EHS Administrators are committed to being visible (in the hallways during passing periods, during lunches and before and after school). (2) EHS Administrators are committed to being in classrooms. (3) EHS Administrators are committed to supporting EHS Staff. (4) EHS Administrators are committed to ensuring appropriate student conduct (including dress code). (5) EHS Administrators are committed to the students and staff of EHS.</p>

Process Summary

<p>Highlight building-wide strategies to meet goals in reading, math, science, writing, graduation requirements, credits, and on-time graduation:</p> <ul style="list-style-type: none"> ■ Use of DR and TA staffing to implement Safety Net support in Writing and Math ■ Use of COE option for student not proficient in Reading ■ Use of COE option for students not proficient in Math ■ On PSAT and HSPE testing days, time set aside specifically for seniors to receive support meeting graduation requirements
<p>Highlight use of technology to improve student learning:</p> <ul style="list-style-type: none"> ■ With the rollout of one to one laptops, there was an immediate use of technology in the classroom to enhance student learning ■ Use of Haiku for PLC's in discussing common assessment items ■ Administrative goal for this year is to find an effective technology tool whereby PLC's can share common assessment data

<p>Highlight steps to involve of staff, students, parents, families, and community in the CIP process:</p> <ul style="list-style-type: none"> ■ Inclusion of staff in establishing goals for this year ■ Will share CIP, school data and student accomplishments through PTSA, and the Wolves Weekly Update (Parent Newsletter), School Board Meeting, 4.0 Student Reception, visits to student homeroom's recognizing a peer's accomplishment, and Wolf of the Month.
<p>Highlight process for progress monitoring, describing what assessments you will use throughout the year:</p> <ul style="list-style-type: none"> ■ Use of PSAT, HSPE, and EOC data to establish data points and view student progress over time ■ Use of CBA's in Physical Education and Humanities to determine progress ■ Level 5 monitoring and supports when needed ■ Use of STAMP Testing in World Language
<p>Highlight strategies to address the PLC questions #3 and #4:</p> <ul style="list-style-type: none"> ■ School-wide Homeroom Academic Support days ■ After-school Tutoring Club for Eastlake students ■ World Language and several 9th grade science teachers re-group their students based on assessment results whereby one teacher will take the group of students who seem to have grasped a concept and do an extension lab with them, while the other teacher works with the group of students who struggled with demonstrating adequate knowledge with a concept.

**Continuous Improvement Process Plan
Renaissance Middle School CIP 2012-2013**

Part 1: 2011-2012 Reflection Goals:

A. Data Summary, Reflection, and Analysis

<u>Class of 2017- current 8th graders</u>			
2011-2012 Smart Goals			
Reading	Math	Writing	
97%	97%	97%	

Results:								
Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-7 th	14%	79%	28%	56%	NA		50%	38%
2011-6 th	38%	56%	28%	52%	NA		NA	
2010-5 th	17%	76%	34%	42%	41%	28%	NA	

<u>Class of 2018- current 7th graders</u>			
2011-2012 SMART Goals*			
Reading	Math		
NA	NA		
*In the transition year to Middle Schools, 7 th graders will not have SMART goals listed			

Results:								
Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-6 th	14%	79%	28%	56%	NA		NA	
2011-5 th	17%	76%	34%	42%	41%	28%	NA	
2010-4 th	34%	63%	17%	66%	NA	NA	NA	NA

Class of 2019- current 6th graders

Goals 2011-2012 SMART Goals*

Reading	Math	Science	
NA	NA	NA	

*In the transition year to Middle Schools, 6th graders will not have SMART goals listed

Results:								
Year	Reading		Math		Science		Writing	
	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient	Proficient	Exceeds Proficient
2012-5 th	17%	76%	34%	42%	41%	28%	NA	
2011-4 th	34%	63%	19%	68%	NA		NA	NA
2010-3 rd	26%	67%	43%	53%	NA		NA	

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:

Reading:	<ul style="list-style-type: none"> • Instruction for using specific reading strategies such as monitoring comprehension • Content reading instruction in areas other than Language Arts • Literature Circles • Focus on struggling students, give extra support • Homework Club, two days a week, one hour each day
Math:	<ul style="list-style-type: none"> • Differentiating instruction • Focus on struggling students, give extra support • Homework Club, two days a week, one hour each day
Writing:	<ul style="list-style-type: none"> • Use Step-Up to writing for struggling writers • Extra writing conferences • Homework Club, two days a week, one hour each day
Science:	<ul style="list-style-type: none"> • Extra support for conceptual understanding • After school make-up sessions for labs and formal lab report writing • Homework Club, two days a week, one hour each day

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.

Renaissance is a small choice middle school with approximately 95 students. As there is a lottery process for admission, our school's student data can differ significantly from LWSD's comprehensive middle schools. This year is no exception as our student disaggregated data shows significant discrepancies in gender, particularly in the class of 2017 and 2019. Furthermore, our school data shows significant achievement gaps (primarily through MSP data) between females and males.

Eighth Grade, Class of 2017: 80% (n:24) female and 20% (n:6) male

Spring 2012 MSP data showed significant discrepancy between male and female performances.

- 67% of males scored proficient and 96% of females scored proficient in Reading
- 50% (17% exceeds and 33% as proficient) of males scored proficient and 96 % (58% exceeds and 38% proficient) of females scored proficient in Writing
- 67% of males scored proficient and 88% of females scored proficient in Math

Seventh Grade, Class of 2018: 59% (n:19) female and 41% (n:13) male

Spring 2012 data showed discrepancies between male and female performances

- 69% (38% exceeds and 31% proficient) of males scored proficient and 94% (68% exceeds and 26% proficient) of females scored proficient in Reading
- 23% (23% as proficient) of males scored proficient and 48 % (32% exceeds and 16% proficient) of females scored proficient on the Spring 2012 Writing CDSA
- 53% of males scored proficient and 95% of females scored proficient on the 2012 Math MSP

Sixth Grade, Class of 2019: 74% (n:23) female and 26% (n:9) male

Spring 2012 data showed discrepancies between male and female performances

- 67% (45% exceeds and 22% proficient) of males scored proficient and 96% (83% exceeds and 13% proficient) of females scored proficient in Reading
- 12% (12% as proficient) of males scored proficient and 61 % (13% exceeds and 48% proficient) of females scored proficient on the Spring 2012 Writing CDSA
- 89% (22 exceeds and 67 proficient) of males scored proficient and 96% (83 exceeds and 13 proficient) of females scored proficient on the 2012 Math MSP

B. Perception Data Summary Reflection and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012	See notes under analysis.	
2011		
2010		

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?

Our perception data is highly unreliable. There are only four teachers on staff, so it is easy to identify the source of the data!! Because we are a small school, we have sometimes weekly conversations relating to some area of the Nine Characteristics. This spring, we could consider formally sitting down as a group and scoring ourselves as a group. We are also considering the administration of the Nine Characteristics survey for parents.

Part 2: Goals for 2012-13:

Performance Goals – statements (Current year’s work)

"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To:
2017- 8 th	90%	93%	83%	93%		87%	NA	
2018 -7 th	83%	90%	76%	90%	NA			76%
2019- 6 th	88%	97%	94%	94%	NA		NA	

Challenge Goal:

This goal is to increase the percentage of students exceeding standard on the MSP in grades 6, 7, and 8 in a particular content area.

Grades 6-8: Identify content area	From	To
Reading Grades 6 through 8	87%	93%

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012-2013	N/A	N/A

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science and writing:
<ul style="list-style-type: none">■ School-wide novel study■ Use of “kid language” proficiency scales
Highlight use of technology to improve student learning:
<ul style="list-style-type: none">■ Haiku
Highlight steps to involve of staff, students, parents, families, and community:
<ul style="list-style-type: none">■ Beginning of the school year Renaissance Camp■ Science Nights■ School-wide performances
Highlight process for progress monitoring, describing what assessments you will use throughout the year:
<ul style="list-style-type: none">■ District Summative Assessments – CBA’s
Highlight strategies to address the PLC questions #3 and #4:
<ul style="list-style-type: none">■ Tutorial Club■ Homework Club■ Extension Activities in the Classroom

**Continuous Improvement Process Plan
The STEM High School CIP 2012-2013**

Purpose: The Continuous Improvement Process (CIP) plan provides opportunity for the school staff to reflect and analyze results from the previous year’s SMART goals. The process uses the Planning, Learning, Implementation and Evaluation (PLIE) model, a Cycle of Inquiry, to improve learning for all students.

Note: As the STEM School originated in 2012-2013, the CIP begins with Part 2.

Part 2: Goals for 2012-13:

A. Performance Goals – statements (Current year’s work)

Class of 2015 & 2016										
"Class of"	Reading		Writing		Math		Science		On Track with Credits	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
2015- 10 th	53%	80%	53%	80%	Alg. 93%	Alg. 98%	Bio: 13% EOC	Bio: 100% EOC	85%	100%
					Geo. 85%	Geo. 90%				
2016- 9 th	NA		NA		Alg. 87%	Alg. 93%	Bio: NA	Bio: NA		
					Geo: 57%	Geo: 83%				

Challenge Goal:

Identify area	From	To
Class of 2015 Algebra EOC	93%	100%
Class of 2015 Biology EOC	13%	100%
Class of 2016 Geometry EOC	57%	90%
<i>Note:</i> Staff has reviewed student performance indicators in Data Dashboard and via current course work this Fall 2012. Challenge goal decisions are based on current student work that is compared with EOC requirements.		

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2012-2013	No data. Staff will take the 9 Characteristics Survey this Spring 2013 and then add a goal here for the upcoming year.	

Process Summary

Highlight building-wide strategies to meet goals in reading, math, science, writing, graduation requirements, credits, and on-time graduation:

- Teaching the Common Core State Standards
- Focusing on strategies for all student levels: 1 - 4 using DuFour's *Learn By Doing* and PLC conference/trainings
- Giving review materials for Algebra and Geometry EOCs to students who still need to pass but are not currently enrolled in these classes; facilitating study groups, tutorials, and faculty office hours
- Preparing students for Level 5 QSR requirements
- Utilizing Science 360 as an integrative tool across disciplines
- Reading primary source documents and reading informational texts
- Reading, analyzing, and evaluating complex texts
- Writing and composing analytical and persuasive essays
- Trainings (for faculty): Writing for Science, PLC, PBL, AP trainings
- Meetings: principal and counselor will conduct individual student/parent grad meetings during the 10th, 11th, and 12th grade years

Highlight use of technology to improve student learning:

- Digital explorations from both online sources and computer programs
- Teaching 21st Century Skills – specifically online collaboration, communication, and digital citizenship
- Use of learning management system – Haiku - as part of a blended classroom model
- Daily use of student laptops as tools to enhance the curriculum, engage students, and create a more efficient and effective classroom.
- Use of multimedia in presentations and learning activities to meet multiple learning styles
- Formative assessment using Haiku, Socrative, ActivInspire, and PollEverywhere
- Student created dynamic multimedia using Adobe, Popcorn, PowerPoint, Movie Maker Live, Audacity podcasting tool, and Community Clips
- Visual literacy tools: Glogster, Prezi, PowerPoint, and Popplet
- Interactive simulations using tools and website like Logger Pro, PhET, Google Sketchup, Science Netlinks, NASA, SodaPlay and Illuminations
- Microsoft Chronozoom which shows the history of the cosmos, Earth, life, and humanity in a unified, interdisciplinary way. Part of the Gate's Foundation, *Big History Project*
- Visiting and creating virtual museums and creating interactive lessons using Microsoft's Photosynth
- Collaborative research and bookmarking using Diigo for large research projects
- Connecting virtually with experts to address the Grand Challenges of Engineering using Microsoft's Shout network, NASA, and the Smithsonian
- Wacom tablets for use in math and graphic design Microsoft Kinect in math, science, computer programming, and game design
- Using probe ware and other science specific analytical software in the STEM Lab Concentrations

Highlight steps to involve of staff, students, parents, families, and community in the CIP process:

- Teachers will meet at least 1 Wednesday a month to discuss CIP process by examining student work products and reviewing instructional strategies.
- Teachers will utilize Haiku, Standard Score, and discussion boards to facilitate communication between staff, parents and students.
- Common Assessments, AP, and End-of-Course test results will be reviewed, evaluated, and dissected so that the specific data may be used to plan accordingly for student success and then communicated with STEM community.

Highlight process for progress monitoring, describing what assessments you will use throughout the year:

Monitoring student progress using Standard Score, Haiku, Data Dashboard, and Wednesday Leap time meetings designated throughout the year for faculty work as detailed per the above section. Assessments include:

- Standards based assessments
- District common assessments
- Formative assessments
- Classroom observations
- State Tests
- District proficiency essays
- QSR

Highlight strategies to address the PLC questions #3 and #4:

- Teachers will meet on Wednesdays in PLC and staff meetings to plan course sequence, curriculum for individual courses, curriculum for signature pathways and how lab concentrations can be integrated across disciplines; planning to include strategies to address PLC questions #3 and #4.
- Using our scheduled LEAP time, all staff will be trained in strategies that address DuFour's questions # 3 and #4. Staff will participate in various book studies that focus on developing their instructional skills in our various science classes.
- Currently students who need additional supports are required to have a peer tutor, attend study groups, and attend faculty office hours. This is organized student-by-student according to the specific needs.