Continuous Improvement Plans

REDMOND LEARNING COMMUNITY

2013-2014

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

Lake Washington School District

Continuous Improvement Plan

Dickinson

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Emily Dickinson Elementary

Part 1: 2012-2013 Reflection Goals

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders

2012-2013 SMART Goals

Reading Goal: From 86% to 97%

Math Goal: From 74% to 86%

Science Goal: 69%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	34%	54%	88%	33%	39%	72%
2012-4th	54%	29%	83%	36%	40%	76%
2011-3rd	35%	50%	85%	47%	33%	80%

Year	Science		
	Proficient	Exceeds Proficient	Total Proficient
2013-5th	50%	42%	92%

Grade Level Reflections:

- Reading: although goal was not met, the 25% gain in students reaching a Level 4 is exciting progress for this cohort of students as well as the 5% increase of overall proficiency.
- Math: meeting student learning needs in math was a challenge with this cohort. We have revised our approach to instructional grouping with the following cohort to see if that has an effect in the subsequent year.
- Science: the percentage of students meeting standard in science improved by 23%, and is a highlight success of this cohort.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: From 86.6% to 88%

Math Goal: From 83.6% to 88%

Writing Goal: 80.5%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	33%	50%	83%	31%	55%	86%
2012-3rd	37%	46%	83%	31%	48%	79%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	52%	31%	83%

Grade Level Reflections:

- Reading: although goal was not met, the trend towards moving more students to Level 4 is what we want to continue.
- Math: the percentage of students that reached proficiency increased by 7%, which mirrored the improvement of moving students to Level 4. At the individual student level, significant gains were observed for nearly every student: every student improved their math score by an average of 22 points over their previous year. This was almost certainly attributed to the team focus on RTI and flexible grouping strategies of our team. A weekly data analysis as a grade level PLC was highly effective in meeting the needs of our students.
- Writing: our scores improved by 14% over the previous test cycle; this is encouraging news that we continue to focus on to help students reach proficiency in writing.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal: 86%

Math Goal: 77%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	10%	72%	82%	35%	51%	86%

Grade Level Reflections:

- Reading: although goal was not met, the 72% of students reaching Level 4 in reading is a great success. We believe that our PLC focus in reading this year will continue to increase student achievement in the next test cycle.
- Math: we exceeded our goal of total proficiency by 9%, including 51% of students reaching Level 4. We believe that this is due to our PLC focus on math, including a regular data analysis informing flexible groups and differentiated strategies.

School Wide EOY DIBELS: 2012-2013 Goals			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2-From 82% to 88%	1-From 80% to 92%	K-From 83% to 91%
School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 89%	1 83%	K 77%
2012	1 84%	K 86%	
2011	K 86%		

DIBELS Reflections:

2nd Grade:

We are excited that our cohort both met and exceeded our goal, but also demonstrated the highest achievement rate of their 3 year cohort. We believe that our unified focus and intervention plan will continue to improve the rate of achievement for this year's cohort.

1st Grade:

Although cohort achievement dropped slightly, student attrition and enrollment is significant at the primary levels. Individual student analysis indicates that students are demonstrating growth in reading skills. We believe that the new curriculum will provide a common ground to meet student needs and continue that growth.

Kindergarten:

Inconsistency with student enrollment makes it difficult to capture cohort growth. Many students not at standard on EOY Dibels were not continuously enrolled. Two students that did not meet benchmark were retained by parents as they felt they were not ready for Kindergarten when they enrolled this year. We feel that the benefit of the new ELL program will help us to better support student needs this year and provide stability within our cohort.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

The Dickinson staff has focused on interventions for under-performing students of all subcategories. We have restructured grade levels into PLCs; many of which provide flexible and responsible learning environments and interventions/extensions. In addition, all primary grades receive a resource 'flood' during literacy blocks to provide students with lower staff/student ratios.

Successes

AMO of Hispanic students in Reading exceeds target (70%, target 66%), 15% gain over previous year
AMO of Hispanic student in Math increased 9% over previous year, nearly meeting target
AMO of Special Education students in Math increased nearly 10% over the previous year
AMO of Low Income students increased 12% over the previous year in reading
AMO of Low Income student increased 20% over the previous year in math; 10% above target
AMO of Asian students continue to exceed target in reading

Challenges

AMO of all students is slightly behind target in reading (2%) and math (3%); although improved from previous year
AMO of Special Education students in reading is behind target (46%, target 64%); although math shows gains from previous year
AMO of Asian students is behind target (90%, target 100%)

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was 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
5th Grade Math	36%	43%
4th Grade Math	46%	50%
3rd Grade Math	15%	36%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

The challenge goal of moving all students to higher levels of achievements is the greatest achievement of Dickinson teachers over the previous 2 years. As a part of our PLC process we were able to focus on every student's level and needs, and offer the appropriate level of support to move them forward. All intermediate grades provided level support that focused on this process, and reflected at the end of the year that they were more effective in their instruction because of this structure.

Results:

5th Grade Math: 36% to 54%
4th Grade Math: 46% to 55%
3rd Grade Math: 15% to 51%

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	#27 Staff routinely work together to plan what will be taught	#44 Teachers provide feedback to each other to help improve instructional practice
	From: 75% To: 85%	From: 72% To: 82%
2011-12	#42: Teachers receive regular feedback on how they are doing.	#29: Staff members trust one another.
	From: 89% To: 95%	From 92% To: 100%

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
Both of these goals were selected by the Instructional Leadership Team to provide us with meaningful data about the impact of our launch into Professional Learning Communities. In prior years, grade level teams supported each other in loose ways. True collaborative teams to support student learning were not in place until the 2012-13 school year. Last year we achieved a critical mass of teachers that were trained in the Professional Learning Community initiative, provided a clear argument for the rationale for pursuing this work, and reframed our meeting structure to support teachers doing this work. This year we are the fortunate benefactors of Data Teams training through the RTI Pilot, which will take this process to a more streamlined and effective level. We believe that the Data Teams process will increase our Goal #2 at the pilot grade level, because teachers will identify specific instructional strategies to implement to meet the needs of their students and agree to implement as a part of action research. **RESULTS** Goal #1: Staff routinely work together to plan what will be taught From 75% to 93% Goal #2: Teachers provide feedback to each other to help improve instructional practice From 72% to 81%

Emily Dickinson Elementary 2013-14:

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	83%	85%	76%	78%		75%		
2021 -4th	82%	89%	85%	90%				76%
2022- 3rd	39%	59%	49%	69%				
2023-2nd	83%	90%						
2024- 1st	60%	77%						
2025- K	44%	73%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Kindergarten: Reading	0%	27%
1st Grade: Reading fluency	30%	44%
2nd Grade: Reading fluency	18%	39%
3rd Grade: Reading (Finding Text Evidence)	2%	26%
4th Grade: Math (RTI pilot focus)	23%	44%
5th Grade: Math	48%	65%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Kindergarten:

- ✓ Individually leveled reading groups
- ✓ One-on-one support (parent mentors, LINKS volunteers, Watch DOGS)
- ✓ Take-home books at a child's specific level (SWRL Books)
- ✓ Online reading program at a child's specific level (Headsprout)

First Grade:

- ✓ Flexible reading groups across the grade level instructed by first grade teachers, Safety Net teacher, ELL teacher, IA, and parent volunteers.
- ✓ ELL and Safety Net services are being implemented as a "push in" model
- ✓ Ongoing assessments to move students into groups according to reading level
- ✓ Creating targeted assessments from WONDERS reading materials to accurately determine students' reading level and instructional needs
- ✓ Resources: WONDERS reading curriculum, DIBELs, Running Records, Guided Reading Levels, Words Their Way
- ✓ Read at home program

2nd Grade:

- ✓ Flexible grouping strategy using an additional teacher to provide extended intervention time
- ✓ Reading Workshop using Leveled Readers
- ✓ Reader's Theater & Partner reading
- ✓ Word Study & Read Naturally programs

3rd Grade:

The third grade team is focused in our PGE and PLC on teaching students how to find text evidence within the story.

We will be achieving this goal with several different strategies.

- ✓ Flexible grouping strategy with an additional teacher to provide extended intervention time
- ✓ Use of parent mentoring, LINKS volunteers and Watch DOGS to provide 1:1 support
- ✓ Use of common strategies taught across all settings (highlighting, review of tests, using student work as examples)

4th Grade:

- ✓ Focusing on learning effective Data Teams processes to analyze student needs and develop effective interventions in the RTI Pilot
- ✓ PLC flexible grouping
- ✓ Use of parent volunteers, Watch DOGS for extra student support
- ✓ Daily math fact tests
- ✓ IXL for extra practice at home
- ✓ Afterschool Math Clubs offered for extension and enrichment
- ✓ We will focus on enrichment by teaching problem solving skills and using multiple strategies to complete tasks for deeper understanding.

5th Grade

- ✓ Problem Solving: using small groups and parent support
- ✓ Implementing a "Review Day" across classrooms to reteach and focus on areas of need from previous topics.
- ✓ Use of Easy CBM for diagnostic formative interventions and progress monitoring
- ✓ Enrichment packets to support specific topics
- ✓ Use sub groups within math groups for extension and scaffolding
- ✓ Math games from EnVision
- ✓ IXL for extra practice at home
- ✓ MSP review/practice packets to provide students with confidence during State assessment

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	**#26 Staff works in teams across grade levels to help increase student learning.**	**#47 Staff members get help in the areas they need to improve**
	From: 81% To: 88%	**From: 81% To:**
2012-13	#27 Staff routinely work together to plan what will be taught	#44 Teachers provide feedback to each other to help improve instructional practice
	From: 75% To: 91%	From: 72% To: 81%

School Process Summary

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

Dickinson teachers are in year 2 of focusing on effective data analysis and intervention planning through the PLC process. This has had a dramatic impact on student learning at all levels; we plan to continue this focus and improve processes to meet student needs.

Additionally our staff voted to use 1.0 FTE to provide extended intervention in reading and math at 2nd and 3rd grade for the most at-risk students. This strategy is supporting a flexible grouping process that uses diagnostic assessments to identify and target specific needs. We are seeing significant progress for students at all levels of learning making progress in these areas.

The 4th Grade team was selected at the district level to participate in the RTI pilot, and we are very excited about the potential impact this will have on student achievement in the years to come. Learning about the Data Teams process with an on-site coach, this team will spend the year learning about how to improve our PLC work and share their knowledge with other teams.

Our Instructional Leadership Team has planned new professional learning opportunities to incorporate this year, based upon feedback from our 9 Characteristics Survey. We plan to fund a weekly sub to release teachers to participate in peer observations to improve their practices, as well as provide differentiated seminars led by teachers within a variety of topics and skills.

All students are benefitting from a shift in allocating human resources towards supporting small groupings and 1:1 support through focusing the work of instructional assistants, as well as leveraging additional daily support through the Watch DOGS and LINKS programs.

The school-wide positive behavior emphasis, 'The Virtues Project', has also had a strong impact on student academic achievement. Teachers, parents and community members routinely comment on the improved student culture that is allowing our school to be more effective in our instruction, in addition to contributing to a friendly and supportive building culture.

Highlight use of technology to improve student learning:

The following uses of technology are intended to enhance student learning and achievement, and may be embedded within learning activities in the classroom, library, or home:

- Logging into personal accounts with username/password (Haiku, Netbooks, eBackpack, Destiny library system)
- Managing files (creating/saving/deleting personal documents)
- Developing keyboarding speed (words/minute) and proper habits (home row position/eyes on screen)
- Accessing reliable sources of information (using the district databases and other online sources of information)
- Citing sources of information using citation tools (also, when/how to cite, understanding and avoiding plagiarism)
- Using technology tools to present information (PowerPoint, Photostory, etc.)
- Using technology tools for communication (blogs, polls, messaging)
- Understanding the meaning of cyber-bullying and the responsible use of technology tools
- Utilize technology tools for communication with staff members and parents (email, Haiku, etc.)
- Establish a digital classroom management system (Haiku), and explore ways to use it effectively to enhance student achievement
- Continue to use classroom technology (ActivBoard, desktop computer, speaker system, document camera, etc.) to facilitate best instructional practices such as multimedia lessons, class discussions, sharing of student work, creating scaffolding for student work, etc.
- Create opportunities in lesson planning for students to develop and practice skills in the use of technology to meet their own learning goals, such as keyboarding, word processing, note-taking, citing sources of information, presentations, communicating, analyzing data etc.

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

Dickinson/Explorer is a school with extensive parent and community involvement. Our PTSA is a generous resource that is consistently focused on supporting the needs of all students, and is a true partner to the Dickinson/Explorer staff.

Additionally, our Watch DOGS program (launched last spring) has grown to the level that we now have at least 1 dad serving a full day, every day. This brings between 35-50 additional volunteer hours per week to support our school

This year we have partnered with our neighbor, Union Hill Church, to provide support to our school staff. They are providing the teachers with lunches during conference days, volunteering after school to provide clerical and classroom assistance. This 'extra care' for Dickinson/Explorer teachers has been a welcome support and we look forward to continuing to build this relationship.

Lake Washington School District

Continuous Improvement Plan

Einstein

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Einstein Elementary School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal:						
From 75% to 85% proficient or higher						
Math Goal:						
From 66% to 75% proficient or higher						
Science Goal:						
From NA to 80% proficient or higher						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	18%	61%	79%	27%	39%	66%
2012-4th	47%	32%	75%	26%	45%	66%
2011-3rd	25%	46%	71%	25%	35%	60%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	29%	51%	81%			
Grade Level Reflections:						
Reading: Small group through Safety Net, SpEd and ELL helped the large percentage of the low level readers. Guided reading time allowed high level readers a chance to read their own novels and apply skills in a book of their choice. There is a wide range of ability levels. We have been utilizing flexible, leveled reading groups to meet their reading needs at their ability levels which will continue to do more of this year. There will also be an increase in collaboration with Special						

Ed and ELL to align Wonders curriculum in the classrooms this year because that was a need that was not addressed last year.

Math:

Small group instruction through Safety Net, SpEd and ELL helped the large percentage of the low level math students. Math skills time allowed the differentiation of the various math topics. Many students do not see themselves as math learners so this was a barrier to success for some. They lack basic fact knowledge in all operations. There is a wide range of ability levels.

Class of 2021- current 5th graders

2012-2013 SMART Goals:

Reading Goal:

From 73% to 75% proficient or higher

Math Goal:

From 65% to 68% proficient or higher

Writing Goal:

From NA to 70% proficient or higher

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	48%	19%	67%	27%	25%	52%
2012-3rd	40%	34%	74%	32%	33%	65%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	41%	16%	57%

Grade Level Reflections:

Reading:

We created a weekly rubric for selection assessments that provided students with level 3 and 4 questions. In class, we taught students to respond to reading questions using a step-up, 5 sentence paragraph. We also used small group reading in guided focusing on reading strategies and skills.
We don't feel we allocated enough time for whole group reading last year so this year, we extended our reading time and the Wonders curriculum provides that we teach the same strategies and skills both during whole group instruction as well as during guided reading instruction. Further, SN and ELL are also teaching the same strategies/skills/vocab to support instruction which wasn't happening last year.

Math:

We have more challenges than successes last year in Math; therefore, we changed much of the way in which we organize whole group and math skills. We did not allocate enough time for whole group math instruction and not all of our SN students received services throughout the year last year. We also switched math skills groups too frequently, which didn't allow us time to really understand our students as math students. We have extended our whole group instruction time as well as increased our skills time to include one more day of instruction this year. We also used the MDIS to assess student skill acquisition from 3rd grade to organize skills groups. We are keeping our skills groups for the entire first semester before we reassess in order to re-organize skills groups in the second semester. We have a SN push in model as well to support students who performed below standard on the MDIS. We have been

working on both the 3rd grade and grade level skills. We are progress monitoring the students in this group more frequently and also using the math DIBLES to assess student learning. 4th grade students are also involved in the after school SN math program. We continue to pre-assess for each topic. For students who performed at grade level on the MDIS, students are involved in projects to apply their understanding and extend their learning.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal:

From NA to 60% proficient or higher

Math Goal:

From NA to 60% proficient or higher

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	24%	54%	78%	31%	50%	81%

Grade Level Reflections:

Reading:

Last year we saw an increase in reading MSP scores from 74% to 79%, which is 6 above the state score. We attribute this success to our implementation of small guided reading groups. We also practiced MSP released items and utilized ELL pull outs to support classroom instruction. Challenges we had last year were that many students pulled for Safety Net were not receiving support that was aligned to what was happening in the classroom because the SN curriculum was so different than the Gen Ed curriculum.

Math:

Last year we saw an increase in our math MSP scores from 72% to 81% which is 16 above the state score. We attribute this success to our implementation of Skill level groupings using enVision. Students stayed in their homeroom for core math instruction addressing power standards but rotated for additional skills group support to other classrooms. We also practiced MSP release items and utilized Safety Net support for students. Because of our success, we are continuing to use the same plan this year.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 – 73%	1 – 68%	K – 79%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2nd – 73%	1st – 68%	K – 81%
2012	1st – 80%	K – 77%	

2011	K – 88%		

DIBELS Reflections:

2nd Grade:

While the team is encouraged by the progress of many students. It is clear we did not make the gains we would have hoped to make with this group of students. The 2nd grade teachers have several reflections on what could be contributing to this. One concern they had is that the SN curriculum that supports our most struggling students was totally different from the general education instruction. The general education curriculum did not provide a great deal of fluency practice which is one of the primary things the DIBELS assessment is evaluating. The team did their best to mitigate this issue by providing opportunities for fluency practice in the classroom and in daily homework however we are hopeful the new Literacy curriculum will provide a more cohesive approach to this.

1st Grade:

The first grade team is encouraged that many students maintained benchmark over the year despite the fact that the DIBELS assessment becomes quite a bit more difficult from Kindergarten to first grade. Additionally, the new DIBELs Next assessment is different than the DIBELS assessment they were given the year before. The teachers are concerned that the results are not an accurate reflection of the actual progress students made based on other measures. Having said that though, they acknowledge there is always room for growth and they anticipate using the Data Team process this year to deeply analyze student progress and make instructional decisions based on that data analysis. With this work we anticipate much greater gains than we have seen in the past.

Kindergarten:

The Kindergarten team is feeling optimistic about their EOY DIBELS results. Only 68% of Kindergarten students started the year at Benchmark according to the DIBELs with 81% finishing the year at Benchmark. The 4 students that ended the year Intensive all have profound disabilities or barriers that impacted their progress during the year. The majority of the students that saw the largest gains participated in our new Kindergarten Safety Net Intervention program last year. Many of these students did not know letters from numbers and had no sound/letter correspondence. By the end of the year, the majority of the students in this program ended up at Benchmark through explicit, data driven instruction. We look forward to continue the work in this program again this year and anticipate seeing similar gains.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

We have chosen to focus extra effort on our SPED subgroup due to our Emerging Status with this subgroup.

Successes
As a result of our Emerging Status, we have convened an Emerging Team that meets regularly to monitor the progress of our SPED students. We have done deep data analysis of our SPED student performance over several years time to examine trends and areas for growth. As part of this work we paid the Center for Education Effectiveness for several different sets of data that compare our SPED student performance against similar demographic schools within the district and across the state. There are several data points to be proud of including the fact that we met our AMOs in the area of SPED Math.

Challenges
We continue to explore the best ways to close the gap between SPED student performance and the non-SPED student performance. Our Emerging plan details the things we did last year to this end. It is attached for your review.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was 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
4th Grade Writing	NA	30%
5th Grade Reading	31%	41%

We did not meet our challenge goal for 4th grade for the reasons stated above in the 4th grade reflection. We are encouraged however that we exceeded our goal for 5th grade. We attribute our success with 5th grade to several things including the fact that we used flexible grouping in reading which allowed us to differentiate instruction for our level 3 and 4 learners to take them deeper than the grade level curriculum allowed. Another success we had last year was to use the Social Studies Textbook for reading which allowed us to provide meaningful instruction in non-fiction reading. Finally, our writing instruction with an emphasis on deeply understanding the genre's helped deepen students' understanding of reading in that genre.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	From 77% to 95% of staff will agree completely or mostly that staff members work together to solve problems related to school issues.	From 82% to 95% of staff will agree completely or mostly that the school uses a system to obtain a variety of perspectives when making decisions.

	From: 77% To: 95%	**From: 82% To: 95%**
2011-12	From 70% to 100% of teachers will agree completely or mostly that they receive regular feedback.	From 65% to 95% of staff will agree completely or mostly that they will collaborate with one another to plan what will be taught.
	From: 70% To: 100%	**From: 65% To: 95%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
These goals were selected because we have spent significant time building a Building Leadership team, revising our Operating Agreements and revising our Building Decision Making Model over the last year and we wanted to evaluate the effectiveness of these guiding documents and systems. We are excited about the gains we saw in these areas and will continue to implemented the updated plans and utilize the BLT for shared decision making by all stakeholders.

School Name and Year: Einstein Elementary School 2013-2014

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2021- 5th	67%	75%	52%	60%				
2022 -4th	81%	83%	78%	80%				
2023- 3rd		61%		72%				
2024-2nd	74%	76%						
2025- 1st	63%	71%						
2026- K	65%	80%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
5th grade reading % of students attaining a level 4 of the MSP	19%	30%
See attached Emerging Plan for details on our 2013-2014 plans		

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Teachers provide feedback to each other to help improve instructional practices.	Many Parents are involved as volunteers at school
	From: 66% To: 94%	**From:** 70% **To: 95%**
2012-13	From 77% to 95% of staff will agree completely or mostly that staff members work together to solve problems related to school issues.	From 82% to 95% of staff will agree completely or mostly that the school uses a system to obtain a variety of perspectives when making decisions.
	From: 77% To: 95%	**From: 82% To: 95%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
See attached Emerging Plan for details on our 2013-2014 plans
Highlight use of technology to improve student learning:
See attached Emerging Plan for details on our 2013-2014 plans
Highlight steps to involve of staff, students, parents, families, and community:
See attached Emerging Plan for details on our 2013-2014 plans

Continuous Improvement Plan

Mann

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Horace Mann Elementary School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders

2012-2013 SMART Goals

Reading Goal: 94% proficient as measured by the MSP

Math Goal: 92% proficiency as measured by the MSP

Science Goal: 92% proficient as measured by the MSP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	19.7	75	94.7	31.6	60.5	92.1
2012-4th	22.2	71.6	93.8	23.5	67.9	91.4
2011-3rd	26.3	69.7	96	32.9	55.3	88.2

Year	Science		
	Proficient	Exceeds Proficient	Total Proficient
2013-5th	15.8	75	90.8

Grade Level Reflections:

Last year's goals were set with the plan to continue the teaching skills that we were doing well and to take on new practices in the areas needed to improve student learning. We felt that it was important to move and extend as many students as possible in order to improve students learning and reach our CIP Goals. When we set our goals we really wanted to have a focused approach to reach this goal.

Looking at the results our approach of being systematic and focused with our students led us to accomplishing our CIP Goals for both Reading and Math. Science was off by less than 2 percent.
We also noticed, through our strand data, that as a 5th grade team, we have consistently raised the rigor and expectations for our students which has led to improved student learning in all academic areas. We continue to get more and more 4's and higher 4's than we've achieved before. We are especially proud of how our students did in the problem solving strand in math. We attribute this to a daily focus on problem of the day using the EnVision problem solving record sheet. We've also made gains in teaching literary text with more explicit teaching of figurative language in the poetry unit. Our class switching around motivating texts also helped our comprehension and analysis scores. These are the highest scores our students have ever received.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: 95% proficient as measured by the MSP

Math Goal: 93% proficient as measured by the MSP

Writing Goal: 92% proficient as measured by the MSP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	26.4	67.9	94.3	16.7	74.1	90.7
2012-3rd	36.5	55.8	92.3	34.6	51.9	86.5

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	43.4	49.1	92.5

Grade Level Reflections:

Our reading goal was 95% proficient as measured by the MSP. 94.3% of the students were proficient. The slightly lower score may be due to 9 percentage points lost in the comprehension strand.
Our math goal was 93% proficient as measured by the MSP. 90.7% were proficient. The lower score may be due to 4 percentage points lost in the strand of number sense.
Our writing goal was 92% proficient which was achieved.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal: 93% proficient as measured by the MSP

Math Goal:88% proficient as measured by the MSP

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	15.5	77.4	92.9	20.2	70.2	90.5

Grade Level Reflections:

In reviewing last year's data, 3rd grade met the proposed math goals for 2012-13. However, we saw the scores in the problem solving/reasoning remain flat, hovering around 83%.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	(2) 90%	(1) 85%	(K) 85%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	(2) 93% at benchmark	(1) 92% at benchmark	(K) 92% at benchmark
2012	(1) 89% at benchmark	(K) 82% at benchmark	
2011	(K) 96% at benchmark		

DIBELS Reflections:

2nd Grade:

We exceeded our reading fluency goal and were able to get 93% of the students to benchmark according to the end of the year DIBELS test.

1st Grade:

We exceeded our reading goal of 85% at benchmark by 7%. We had 92% of our first graders at benchmark by the end of the year. This progress was in part due to our team collaborating to create small reading groups to target the most impacted students.

Kindergarten:

We found that our intentional instruction of skills highlighted through the collaboration with the Safety Net teacher and our small group instructional opportunities helped us to exceed our goal of 85% of our students at benchmark. At the end of the year, 92% of our students were at benchmark.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

5th Grade

Successes: Four of our borderline students exceeded expectations. Only a couple of the students we targeted didn't meet standard and in most cases were very, very close.
Challenges: Emotional issues seemed to be more of an obstacle to success than aptitude. One student appeared to have test anxiety. A second student had a great deal of emotional difficulty and a third student, while making terrific progress this year, still struggles mightily with math.

4th Grade

Successes: Equal percentiles between males and females were proficient in the area of math (90% Proficient).
Challenges: Our challenge this year will be gender based. We hope to find texts that are more interesting to the male population, as well as addressing the skill of elaboration. We have found that males tend to elaborate less which may lead to a less detailed writing style as well as explaining a reading response.

3rd Grade

Successes: For both males and females, scores were 93% or higher in both reading and math. In math, 69% of our kids (males and females combined) scored a 4. That is 9 percentage points above our challenge goal from last year's CIP plan.

Challenges: The children who are struggling with reading and/or comprehension have difficulties with math problem solving.

2nd Grade

Successes: 87% of the girls were at benchmark at the beginning of the year according to the Dibels test. By the end of the year, 88% were at standard. 91% of the boys were at benchmark at the beginning of the year. By the end of the year, 98% were at standard. Only 1 boy did not meet the standard.
Challenges: There was difficulty in trying to locate resources available to meet the needs of students.

1st Grade

Successes: 86% percent of students were at benchmark at BOY and at the EOY 92% of students were at benchmark. The 1st grade team analyzed their data during RTI meetings and used the information to form a comprehension group to meet the needs of those students. Another success was using an aide to run a reading group with the lowest IEP students. This allowed teachers to target those students that were performing below standard in a very small group. This also allowed teachers to better differentiate.

Challenges: First grade had many students on IEP's and a lot of students that were high needs but did not qualify for services. It was difficult to have so many students come in and out from getting services. In general, there were a lot of high needs and no extra help. Also lack of parent support was a challenge.

Kindergarten

Successes: Collaboration with safety net created a plan for skill attack. We were constantly aware of our students' achievement through the collaboration. Our students were more engaged during instruction due to the higher level of exposure to one on one instructional opportunities.

Challenges: Each student faced personal roadblocks to their learning. Navigating these individual learning plans could be difficult at times. The students in question tended to move up and down on the intensive, strategic, core levels. Scheduling was difficult with safety net times and our half time kindergarten. Resources were difficult to uncover at times.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was 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
5th: Math	**67**	**75**
4th: Writing	**51.9**	**60**
3rd: Math	**51.9**	**60**

Describe your school's efforts in this area; address both successes and challenges within your efforts.

5th Grade

Our goal was to have 75% of our students exceeding standard as measured by the Math MSP. The results show that 60.5% were at level 4 so we did not achieve the goal.

4th Grade

Our original goal listed above for the fourth grade in writing was not met. The entire fourth grade was split pretty evenly between a level 3 (43.4) and level 4 (49.1). Based on the 2013 Writing MSP data, 40.9% of males received a level 3 and 45.5% received a level 4. We believe that by raising male scores we will help move more students from 3 to 4 in the area of writing.

3rd Grade

Our goal was to have 60% of our students exceeding standard as measured by the Math MSP. The results show that 70.2% of our students were at level 4 so we exceeded our goal by over 10%.

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1	Perception Goal #2
2012-13	All teachers will participate in a professional learning Community and will plan together (from 93% to 100%), review student data together (from 93% to 100%), provide feedback to one another (from 86% to 100%) and work across grade levels together (from 83% to 100%) as measured by increasing the positive responses on the Nine Characteristics of Effective Schools Survey on item #s 26, 27 and 44.	All teachers will receive feedback on how they are doing from peers and administration from 93% to 100% as measured by increasing the positive responses on the Nine Characteristics of Effective Schools Survey on item # 37.
	From: 93% **To: 100%** **From: 86%** **To: 100%** **From: 83%** **To: 100%**	**From:** 93% **To: 100%**
2011-12	(Goal written here)	(Goal written here)
	From: **To:**	**From:** **To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
These goals were selected based on the results of the Nine Characteristics of Effective Schools Survey given every spring. The results are analyzed by staff and we use our Decision Making Model to come up with the final goal. What actions were taken to Achieve these goals? • We sent a team of teachers to the PLC Summit • We set aside regular time to work together as PLCs • We began having Vertical Articulation meetings where one grade level will meet with the grade level above or below them to discuss curriculum and/or student articulation • Some staff members have begun observing one another • Administrative observations occur on a random and scheduled basis. Feedback is offered via formal and informal conversations, e-mails and through evaluations • Common assessments were used at each grade level in most content

School Name and Year: Mann Elementary 2013-14

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	94.3%	92%	90.7%	88%		90%		
2021 -4th	92.9%	95%	90.5%	92%				94%
2022- 3rd		85%		92%				
2023-2nd	91%	93%						
2024- 1st	77.5%	83.75%						
2025- K	88%	88%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
3rd: Math 4th: Reading 5th: Math	70% 78% 74%	75% 85% 76%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

3rd: After analyzing 2012-13 MSP scores, problem solving was an area of relative weakness for our 3rd graders. As part of our PGE goals and a challenge goal, we've administered baseline tests to evaluate beginning-of-the-year performance. Using a graphic organizer and our curriculum's problem-solving lessons, we will have the students think through the process and apply learned skills/strategies to reach a reasonable solution.

4th: We are emphasizing teaching students to explain the structure of informational texts and identify cause/effect, compare/contrast, problem/solution, sequence and main idea/details. We are working

extensively with students on writing about their reading in their reading journals and post-its. Citing evidence to back up ideas will be a skill that we are teaching and reinforcing throughout the year. We are administering one weekly assessment and one unit assessment per unit that requires students to write a great deal about what they are reading and cite evidence to back up their ideas.

5th: We are using PLC time to evaluate common assessments and gauge student learning. We plan to use the district provided CDSAs and some teacher made common assessments. In math, we will implement the "Pose the problem" flip charts, IXL, enVision enrichment and math games. For math fact retention, we will continue to use timed tests.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	All teachers will believe ALL students can learn complex concepts as measured by increasing the positive responses from 88% to 95% on the Nine Characteristics of Effective Schools Survey.	All teachers will receive feedback on how they are doing from peers as measured by increasing the positive responses from 83% to 100% on question #44 on the Nine Characteristics of Effective Schools Survey.
	From: 88% To: 95%	**From: 83% To: 100%**
2012-13	All teachers will participate in a professional learning Community and will plan together (from 93% to 100%), review student data together (from 93% to 100%), provide feedback to one another (from 86% to 100%) and work across grade levels together (from 83% to 100%) as measured by increasing the positive responses on the Nine Characteristics of Effective Schools Survey on item #s 26, 27 and 44.	All teachers will receive feedback on how they are doing from peers and administration from 93% to 100% as measured by increasing the positive responses on the Nine Characteristics of Effective Schools Survey on item # 37.
	From: 93% To: 100% **From: 93% To: 100%**	**From: 93% To: 100%**

	From: 86%	**To: 100%**	
	From: 83%	**To: 100%**	

School Process Summary

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

Reading:

- Safety Net
- Reading response journals
- Partner reading
- Guided reading
- Modeling comprehension skills and strategies
- Promoting independent reading
- Exposure to multiple genres
- Read alouds
- Tier 2 Wonders instruction
- Headsprouts (K and 1st)
- Parent volunteers, community volunteers
- 1st grade uses small differentiated groups
- Switch 5th grade students for test prep and novel study in the spring
- Enrichment games

Math:

- Emphasis on problem solving
- Writing to explain
- Independent practice/group practice
- Extension activities
- Basic math facts
- Implement 5th grade math differentiation chart developed last year
- PGE goal for division will support 5th grade progress in math
- Enrichment games

Writing:

- Personal narratives to get students writing about what they know
- Graphic organizers for narrative and expository
- Anchor charts
- Practicing with prompts
- Focused minilessons with modeling
- Using student exemplars
- Use of rubrics/checklists
- Peer editing

- Emphasis on revision as an important part of the writing process.

Science:
- Brainstorm ideas for differentiation in science and reading approaches if needed this year.
- Common field trips to support science MSP

Of special note: We have an influx of new students with a variety of issues that are impacting their learning in all subject areas. The 5th grade team will compile a focus list of students, needs and intervention on one note. We'll discuss their progress at PLC with common assessment.

Technology:

- IXL to support CCSS
- Math facts in a Flash for multiplication and division
- Type to Learn at school and home
- AR and STAR for accountability with independent reading
- Haiku for reading response and internet research
- Envision online to support learning at home
- Wonders online for ereaders, tests, and games/activities, online phonemic awareness and phonics practice
- Khan Academy to support math
- Headsprouts
- Starfall
- Mimio
- PebbleGo

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

- Parent volunteers for tutoring
- Lesson assistance
- Nature Vision & King County lessons
- City of Redmond support for outdoor learning
- Web based programs such as IXL and Renaissance Place allowed students home access as well as their parents.
- Skyward's online report card
- Goal setting conferences with students leading the conference to explain reading, writing, and math goals to their parents.

- Regular classroom newsletters and/or conversation starters
- Math Fair
- Regular newsletters from teachers and weekly school-wide
- Student recognition program

Continuous Improvement Plan

Redmond El.

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Redmond Elementary School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal:						
71%						
Math Goal:						
74%						
Science Goal:						
70%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	23.4	62.3	85.7	23.4	49.4	72.8
2012-4th	20.0	49.1	69.1	23.2	48.2	71.4
2011-3rd	23.2	57.1	80.4	20.0	34.0	54.0
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	22.1	62.3	84.4			
Grade Level Reflections:						
Student scores exceeded SMART goals that were set by teachers. The following are some of the reflections for this increase in achievement. • The continual study of: MSP, curriculum based, and formative assessments.						

- Detailed study of the MSP scores and connections to student performance throughout the year to determine programs and instructional strategies.
- Push-in and pull-out models of Safety Net teachers to support classroom instruction.
- Extended day Safety Net math for Level 1 and 2 students.
- The building professional development training for Data Teams focused on the leadership of 5th grade team and Safety Net teachers. This influenced assessment, evaluation, attitudes, and thoughtful planning and discussions and developing precise instructional strategies.
- Teachers studied past MSP student performance and noticeable weaknesses and incorporated this learning in instruction.
- Teachers enlisted focus of community volunteers to support students.
- Teachers focused on student successes and achievements and engaged students in their progress and challenges.
- Collaborative efforts with other intermediate general education and Quest teachers regarding curriculum and teaching strategies.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal:

82%

Math Goal:

80%

Writing Goal:

NA

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	25	53	78	25	51	76
2012-3rd	29	47	76	24	51	75

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	19	56	75

Grade Level Reflections:

Students did not meet the goals that were determined by teachers, however, the MSP scores reflected slight increases in comparison to the past year's performance.

Reflections regarding this group of students:

- Small number of students in grade level (60) which counts for greater percentages/student.

- Numbers of IEP students in grade level including self-contained Behavior Intervention program students.
- Writing scores increased from 60 in 2012 MSP to 75.4 in 2013 with large percentage exceeding proficiency and 8 students missing Level 3 by one point. (Noting that this is comparing different cohorts but still significant proof of learning of students in this group.)
- One of 4th grade classrooms was a demonstration writing class for school based PD.
- Grade level team with teachers who have not taught 4th grade prior to this year.
- Before school math program for Level 1 and 2 students.
- Push-in and pull-out Safety Net model to support classroom instruction and to provide second dosage and pre-teach.
- Collaborative efforts with other intermediate general education and Quest teachers regarding curriculum and teaching strategies.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal:

78%

Math Goal:

78%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	26	66	92	31.8	57.6	89.4

Grade Level Reflections:

Students far exceeded the goals that were determined by teachers for students taking their first MSP.

Reflections regarding this group of students:

- Classroom teachers worked closely with Safety Net, resource room, and ELL teacher to determine instructional programs.
- Introduction of MSP released items to students during the school year.
- Data study of student assessments…formative, summative, CDSA's, Dibels, WELPA, and curricular…to plan instruction to fill in gaps and/or extend learning of level 4 students.
- Collaboration with 2nd grade teachers and 2/3 Quest Program teacher to learn about ideas used for Quest students.
- Strong focus on writing and reading workshop.

- Word-work study.
- Data team focus on math.
- One teacher on Reading Adoption committee piloted 3 curricula over several months; students had experience with different materials.
- Teacher interests in literacy area of teaching and on CEL intensive team and incorporated knowledge in instruction.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 88%	1 80%	K 80%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 86%	1 79%	K 90%
2012	1 81%	K 74%	
2011	K 87%		

DIBELS Reflections:

2nd Grade:

- Continual (weekly) monitoring of student performance in the area of reading and flexible grouping changes as student assessments reflected for all students.
- Safety Net small group instruction for level 1 and 2 students.
- On-going collaboration of classroom teachers, Safety Net, resource room, ELL, and support staff to ensure instruction was meeting the needs of the students.
- Parent education through Safety Net and classroom teachers.
- Book bag program for parents to use for home education/support.
- Double dosing of Safety Net students.
- Progress monitoring at 2 and 4-week intervals for Safety Net students.
- *Reading Naturally* program for Safety Net students as supplemental support by volunteers.
- Reading with Rover Program
- Once a month "Donuts for Dad, Muffins for Mom" Parent and Child reading event.

1st Grade:

- Continual (weekly) monitoring of student performance in the area of reading and flexible grouping changes as student assessments reflected for all students.
- Safety Net small group instruction for Level 1 and 2 students.
- On-going collaboration of classroom teachers, Safety Net, resource room, ELL, and support staff to ensure instruction was meeting the needs of the students.
- Parent education through Safety Net and classroom teachers.

- Parent education through Safety Net and classroom teachers.
- Book Bag Program for parents to use for home education/support.
- Double dose sessions for students by Safety Net staff.
- Progress monitoring at 2 and 4-week intervals for Safety Net students.
- *Reading Naturally* program 2 days/week for Safety Net students by volunteers as supplemental support.
- Hawks Can Read Program: Grade K-1 with Grades 4-5 student partners.
- Reading with Rover Program
- Once a month "Donuts for Dad, Muffins for Mom" Parent and Child reading event.

Kindergarten:

- The Title 1 PM Kindergarten class provided Level 1 and 2 students small group focused instruction in the afternoons using the Burst program with a trained teacher and IA.
- Continual (weekly) monitoring of student performance in the area of reading and flexible grouping changes as student assessments reflected for all kindergarten students.
- Safety Net small group and double dose instruction for level 1 and 2 kindergarten students.
- On-going collaboration of classroom teachers, Safety Net, resource room, ELL, and support staff to ensure instruction was meeting the needs of the students.
- Parent education through Safety Net and classroom teachers.
- Hawks Can Read Program: Grade K-1 with Grades 4-5 student partners.
- Reading with Rover Program
- Once a month "Donuts for Dad, Muffins for Mom" Parent and Child reading event.
- Data Team process focus on letter names, sounds and sight words.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

2013 AMO results of 10/10/13: Redmond has met AMO objectives in all categories.

Sub-groups:

- High mobility students
- ELL Students
- IEP Students in general education and self contained Intervention Program
- SES

Successes:

- Public recognition for academic achievements through wing and classroom celebrations and school postings.
- K-1 concentrated Safety Net and classroom instruction of basic literacy skills.
- Close collaboration of classroom teachers with ELL, resource room, and safety net staff.
- Before school Safety Net classes reflect increased motivation and attendance of Level 1 and 2 students.
- Students with high mobility demonstrated growth as noted by EOY Dibels.
  (35% of students in grade 1 new to school; 50% of first grade students who qualified for Safety Net services were new to the school;
  30% of second grade Safety Net qualified students were new to the school.)
- Integration opportunities for Intervention program students who had capability to attend general education classroom instruction (science, Roots of Empathy, other academic subject areas).
- Increase in numbers of staff that speak Spanish and other languages to open communication lines with parents and students.
- Focus on student evaluation, progress and instruction through the Data Team process that supports differentiation of instruction.
- Focus on Writing as a consistently taught subject area K-5.
- Support for low SES parents through school/PTSA Backpack food program, Neighborhood Schoolhouse, and YES family support services.
- A PTSA that supports all school initiatives for students.

Challenges

Student mobility:

- Students qualifying for McKinney-Veto Act.
- ELL with minimum English language.
- ELL with no basic language of origin.
  History of inconsistent school attendance and learning experiences.

Students with multiple disabilities:

- ELL students who may also be IEP students but cannot be assessed in the early years because of language.
- Self-contained Intervention classroom students with behavioral as well as academic challenges.

Parent/home support:

- Parents who lack skills to support education of students outside of the school setting.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was 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
3rd: 51% of third graders will achieve a Level 4 in math.	--00	51%
4th: Move the number of Level 4 Math students	51%	55%
5th: Move the number of Level 4 Science students	56%	66%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Outcomes:

Math:

3rd grade math: Level 4 was 57%. This was higher than 51% goal set.

4th grade math: Level 4 remained at 51% despite similar strategies/programs.

Science:

5th grade science: Increase from 56% to 62% but short of goal set of 66%.

Successes:

- Focused collaboration between general education and Quest teachers to get ideas that can be used for instruction of high achieving students.
- Extended assignments for Level 4 students.
- Intentional teaching practices from study of previous MSP results to determine weaknesses and change instruction to fill the gaps.

Challenges:

- Creative ways to provide accelerated instruction for Level 4's within a diverse demographic population with:
  - large numbers of ELL students who have the knowledge and ability but not the language or vocabulary.
  - IEP students with specific goals that need accommodations within the general education setting.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	#29: Staff members trust one another as demonstrated by an increase in the percentage of staff that agrees mostly and completely.	#44: Staff provide feedback to each other to help improve instructional practices as demonstrated by an increase in staff that agree mostly and completely.
	From: 74% **To:** 85%	**From:** 70% **To:** 82%
2011-12	#29: Staff members trust one another as demonstrated by an increase in the 35% percent of staff that agrees slightly	#16: Receive support and training for behavior and academic challenges for low performing students.

	to agrees mostly and completely.	
	From: 35% **To:** 58%	**From:** 73% To: 80%

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?

Goal Selection:
These were the two areas that the 9 Characteristics Survey of spring 2012 reflected the lower ratings that were selected through a team process as areas of focus last year.

Results of spring 2013 9 Characteristics Survey:

Goal 1: Staff members trust one another …

#29: The result was 92% exceeding our goal of 85%.

Goal 2: Staff provide feedback to each other to help improve instructional practices…

#44: The result was 79% slightly short of our goal of 82%

Actions Taken:

For both of the goals, our staff development opportunities through CEL and data teams required staff to work together as grade level and cross grade level teams with support staff members.
CEL: Demonstration class instruction provided frequent opportunities for teachers to observe and critique their own understanding of lessons, and in small teams design and create writing units and rubrics while studying the CCSS and a myriad of resource books and online sources.

Data Team training and implementation of the process in the school. Intensive training of a core group of teachers provided opportunities for leadership and mentoring of peers. Through this focus, there was an increase of collegial and administrative feedback, and increase of trust as people needed to be dependent on one another's skills and knowledge and as for assistance and consultation.

I

Intentionally include classified staff in professional development for CEL while they served in push-in model of service and have them assist in the delivery of services.

Next Steps:

Expanded opportunities for same grade as well as cross grade level classroom lesson

observations, data team sharing, and focused collaboration of grade level teams joined by specialists.

Continuation of CEL, Data Team, and classified staff PD as noted above.

School Name and Year: Redmond Elementary 2013-2014

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2021- 5th	78	80	76	78		86		
2022 -4th	92	92	89	90				76
2023- 3rd		79		80				
2024-2nd	82	88						
2025- 1st	68	80						
2026- K	48	71						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Increase the number of 3rd grade students exceeding standard in the area of math. Increase the number of 4th grade students exceeding standard in the area of math. Increase the number of 5th grade students exceeding standard in the area of science.	NA 53% 24% at Level 3 0% at Level 4	51% at Level 4 60% 45% at Level 4
5th Grade rationale: In the area of science, for the 31 general education students who were here last spring and are presently still attending, their science grades were as follows: Level 4 – 0 students/0% Level 3 – 9 students/24% Level 2 – 14 students/45% Level 1 – 8 students /26%		

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	#44 Staff provide feedback to each other to improve instructional practices as demonstrated by an increase in staff that agree mostly and completely	#47 Staff get help in the areas they need to improve as demonstrated by an increase in staff that agree mostly and completely
	From: 79% **To:** 85%	**From:** 76% **To:** 85%
2012-13	#44 Staff provide feedback to each other to improve instructional practices as demonstrated by an increase in staff that agree mostly and completely **Spring 2013 score at 79%**	#29 Staff members trust one another as demonstrated of staff that agrees mostly and completely. **Goal met in spring 2013 at 92%**
	From: 70% **To:** 82%	**From:** 74% **To:** 85%

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
K-5 school wide: D**ata Team** process: Data team goals support teacher/grade level PGE student growth goals as well as short-term goals in reading, writing, math and science. **Reading:** Flexible cross grade grouping and double doses for Safety Net support. Before school program for Safety Net grade 3. State assessment based problem solving and MSP practice. **Math:** Emphasis on problem solving; flexible groups; Safety Net push-in and pull-out support; state-assessment based problem solving and MSP weekly practice, daily fact practice homework. Before school Safety Net classes for grades 4 and 5. **Writing:** *Wonders* supplemented with CEL Writer's Workshop units of study written by teachers in CEL partnership, resources, materials, process format. (not Lucy Calkins) **ELL:** After school ELL services for Level 2 and 3 students in grades 3, 4, 5 to avoid pull out during classroom instruction time.
Highlight use of technology to improve student learning:
K-5 use of *Wonders* on-line resources. enVision math on-line resources, flip charts, games. MSP and SBAC on-line resources. MSP assessment tool. IXL math supplementary use for Safety Net and resource room students. Word processing as a publishing tool.

Student demonstration of knowledge using programs such as powerpoint appropriate to grade level.
Research tool for K-5 students.
Rosetta Stone for ELL students.
Headsprout for Kindergarten/1st grade students.
Accelerated Reader program K-5.
HAIKU

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

CEL-UW in Writing classroom embedded professional development.
Second Step Study – UW Department of Education
Data Team professional development – Leading and Learning Institute
Reading with Rover – a reading program of specially trained dog teams who come weekly at lunch recess to read with students.
Redmond Police Partners Program – partnership with RPD officer with planned visits, classroom guidance lessons, and resources/support.
Lunch Buddy Program – community volunteers from the City of Redmond, Microsoft, and other private and public businesses mentor approximately 60-80 students annually.
Neighborhood Schoolhouse – under the umbrella of the Eastside YMCA sponsor after school activities, and student/parent/family and community activities. These include:
Monthly *Donuts for Dad, Muffins for Mom Breakfast Reading Program* for parents and children in our library.
Monthly *Family Fun Night* dinner and activities for parents and children.
YES – Youth Eastside Services Mental health counseling for medical coupon students and family support services.
Boys and Girls Club – extended day program for students from 6:30 AM to 9:00 AM and 3:30 PM to 6:30 PM.
Safety Net Parent classes in the area of reading and math instruction.
LINKS volunteer program that refers volunteers to assist in our school.
PTSA – strong collaboration and support of school initiatives through fundraising, parent volunteers, and resources. Parents on school committees such as Emergency Preparation and as needed for consultation.

Lake Washington School District

Continuous Improvement Plan

Rockwell

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Rockwell Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal:						
We will move the total number of students who are proficient or higher from 90% to 92%.						
Math Goal:						
We will move the total number of students who are proficient or higher from 91% to 93%.						
Science Goal:						
We will move the total number of students who are proficient or higher from ___ to 85%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	14.6%	77.1%	91.7%	24%	64.6%	88.6%
2012-4th	33.3%	56.7%	90%	25%	66.3%	88.3%
2011-3rd	33%	63.6%	96.6%	32.6%	50.6%	83.2%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	21.1%	71.6%	92.7%			
Grade Level Reflections:						
Science - goal was 85%, and we achieved 92.7%. We feel this success was due to our sci-fri practice monthly, additional practice on writing up scientific method, and reviewing past MSP release items. In general we spent A LOT of time teaching science beyond the Foss kits. Math - our listed goal of 91% was a mistake and should have been 88.3%. Student scores raised to 88.6% which didn't meet our goal of 93%. There is a ton of material to teach and some of it we can't						

possibly cover before the MSP test. Also, time spent on remediation slowed the pace, again making it necessary to spend more than one day on a lesson at times. Math seems to be the area in which the kids struggle with making careless errors even though they know the material. This year, we are trying to move at a faster rate so we are able to cover more material, but just like every year, we can't get through a calendar's year of math by May so they are ready for the test. Also, we continue to work with them on slowing down to avoid many of their errors as well as check over their work. It continues to be a huge problem that kids come to us without knowing their multiplication facts.

Reading - Our goal was 92%, and the kids achieved 91.7%, an increase from the previous year of 90%. We are still exploring the Wonders curriculum, trying to find, and often creating opportunities for students to use text based evidence to support their answers. This year we are increasing our use of nonfiction reading to match common core. For example, we didn't feel Time for Kids was very challenging for our kids, so we switched to National Geographic Explorer magazine which is aligned with common core standards for nonfiction.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal:

We will move the total number of students who are proficient or higher from 92% to 94%.

Math Goal:

We will move the total number of students who are proficient or higher from 89% to 92%.

Writing Goal:

We will move the total number of students who are proficient or higher from ___ to 88%.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	32.1%	58.9%	91%	12.4%	79.6%	92%
2012-3rd	27.3%	68.2%	95.5%	27.3%	65.5%	92.8%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	33%	46.4%	79.4%

Grade Level Reflections:

(Teachers initially questioned whether low scores are due to missing data from students who have moved – this is not the case; these scores are pulled straight from OSPI Query, not data dashboard.)

Traditionally, the overall trend has been that scores drop from 3rd to 4th grade in Lake Washington, as well as statewide – mostly in the area of reading. In Reading Analysis, we need to focus on students low proficiency levels as well as those who score as proficient – but on the lower end – and move all of them at least one strand higher. The story strand is low but it will be less of a focus.

In Math, our small groups were successful for students.

Class of 2022- current 4th graders
2012-2013 SMART Goals:
Reading Goal:
We will move the total number of students who are proficient or higher from __ to 80%
Math Goal:
We will move the total number of students who are proficient or higher from __ to 87%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	29.6%	66.3%	95.9%	21.9%	74%	95.9%

Grade Level Reflections:

We were able to exceed our projected goals in Reading by 16%. Our initial data projected that many students were struggling with comprehension, and due to the unusually large classes (33 students each class) we were unsure if we'd be able to provide the specific, individual instruction needed to help each student reach standard. However, after collaborating and designing instruction to address this deficit, the team found that whole group instruction was able to remedy many of the difficulties we witnessed in our initial assessment.

We were able to exceed our projected goals in Math by 9%. Our initial data indicated that students had strong number sense, but needed to develop problem solving strategies in multi-step problems. After emphasizing these skills in class, students were able to utilize them to exceed standard. Another possible contributing factor in the above expected scores would be the amount of time students spent on IXL at home. We had a large percentage of our third grade population spending hours of practice at home each week.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 88% to 93%	1 89% to 93%	K 86% to 94%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 89%	1 87%	K 82% *
2012	1 91%	K 90%	
2011	K 86%		

DIBELS Reflections:

2nd Grade:

Strategies used: Safety Net, ELL Services, Guided Reading Groups, Skill based groups, Read

Naturally, and Individual conferring with students.
What worked: We felt that small group reading instruction was the most beneficial to all students.
What didn't work: Read Naturally did not produce consistent results. It seemed that kids could read more quickly after many readings of the same passage. However, when the students were presented with a new passage, their reading rate did not carry over.
Adjustments for this year: We plan to continue guided reading groups and skill based groups. We plan to add Wonders leveled reading groups.
With the new Wonders curriculum, we plan to add more listening to reading and oral reading. Additionally, students will read just right books to practice fluency at their independent level.

1st Grade:

Some at risk students were referred to guidance team and qualified for special services. Our intention was to use Read Naturally as classroom differentiation and support; however, students accessed that program through Safety Net. As we go forward we will be addressing emergent readers in Walk to Read, with Read Naturally, just right books, ELL and Safety Net push in, IA support and parent volunteers.

Kindergarten:

We found it difficult to measure growth due to student movement into and out of school as well as the number of new ELL students. A large portion of the kids assessed at the beginning of the year were not the same ones assessed at year end.
*The 82% at benchmark does not include the 25 students who were not tested.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes: Rockwell has a thriving model of collaboration between our ELL teacher and the general education teachers, so students are exposed to familiar models of content and pedagogy throughout settings, leading to student growth. We experience a constant influx of new ELL learners throughout the year, so challenges include meeting the needs of students who are nearly (but not completely) ready to exit as well as meeting the needs of new Level 1 ELLs.

Challenges: One of our ongoing challenges is determining appropriate assessments for all of our students on IEPs. Several of these students have cognitive ability scores that indicate they would not be candidates for the WAA; however, many are unable to show evidence of their learning in the formats that MSP currently takes. We are working to support our students in their learning, and to ensure that the assessments they are taking are appropriate for their developmental levels.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was 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
MSP Math	65.8%	70%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

We spent a lot of time this year building capacity in developing level 4 learning opportunities and offering activities that allowed students to transfer their skills and knowledge in new ways, demonstrating above standard abilities in the area of math. 64.6% of 5th graders scored a level 4 on their Math MSP, 79.6% of 4th graders scored a level 4, and 74% of 3rd graders scored a level 4.

Throughout grades 3,4, and 5, 73% of students scored a level 4 on their Math MSP. Our goal was met.

Using our district's previous power standards, the new Common Core State Standards, and proficiency scales, teachers were able to develop true level 4 learning opportunities.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Q47 – Staff Members will get help in the areas they need to improve. (Met)	Q56 – Students respect those who are different from them. (Met)
	From: 64.7% **To: 80%**	**From:** 82.36% **To: 90%**
2011-12	Q42 – Teachers receive regular feedback on how they are doing. (Met)	Q26 – The staff works in teams across grade levels to help increase student

			learning. (Met)	
	From: 72%	**To: 80%**	**From: 75%**	**To: 80%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
We identified Q47 as the data from the previous year indicated a low percentage of staff members believed that they or their peers were getting help in areas needed to improve. As a staff, we identified what support might look like – opportunities to observe peers, collaborate, and access to resources such as professional development or literature in areas of need. I then worked to provide opportunities for growth and feedback throughout the year. We identified Q56 as an area of need because we have a very diverse school and were concerned that the number wasn't higher. All year, we focused on positive character traits school wide, selecting one each month. Books were gathered to support this work, and poems and student writing were shared on each character trait. A student survey was developed and administered to all students in grades K-5, gauging their impressions on school climate, whether students accepted those who were different from them, and whether our students had ever been subject to or witnessed bullying here at Rockwell. We are continuing our school's anti-bullying work this year.

School Name and Year: Rockwell Elementary 2013-2014

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	90%	92%	91%	92%		90%		
2021 -4th	94%	96%	94%	96%				85%
2022- 3rd		92%		88%				
2023-2nd	70%	90%						
2024- 1st	68%	85%						
2025- K	86%	94%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
MSP Reading	62.5%	68%

Describe your school's anticipated efforts in this area; and the specific area of need that is being addressed.

Due to our implementation of the Common Core State Standards this year, all grade levels will be instructing and assessing students on close reading skills. We believe that this instruction may yield a direct impact on students' abilities to read for information, and that the percentage of students exceeding standard will grow.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Q29 – Staff members trust one another.	**Q27 – Staff routinely work together to plan what will be taught.**
	From: 90.7% **To: 95%**	**From:** 83.72% **To: 95%**
2012-13	Q47 – Staff Members will get help in the areas they need to improve. (Met)	Q56 – Students respect those who are different from them. (Met)
(Actual data)	**From: 64.7%** **To: 93%**	**From: 82.36%** **To: 100%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
Reading: • 1:1 Instruction, targeted small group instruction • Guided Reading • Differentiated small groups • Safety Net • ELL Support, both pull out and push-in/consult • Integrated lessons/themes across content areas • Increased focus on nonfiction and informative text in alignment with CCSS • "Walk to Read" in grade 1 Math: • 1:1 Instruction, targeted small group instruction • Differentiated small groups • ELL Support, both pull out and push-in/consult, especially focusing on content vocabulary • Development of extension/enrichment opportunities for level 4 learners • IXL and Fast Math online supports • Use of technology (enVision) Science: • FOSS Web • Hands on investigations • Focused instruction on experimental design and writing data based conclusions

Writing:

- Use of Wonders
- Supplement with Lucy Calkins Units of Study (new CCSS aligned edition)
- Vertical collaboration across grade levels to align expectations

Highlight use of technology to improve student learning:

In all classrooms, ActivBoards are used daily to support and engage student learners. Teachers use the enVision Math curriculum digital resources, FOSS Web science materials, netbooks to support English and Language arts goals, and supports such as IXL to enrich students' individual progress.

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

Parents are engaged and involved through classroom volunteer opportunities, conferences, and regular reports from classroom teachers. Communication and engagement is provided through:

- HAIKU
- Skyward parent access
- Email reminders
- Rockwell Bugle weekly communications
- Online Curriculum: envision, IXL
- Progress reports
- Classroom newsletters
- General membership PTSA presentations

Lake Washington School District

Continuous Improvement Plan

Rosa Parks

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Rosa Parks Elementary

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders

2012-2013 SMART Goals

Reading Goal: Students will improve from 90% at or exceeding standard on the MSP to 91%.

Math Goal: Students will improve from 87.8% at or exceeding standard on the MSP to 89%.

Science Goal: 88% of students will perform at or exceeding standard on the MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	16.7%	80%	96.7%	23.3%	74.4%	97.7%
2012-4th	42.2%	47.8%	90%	30%	57.8%	87.8%
2011-3rd	26.4%	65.5%	91.9%	28.7%	58.6%	87.3%

Year	Science		
	Proficient	Exceeds Proficient	Total Proficient
2013-5th	22.2%	76.7%	100

Grade Level Reflections:

We surpassed our reading goal and raised this class' math scores more than 10%.
The involvement of parents weekly teaching small math groups with specific learning targets took tremendous coordination and time intensive lesson planning. Offering individual assistance during recess breaks and after school also paid dividends. That being said, realistically the stress on teachers maintaining such an intense pace all year was profound.

The team sharing monthly data meetings with the administrator to review data by individual student names made the greatest impact instructionally. Patterns and trends quickly immerged both within classrooms and the grade level at large. Monitoring monthly allowed for "just in time interventions," geared for individuals.
All told 100% of students met standard in science, and only one child did not meet standard in math and two in reading. The data demonstrating movement from Level 3 to 4 in both reading and math was remarkable and a testimony to the team's efforts and well-earned exhaustion.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: Students will improve from 95.3% at or exceeding standard on the MSP to 95%.

Math Goal: Students will improve from 93.1% at or exceeding standard on the MSP to 95%.

Writing Goal: 90% of students will perform at or exceeding standard on the MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	43%	51.1%	94.1%	20.7%	66.7%	87.4%
2012-3rd	33.8%	61.5%	95.3%	30%	63.1%	93.1%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	48.1%	34.8%	82.9%

Grade Level Reflections:

Writing took a hit this year with 43% of those not meeting standard from one class-a long term sub instructing. Of those nine, five missed key points in content, organization and style (COS). The trend was consistent with the grade level. COS was an issue in 71% of the cases when students did not meet standard.
In reviewing math data of the four areas scored we are fairly evenly split in terms of meeting standard. Only three percentage point's difference between the lowest and highest was noted. The team focused their energy on problem solving and reasoning. They were able to raise the score 2 percentage points. Unfortunately a 7 percent drop in number sense/algebraic sense hurts.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal: 94% of students will perform at or exceeding standard on the MSP.

Math Goal: 90% of students will perform at or exceeding standard on the MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	24.2%	69.7%	93.9%	34.1%	55.3%	89.4%

Grade Level Reflections:

This group demonstrated a slight drop in math from 93 to 90, but saw no significant change in reading. From reviewing the data the decline occurred throughout the areas measured.

School Wide EOY DIBELS: 2012-2013 Goals

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 – from 86% to 95%	1 – from 98% to 98%	K – from 92.5% to 95%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 97%	1 93%	K 93%
2012	1 95%	K 98%	
2011	K 94%		

DIBELS Reflections:

2nd Grade:

Second grade tested 109 students, our lowest score was 95% in oral story retell. In tracking students' data from the previous year only one child was intensive/well below bench mark. The rest were either new to the school or experienced a reading documented issue for the first time.

1st Grade:

First grade tested 113 students. Only oral retell had no students well below benchmark. Our lowest category at 90% was Nonsense Word Fluency and Correct Letter Sounds. In tracking student's scores from the previous year none were below standard.

Kindergarten:

Out of 110 kindergarten students, fifteen students were below benchmark in phoneme segmentation fluency. Five were below benchmark in nonsense word fluency and correct letter sounds.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes: All Hispanic students in 5th grade passed all areas. Other than 4th grade math, there were no notable discrepancies in MSP scores between males and females. We don't have enough students in most subgroups measured by the AMO. That being said, we met the targets except in reading and math for the ethnic group White. Our target was 95.1; we fell .4 short in reading and with a target of 88.7 in math we rated a 88.1.

Challenges: 20% of the 3rd grade Hispanic population did not meet standard in reading or math. Within the same sub group category, 4th grade had 12.5% not passing reading, 50% not passing writing, and 12.5% not passing math. Females in 4th grade (79.7% met standard) struggled more than the males in 4th grade (96.7% met standard). Special education students performed below the target in both reading and math. Reading target is 71% and we fall 10 points below; math is 2.9 points shy of the 63.8 target.

A tough challenge is overcoming the raising of the bar annually for AMO statistics. Although year to year our scores improve within the sub groups, the target is raised, therefore we are below standard. Explaining to parents that Rosa Parks is a high performing school as evidenced by the State of Washington's Award: Outstanding Achievement Overall with special recognition in science and math, however we are under performing when only 94.7 percent of a sub group makes standard in reading is the new norm for us.

Data: Sub group analysis

Gender 3rd
More females rated Level 4 in reading however the opposite was true in math. Of those not meeting standard there was no statistical gap.
Gender 4th grade
More females rated Level 4 in reading and writing however males dominated Level 4 in math. A worry is 20% of females did not make standard in math.
Gender 5th grade
More females rated Level 4 in reading and science. No significant difference was indicated in math. Of those not meeting standard in reading or math, there was no significant difference between the genders.

Ethnic 3rd grade
Hispanic or Latino of any race ethnic group data: 2 out of 5 did not meet standard in math. Only one of the five did not meet standard in reading.

Ethnic 4th grade
Hispanic or Latino of any race ethnic group data: indicates 4 out of 8 did not meet standard in writing. The trend did not continue in other measured disciplines. Six met standard in math and seven in reading.
Ethnic 5th grade
Given the high scores, no ethnic group was given a statistically significant note.
AMO
Rosa Parks met targets in all categories reported with the exception of special education in reading in 2011-12. With the raising of the bar we are now below standard in reading and math for the sub group White. Our students only scored 94.7 in reading and 88.1 on math. Although both are less than a point shy of the target, they are shy of the target.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was 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
Third Grade: Math	63	68
Fourth Grade: Math	57	62
Fifth Grade: Math	52	57

Describe your school's efforts in this area; address both successes and challenges within your efforts.
Results—Third: 55.3% Fourth: 66.7% Fifth: 74.4%

Across the school, teachers have been working hard to answer the question of what we do when students already know it. That work was more evident in the MSP scores at fourth and fifth grade where they surpassed their math challenge goals than in third grade. One challenge was being in the third year of a new math curriculum adoption and not having had an opportunity for the curriculum refinement process in third grade.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Cross-Grade-Level Teams	Get Performance Feedback from Peers
	From: 78% To: 85.75%	**From: 61% To: 66%**
2011-12	Cross-Grade-Level Teams	Get Performance Feedback from Peers
	From: 71% To: 78%	**From: 82% To: 61%**

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?

Why: These goal areas were selected based on previous years' focus and the continued importance of each goal. They also align with the PLC work we are moving forward with.

Actions Taken:

- Multiple Wednesday LEAP sessions to cross-grade-level sharing
- Monthly data-sharing meeting between administrators & grade-level teams
    - Individual students of concern (levels 1, 2, & 4) discussed each month
- Strategies for response for levels identified
- Staff meetings dedicated to data interpretation
- Some grade levels used planning days to create units in response to data

Next Steps:

- August 2013 LEAP day with Ken Williams from Solution Tree
- Student growth goal work through Teachscape
- Using PLC knowledge and experience to support learning of *Wonders* literacy curriculum
- Continued monthly data-sharing and student analysis meetings (administrators & teams)
- Conflict resolution speaker: part two
- Norms established at each grade level, PLC.
- Scheduled PLC within work week day for grades K-5
- Continue use of cards yellow/blue for anonymous feedback

School Name and Year:

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013; the data recorded reflects cohort numbers.

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2021- 5th	94.1	96	87.4	90		95		
2022 -4th	93.9	94	89.4	91				
2023- 3rd		95		90				
2024-2nd	93	97						

2025- 1st	93	97				
2026- K	95	98				

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.

Identify content area and group of students	From	To
Overall school goal is literacy. Third Grade: Reading * Fourth Grade: Writing Fifth Grade: Reading	 70 35 80	 71 40 81

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

Each team designed their PGE Teachscape goal to support the efforts listed above. They will meet monthly with the administrator to review data thus respond to individual as well as grade level needs in a timely manner. The teams meet weekly, during the school day, to plan lessons. Professional development throughout the year is in the area of literacy.

*Third grade PGE is writing based on feedback from fourth grade MSP and new common core standards. Since their MSP does not measure writing at the third grade level, we have selected reading. The team is focused on literacy.

Other grade level's CIP area of focus

K: Text, type and purpose in reading

1: Informational writing. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. We chose this learning standard because it is targeted on our grade level CIP goal.

2: Key ideas details informational/literary text reading

Grade 3: CCSS ELA (WRITING) 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. *Of our students who did not meet standard in Writing on the MSP, 71% of them did not meet standard in their Content, Organization and Style scores.

4th: CCSS 1: Write opinion pieces on topics/ texts, supporting a point of view with reasons and information. CCSS 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS 8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CCSS 9: Draw evidence from literary or informational texts to support analysis, reflection, and research

5th: Increase the number of students (from 94% to 96% based on last year's MSP results) meeting reading standards for both literary and informational text as measured by classroom based assessments including STAR Reading, AR tests, district reading performance assessments, and other assessments by the end of May.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Working together to plan what will be taught	Trust between staff
	From: 74 To: 85	**From:** 63 **To: 80**
2012-13	Cross Grade Level Teams	Get Performance Feedback from Peers
	From: 71 To: 78	**From: 82 To: 61**

School Process Summary

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

Kindergarten: monthly meeting to review each student's progress in text, type and purpose. Developed a writing scope and sequence that would meet the timeline and common core learning expectations as outlined by LWSD rubric.
First grade: monthly meeting to review each student's progress in informational writing.
Second grade: monthly meeting to review each student's progress identifying key ideas, details in informational and literary text. Create alignment/sequence guide for common core standards, Wonders and LWSD rubric. Create agreement document for assessments and score together.
3rd grade: meeting monthly to review each student's progress is mastering the writing process. Content, organization and style will be the filter for data team discussions. This is also their PGE team goal.
4th grade: meeting monthly to review each student's progress in mastering CCSS 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. In weekly PLC Meeting-closely examine formative assessment data to determine next steps in

instruction, as well as collaborative discussion around best practices for Writing to Sources teaching and learning.

5th grade: meeting monthly to review student progress in reading both literary and informational text. Read and comprehend literature, including stories, dramas and poetry, at the high end of grades 4-5 complexity band independently and proficiently. Compare contrast two or more main ideas of text, citing key details and specific text evidence. End of year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of grades 4-5 complexity band independently and proficiently.

All grades are participating in literacy training, as provided by a cadre of three teachers, throughout the year.

All grades have weekly CIP planning during their day for one hour.

All grades have access to a full day of planning, as a team, to address issues needing extended time to bring to closure.

Science: the fifth grade has only one returning teacher. She is training her peers in effective science instruction.

Math: Math Adventures, IXL, small group instruction, leveled groups for specific skills, level 4 project implementation continues.

Highlight use of technology to improve student learning:

- Teams are creating flip charts used by each member. Haiku sites are the main mode of storage for data collection, shared team documents used for instruction.
- Haiku class for each teacher/principal to record evidence in criterion 8 and give informal feedback to focused teachers.
- Digital resource classes are scheduled during LEAP time.
- All grades use netbooks as part of their regular day.
- Headsprout

- Pebble Go
- Star Fall
- IXL
- Xtra Math
- Envision
- Foss Web
- Microsoft Word
- Flipcharts
- Discovery Education
- Type to Learn
- Dance Mat Typing
- Student Portal
- PowerPoint
- Haiku
- Netbooks
- AR/STAR reader
- ActiVotes
- ActivBoard
- Skyward to monitor progress

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

Parents/Families

- Tutoring sponsored by PTSA for key students to start in January, Rosa Staff instructs
- PTSA Board Meeting monthly updates
- Twice monthly school news
- Most classes provide weekly newsletters with home/school connection sections
- Use of classroom Haiku sites

- Parent volunteers for Math Adventures
- IXL math home connection
- Nature Vision
- PTSA sponsored clubs: Art Smart, chess, science fair, assemblies, keyboarding, choir, drama
- Conferences

Staff:

- Weekly team meetings for data review/response
- Monthly meeting with administrator to review individual/group student data
- LEAP modules
- Teacher led in-service
- Staff meeting presentations concerning lessons, strategies

Students

- Student created rubrics
- Student selection of projects
- Buddy groups
- Haiku
- Celebration of learning events
- Integration of the arts

Community

- Sharing of careers
- Community outreach for service (beautification, Free the Children Hunger project)
- Three school productions

Perception Goals

- August 2013 LEAP day with Ken Williams from Solution Tree
- Student growth goal work through Teachscape

- Using PLC knowledge and experience to support learning of *Wonders* literacy curriculum
- Continued monthly data-sharing and student analysis meetings (administrator & teams)
- Organized specialist schedule to allow for weekly team planning during the day
- Speaker for conflict resolution part two
- Continue opening all leadership opportunities to all certificated staff
- Continue using yellow/blue anonymous cards for feedback at each meeting
- Expand IA distribution to students identified as at risk
- K team met for a full day on Oct 22 to develop a scope and sequence for writing since Wonders does not match the LWSD timeline nor meet the LWSD writing rubric based on common core standards

Continuous Improvement Plan

Wilder

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Wilder Elementary School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders						
2012-2013 SMART Goals						
Reading Goal: 90% proficiency						
Math Goal: 85% proficiency						
Science Goal: 85% proficiency						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	36%	56%	92%	53%	39%	92%
2012-4th	46%	48%	95%	55%	35%	90%
2011-3rd	24%	70%	94%	47%	29%	76%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	35%	56%	91%			
Grade Level Reflections:						
We were pleased to achieve our achievement goals in reading, math and science. New to us this year was IXL. The program was introduced to help build mathematical fluency. We were please also to see a few more students move from level 3 to level 4 in reading and math. Our science scores continue to rise. We utilized district curriculum to teach reading, writing, science and math skills to reach district power standards. It was helpful to learn about CCSS last spring.						

We were able to see correlations between power standards and the new 5th grade CCSS.

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: 90%

Math Goal: 82%

Writing Goal: 80%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	47%	48%	95%	35%	55%	90%
2012-3rd	39%	58%	97%	50%	35%	85%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	41%	54%	95%

Grade Level Reflections:

We think IXL really helped students build mathematical fluency which helped our overall math achievement scores (a 5 percentage point gain in proficiency). It was great to see our level 4 achievement grow by 20% points. We used district curriculum for reading and writing to achieve 4th grade power standards.

Class of 2022- current 4th graders

2012-2013 SMART Goals:

Reading Goal: 80%

Math Goal:85%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	33%	53%	86%	44%	36%	80%

Grade Level Reflections:

This cohort group has many IEP students and we were not sure overall how the students would perform on the MSP. Last fall we set the goals to the cohort group. The plus side is our students

exceeded our reading goal. We were close on math but fell 5% points short. Our strategy to help students learn power standards included differentiated instruction in literacy, using a readers workshop format. This format allows for small group, leveled instruction in reading, spelling and writing. We also incorporated IXL for the first time math. Our building purchased a site license for IXL in order to help build mathematical fluency. We teamed with our special services staff to coordinate instruction for our IEP students and we utilized the GT process to qualify three more students for IEPs.

School Wide EOY DIBELS: 2012-2013 Goals			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2 – 82%	1 – 92%	K – 92%

School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 – 94%	1 – 92%	K – 84%
2012	1 – 82%	K – 92%	
2011	K – 73%		

DIBELS Reflections:

2nd Grade:

This cohort demonstrates early interventions working well. It is good to see overall academic growth from kindergarten through 2nd grade. We partner with our Safety Net program to ensure a quality tier 2 intervention experience, which is coordinated with our gen ed reading program.

1st Grade:

Students not proficient in Dibels have been evaluated for Special Education. All good referrals as the evaluations showed students would qualify for specially designed instruction and small group instruction.

Kindergarten:

We had a relatively small cohort group. Our half day program was the overflow for Einstein Elementary. Many of these students received Safety Net services. Two of these students left our building at noon and traveled to the intensive p.m. kindergarten program at Einstein. At the start of the 2013/2014 school year we were able to exit two students from Safety Net services because their BOY scores were in the green. We had worked with our families so they could provide summer reading experiences to prevent regression.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
Successes: We worked extensively with our Special Education students to close the achievement gap. We were pleased to see continued narrowing in mathematics, having reached a result higher than our amo. We introduced all students to IXL mathematics to help build number fluency. Special Education students were expected to fully participate in IXL lessons and we believe this helped with math achievement. **Challenges: Unfortunately we did not reach our amo for reading. We do have three students in this cohort group that we have recommended to parents through the Guidance Team process to have an academic evaluation. Parents a have declined this recommendation. These three students did not meet proficiency on the third grade MSP reading. We hope these families will let us evaluate their students based on the MSP assessment results.**

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was 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 4th Grade (current 5th graders)	29% (Level 4)	40% (Level 4)
Describe your school's efforts in this area; address both successes and challenges within your efforts. **We were pleased to see that 55% of our current 5th graders were Level 4 on the Spring 2013 MSP. Teaching staff utilized envisions curriculum along with enrichment materials. As a building we invested in a site license for IXL math. We participated in on line training webinars to learn how to us the product. Teachers incorporated IXL into enrichment math activities. Training was the biggest challenge. Webinars work okay and are inexpensive but are not as effective as on-site training.**		

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Clear and Shared Focus	High Levels of Collaboration and Communication (teaming)
	From 87% to 100%	**From:** 87% **To: 100%**
2011-12	High Levels of Collaboration and Communication (teaming)	Focused Professional Development (feedback)
	From: 80% To:100%	**From: 87% To: 100%**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
We reached our goal of 100% agree mostly or agree completely. We spent quite a bit of time using the three pillars poster in our staff meetings as well as a strong focus on assessment. We will continue to use the three pillars document to remind us of our district mission and vision. The Strategic plan was introduced this year to staff so they can see the big 5 year picture of the direction the LWSD is going. We spent a lot of time investigating the Common Core State Standards last spring. This helped us understand grade level goals in math and Literacy. We will continue to us CCSS to align our teaching and assessment. We set a goal to have our survey results show 100% agreement (agree mostly and agree completely) that we team well at Wilder. We fell short by 5%. One respondent indicated "agree slightly" on the spring survey. This past August staff members were able to spend a day with Ken Williams specifically to hear about the power of teaming and then specific team protocols regarding academic planning for students. Ken is part of the Professional Learning Community team from Learning Tree. This was done in also in anticipation of the 8.1 PGE goal which requires to show evidence of collegiality and collaboration in their practices.

School Name and Year:

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	95%	95%	90%	90%		90%		
2021 -4th	86%	90%	80%	85%				90%
2022- 3rd		85%		85%				
2023-2nd	94%	97%						
2024- 1st	84%	92%						
2025- K	89%	92%						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Math 4th Grade	36%	44%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

We will continue to utilize district curriculum as well as IXL with our proficient students. Fourth grade teachers have formed a PGE team which meets on a regular basis to review math assessment data from multiple measures. They are monitoring proficient students and in their meetings plan curriculum experiences for those students that have demonstrated grade level proficiency and have the potential to meet the requirements of level 4 scores. A variety of enrichment curriculum will be used.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Curriculum, instruction and assessments aligned with CCSS	High Levels of Collaboration and Communication (teaming)
	From: 85% To: 100%	**From:** 95% **To: 100%**
2012-13	Clear and Shared Focus	High Levels of Collaboration and Communication (teaming)
	From: 87% To: 100%	**From: 87% To: 100%**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
We will be continuing to use IXL math as a resource to build fluency in mathematics as well as Envisions math curriculum. As a staff we feel our students have room for improvement in numeration skills. We will continue to use district curriculum, Safety Net and Resource Room programs as our main means to achieving our goals. As a part of our instructional program we will continue to strengthen our assessment of student learning and use results to guide further instruction and growth toward district Power standards and new Common Core State Standards. Our PTSA granted funds to operate our MSP support classes again for students that were not proficient on the Spring 2013 MSP in Math or Reading (or both).
Highlight use of technology to improve student learning:
Teachers utilize Front Row in each classroom. Active Boards are utilized in a variety of seamless activities as a part of daily instruction, as are Avervision. Netbooks continue to be used in a variety of ways for student learning, at the remediation level and enrichment level. Our Resource Room utilizes Aims Web for instruction, which is a part of the EMS Resource Room program.
Highlight steps to involve of staff, students, parents, families, and community:
Staff members are used to set and monitor goals throughout the year. Students set personal goals at our goal setting conferences and monitor their progress throughout the year. Our greater community will receive the school annual newsletter which highlights our work on academic goals from last year. Goals for this year are published in school newsletters.

Lake Washington School District

Continuous Improvement Plan

Evergreen

2013-2014

Continuous Improvement Process Plan
Middle School CIP 2013-2014

Evergreen Middle School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

A. Data Summary, Reflection, and Analysis

Class of 2017- current 9th graders						
2012-2013 SMART Goals						
Reading Goal:						
To increase MSP scores from 80% to 88%						
Math Goal:						
To increase MSP scores from 79% to 81%						
Science Goal:						
To increase MSP scores from 63% on the 2010 MSP to 71% in the 2012 MSP						
Results: Using Data Dashboard Historical View Data						
Year	Reading			MSP Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	21%	64%	85%	29%	50%	79%
2012-7th	23%	64%	87%	30%	55%	86%
2011-6th	40%	47%	87%	37%	47%	84%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th				37%	46%	83% (PP 87%)
2012-7th	45%	47%	92%	20%	80%	100%
2011-6th						
Grade Level Reflections:						
2012-2013 SMART Goals were created using Data Dashboard Current View information and percentages that included students new to the district or without MSP data. Therefore, cohort percentages changed between fall of 2012 and current data because of updated information						

within Data Dashboard. Algebra EOC data is based on students tested. PP includes only students who took the Algebra EOC in a prior year.

Eighth grade scores at Evergreen have steadily been ahead of Washington State and the Lake Washington SD average over the last eight years at both the overall score and at the strand level. Scores have mimicked the same plateau trend line as both the district and state scores at this grade level. We were very pleased to see this cohort's Science scores jump 24% (from 62% to 86%) and honor the work of all of our science teachers in this growth over time.

Our teachers spent a great deal of time focusing on critical thinking and comprehension skills as it relates to informational text last year. This included directly teaching pre-reading skills, using context clues to decipher informational text, Cornell notes and breaking down vocabulary. Student improvement in writing was targeted on both expository and persuasive writing through multiple strategies and formats. Mathematic instruction was boosted by teachers working collaboratively to design common assessments, using the IXL program and other online resources to support all students, and teachers across the curriculum engaging students in various activities that re-emphasized a combination of geometry, measurement, graphing, fractions and ratios. Safety Net classes and Special Education classes were focused on supporting struggling learners in these areas and many breakthroughs with individual students occurred over the year, but that is not captured in this MSP data. Eagle Opportunities were provided in each subject area on a quarterly basis and provided students with extension assignments that were uniquely rigorous and challenging based on the given content areas and student choice.

Continued professional development will be provided by and for all staff as related to adopting the Common Core State Standards in LA and Math, as well as the move to Standards-Based Grading, building online learning environments through the Haiku Learning Management System and individual student laptop use. Additional time has been creatively provided each month for teachers to work on the agreed upon essentials for teaching and learning that includes planning, analysis, and implementation of content standards and assessments with their instructional peers in job-alike teams.

Teachers have collaborated in Professional Growth and Evaluation (PGE) teams to set strong, professional goals based on this data and other classroom assessments to improve student learning at EMS. Our Science staff has identified application as the strand of improvement in future years and is working on goals related to explaining the role of technology and science to solve human problems. Math teachers have set goals in collaboration with SE teachers to build growth in students' ability to solve linear equations in one variable. LA/SS teachers are working on enabling students to cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text as well as being able to analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Class of 2018- current 8th graders

2012-2013 SMART Goals:

Reading Goal:

To increase MSP scores from 80% to 86%

Math Goal:

To increase MSP scores from 74% to 76%

Writing Goal:

To increase MSP scores from 79% on the 2010 MSP to 83% on the 2012 MSP

Results: Using Data Dashboard Current View Data 9.30.13

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	25%	62%	87%	23%	68%	91%
2012-6th	41%	45%	86%	37%	44%	81%
2011-5th	25%	56%	81%	40%	39%	79%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	45%	43%	88%	8%	92%	100%

Grade Level Reflections:

2012-2013 SMART Goals were created using Data Dashboard Current View information and percentages that included students new to the district or without MSP data. Therefore, cohort percentages changed between fall of 2012 and current data because of updated information within Data Dashboard.

Seventh grade scores were an exciting celebration for Evergreen staff as student results hit a sixteen year high in math, which included all-time highs with the subsets of boys, special education students and students marked as low income. It is impressive to see the sixteen year growth line for seventh grade math rising from a 1998 score of 30.4% to the most recent score of 90.8%. The cohort data in math also shows a 10% increase from 6th grade to 7th grade which is also cause for celebration. Continued growth was also see in this cohort's reading and writing scores and our trends for the grade level results over time. Evergreen continues to meet or exceed the LWSD and Washington State average in all three testing areas. There was a great deal of intentional transition work and collaborative planning for this class and this is a reminder of how important it is to teach students the fundamentals of school as well as the instructional content standards.

Our teachers spent a great deal of time focusing on critical thinking and comprehension skills as it relates to informational text last year. This included directly teaching pre-reading skills, using context clues to decipher informational text, Cornell notes and breaking down vocabulary. Student improvement in writing was targeted on both expository and persuasive writing through multiple strategies and formats. Mathematic instruction was boosted by teachers working collaboratively to design common assessments, using the IXL program and other online resources to support all students, and teachers across the curriculum engaging students in

various activities that re-emphasized a combination of geometry, measurement, graphing, fractions and ratios. Safety Net classes and Special Education classes were focused on supporting struggling learners in these areas and many breakthroughs with individual students occurred over the year, and it this does appear in this MSP data this cohort. Eagle Opportunities were provided in each subject area on a quarterly basis and provided students with extension assignments that were uniquely rigorous and challenging based on the given content areas and student choice.

Continued professional development will be provided by and for all staff as related to adopting the Common Core State Standards in LA and Math, as well as the move to Standards-Based Grading, building online learning environments through the Haiku Learning Management System and individual student laptop use. Additional time has been creatively provided each month for teachers to work on the agreed upon essentials for teaching and learning that includes planning, analysis, and implementation of content standards and assessments with their instructional peers in job-alike teams.

Teachers have collaborated in Professional Growth and Evaluation (PGE) teams to set strong, professional goals based on this data and other classroom assessments to improve student learning at EMS. Science teachers are targeting power standard to identify and define authentic problems and significant questions for investigation, and plan strategies to guide inquiry. Math teachers are working to improve performance around geometry based on an evaluation of early assessments this year. LA/SS staff members are focusing on helping students cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text due to low performances in classroom based reading assessments. The Physical Education department is collaborating on making sure students can understand the components of skill-related fitness and interpret information from feedback, evaluation, and self-assessment in order to improve performance.

Class of 2019- current 7th graders						
Results: Using Data Dashboard Current View Data 9.30.13						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th	33%	57%	90%	24%	64%	88%
2012-5th	26%	63%	91%	37%	52%	89%
2011-4th	43%	46%	89%	25%	62%	87%
Year	Science			Writing		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th						
2012-5th	26%	58%	84%			
2011-4th				42%	44%	86%
Grade Level Reflections:						

2012-2013 SMART Goals were created using Data Dashboard Current View information and percentages that included students new to the district or without MSP data. Therefore, cohort percentages changed between fall of 2012 and current data because of updated information within Data Dashboard.

Sixth grade scores were recorded at Evergreen for the first time and staff members were pleased with the overall high scores from students in reading and math. There were 24 months of intentional planning that went into the middle school grade reconfiguration that transitioned sixth graders up from elementary school. The results from the MSP align with other data, such as grades, common district summative assessments and student, parent, and staff perception data, that confirm a positive and successful implementation of this transition. There were no statistically relevant dips in cohort data and comparison to previous sixth grade cohorts show a 2-3% increase in scores from sixth graders in the four feeder elementary schools to one comprehensive middle school.

Our teachers spent a great deal of time focusing on critical thinking and comprehension skills as it relates to informational text last year. This included directly teaching pre-reading skills, using context clues to decipher informational text, Cornell notes and breaking down vocabulary. Student improvement in writing was targeted on both expository and persuasive writing through multiple strategies and formats. Mathematic instruction was boosted by teachers working collaboratively to design common assessments, using the IXL program and other online resources to support all students, and teachers across the curriculum engaging students in various activities that re-emphasized a combination of geometry, measurement, graphing, fractions and ratios. Safety Net classes and Special Education classes were focused on supporting struggling learners in these areas and many breakthroughs with individual students occurred over the year, but there is not enough relevant MSP data to decipher any plus or minus performance. It is best observed through both student and parent engagement with the overall school environment. Eagle Opportunities were provided in each subject area on a quarterly basis and provided students with extension assignments that were uniquely rigorous and challenging based on the given content areas and student choice.

Continued professional development will be provided by and for all staff as related to adopting the Common Core State Standards in LA and Math, as well as the move to Standards-Based Grading, building online learning environments through the Haiku Learning Management System and individual student laptop use. Additional time has been creatively provided each month for teachers to work on the agreed upon essentials for teaching and learning that includes planning, analysis, and implementation of content standards and assessments with their instructional peers in job-alike teams.

Teachers have collaborated in Professional Growth and Evaluation (PGE) teams to set strong, professional goals based on this data and other classroom assessments to improve student learning at EMS. Science teachers saw that sixth graders struggled to plan, carry out, and analyze investigations or informational text, so they are targeting both a content area standard (8) and an ELA standard (CCSS.ELA.RI.6.1). In math, teachers have identified the geometry

strand as representing the strand with the lowest overall score for the current cohort and biggest opportunity for improvement. LA/SS staff members are working on helping students analyze text and determine a theme or central idea of a text and how it is conveyed through particular details. Elective teachers have decided to work together under the common work of helping students apply, analyze and create the elements of visual arts when producing a work of art. This will be an advantageous standard to address as students in all electives and core areas will benefit from understanding the connection and relevance of this process beyond shape, line, form, value, texture, space and color and reveal the importance of reflection, editing and perseverance.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

In the 2012-2013 school year, the Evergreen staff was highly focused on the transition of two new cohorts through the reconfiguration process. This involved about five hundred new students and their respective families. We also experienced a change in staff that included several new teachers and a new principal. The returning staff welcomed and indoctrinated the new members and collectively leveraged the returning cohort into student leaders. Student peer support was led by our WEB (Where Everyone Belongs) Team. This group of eighth graders were trained and supported by EMS staff to provide a warm welcome, facilitate tours and hold teambuilding and question and answer sessions with all of our new students. Transition work included staff creation and alignment across all grades of common agreements about study skills and other related soft skills, as well as an in-depth reading around building intellectual character.

The resulting school culture is defined by students, parents and staff (through perception data) as being friendly, fun, student-centered, rigorous and supportive. Student survey responses listed “I like my school” as the highest weighted score for Evergreen. The second highest weighted score was “My school creates a climate of support and encouragement for high achievement”. Both scores were roughly 0.20 above the weighted average for all LWSD middle schools.

The challenge that we faced is that this work is not easily digestible through MSP scores and AMO data. Yet, building a strong culture is at the foundation of any plan to improve schools and student performance. Reconfiguration left us with one returning cohort to plan and adjust for in terms of MSP/EOC data. We also saw a subtle reduction in our Latino and SES population with the elementary school shuffle as Einstein was moved from EMS to Redmond MS. Staff used homeroom time, additional supplies and other services as ways to combat this without making these students feel self-conscious or require them to stay after school. Also, students within the Safety Net programs showed huge jumps as 75% exited, but those that remain struggle to academically persevere as they have repeatedly had low scores. Special Educations students scored higher in writing, yet many struggled to reach level 2 or use laptops on testing.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.		
Identify content area	From	To (Actual results in **bold**)
Reading: Critical Thinking	2018- 84.1% @ Lvl3 + Lvl4 2019- 84% @Lvl3 + Lvl 4	2018- 86.1% @ Lvl3 + Lvl4 **(No = 85%)** 2019- 86% @ Lvl3 + Lvl4 **(Yes = 88%)**
Science:	2017- 18% @ Level 4	2017- 20% @ Level 4 **(Yes = 41%)**
Math:	2017- 53% @ Level 4 2018- 41% @ Level 4 2019- 48% @ Level 4	2017- 55% @ Level 4 **(No = 50%)** 2018- 43% @ Level 4 **(Yes = 68%)** 2019- 50% @ Level 4 **(Yes = 64%)**

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Reading: Critical Thinking – Teachers across the curriculum engaged in instruction about note-taking skills, vocabulary development and specific strategies about answering questions in detail with specific evidence and rationale. Eagle Opportunities were offered by every LA/SS teacher and invited students to challenge themselves to make new meaning or build relationships between events. The overall challenge that presented itself was the concept of teachers working with a younger age group and with a new curriculum. Evergreen Middle School teachers did a great job collaborating and making meaning of this new situation and strong progress has been made for the future.

Science: Each teacher created Eagle Opportunities as extensions for any student. These level four challenge questions and projects helped extend the learning. Teachers also regularly provided interventions to all students, at all levels, based on any struggle or re-teaching that is necessary.

Math: The successes in mathematics instruction were tied to multiple factors. The Math Club and Problem Solving (ProSo) Fridays gave students a way to practice problem solving at their own pace thanks to coordination by the math teachers and parent volunteers who came in every other week to give successful students more challenge and rigor. During this time, teachers stayed in their classrooms and worked on more foundational skills with the remaining students who were approaching or recently arrived at standard. The CMP curriculum allows for problem solving practice, but is more difficult for some due to the complexity, need for application skills and reading levels. Students from other districts, who do not use CMP, struggle with the type of work required. Another success was the IXL program, which was purchased with school funds last year, also provided practice based on ability and performance to individualize the effort.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	Q28: Teachers have frequent communication with the families of their students (Data: Sum of Agree Mostly and Agree Completely)	Q56: Students respect those that are different from them (Data: Sum of Agree Mostly and Agree Completely)
	From: 88% To: 95% (Yes = 100%)	**From: 90.63% To: 100% (No = 91.89%)**
2011-12	Q42: Teachers receive regular feedback on how they are doing (Data: Sum of Agree Mostly and Agree Completely)	Q56: Students respect those that are different from them (Data: Sum of Agree Mostly and Agree Completely)
	From: 81% To: 86% (Yes = 86.49%)	**From: 81% To: 86% (Yes = 90.63%)**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
These goals were selected through discussion in department teams and then compared to see common trends between department teams. Administration then selected the two goals that had the most common responses. The goal percentage targets were part of this discussion and approved through a Building Leadership Team meeting. The first goal selected was based on building trust, investing families in the educational process and opening lines of communication between school and home as we completed the reconfiguration process with new grades and new students. It was also important due to the implementation of student laptops with every child. The use of technology could greatly impact our ability to share these messages. The development and use of teacher Haiku sites were essential to improving this. Our teachers also updated and informed families about student academic progress through use of StandardScore. Each week, families received the Evergreen Eagle Express with current events, insight and information from administration, staff and the PTSA. There was also frequent contact with IEP and 504 students by their caseload provider. We plan to continue to use and refine all of these processes in the future. Our second goal was an attempt to continue previous work of the past around creating a positive environment for all students. Staff perception data shows two year growth, but only a slight increase from the previous year. Our student data shows that this could still be improved, but is still ahead of the middle school average across the district. Last year, we used multiple opportunities to address this issue through our WEB Leaders, anti-bullying presentations and assemblies, small and large group discussions in classes, support of the multi-cultural club and continual discussions about class and school norms and rules. Our next steps to increase the level of respect among students will be to continue these steps, but also engage student by naming this concern publicly, having our speakers address this issue directly and plan with student leaders about ways to combat this perception.

School Name and Year: Evergreen Middle School 2013 - 2014

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

School Performance Goals – statements (Current year's work)						
"Class of"	Reading		Science		Writing	
	From:	To:	From:	To:	From:	To
2018- 8th	87%	89%	80%	86%		
2019-7th	90%	92%			86%	88%
2020- 6th	90%	92%				
"Class of"	MSP Math		Algebra EOC		Geometry EOC	
2018- 8th	91%	93%	60 Students	100%	0 Students	98%
2019-7th	88%	90%	0 Students	90%		

***Data Dashboard – Current View (10.14.13)**

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.

Identify content area and group of students	From	To
- LA/SS - Reading Analysis: Level 2 students from 2013 MSP for all grades	'20 = 83%, '19 = 83%, '18 = 72%	'20 = 85%, '19 = 85%, '18 = 82%
- Math – Focus on overall MSP Math score at Level 4	'20 = 56%, '19 = 64%, '18 = 68%	'20 = 58%, '19 = 66%, '18 = 70%
- Science – PS 11 (Tech EALR 3)	'18 = 74.9%	'18 = 80%
- PE/Health – Five components of fitness	CBA data will be used.	CBA data will be used.

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

- LA/SS Team identified the area of reading analysis and will be using current strategies plus, new reading benchmark tests, leveled CCSS assessments, assignments and results from SBAC tests.
- Math Team wants to improve the percentage of students scoring a Level 4 on the MSP and will be continuing their collaborative model, intervention strategies, offer Level 4 opportunities at regular intervals, give students regular feedback about where they are on the proficiency scales.
- Science Team will be explaining to students the role of technology and science to solve human problems by integrating more problem solving situations into the current curriculum.
- PE/Health Team will be working with other disciplines to integrate instruction or discussion regarding physical movement and health into their lessons.

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	Q65: Many parents are involved as volunteers at the school (Data: Sum of Agree Mostly and Agree Completely)	Q56: Students respect those that are different from them (Data: Sum of Agree Mostly and Agree Completely)
	From: 72.97% To: 83%	**From: 91.89% To: 100%**
2012-13	Q28: Teachers have frequent communication with the families of their students (Data: Sum of Agree Mostly and Agree Completely)	Q56: Students respect those that are different from them (Data: Sum of Agree Mostly and Agree Completely)
	From: 88% To: 95% (Yes = 100%)	**From: 90.63% To: 100% (No = 91.89%)**

School Process Summary

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

Reading – The teaching staff will be working with students to improve their comprehension of instructional texts, use a variety of reading sources and develop content-specific vocabulary. The Science, Fitness/Health and LA/SS departments will be training students in guided note-taking strategies, such as Cornell and Active Reading notes to break down the texts, extract evidence from text and related materials. The Math, Science and LA/SS departments will teach students to pre-reading activities such as reading questions and directions carefully to find pertinent information, visualization while reading, how to summarize longer texts, and how to research content-specific topics and prepare citations in MLA format. The LA/SS department will also be teaching students about the Super Six Reading Strategies, and offering different opportunities to present their information through read-alouds and Socratic Seminars in class. Also, they will be using online resources to assess student reading benchmarks and SBAC assessments for data collection throughout the year. Special Education staff will provide frequent assessments to identify strengths/weaknesses and monitor progress. They will also modify the curriculum and instructional settings to match abilities and students' needs in a continuum of service models, ranging from co-taught to self-contained.

Writing – The teaching staff will be supporting our students' growth in the writing process and to apply the 6+1 traits of writing to their work. The LA/SS department uses Step-Up to Writing and MyAccess.com, and Writing Coach to teach and evaluate student writing across multiple modes, purposes and styles. The Science department uses third person extensively to focus on procedural and expository writing. They will also be focusing on students using complete sentences and thoughts in responses that use evidence, appropriate vocabulary and detailed justification. The Math department is focusing on having students elaborate, use specifics, and to support their evidence in explanations. Health and Fitness teachers help students to breakdown vocabulary words for comprehension and application in their own writing and assessments. Special Education staff will provide frequent assessments to identify strengths/weaknesses and monitor progress. They will also modify the curriculum and instructional settings to match abilities and students' needs in a continuum of service models, ranging from co-taught to self-contained.

Math – The teaching staff will be helping students develop their mathematic skills throughout the school day in a variety of applications. The Math department will be focusing on the standards with consistent assessment, immediate interventions and use of applications like IXL, Math TV and Khan Academy to support their teaching. The Science department directly teaches measurement skills, the metric system, and conversions between units. The Math, Science, LA/SS, Health/Fitness and Elective departments all teach some portion of graphing, averaging, and percentages to support student learning in math and for basic content area understanding. Special Education staff will provide frequent assessments to identify strengths/weaknesses and monitor progress. They will also modify the curriculum and instructional settings to match abilities and students' needs in a continuum of service models, ranging from co-taught to self-contained.

Science – The Science Department will be teaching the district-adopted curriculum, as represented in the developed proficiency scales. The specific focus this year is using proficiency scales to develop leveled assessment and rubrics while implementing standards based grading. The Math department will teach students inductive reasoning and to display information in graphs, tables and equations. Work will also cover formulas and drawing conclusions from a data display. There will be cross-over vocabulary in Math, LA/SS and Health and Fitness classes related to life science, the human body, Plate Tectonics, Inventions, Geography and Geology. Special Education staff members are providing support through accommodations and clarification of content and vocabulary within the general education setting as well as some support classes. IA/Teacher support is provided within the general education classroom.

Highlight use of technology to improve student learning:

Technology will be used throughout EMS to communicate, teach and assess student learning with attention to engaging and inspiring each child. Student Laptops and Haiku are dynamic additions to our current repertoire that includes StandardScore, ActivBoards, ActiVotes, document cameras, and Microsoft applications that are used frequently by teachers across curriculums. Haiku's practice tests and assignments give kids instant feedback and teachers' formative assessments for learning. Discussion boards allow students to do online research, summarize information and interact safely with each other. Students can access documents, presentations, challenge problems and selected online video support such as Khan Academy and MathTV. The Math department has purchased IXL as an additional support for instruction and frequent formative assessment. The Science department will continue using online resources such as FOSS, STC and PHET simulations to support the daily curriculum and will be teaching about the role of technology and science to solve human problems. The LA/SS department will continue the use of MyAccess for writing/revising and TCI History Alive, United Streaming, Classzone.com and research databases via the LWSD website for research and homework help. They will also be using Pearson Success Net and My Writing Coach that was part of the recent curriculum adoption. The PE/Health department is beginning the implementation of the WELNET program to track student fitness. Special Education uses assistive technology such as Co-Writer, Cognitive Tutor, Online Coach, speech recognition, IXL and Spelling City to support students and their individualized needs.

Highlight steps to involve of staff, students, parents, families, and community:
The Evergreen staff will use a wide range of strategies for involving and including all stakeholders. Our ability to use technology, such as Haiku, StandardScore, Skyward Message Center and email, for communicating student progress, curriculum support, school activities and events creates a powerful tool that quickly and effectively links staff, students and parents. Through the PTSA, our weekly newsletter Eagle Express, and individual teacher e-newsletters, we are able to recruit and coordinate parent volunteers (for classroom support, health room assistance, and ASB activities) and post relevant dates, events and information sheets about our curriculum, such as the CMP curriculum and student leadership initiatives. Parent access to Haiku has been beneficial as many of our teachers are already using Haiku as a dynamic part of their instructional tool belt. Special Education teachers use curriculum based measurements to communicate with parents and students on individual student progress, provide quarterly IEP updates and have conferences with students. School volunteers this year are being leveraged to provide a wide variety of activities and support to our students, such as Problem Solving (ProSo) Fridays for extension and support in Math, LINKS program supports our HoWL time, Homeroom Helpers to provide additional supervision and support during the EMS personalization and intervention time at the end of each day, an exceptional PTSA-led theatrical performance, the Environmental Club works to study and raise salmon fry for re-distribution into Bear Creek, a skiing opportunity for students on Wednesday afternoons in the winter, chaperones for ASB dances, magazine sale and poinsettia fundraising, health room support and various events like health screening, laptop distribution and collection, student recognition, field trips, school pictures, spirit wear distribution. The PTSA, LWSF and local community support EMS well beyond their volunteer time. They actively donate financial resources to the school so that we may improve our service to children. We also conduct parent information nights such as our anti-bullying curriculum or our newest presentation, “Beyond HS” to promote and raise awareness of post high school options prior to starting high school to capture all the benefits secondary schools and the local community can offer.

Continuous Improvement Plan

Redmond MS

2013-2014

Continuous Improvement Process Plan
Middle School CIP 2013-2014

Redmond Middle School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 11, 2013

A. Data Summary, Reflection, and Analysis

Class of 2017- current 9th graders

2012-2013 SMART Goals

Reading Goal: From 88% to 92%

Math Goal: From 85%-90%

Science Goal: From 72% to 80%

Results:

Year	Reading			MSP Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	22%	61%	83.2%	29.8%	50%	79.8%
2012-7th	26%	63%	89%	31%	54%	85%
2011-6th	30%	57%	87%	29%	52%	81%
Year	Science/Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	36.1%	48.5%	84.5%	2.9%	97.1%	100% Year 2
2012-7th	42%	45%	87%			
2011-6th						

Grade Level Reflections:

- The scores for this group have gone down overall for each content area, since 6th grade. They did performed better as 7th graders than they did as 6th graders, but in 8th grade, they did not do as well.
- Only science met the targeted SMART goal.

- As a positive, we were at 100% proficiency for the Year 2 EOC.

Class of 2018- current 8th graders

2012-2013 SMART Goals:

Reading Goal: From 87% to 92%

Math Goal: From 88% to 91%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	16.9%	66.1%	83.1%	18%	64.7%	82.7%
2012-6th	33%	53%	86%	33%	56%	89%
2011-5th	19%	70%	89%	29%	52%	81%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-7th	45.6%	40.3%	85.8%	4.5%	94.7%	99.2 Year 1

Grade Level Reflections:

- The percentage of students who exceeded proficiency on both the MSP for math and reading as well as the EOC are high (all over 50%).
- We did not meet our SMART goals.
- Reading is a concern for this group as they have dropped in proficiency the last two years.

Class of 2019- current 7th graders

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th	26.4%	57.9%	84.2%	27.0%	51.7%	78.7%
2012-5th	22%	67%	89%	28%	55%	83%
2011-4th	32%	53%	85%	24%	55%	79%
Year	Science			Writing		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-6th						
2012-5th	21%	68%	89%			
2011-4th				39%	48%	87%

Grade Level Reflections:
• Math appears to be an area of concern for this group.

Sub-Group Analysis:
Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.
Successes **Last year we began a systematic look at how our safety net program supports student learning. Our associate principal participated in an audit of the district program, and we looked at how we could incorporate more of a preteach, reteach program in safety net so that students could see more of a connection between their regular math class and their safety net support. We structured our master schedule so that students would have safety net teachers at a particular grade level who also teach the core class/block at that level.** **We incorporated a coteaching model for our special education students because we believe that for a number of our students the least restrictive environment would be in a general education class with the support of a special education teacher who coteaches the class.** **Challenges** **The special education cotaught classes creates a scheduling challenge. For example, if we have a general education and a special education teacher teaching an ELA class together, then there are more students with IEP's than would normally be in the class. That creates a problem for block classes because those students remain in the social studies part of the class, and the general education teacher doesn't have the special education teacher. We try to mediate this by adding IA time, but it isn't the same.**

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.

Identify content area	From	To
Reading 6-8	60%	65%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

- **Our average is 62% between all three grades.**
- **We began some work with integrating challenge/honors level work in our LA classes through differentiation.**
- **We are more focused on standards-based instruction and assessment. This means both teachers and students are aware of what level 4 work means, and students had more practice with it.**
- **Our library program has incorporated more high-interest activities to promote the love of reading (book fair, contests, and author visits.**
- **We have a new literacy curriculum this year for 6th grade so we will be able to more explicitly teach reading skills.**

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	(Goal written here): Improve the percentage that teachers perceive they get meaningful feedback.	(Goal written here) We did not establish a second goal. The staff wanted to continue talking about student engagement.
	From: 68% agreeing that teachers received regular feedback **To: 79% agreeing that teachers received regular feedback.**	**From: To:** **No percentage goal.**
2011-12	(Goal written here): Improve perception about rigor and engagement.	(Goal written here): Improve the percentage that teachers perceive they get meaningful feedback.
	From: 2 who said that work is not meaningful **To: 100% who say work is meaningful.**	**From: 71% agreeing mostly or completely** **To: 90% agreeing mostly or completely.**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps? • In 2010 only 50 % of staff agreed that teachers received meaningful feedback. Additionally, the participation in the survey was low. We focused on what meaningful feedback means (with teachers, but classified staff never got the training) and ensured that we used LEAP time for staff to complete the survey. It appears this was not the case in previous years. • We did not meet our goal for meaningful feedback this year. The reason may be due to many factors: large turnover due to reconfiguration and we didn't "reset" the definition and expectations for feedback; and administrators were not in classrooms as often for ICED as in the previous 2 years. • We believe the new PGE system is providing more opportunities between evaluators and teachers. • Making learning relevant and rigorous for all students is part of the conversation about academics as we have moved to a middle school model. We will continue to evaluate the level of rigor and challenge for all students. We are gearing up to begin an AVID program in our school to address the challenge piece for underrepresented groups of students to provide a college-ready environment for all students.

Part 2: Goals for 2013-2014: Due to DSS by November 15, 2013

School Performance Goals – statements (Current year's work)						
"Class of"	Reading		Science		Writing	
	From:	To:	From:	To:	From:	To
2018- 8th	83.1%	85%	88%	89% (MSP)	N/A (8th does not take the writing MSP)	N/A (8th does not take the writing MSP)
2019-7th	84.2%	86%			87%	89%
2020- 6th	73%	76%				
"Class of"	MSP Math		Algebra EOC		Geometry EOC	
2018- 8th	82.7%	84%	99.2%	100%	100%	100%
2019-7th	78.7%	80%	99.2%	100%		

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Reading 6th Grade: Moving number of level 3 to 4's. Currently 26% met standard and 57% exceeded standard.	57% Level 4	60 % Level 4 (11 students)

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

- **Implementing CCSS**
- **Team CFA's to better assess where students are and adjust instruction accordingly**
- **Providing challenge for students by differentiating instruction and giving kids choice.**

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	To improve the % of those who mostly and completely believe that "Staff routinely work together to plan what will be taught."	*To improve the % of those who most and completely agree that "The school uses a system of perspectives when making decisions". *The staff needs to do a final vote on whether we make this a focus as this question does not fully address what they perceive is our main issue: sticking to one main form of communication and not so much the how we communicate.
	From: 69.85% **To: 79%**	**From:** 69.84% **To:79%**
2012-13	(Goal written here)Improve the % of that teachers perceive they receive regular feedback.	(Goal written here)Our second goal was about student engagement. It did not have a percentage as we wanted to increase the strategies used.
	From: 68% **To:79%**	**From:** **To:**

School Process Summary
Highlight strategies to meet goals in reading, math, science and writing:
<u>Summary of Strategies From All Departments</u>: We have done the writing unit to emphasize the CCSS to help students choose text evidence that most strongly supports the textual claim or assertion. • We are teaching close reading strategies will help students know how to read and analyze the text (example SOAPSTone). • We also hope to use *How to Read Literature Like a Professor for Kids* to help students understand the background information and nuances in a piece of literature; both non-fiction and literary texts. • Expository/Persuasive Essay writing, using the 6 Traits. • 8th Grade SS is analyzing primary sources through text support. • Reading/Writing- Health-reading/writing/analyzing/applying expository writing all chapters. • P.E: Writing, graphing, and analyzing data with Fitt Plan; reading study guides; labs and lab write-ups in health • Support practical application of math in measuring and combining ingredients in food preparation recipes. • Support practical application of writing recipe directions in procedural steps, food products and preparations are evaluated following each lab in food preparation

- Support practical application of science in creating foods by combining ingredients in procedural steps to produce a food product by adding heat or cold to the mixture.
- 8th-Science-small/simple labs with easilyt manipulated bariable
- Lots of formative assessments-written, Haiku, questions of the day, quizlets, word wall.
- PACE intervention, 1XL, safety net, after school study hour, common formative/summative assessment, co-teaching programs Retake/Reteaching opportunities.
- Questioning techniques-use analytical & synthetical (from Bloom's)
- Reading about artists, skills & techniques & elements & principles!
- The music department plans to support reading goals through the use of rhythmic understanding. Students must understand rhythmic vocabulary, decode, understand and use rhythmic patterns in their music literature & sight reading skills
- Drama: Using strategies that will allow students to access content specific vocabulary (such as the Frayer Model).
- Explicit reading strategy instruction
- Non-fiction/Fiction practice with active reading
- Modeling what good readers do
- Drama-Vocabulary Development: Students will be taught strategies that will allow them to access content specific vocabulary. These strategies (such as the Frayer Model, Meaningful Sentences, etc.)are high impact strategies in any content area
- Provide practice of small chunks of writing
- Peer editing & revision
- Continuous feedback aligned to CFA's.
- Many formative assessments to identify needs and progress.
- Gateway to Technology: plans to support math goals by demonstrating the need for applied mathematics when trying to achieve collaboration goals. In order for students to have a clear understanding of all designs being evaluated, each design must be accurately drawn to scale, and dimensioned in an orthographic diagram, and possibly an isometric diagram. Applied mathematics would allow students to see the need for accurate dimensioning and calculations so that the design may be accurately assessed in order to complete their collaboration process. Without accurate designing, dimensioning, and calculations, student would not be able to make a proper assessment as to the possible performance of the proposed object.

Highlight use of technology to improve student learning:

- Multimedia presentations to help convey information,
- Collaborative sites like Wiki Project, discussion boards, and blogs create opportunities for students to gain insight from their peers and post their findings.
- SS is using Laptops and internet sources for them to research sources to provide text evidence to support claims.
- Videos-Cornell note taking
- Haiku-access to documents and asssessments
- Dropbox

- Using Pedometers to collect data and analyze health
- Using computer for research and extending learning
- Students use microwave ovens to complete food prep steps and produce final food products.
- Students research and report on careers in foods & food service.
- Students research and compose daily food menus balancing recommended serving and key nutrients.
- 8th-Science-Interactive Simulations on line
- Active studio, IXL, online textbooks, Haiku for questions, reading packets (digital magazines) worksheets w/reading notes (main ideas) done on netbook & turn in digitally via Haiku dropbox.
- Recording music in music program
- Snap & Read (electronic reader), Guided research (non-fiction sources online), Haiku discussions boards, ActivInspire, Vocabulary work, Make beliefcomix.com
- Leadership students use video & video editing to produce informational & entertaining presentations to our school community. JE-Homeless Information Videos, Spirit Week, Veterans Day, Backpack Do's & Don'ts, etc.
- Gateway to Technology Course: Students would continue their understanding of applied mathematics by using the approved design, and recreating it in a 3D digital environment using AutoCAD type software known as Autodesk Inventor.

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

- Dropbox
- Parent access to Haiki
- Parent emails as needed
- Include parents in field trip
- Partnering with special Ed and Ell teachers
- Community volunteers via PTSA and Links
- Collaborate w/school librarian about having art related reading resources available to students.
- Message Center in Skyward
- Test Prep Record to track at home study
- Culture project (language exposure outside of class)
- Staff collaboration w/at-risk students
- Our collaboration around CFA'S.
- Collaboration between non blocked ELA/SS classes (8th) for cross –curriculum planning

Lake Washington School District

Continuous Improvement Plan

Redmond HS

2013-2014

LWSD Continuous Improvement Process
High School CIP 2013-2014

Redmond High School

Purpose: In Part I of the Continuous Improvement Process, each school will reflect on the previous year's goals in order to analyze their student achievement data and staff perception data. The staff will undergo a reflective learning process to gain insight, understanding, and evidence of their practices that improved their student achievement and staff perception data. In Part II of the CIP, staff will develop SMART Goals in the areas outlined within that section. These SMART Goals are supported through an on-going cycle of inquiry, which includes meetings with staff that focus on a variety of student performance indicators and resources that support their student's learning and climate and culture of their school.

Part 1: 2012-2013 Goals: Due to DSS by October 11, 2013

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

Class of 2013
Washington State On Time Graduation Percentage:
93.1%

Class of 2014 – Current 12th graders					
Results:					
	On Track Literacy	**On Track Math**	**On Track Science**	**On Track Grad Req's**	**On Track Credits**
Number:	**337**	**247**	**225**	**271**	**332**
Percent:	**75%**	**55%**	**62%**	**59%**	**71%**

Class of 2015- current 11th graders
2012-2013 SMART Goals
Reading HSPE:
90% → 97%
Writing HSPE:
92% → 97%
Algebra EOC:
92% → 93%
Geometry EOC:
62% → 80%

Biology EOC:						
4% → 85%						
Results:						
Year	Reading HSPE			Writing HSPE		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-10th	79%	13%	92%	67%	26%	93%
2012-9th						
2011-8th	22%	68%	90%			
Year	Algebra EOC (N)			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-10th	16	17	33	57	39	96
2012-9th	20	14	34	48	140	188
2011-8th	107	195	302	4	75	79
Year	Biology EOC (N)					
	Proficient	Exceeds Proficient	Total Proficient			
2013-10th	101	251	352			
2012-9th		13	13			
2011-8th						

Grade Level Reflections:

83% of the Class of 2015 have taken and passed the Algebra EOC; 15% have taken the EOC, but have not yet reached proficiency, and 3% have either no scores reported or have not yet taken the test.
79% of the Class of 2015 have taken and passed the Geometry EOC; 20% have taken the test but have not yet reached proficiency, and 1% has not yet taken the test.
79% of the Class of 2015 have taken and passed the Biology EOC; 16% have not yet reached proficiency on the test, and 5% have not yet taken the test.

All students who qualified for intervention support services by standardized test data were placed in safety net classes unless the parent waived this support.
It is difficult to draw conclusions about our success in meeting our goal because the data we used last year, or our calculations and interpretation of that data, were skewed.

Class of 2016- current 10th graders
2012-2013 SMART Goals
Algebra EOC:
74% → 90%
Geometry EOC:
23% → 35%
Biology EOC:

Results:						
Year	Algebra EOC (N)			Geometry EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-9th	13	42	55 (/83 = 66%)	41	111	152 (/153 = 99%)
2012-8th	98	114	212 (/260 = 82%	5	100	105 (/105 = 100%)
2011-7th	7	97	104 (/104 = 100%)			
Year	Biology EOC (N)					
	Proficient	Exceeds Proficient	Total Proficient			
2013-9th		2	2 (/2 = 100%)			
2012-8th						
2011-7th						

Grade Level Reflections:

84% of the Class of 2016 have taken and passed the Algebra EOC; 31 students are not yet proficient and 42 students have not yet taken the test.
58% of the Class of 2016 have taken and passed the Geometry EOC; one student has taken it without attaining proficiency and 185 students have not yet taken it.
Only three students, out of 444 students total, have taken the Biology EOC.

We primarily used grades and teacher recommendations for placement in Algebra 1 or Geometry, especially as we do not get EOC data in a very timely fashion. We have noticed that, for some students, grades and teacher recommendations are an accurate measure for placement, but for others, they are not.

Increasingly, we are feeling a bit frustrated with using even longitudinal broad scale standardized test data to predict student performance or even to accurately place students in support classes. It will be a relief when we have some CBM's that are reliable.

Class of 2017- current 9th graders

No Goals set for current 9th graders at the High School

Results:						
Year	Reading MSP			Algebra EOC (N)		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-8th	21%	65%	86%	133	105	238
2012-7th				5	117	123
Year	Writing MSP			Geometry EOC (N)		
	Proficient	Exceeds	Total Proficient	Proficient	Exceeds	Total Proficient

		Proficient			Proficient	
2013-8th				3	120	123
2012-7th	51%	41%	92%			
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2011-8th	40%	46%	86%			

Grade Level Reflections:

71% of the Class of 2017 have taken and passed the Algebra EOC; 14% have taken the Algebra EOC but have not yet reached proficiency, and 14% have not yet taken the test.

Students not proficient on the MSP Reading were placed in safety net English/Social Studies blocks.

Some students who were not proficient on the Algebra EOC were placed in Algebra; a few were placed in Geometry, based on teacher recommendations and/or parent insistence.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes

We identified a group of students who fit the profile of students who have historically been unsuccessful on state standardized tests in Reading and Math (Hispanic; Low Income; SPED; ELL.) We met with the teachers of those students to brainstorm strategies. We intended to meet with parents and to set up tutoring in community gathering places, but we were stymied in our efforts because of the difficulty of parents' work schedules and the lack of such community gathering places. Nevertheless, of the fourteen students on our list, every one but one increased or stayed level on scale score in Reading, with the range from 0 to an increase of 38 points, with four students achieving at the next highest level, and a total of six students reaching proficiency. For Math, seven students failed to sit for the exam. Two students who were enrolled in SDI PreAlgebra sat for the exam, and of the remaining five students, four increased by a range of 5 points to 49 points. One student scored 48 points lower than on the previous state test.

Overall, Hispanic students showed the following growth from 2012 to 2013.

Reading From 74.5 To 76.2

Math EOC 1 From 51.4 To 75.0

Math EOC 2 From 63.2 To 81.8

Cohort data shows a similar growth.

Challenges

We believe the Math data is inconclusive for this subgroup. We clearly need to work on participation rate, as well as more specific family involvement and extra support strategies if we are going to make a difference in this content area.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was to increase the percentage of students exceeding standard (from 3 to 4) on the State Assessment in a particular content area.

Identify content area	From	To
Math		

Describe your school's efforts in this area; address both successes and challenges within your efforts.

We did not understand the parameters of this goal when we set it last year (see data from the sub-group analysis above, which is how we understood this particular section.) Because our efforts were placed with this sub-group, we had no specific strategy we used to move students from Level 3 to 4. Having said that, our Geometry EOC data shows a significant gain (from 13.3% at Level 4 in 2011-12 to 51.7% at Level 4 in 2012-13.) We attribute this, in part, to better placement of students coming from CMP8.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	*All students are consistently challenged by a rigorous curriculum.*	*Teachers receive regular feedback on how they are doing.*
	From: 67% agreement **To:** 75% agreement	**From:** 52% agreement **To:** 60% agreement
2011-12		*Teachers receive regular feedback on how they are doing.*
	From: **To:**	**From:** **To:**

Analysis of Perception Data
Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?
Our 2013 Nine Characteristics data on these two perception goals showed 71% agreement on the "rigorous curriculum" one, but a disappointing 45% on the "regular feedback" one. We have struggled with this particular goal over the course of six years, with the percent in agreement on that goal at an all-time low of 36% in 2007, and a high of 61% in 2009. The last three years it has hovered in the mid 50's. We have tried to explain what "feedback" means to staff, both in a whole group and in small groups. We have asked how people were interpreting that question when they answered it, and we have asked what "regular feedback" would look like, but staff comments have not helped to clarify why we are scoring so low. We have consistently titled emails post informal observations as "feedback." We believe that at least some staff are still confusing "feedback" with "praise" or "acknowledgement." While we do need to have a better method for recognizing staff contributions, we are a bit uncertain how to proceed to increase our approval score on this item.

School Name and Year: Redmond High School, 2013-14

Part 2: Goals for 2013-14: Due to DSS by November 15, 2013
Performance Goals:

Class of 2014 – Current 12th graders														
2013-2014 Goals:														
	Proficient Reading		Proficient Writing		Proficient Math		Proficient Science		Grad Reqs.		On Time Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Number:	413	470	418	470	193	214	335	470	399	470	332	470	128	470
Percent:	94	100	95	100	77	100	71	100	88	100	64	100	28	100

Class of 2015 – Current 11th graders														
2013-2014 Goals:														
	Proficient Reading		Proficient Writing		Proficient Math		Proficient Science		Grad Reqs.		On Time Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Number:	396	440	395	438	380	420	366	438			347	413		
Percent:	86	95	88	95	83	91	80	95			75	90		

Class of 2016 & 2017 – Current 10th and 9th graders						
	Reading HSPE		Biology EOC		Writing HSPE	
	From:	To:	From:	To:	From:	To
Class of 2016 Current 10th graders	75	86	NA		75	87
Class of 2017 Current 9th Graders						
	Algebra EOC		Geometry EOC			
Class of 2016 Current 10th graders	82	90				
Class of 2017 Current 9th Graders						

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.

Identify content area and group of students	From	To
Algebra – Hispanic Students	25% at Level 4	50% at Level 4

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

- Instructional strategies that include a focus on self-assessment against Learning Targets aligned to CCSS
- Problem solving strategies
- Solving problems out of context
- Articulation of reasoning
- Cooperative learning strategies

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	*Teaching and learning are the focus of staff observations and evaluations.*	*Teachers receive regular feedback on how they are doing.*
	From: 69% To: 80%	**From: 45% To: 60%**
2012-13	*All students are consistently challenged by a rigorous curriculum.*	*Teachers receive regular feedback on how they are doing.*
	From: 67% To: 75%	**From: 52% To: 60%**

School Process Summary

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

Data analysis to place students appropriately in Intervention classes
Second semester Biology EOC prep classes
Specific collaborative team goals that focus on:

- Reading strategies in English and SPED aligned with CCSS such as close reading, citing evidence from text
- Reading strategies in Social Studies, using primary source documents to corroborate historical events written by contemporary historians
- Problem-solving strategies and perseverance in Math
- Use of the scientific process to ask questions in Science
- Production of clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Demonstration of command of the conventions of standard English grammar and usage when writing or speaking.
-

Highlight use of technology to improve student learning:
Use of laptops and Haiku to enhance and extend learning via blogs, wikis, online resources, interactive software.
Highlight steps to involve of staff, students, parents, families, and community:
Staff LEAP time devoted to data analysis and goal-setting Professional development targeted to improve staff understanding of the ramifications of poverty on student learning Collaborative team time devoted to the creation of common assessments and professional development around CCSS Information on CIP disseminated to PTSA in person and to public via website

Lake Washington School District

Continuous Improvement Plan

Explorer

2013-2014

Continuous Improvement Process Plan
Elementary CIP 2013-2014

Explorer Community School

Part 1: 2012-2013 Reflection Goals:

Data Summary, Reflection, and Analysis:

Class of 2020- current 6th graders

2012-2013 SMART Goals

Reading Goal: From 86% to 93%

Math Goal: From 100% to 100%

Science Goal: 86%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-5th	14%	79%	93%	21%	79%	100%
2012-4th	29%	57%	86%	29%	71%	100%
2011-3rd	21%	72%	93%	36%	43%	79%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2013-5th	36%	64%	100%			

Grade Level Reflections:

- Reading goal was met with one student with an IEP not proficient
- Math goal was met and the 5th grade level team of four teachers (including Dickinson teachers was very effective for the Explorer students
- Science goal was exceeded as all students were proficient

Class of 2021- current 5th graders

2012-2013 SMART Goals

Reading Goal: From 93% to 100%

Math Goal: From 100% to 100%

Writing Goal: 86%

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-4th	21%	79%	100%	14%	86%	100%
2012-3rd	23%	69%	92%	15%	85%	100%

Year	Writing		
	Proficient	Exceeds Proficient	Total Proficient
2013-4th	29%	71%	100%

Grade Level Reflections:

- Reading and math were as expected
- Writing was a "victory" as several students who entered the grade level below standard according to our pre-assessments were brought to proficient or better during the year. The main strategy used throughout the year was goal setting based on writing traits (using needs identified by pre-assessment) and reflection on accomplishment of these goals by students as they created new writing products. Students were required to provide evidence of their goal achievement by quoting samples of their own texts.

Class of 2022- current 4th graders						
2012-2013 SMART Goals:						
Reading Goal: 100%						
Math Goal: 100%						
Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2013-3rd	14%	86%	100%	21%	79%	100%

Grade Level Reflections:

- Reading: all students demonstrated proficiency, even the one student with an IEP in reading
- Math: all students were proficient. Math fact mastery and problem solving were focuses of learning throughout the school year.

School Wide EOY DIBELS: 2012-2013 Goals			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2012-2013	2-From 81% to 88%	1-From 86% to 100%	K-From NA to NA
School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2023 Current 3rd Grade	Class of 2024 Current 2nd Grade	Class of 2025 Current 1st Grade
2013	2 93%	1 100%	K NA
2012	1 91%	K NA	
2011	K NA		

DIBELS Reflections:

2nd Grade:

- Reading: the goal of 88% proficiency was exceeded by 5%. Several students in this cohort have reading challenges in fluency and comprehension.

1st Grade:

- All of the 14 first graders were proficient in reading
- 2 of the 14 students were specifically targeted for reading comprehension based on the beginning of the year assessments.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked to close the achievement gap? What successes and challenges did you experience? (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples, explanations, and AMO (Annual Measurable Objectives) data.

Successes

- On the MSP in math, all third through fifth grade students scored at or above proficiency.
- On the MSP in reading, all third through fifth grade students, except one, scored at or above proficiency.
- All fourth grade students demonstrated proficiency on the writing MSP.

Challenges

- The only student who did not achieve proficiency on the reading MSP in 5th grade received special education services.

2012-13 Challenge Goal Review: Please list your school's Challenge Goal from 2012-13. This goal was 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
5th Grade: Reading	57%	71%
4th Grade: Math	79%	93%
3rd Grade: Math	15%	36%

Describe your school's efforts in this area; address both successes and challenges within your efforts.

Results

5th Grade Reading: 79% at Level 4
4th Grade Math: 86% at Level 4
3rd Grade Math: 79% at Level 4

Having parent volunteers allowed us to teach students in smaller groups and to offer additional support. Teaching multi-age classes, and therefore two grade levels, is challenging and brings a wide-range of levels.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1	Perception Goal #2
2012-13	#27 Staff routinely work together to plan what will be taught	#44 Teachers provide feedback to each other to help improve instructional practice
	From: 75% To: 85%	From: 72% To: 82%
2011-12	#42 Teachers receive regular feedback on how they are doing	#29 Staff members trust one another
	From: 61% To: 95%	From: 60% To: 80%

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals? What are your school's next steps?

**all perception goals are set together with Dickinson Elementary*

Both of these goals were selected by the Instructional Leadership Team to provide us with meaningful data about the impact of our launch into Professional Learning Communities. In prior years, grade level teams supported each other in loose ways. True collaborative teams to support student learning were not in place until the 2012-13 school year.

Last year we achieved a critical mass of teachers that were trained in the Professional Learning Community initiative, provided a clear argument for the rationale for pursuing this work, and reframed our meeting structure to support teachers doing this work.

This year we are the fortunate benefactors of Data Teams training through the RTI Pilot, which will take this process to a more streamlined and effective level. We believe that the Data Teams process will increase our Goal #2 at the pilot grade level, because teachers will identify specific instructional strategies to implement to meet the needs of their students and agree to implement as a part of action research.

RESULTS

Goal #1: Staff routinely work together to plan what will be taught
From 75% to 93%

Goal #2: Teachers provide feedback to each other to help improve instructional practice
From 72% to 81%

Explorer Community School 2013-14:

Part 2: Goals for 2013-2014

Performance Goals – Statements (Current year's work)								
"Class of"	Reading		Math		Science		Writing	
	From:	To:	From:	To:	From:	To:	From:	To
2020- 5th	100%	100%	100%	100%		93%		
2021 -4th	100%	86%	100%	93%				86%
2022- 3rd		93%		93%				
2023-2nd	94%	100%						
2024- 1st	93%	93%						
2025- K								

2013-14 Challenge Goal: Please list your school's Challenge Goal for 2013-14; it may be a continued goal from the previous year. This goal is to increase the percentage of students meeting or exceeding standard (from 3 to 4) on your state assessments in a particular content area.		
Identify content area and group of students	From	To
Grade 1 reading (DIBELS)	36%	57%
Grade 2 reading (DIBELS)	36%	63%
Grade 3 reading (MSP)	33%	47%
Grade 4 reading (MSP)	86%	79% *(population changed)*
Grade 5 reading (MSP)	79%	86%

Describe your anticipated school's efforts in this area; and the specific area of need that is being addressed.

- ✓ Leverage the new Wonders reading curriculum to enhance student reading achievement.
- ✓ Small reading groups
- ✓ Parent volunteers
- ✓ Continue to provide students with self-directed reading opportunities
- ✓ PLC/Data Teams focus on reading
- ✓ Need being addressed is reading comprehension, with a focus on inferential questions

Perception Goals:		
Year	Perception Goal #1	Perception Goal #2
2013-14	**#26 Staff works in teams across grade levels to help increase student learning.**	**#47 Staff members get help in the areas they need to improve**
	From: 81% To: 88%	**From: 81% To: 88%**
2012-13	#27 Staff routinely work together to plan what will be taught	#44 Teachers provide feedback to each other to help improve instructional practice
	From: 75% To: 91%	From: 72% To: 81%

School Process Summary

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

The Explorer Team partners with Dickinson to participate in grade level PLCs to build instructional knowledge, as well as use assessment data to drive instruction in order to meet the needs of all students. Additionally, the Explorer Team meets daily to discuss the continuum of learning within the school. This cohesive collaboration is the core of success for the students at Explorer in all content areas.

Our Instructional Leadership Team has planned new professional learning opportunities to incorporate this year, based upon feedback from our 9 Characteristics Survey. We plan to fund a weekly sub to release teachers to participate in peer observations to improve their practices, as well as provide differentiated seminars led by teachers within a variety of topics and skills.

All students are benefitting from a shift in allocating human resources towards supporting small groupings and 1:1 support through focusing the work of instructional assistants, as well as leveraging additional daily support through the Watch DOGS and LINKS programs.

The school-wide positive behavior emphasis, 'The Virtues Project', has also had a strong impact on student academic achievement. Teachers, parents and community members routinely comment on the improved student culture that is allowing our school to be more effective in our instruction, in addition to contributing to a friendly and supportive building culture.

Highlight use of technology to improve student learning:

The following uses of technology are intended to enhance student learning and achievement, and may be embedded within learning activities in the classroom, library, or home:

- Logging into personal accounts with username/password (Haiku, Netbooks, eBackpack, Destiny library system)
- Managing files (creating/saving/deleting personal documents)
- Developing keyboarding speed (words/minute) and proper habits (home row position/eyes on screen)
- Accessing reliable sources of information (using the district databases and other online sources of information)
- Citing sources of information using citation tools (also, when/how to cite, understanding and avoiding plagiarism)
- Using technology tools to present information (PowerPoint, Photostory, etc.)
- Using technology tools for communication (blogs, polls, messaging)
- Understanding the meaning of cyber-bullying and the responsible use of technology tools
- Utilize technology tools for communication with staff members and parents (email, Haiku, etc.)
- Establish a digital classroom management system (Haiku), and explore ways to use it effectively to enhance student achievement
- Continue to use classroom technology (ActivBoard, desktop computer, speaker system, document camera, etc.) to facilitate best instructional practices such as multimedia lessons, class discussions, sharing of student work, creating scaffolding for student work, etc.
- Create opportunities in lesson planning for students to develop and practice skills in the use of technology to meet their own learning goals, such as keyboarding, word processing, note-taking, citing sources of information, presentations, communicating, analyzing data etc.

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

Parent involvement is a cornerstone of the Explorer Community School. Each family commits 10 hours per month in service to the school, providing additional classroom/student support as well as providing students with unique learning opportunities in alternative areas of study. The school regularly commits to community service and celebrations.

This year we have partnered with our neighbor, Union Hill Church, to provide support to our school staff. They are providing the teachers with lunches during conference days, volunteering after school to provide clerical and classroom assistance. This 'extra care' for Dickinson/Explorer teachers has been a welcome support and we look forward to continuing to build this relationship.