



Continuous Improvement Plans

Highlights

2013-2014

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

Alcott Elementary
Blackwell Elementary
Carson Elementary
McAuliffe Elementary
Mead Elementary
Smith Elementary

Inglewood Middle School
Eastlake High School
Renaissance School of Art &
Reasoning
STEM School

Eastlake Learning Community
Continuous Improvement Plan Review 2013-14

Elementary Highlights:

- Alcott met Reading and Math Goals for grades 3, 4, and 5; Quest had most all level 4 in grades 3-5 except for 1-3 students who were level 3; goals were achieved by purposeful instruction and explicit strategies; all grades showing consistent growth in students exceeding standard; school focused on high levels of collaboration and communication and building trusting relationships; teacher teams wrote CIP reflections; Alcott now has a highly cohesive staff; students are generally high performing; all Reading and Math MSP scores were higher than 80%; Science was 92.1%.
- Blackwell scores have stayed consistent, three 6th grade students passed the MSP who had never passed before; 4th grade exceeded Reading goal and nearly met Math goal; more students with 4's than 3's in both content areas; DIBELS: 2nd 97% met/exceeded (goal was 98%), 1st pleased with their results; K met goal and surpassed by 7%, implemented 1:1 adult tutoring to identified students, small flexible reading groups, student goals shared with parents, Rtl model, and Safety Net. Rtl model used at all grade levels. All Reading and Math MSP scores were higher than 80%.
- Carson met Math goal in 5th, analyzing text was 7% higher than the goal, Science scores were high; teachers excited about 3rd grade scores, attention to specific students; DIBELS: 2nd high number proficient, 1st high number of new students from private schools, K high number proficient; high 5th grade science scores; all Reading and Math MSP scores were higher than 79%; Science MSP was 93.8%.
- McAuliffe 4th grade writing scores were high at 97.2%, teachers were surprised that their classroom expectations were higher than the state, surpassed goal in Math; DIBELS: 2nd grade met goal, used instructional strategies for students approaching standard; 1st grade cut score increased, benchmark is higher; K analyzed the four students out of 77 who were not proficient; students achieve at a high level; teachers focus on level 1 and level 2 and "at-risk" level 3; all Reading and Math MSP scores were higher than 85%; Science MSP was 98.7%.
- Mead 5th grade goal of 97% was high, students achieved at 95%; Science was good at 95%; 4th grade goals were based on report card data and showed growth; 3rd grade exceeded goals in reading and math; DIBELS: 2nd met goal; all

students exceeded AMO in Math by 7.3% with a 2.1% gain over the previous year, AMO of special education students was 68.6% (above the target of 67.9; PLC process used to focus on every student's level and needs; Mead formed an Instructional Leadership Team which also focused on Science and the scientific process; implementation of "intervention block time" in K-3 30 minutes per day; staff development on the use of learning targets to increase student learning; first grade teachers are part of District Rtl pilot program; staff continues to implement *The Mead Way*, a plan designed to provide common expectations for behavior, throughout the building with the goal of increasing time for teaching and learning; all Reading and Math MSP scores were higher than 80%; Science MSP was 95.0%.

- Smith 5th grade was based on CDSA's and summative assessments (Math was down from 98% to 96.2%; goal was reached in Reading), 4th grade pleased with results, comments about individual students, 3rd grade very satisfied with results and increase in reading, felt scores accurately reflected student ability; DIBELS: 2nd grade goal was 96% (students achieved 93%), first grade showed improvement; all Reading and Math MSP scores were higher than 87%; Science MSP was 97.1%.

Middle School Highlights:

- Inglewood: In Science, the number of students exceeding proficiency grew 23.5%; 100% of 7th grade students attained standard in the Algebra EOC; class of 2019 reading increased from 92% achieving proficiency to 93.4%; perception goals for teacher feedback were met, with the administrative team focusing efforts to be in classrooms every day.
- Renaissance: All 8th grade students with 504 plans met standard in reading. Most students in the class of 2019 (current 7th) are strong readers; after school intervention is provided for struggling students which led to student improvement on the MSP.

High School Highlights:

- Eastlake: Graduation percentage is 94.8%, with all special education students graduating. Current 12th graders: on track literacy average is more like 96%; the on track math average is more like 84%. Current 11th graders: reading goal was exceeded by four percentage points; the class of 2014 no longer has any special education students in the "red" band for the Reading HSPE; AP Calculus exam had an 89% pass rate; AP Government exam had an 85% pass rate; perception data—common commitments were established between administration and faculty; significant gains have been made in the area of academic interventions and support for students (e.g. weekly evening math lab); initiatives to open

Eastlake to the community and share current information (e.g. first annual community event, a weekly e-newsletter sent to parents, and Facebook and Twitter accounts to reach students, parents, and community).

- The STEM School: Class of 2015 (current 11th) Biology EOC goal was met, Geometry EOC goal was met, Reading HSPE goal was exceeded; Class of 2016 (current 10th) Algebra EOC goal was met, Geometry EOC goal was met; all students were new last year; thus, this is the first set of state scores for The STEM School.

Focus Areas:

Elementary School:

- Alcott: 4th grade, some level 4 moved to level 3; only 78% of second grade at benchmark (looked at Data Dashboard, 18 students not at benchmark, 15 Quest students not tested, others were ELL or SpEd, if Q tested, 85% at benchmark; 1st grade 93% general education met goal, K did not meet goal, DIBELS not an accurate measure, have created a more accurate assessment to measure reading ability; focus on “Purpose to Explain” and “Content, Organization, and Style” in Reading; professional development in *Wonders* and PGE implementation.
- Blackwell: learning/behavioral challenges in 5th grade, MSP scores have declined from grade three, 4th grade did not meet writing goals (but 63% who achieved exceeded standard); concern as to whether or not the online exam really reflects student knowledge in math; K half-day more difficult to service; second grade had large class sizes, difficult to differentiate; PLC activities focused on the needs of individual learners; focus on new literacy adoption and CCSS ELA curriculum; focus on cross-level LEAP days and professional trust and working together; focus on how best to use the Rtl model to help students; each grade level developed challenge goals in the areas of reading and math; PLC teams will utilize Rtl to provide tiered interventions to better meet the individual learning needs of students.
- Carson: 4th grade Reading and Math went down, possibly due to new teachers teaching new curriculum, expectation is that the scores will improve; focus on 5th grade math scores; focus on ways for teachers to give feedback to other teachers; addition of a Math Safety Net section; explicit additional instruction on problem solving strategies; regular use of netbooks integrated into the curriculum; regular benchmarking.
- McAuliffe: 5th grade did not meet Math goal (90%) was probably unattainable, but still feel good that 88.2% passed; 4th grade close to meeting reading goal,

intermediate safety net would have helped; great progress on students achieving at level 4; LEAP time dedicated to vertical teaming; PLC work within all grade levels; challenge goals were created in Reading and Math.

- Mead: DIBELS: 1st and K were lower than expected, some classes were challenging; staff focused on interventions for under-performing students; many new intermediate student enrolled (many were ELL or below academic standards).
- Smith: DIBELS—K achievement was lower than the goal, difficult to set achievable goals due to lack of knowledge about student current ability; PLC teams meet regularly; continued learning of new math curriculum, all CCSS, use of IXL to support math curriculum at all grade levels; developing a plan for teachers observing other teachers; math is the priority target for challenge goal purposes; reading interventions and related programs continue to be developed through vertical level discussions and planning, also a multi-layered reading intervention program; Math enrichment is also a school-wide focus, including differentiated math groups

Middle School:

- Inglewood: 8th grade Math results were disappointing for both the MSP and EOC. Although several strategies were implemented last year to improve student performance, the result was negative. This is the major focus area for the 8th grade Math team, the principal, and the DSS. This is a collaborative effort, and includes PLC work, formative assessments, teacher visits to other schools, and teacher and principal evaluation. 8th grade special education students had significant declines in MSP scores. While statewide special education scores dropped just over 10% in reading and 3.3% in math, Inglewood special education students dropped 18.4% in reading and 12.4% in math. The principal and the staff are looking deeper into this decline. The perception goal for staff to work across grade levels to increase student learning was not met. This could be related to reconfiguration, as most of the 6th grade team was new to Inglewood. This will likely be a continuing goal.
- Renaissance: With small class sizes, scores are significantly affected by testing situations regarding individual students (e.g. one high achieving student went out sick for testing). MSP Math scores from 7th to 8th grade dropped 16.7 percentage points. Some students who need after school intervention did not attend. Renaissance has a high percentage of special education and 504 students (27%). STAT (Student Teacher Academic Time) was implemented to academically support students. Staff use Haiku for discussion boards, formative assessment, wiki projects, and PowerPoint's from class notes.

High School:

- Eastlake: Current 11th graders: Math EOC goal was missed by four percentage points; the two perception goals around student discipline and staff committed to achieve school goals showed progress but fell slightly below the goals as set; next steps with mission, vision, and values are underway; two focus areas have been identified—1) continuing to improve AP English exam pass rates, and 2) to maintain or exceed the number of students taking AP exams; the goal of providing intervention time for students during the school day is continuing.
- The STEM School: Class of 2015 (current 11th) Algebra EOC goal was not met (one student did not meet standard, four students did not take the EOC); focusing on scientific method process and inquiry-based learning; review materials provided to students who still need to pass the Algebra and Geometry EOCs.

Overall

- Teachers at most schools have become more involved with writing the actual CIP document. All schools implement deeper student achievement work on a regular basis to support the CIP.
- Elementary schools are heavily involved with implementing new literacy curriculum and CCSS. All schools are implementing the new PGE system.
- At the elementary, some score percentages have decreased from the previous year possibly also due to newly adopted curriculums, changes in assessment practices, and implementation of the CCSS. Curriculum in some cases does not match the rigor of the CCSS, and as a result, teachers are creating level 3 and level 4 questions to add to assessments so that students can have an opportunity to be challenged and demonstrate proficiency and above as related to the standard.
- ELC elementary teachers meet 2-3 times per year as a PLC. All six schools meet at one school and then meet in grade levels using agendas developed by teachers. Principals work with teacher leaders to assist them in generating agendas that focus on improving student learning.
- All ELC schools can be considered high achieving schools. ELC administrators work collaboratively as a PLC, and two schools (Carson and McAuliffe), have been nationally recognized as PLC Model Schools. ELC collected staff data last year through an ELC Staff PLC Survey.
- ELC Secondary administrators are working together as a vertical team on a common Math Goal, basically that all students take and pass Algebra 2.
- All ELC schools have demonstrated a strong focus on the achievement of individual students.

Bell Elementary
Frost Elementary
Juanita Elementary
Keller Elementary
Muir Elementary
Sandburg Elementary
Thoreau Elementary

Finn Hill Middle School
Kamiakin Middle School
Juanita High School
Community School
Discovery Community School
Environmental & Adventure
School
Futures
International Community
School

Juanita Learning Community
Continuous Improvement Plan Review 2013-14

Elementary Highlights

- Reading Grade 3: ALL seven schools increased their 3rd grade MSP reading scores from 2012 to 2013. Scores ranged from 75% proficient to 92% proficient.
- Math Grade 3: Five out of the seven schools improved their 3rd grade MSP math scores from 2012 to 2013.
- Math Grade 5: Five out of the seven schools improved their 5th grade MSP math scores from 2012 to 2013.
- Science Grade 5: Six out of the seven schools improved their 5th grade MSP science scores from 2012 to 2013.
- Challenge Goals: All seven schools saw an increase in moving level 3 students to level 4 in their selected area of focus (reading, writing, or math).
- Kindergarten Intervention Programs: Muir and Frost successfully implemented a kindergarten intervention safety net program (KISN) which provided additional time and support to half day kindergarten students identified as needing support in reading. These students showed significant growth in their reading scores as measured by BOY / MOY / AND EOY DIBELS.
- PLC / Data Teams: All of our schools are doing an excellent job of utilizing PLC concepts and structures to allow for teacher collaboration on student data to inform their instruction with the use of a Data Teams protocol.

Elementary Focus Areas

- Intervention Programs: We will expand our KISN programs to A.G. Bell, Juanita, and Keller elementary schools by the beginning of February 2014. Schools are also focusing on a 'push-in' model of delivery for safety net.
- AMO: The most common underperforming subgroup in the JLC is special education, then low income, then Hispanic.

Middle School Highlights

- MSP Scores: The three year trend is very positive for all MSP scores for both middle schools.

- Grade 6: Both middle schools report positive results in MSP scores for their new 6th grade students. Blocking, common planning, home room, and specific intervention time has helped these students transition successfully to middle school.
- Challenge Goals: Both schools show positive results in moving level 3 students to level 4 in reading, math, or writing.
- PLC / Data Teams: Both of our schools are doing an excellent job of utilizing PLC concepts and structures to allow for teacher collaboration on student data to inform their instruction with the use of a Data Teams protocol.

Middle School Focus Areas

- AMO: Both middle schools Hispanic and special education subgroups are performing below their target goal areas in reading.
- Intervention program: Both middle schools are designing time within the school day in order to providing specific and timely interventions with their students.
- Standards Based: Both Middle Schools are focusing on the implementation of Standards based grading.

High School Highlights

- HSPE: There is a positive three year trend in reading and writing.
- EOC Math: From 2012 to 2013 EOC Math 1 grew from 79% to 85%, and EOC Math 2 grew from 79% to 88%.
- EOC Biology: EOC Biology grew 10 percentage points from 2012 to 2013.
- PLC / Data Teams: JHS is doing an excellent job of utilizing PLC concepts and structures to allow for teacher collaboration on student data to inform their instruction with the use of a Data Teams protocol.
- STEM Signature Program: JHS has done an excellent job of launching their STEM Global Health program. They have begun a rich industry partnership with Evergreen Hospital with plans to provide authentic and meaningful experiences and internships for students.

High School Focus Areas

- AMO: The special education subgroup is performing below their target goal areas in reading and math
- Intervention program: The high school is designing time within the school day in order to providing specific and timely interventions with their students.

Overall

- Student Growth Goals: The schools are aligning student growth goals within the new PGE system and the PPGE system with their CIP goals to foster collaboration on specific areas of growth for their students, teachers, administration, and their school.
- CCSS: Schools have done an excellent job of collaborating on LEAP Wednesday's to provide meaningful learning experiences for their staff on the implementation of Common Core State Standards.

Audubon Elementary
Franklin Elementary
Kirk Elementary
Lakeview Elementary
Rose Hill Elementary
Rush Elementary
Twain Elementary

Kirkland Middle School
Rose Hill Middle School
Lake Washington High School
Emerson K-12
Emerson High
Northstar Middle School
Stella Schola

Lake Washington Learning Community
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Elementary CIP Highlights and LC Focus:

Please note that in the LWLC we have seven elementary schools, Audubon, Ben Franklin, Ben Rush, Lakeview, Mark Twain, Peter Kirk and Rose Hill.

- MSP Reading Grade 3: all seven schools had scores in the 81%-95% range.
- MSP Reading Grade 4: all seven schools had scores in the 75%-91% range.
- MSP Reading Grade 5: all seven schools had scores in the 86-93% range.
- Math Grade 3: all seven schools had MSP scores in the 68%-93% range.
- Math Grade 4: all seven schools had MSP scores in the 63%-88% range.
- Math Grade 5: all seven schools had MSP scores in the 71%-91% range.
- Writing Grade 4: all seven schools had MSP scores in the 61%-89% range.
- Science Grade 5: all seven schools had MSP scores in the 69%-97% range.

There are three elementary schools who are using Common Formative Assessments within their grade level Data Teams. These processes provide ongoing information for teachers and students on how students are mastering our Power Standards. We believe these schools will help lead these processes in other LWLC schools which in turn, will help guide their school's CIP efforts and areas of focus.

In the LWLC we have (4) first or second year principals who are leading our schools in Continuous Improvement Efforts.

Middle School CIP Highlights and LC Focus:

Please note that in the LWLC we have (2) traditional middle schools, KiMS and RHMS, and three Choice Middle Schools, Northstar, Stella Schola, and Emerson K-12.

- MSP Reading Grade 6: all five schools had scores in the 80%-97% range.
- MSP Reading Grade 7: all five schools had scores in the 81-97% range.
- MSP Reading Grade 8: all five schools had scores in the 74-100% range.
- Math Grade 6: all five schools had MSP scores in the 71%-93% range.
- Math Grade 7: all five schools had MSP scores in the 76%-93% range.

- Math Grade 8: all five schools had MSP scores in the 62%-97% range.
- EOC Algebra: all five schools had EOC 1 scores in the 54%-87% range.
- Science Grade 8: all five schools had MSP scores in the 79%-93% range.
- Student achievement in math continues to be a growth area at all our middle schools as evidenced by each school's CIP results.
- Student achievement in science continues to be a growth area at all our middle schools as evidenced by each school's CIP results.
- Now, with two years of configuration efforts, all middle schools maintain a personalization focus, and provide for intervention times within their daily schedule to assist students who need additional help.

High School CIP and LC Focus:

Please note that in the LWLC we have one traditional high school, LWHS and two Choice High Schools, Emerson and Emerson K-12.

- 97% of seniors on were on-time for Graduation by August 2013 at LWHS
- Emerson HS graduated 20 students in 2013
- Emerson K-12 graduated 100% of their seniors at the end of the year
- Reading HSPE: all three schools had HSPE scores in the 79%-100% range.
- EOC Geometry: all three schools had EOC 2 scores in the 76%-89% range
- EOC Algebra: all three schools had EOC 1 scores in the 49%-83% range.
- Biology EOC: all three schools had EOC (N) scores in the 40%-83% range.
- LWHS is a RTI, Response to Intervention Pilot School this year. Most recently the principal and several of her staff members attended two day conference on how to create Data Teams and use Common Formative Assessments. These efforts connect directly with their CIP Plan and will help to scale both intervention and challenge efforts for their students.
- LWHS has recently had their Engineering Program approved for their STEM Signature Program for the 2014-15 school year.
- LWHS overall scores on our state assessments continue to increase in every area; this is a result of great instructional leadership at both the faculty and administrative levels. LWLC middle schools are also sending better prepared students for participation in their high school experience.
- Latino students and their families still remain a major challenge for LWHS to increase these student's achievement levels in both the academic and attendance areas and were an area of focus in the Sub-Group portion of their CIP.
- Both Emerson HS and Emerson K-12 have had to make major revisions to their school's CIP, due to alternative their grading practices, alternative grading periods, and the Alternative Learning Experience status, both current and previous.

- During 2013 Emerson K-12 was highly successful in their Accreditation Process. Part of the evaluation process for Accreditation is a review of the school's CIP Plan, which was viewed very favorably.
- Emerson K-12 high school class remains very small, as a large majority of their high school seniors participate in Running Start courses and graduate with a Washington State Diploma which explains their low numbers for graduation data in their CIP Plan.
- Emerson High School continues to attract numbers of students from outside our district, due to the reputation and proximity of our school and the programs that are in place.
- Emerson High School has had their school's STEM Signature Program, Sustainability, approved by our school district. We believe this outcome will positively impact the school's science scores.

Common Highlights and Focus Areas, Elementary, Middle and High Schools

- All LWLC Schools are making direct connections to their school's CIP and our new Teacher and Principal Evaluation systems per Student Growth Goals.
- All LWLC Schools are being more purposeful in providing their School Communities with ongoing information regarding their CIP efforts and outcomes.
- All LWLC schools have multi-year Nine Characteristics Perception data. Many schools have staff collaboration and providing challenge to all students as part of their perception goals. Many of these schools have had the same goal areas for multi-years.
- LWLC secondary schools continue to support their math, science, and ELA teachers through LC Summit Committees. These committees have been meeting over the past 3-4 years and act as a content PLC that improves classroom instruction and staff collaboration.
- LWLC Middle School teachers are working with elementary teachers from two schools throughout the year on the topic of "Challenge". These efforts will provide our students with rigorous instruction and improved student engagement strategies.

Dickinson Elementary
Einstein Elementary
Mann Elementary
Redmond Elementary
Rockwell Elementary
Rosa Parks Elementary
Wilder Elementary

Evergreen Middle School
Redmond Middle School
Redmond High School
Explorer Community School

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