



Lake Washington

School District

Continuous Improvement Plans

LAKE WASHINGTON

LEARNING COMMUNITY

2014-2015

- Audubon Elementary School
- Franklin Elementary School
- Kirk Elementary School
- Lakeview Elementary School
- Rose Hill Elementary School
- Rush Elementary School
- Twain Elementary School
- Kirkland Middle School
- Rose Hill Middle School
- Lake Washington High School
- Emerson K-12
- Emerson High
- Northstar Middle School
- Stella Schola

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Audubon Elementary

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal:
<p>As a team what were you most proud of based on your students' assessment results?</p> <ul style="list-style-type: none">• The spring 2014 MSP data demonstrates that our percentage of students meeting and exceeding standard is above the district average in each of the 4 reading strands. When the cohort entered, the percentage of students meeting and exceeding the standard was below the district average for 3 out of 4 strands.• Entering, 83.3% Comprehension (Below district average). Exiting, 91.0%• Entering, 83.3% Analysis. Exiting, 93.6%• Entering, 80.8% Literary Text (Below district average). Exiting, 89.7%• Entering, 80.8% Informational Text (Below district average). Exiting, 91.0%• Entering, only 41% of students were exceeding standard (level 4). Exiting, 84.6% of students are exceeding standard.• Entering, 85.9% of students were meeting or exceeding standard. Exiting, 93.6% of students are meeting or exceeding standard. Audubon's 5th grade cohort is 4.5% above the district average (89.1%).• 24 students scored at high level 4 (460 and above). This is 31% of the 5th grade cohort. <p>As a team what do you believe you can still improve on regarding the growth of your students' assessment results?</p> <ul style="list-style-type: none">• We can work to reach those students that are not yet meeting standard and help them to achieve measurable growth. In addition, we can continue to push students meeting and exceeding standard so that they make strong gains. Lastly, we can provide direct instruction of reading comprehension skills and strategies for Literary Text so that we see further growth in these strands. <p>As a team what surprised you the most about your students' assessment results? What do you believe caused these results?</p> <ul style="list-style-type: none">• As the cohort exited, the percentage of students exceeding standard (level 4) more than doubled.• As the cohort exited, the percentage of students meeting and exceeding standard for the

Informational Text strand improved by 11%. Our PGE goal focused on this strand.

- As the cohort exited, the percentage of students meeting and exceeding standard for the Analysis strand improved by 10%.

We believe that direct instruction of reading skills and strategies and continued reflection/modification of our practice helped many of our readers at varying performance levels show growth.

Math Goal:

As a team what were you most proud of based on your students' assessment results?

- 5th Grade Cohort exited with 90% meeting or exceeding standard in Math measured by 2013-14 5th Grade MSP (District-83%/Cohort is 7% above the district average)
- 5th Grade Cohort exited with 71% exceeding the standard (Level 4) in Math measured by 2013-14 5th Grade MSP (District-55%/Cohort is 16% above the district average)
- 5th Grade Cohort exited with 8 Perfect scores (from 1 Perfect score)
- 5th Grade Cohort exited with 14 High Level 4 Scores-above 500 (from 8 High Level 4 Scores)
- 5 out of 6 Math IEP students made growth
- 1 Math IEP student now "Approaching Standard-Level 2" (from Level 1)

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- Continue to emphasize our "Level 4 Culture", while also meeting our Level 1 and Level 2 students where their initial understanding is at (not everybody's point A is the same).
- We also believe all students are capable of making growth, and would like to improve on holding Level 1 students accountable for their growth.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- We expect there to be growth by our Level 4 students (a point of emphasis in 5th grade as well as a trend), and we're pleasantly surprised by how many perfect and high level math scores there were.
- We believe this was caused by building up the rigor of the curriculum by offering more challenge questions with an emphasis on the application of content.

Science Goal:

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

- 5th Grade Cohort exited with 92.1 meeting or exceeding standard in Science measured by 2013-2014 5th Grade MSP (District- 85%/Cohort is 7% above the district average)
- 5th Grade Cohort exited with 86% exceeding the standard (Level 4) in Science measured by 2013-2014 5th Grade MSP (District-55%/Cohort is 31% above the district average)

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- Increase percentage of students meeting or exceeding standards in the science strand of application (88.8% at this time)
- Increase collaboration between General Education teacher and Specialists (ELL teacher, Resource teacher, and Safety Net)
- Becoming familiar with Next Generation Science Standards during this transition year (students

take Science MSP this year, but will take a different assessment next year aligned with new standards)

- Increased accountability for students receiving services

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- Most 5th Graders met the level 4 challenge reflecting our level 4 culture. These results are due to giving students an opportunity to have science class every day, hands-on/application lessons, additional/supplementary units that align to 5th grade standards (energy unit, ecosystems; states of matter, and earth in space).
- We also integrated science with language arts and math throughout the year.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	9.0	84.6	93.6	19.0	70.9	89.9
2013-4 th	44.9	41.0	85.9 (5.6)	17.9	70.5	88.4 (2.0)
2012-3 rd	25.6	65.9	91.5	15.7	74.7	90.4
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	6.3	86.3	92.1			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

- The increase in level 4 scores in reading.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- We believe we can improve on bringing more level 2's to level 3's.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- Seeing the increase in the level 4 students.

Math Goal:

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

- As a team, we had 68% of our fourth graders score a 4 in math.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- 79% of our students reached standard in problem solving. This is a decrease from last year's 85.9%.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- Two thirds of the fourth graders reached a level 4. The challenge/rigor of in class work maybe more demanding than the MSP. We also believe that the students are more invested in performing well on the MSP than regular math tests in class.

Writing Goal:

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

- As a grade level, we saw very high writing scores. Only six students didn't make standard but they still achieved 2's. Writing had the most students achieve standard or above in comparison to reading and math.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- When students weren't passing the writing it was, for the majority, only by one point.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- The content, organization and style strand increased from 85.9% in 2013 to 93.5% in 2014. This could be attributed to our PGE goal about theme in literary texts...did the kids include a theme in their narrative writing piece and achieve a higher score? We are unsure of the cause however, because the narrative scores did not increase by that much.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	35.5	51.6	87.1	26.8	66.0	92.8
2013-3 rd	23.9	65.2	89.1	29.5	63.2	92.7
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	32.3	60.2	92.5			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

- We are proud of the increase in students receiving a Level 4 in Reading, an increase of 17% from 2013 to 2014. Significant is that Reading is 4% above the school district meeting or exceeding standard percentage, and 22% over the state percentage. We're proud of the work done with informational text, as our goal setting helped us yield over 90% of students showing proficiency with those texts.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- We believe we could improve our results, reaching most or all of the 9 students that did not meet standard. Of the 9 students that did not meet standard, 2 were 1 question from meeting standard while 2 more could likely meet or improve through greater scaffolding to access increased text demands.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- We were surprised by the number of students that were significantly exceeding the Level 4 standard. While we were not necessarily surprised that 82% were Level 4 students, we were surprised that 47 students were at least 20 points over the cut score for Level 3 and Level 4. In class assessments showed some inconsistency in their ability to exceed the standard to that level. This could have been that we prepared students to utilize text evidence, and emphasized the need to support their thinking by looking back at the text (close reading).

Math Goal:

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

We are proud of the number of students meeting or exceeding standard in Math. This percentage is similar to the year prior (2014 to 2013), with 87% meeting or exceeding versus 92% meeting or exceeding. We are proud that over 50% of our students were Level 4 students exceeding standard in math. We are proud of the number of students showing understanding in Geometry, as this was the strongest math strand for us at 88%.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We can continue to meet the needs of those students who are just meeting standard. These are students that are showing they have understanding but could go further to demonstrate proficiency, likely through increased work on fluency with math facts, understanding of math vocabulary or in problem solving (particularly word problems that are multi-step). These would be shown through seeing only 82% of students showing proficiency in the area of number and algebraic sense, and 83% showing proficiency with problem solving (which would involve understanding of math vocabulary). This would also support English Language Learner students, many of which were either just meeting or just missing the grade level standard.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised by some of the students falling into our Level 2 category (approaching standard). Of those 7 students, 4 students were within 10 points (or 4 point levels on the scale) of passing the assessment. This might have been issues connected to language and understanding of vocabulary, as some of those students are receiving services in ELL or Special Education. This might also relate to challenges for those students doing problems that require multiple steps to complete.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	7.1	82.4	89.4	31.8	55.3	87.1

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 nd 88.5%	1 st 85.6%	K 88.2%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2 nd 86%	1 st 91%	K 89%
2013	1 st 84.3%	K 87.1%	
2012	K 84%		

DIBELS Reflections:

Class of 2024-current 3rd graders:

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

- 91% scored Benchmark or above (97 out of 107 students)

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Strategic

- Moving 3 of the students who scored "Strategic" to "Benchmark."

Intensive

- 1 of the "Intensive" students is being evaluated for Special Services.
- 2 are currently being served in Safety Net
- 2 left Audubon

We will provide additional support to all these students by using IA's, Paras, Volunteers, Read Naturally, etc. to move these students to "Strategic".

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- We are surprised and pleased that the scores were so high!
- High quality instruction and highly supportive families.

Class of 2025-current 2nd Graders

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

- Our goal of having 92% of first graders at benchmark by the EOY DIBELS was reached within 1% by having 91% meet our target.
- Specifically in the area of phonemic awareness (our targeted reading skill) we had 31% of our students make clear growth and 42% of our students made high growth.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- We believe that collaborating more with the Safety Net teacher, ELL teachers and Special Education teachers would help us clarify the targets of instruction time.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- Our biggest surprise was when one student went from benchmark to intensive. He plateaued in the winter. He was on a 504 plan and was up for review.
- We were really excited and pleased that the students reached the lofty goal of 91%. Each teacher was more purposeful and explicit in their instruction of phonemic awareness.

Class of 2026-current 1st Graders

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

- As a team we were most proud of the fact that 88% of all students in the class of 2026 mastered the McGraw Hill sight words by April of 2014.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- As a team we believe we could have improved on how we measured the growth of our highly capable students. We didn't include this in our data until March of 2014 and it would have been helpful to have this data at the beginning of the year.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- Our team was given extra time with an Instructional Assistant to work with students individually to achieve mastery of the sight words. As a team, what surprised us the most was how much this helped students to achieve mastery. The one on one time really helped in moving Level 2 students to standard by April, 2014.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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

- Of 3rd grade students receiving Safety Net, 50% of students met standards in Math
- Of 4th grade students receiving Safety Net, 50% of students met standards in Math
- Of 26 1st grade students receiving ELL services, 31% exited based on 2014 WELPA scores.
- Of 20 2nd grade students receiving ELL services, 30% exited based on 2014 WELPA scores.
- Of 3rd grade students with IEPs, 1/5 met or exceeded standard on the Math MSP
- Of 3rd grade students with IEPs, 1/5 met or exceeded standard on the Reading MSP

- Of 4th grade students with IEPs, 4/7 met or exceeded standard on the Math MSP
- Of 4th grade students with IEPs, 3/7 met or exceeded standard on the Reading MSP
- Of 4th grade students with IEPs, 6/7 met or exceeded standard on the Writing MSP

Challenges

- Balancing individual student needs with long absences due to trips to home countries by a large portion of our population (India, Israel, China, Russia)
- For students receiving special education services, scaffolding grade level content to the proximal zone of development
- Of 26 1st grade students receiving ELL services, 3 students did not make gains based on 2014 WELPA scores.
- Of 20 2nd grade students receiving ELL services, 2 did not make gains based on 2014 WELPA scores.
- Of 3rd grade students with IEPs, 4/5 did not meet standard on the Math MSP
- Of 3rd grade students with IEPs, 4/5 did not meet standard on the Reading MSP
- Of 4th grade students with IEPs, 3/7 did not meet standard on the Math MSP
- Of 4th grade students with IEPs, 4/7 did not meet standard on the Reading MSP
- Of 4th grade students with IEPs, 1/7 did not meet standard on the Writing MSP

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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
Reading	54% (92/170 students)	65% (111/170 students)

As a school we are focusing on Reading as our challenge area. While our goal is based on overall reading achievement, we specifically want to improve student achievement on informational text as a school.

Based on Spring 2013 MSP data for 3rd and 4th grade student results for overall reading:

Grade	Level 3 (%)	Level 4 (%)
3 rd	23.9 (22/92 students)	65.2 (60/92 students)
4 th	44.9 (35/78 students)	41.0 (32/78 students)

Based on Spring 2014 MSP data for 3rd and 4th grade student results for overall reading:

Grade	Level 3 (%)	Level 4 (%)
3 rd	7.1%	82.4% (increase of 17%)
4 th	35.5%	51.6% (increase of 10%)

COHORT Based on Spring 2014 MSP data for 4th and 5th grade student results for overall reading:

Grade	Level 3 (%)	Level 4 (%)
4 th	35.5%	51.6% (decrease of 13%)
5 th	9%	84.6% (increase of 44%)

Successes:

Goal Met!

Overall number of students in grades 3 and 4 who took the MSP in Spring of 2014 was 178 students. Of those 118 scored a '4', resulting in 66.3% of students. This exceeds the goal of 65% of students.

The cohort data for 5th grade showed a dramatic increase in students scoring at a Level 4. When they were in 4th grade, 41% of students exceeded standard, while a whopping 84.6% exceeded standard on the 5th grade Reading MSP.

The 5th grade team cited 'We believe that direct instruction of reading skills and strategies and continued reflection/modification of our practice helped many of our readers at varying performance levels show growth'.

Challenges:

The strength of the student's performance was heavily influenced by our third grade students who had 82.4% of their students exceeding standard on the MSP.

The cohort data for 4th grade students showed a downturn in growth performance for 4th graders who scored at 65% at a level 4 when they were in 3rd grade to 51.6% at Level 4 in 4th grade (~13% decline). (Possible results could be a difference in test between 3rd grade and 4th grade).

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Characteristic 6: Monitoring of Teaching & Learning – <i>Teachers provide feedback to each other to help improve instructional practices.</i>	Characteristic 4: Collaboration and Communication – <i>Staff routinely work together to plan what will be taught.</i>
	From: 75.75% To: 85%	From: 81.81% To: 91%
2012-13	Characteristic 6: Monitoring of Teaching & Learning - <i>Teachers receive regular feedback on how they are doing.</i>	Characteristic 8: Learning Environment – <i>Student discipline problems are managed well.</i>
	From: 60.52% To: 75%	From: 71% To: 85%
2011-12	Characteristic 6: Monitoring of Teaching & Learning – <i>Teachers receive regular feedback on how they are doing.</i>	Characteristic 4: Collaboration and Communication – <i>The staff works in teams across grade levels to help increase student learning.</i>
	From: 74% To: 60.52%	From: 68% To: 65%

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?
<ul style="list-style-type: none"> • These goals were selected by the staff based on previous spring Nine Characteristics of Effective Schools survey completed by all staff in 2013. • The perception data indicated that these areas received some of the lowest percentage of staff that agreed mostly and agreed completely combined. <p>Goal #1: Characteristic 6: Monitoring of Teaching & Learning <i>Teachers provide feedback to each other to help improve instructional practices.</i></p> <p>The results: 88% of staff responded that they 'Agree Completely' or 'Agree Mostly' on the Staff Climate Survey 2014. 37% of staff responded 'Agree Completely' while 51% responded 'Agree Mostly'</p> <p>Goal of 88% Met!</p> <p>Goal #2: Characteristic 4: Collaboration and Communication <i>Staff routinely work together to plan what will be taught.</i></p> <p>The results: 91% of staff responded that they 'Agree Completely' or 'Agree Mostly' on the Staff Climate Survey 2014. 33% of staff responded 'Agree Completely' while 58% responded 'Agree Mostly'.</p> <p>Goal of 91% Met!</p>

Audubon Elementary 2014-2015

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal		Math SBA SMART Goal		Science MSP SMART Goal
	2021- 5 th	>90% at or above proficient		>90% at or above proficient	
2022 - 4 th	>90% at or above proficient		>90% at or above proficient		
2023 - 3 rd	>90% at or above proficient		>90% at or above proficient		
“Class of”	DIBELS (BOY to EOY)				
2024 - 2 nd	From: 91%	To: 92%			
2025 - 1 st	From: 89%	To: 91%			
2026 - K	Target %=90%				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal:

English Language Learners

Target indicator is Math, but the learning focus will be on Math vocabulary and reading comprehension that potentially hinders their assessment performance.

Action Plan:

66% of our ELL students currently in 4th grade scored at a Level 1 or Level 2 in Math on the 2014 MSP. Classroom teachers and ELL teachers have identified students achieving below standard and are providing targeted reading comprehension/strategies instruction specifically in the area of math. Classroom teachers will be monitoring these students' progress.

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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 Current 5 th Grade Students	42% of Current 5 th Grade Students	70% of Current 5 th Grade Students

As a school we are continuing last year's focus on Reading. While our goal is based on overall reading achievement building-wide, we are looking specifically at current 5th grade students as an indicator since their Level 4 performance (42% at Level 4) provides growth opportunity.

Based on Spring 2014 MSP data for 3rd and 4th grade student results for overall reading:

Grade	Level 3 (%)	Level 4 (%)
3 rd (Current 4 th)	5% (4/73 students)	78% (57/73 students)
4 th (Current 5 th)	32% (31/98 students)	42% (41/98 students)

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

The performance focus around intermediate classroom performance, the first will be the understanding, preparation, implementation and analysis of the Smarter Balanced Assessment which is replacing the MSP.

Data Teams/RTI practice is directly tied to this goal in Reading/Literacy. The expansion of practice from 4th grade last year to 3rd and 5th grade this year is timely. The building-wide focus continues to be reading/literacy as we are in a better position to take advantage of new Wonders curriculum that was implemented last year.

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: School Administrators consider various viewpoints when making decisions'	Goal: Staff members trust one another
	From: ~ 75% Agree Mostly or Completely, and ~ 19% Agree Completely To: 90% Agree Mostly or Completely, and 40% Agree Completely	From: 20% Agree Completely To: 50% Agree Completely
Rationale	The Building Leadership Team identified and presented to staff for approval of this goal based upon a need to work on the school's current Decision Making Model.	The Building Leadership Team identified and presented to staff for approval of this goal based upon a concern that only 20% of staff surveyed agreed completely with the statement about trust. Trust is vital in a fully functioning PLC culture.

Last Year: Teacher's receiving feedback, and Student discipline problems managed well

School Process Summary
<p>NOTE: This is a list of strategies used to address learning deficits. This year, we will have grade levels hone this list down to specific common strategies that they are using to address the learning needs of their group of students. This will be part of their mid-year PGE/Student Growth Goals review.</p> <p>Reading:</p> <ul style="list-style-type: none"> • School focus on informational text • Chanting sight words, movement activities with sight words • Extra practice with phonemic awareness (primary); Phonics Practice w/Words Your Way (intermediate) • Flexible grouping • IA support to assist 1:1 or with small groups • Safety Net push in and pull out • ELL emersion in literacy • Read Naturally for targeted students using parent volunteers • Graphic organizers • Explicit instruction on determining main ideas and supporting evidence • Explicit instruction on literary analysis (themes & compare/contrast) • Whole group to small group instruction • Note taking strategies instruction • Anchor charts on main idea • Strategic differentiation through the RTI process with WONDERS • Reading Journals • Student created questions • Two-column note-taking

- Integration with all subject areas
- Focus on quality written answers, focusing on complete sentences and using text evidence (including visualization)
- Leveled questions
- Focus on Author's Purpose/Illustrator's Purpose
- National Geographic for kids
- WONDERS assessment tools and resources for pre- and post-assessments and to check progress mid-way
- Building leveled library w/Fountas & Pinnell assessments, to improve reading fluency and comprehension
- OSPI release items embedded in instruction
- Use of mentor texts

Math:

- Place Value with addition and subtraction properties (primary focus)
- Tens frames (primary)
- Tens and ones cubes (primary)
- Math Stations (primary)
- Extend learning via math notebooks with EnVision
- Differentiation – performance grouped rotations
- Sped push in support
- Common formative and summative assessments designed by team
- RTI model for identifying root problems and choosing explicit interventions
- Differentiation using technology (enVision online)
- 1:1 support with IA
- MMF for math facts
- IXL for additional practice or use in centers
- Extension activities and games
- Peer support; peer homework checks
- Math Journals
- Student created word problems
- Math fact mastery
- Use of OSPI release items embedded in instruction
- MSP release items
- SBAC practice items
- Ticket to recess (assessment checks)

Science:

- Writing steps of process as a focus in primary (demonstrate using first, next, etc. with a beginning and ending statement)
- Use proficiency scales
- Emphasis on scientific process and investigative design
- Use of OSPI release items embedded in instruction
- Investigative process for procedural writing
- Use of science journals in all grade levels
- Guest speakers
- Integrate with reading and writing with science (all grades)

- Research skills instruction with multiple sources
- Science Fair participation (required for some grade levels)
- Mock science fair in class
- Hands-on investigations using collaborative groups of students
- Two-column note-taking
- National Geographic for kids
- Foss Web resources
- Science field trips: Bug Safari (primary); Toymaker (various grades); Museum of Flight (5th grade); Tolt River Ecology (5th grade)
- Wiki-projects
- MSP release items

Writing:

- Non-fiction writing and sharing in all grades
- Two-column note-taking in all grades across all subjects
- Sacred writing blocks 4x per week for intermediate grades
- Writing w/evidence to support literary analysis
- CCSS rubrics
- Student/Teacher conferences
- WONDERS for foundations of writing
- Units of Study (Lucy Calkins) for writing workshop
- Integration with science through journaling
- Integration with social studies and reading
- Word Sorts
- National Geographic for kids
- Publishing and sharing work online
- Author's Chair
- Mentor texts
- Peer editing/revising
- Quickwrites

Highlight use of technology to improve student learning:

- Use CD's/DVD's with music
- Sight words flipcharts
- Computer programs: Raz-Kids, Mimiosprout, IXL, Xtramath, BrainPop
- WONDERS online, EnVision online, TCI online, Foss Web, Pebble Go (note-taking)
- Word Processing to publish work and create presentations
- Scholastic News interactive website
- Web-based reading response/discussions
- Student created projects to demonstrate understanding
- Research – internet
- Student netbook use
- Haiku for students and teachers to share and access information
- Co-writer (IEP students)
- One Note for PLC team, grade level team, RTI and Guidance Team notes
- Interactive flipcharts on Activboard

- Activote for assessments and checks for understanding
- Wiki-projects
- Audio and visual systems for peer teaching
- Netbooks in classes daily
- Video cameras and movie maker used by students to enhance projects and record learning
- Skyward used for students to progress monitor and adjust learning

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

- Carol & Riley the Dog – reading therapy dog
- LINKS community volunteers (reading)
- Bug Safari (science)
- Rick Hartman, Toymaker (science)
- Field Trips
- Materials, both hard copy and online, for parents to use at home
- Weekly or Monthly Newsletters
- Haiku Sites
- Home-School Connection projects
- E-Mail
- Learning Walks within building
- PTSA Outreach
- Parent/Family Nights (math, Share Night, International Night, Author Night, Game Nights, Science Fair)
- Skyward
- IXL at home
- Student Planners
- Volunteer academic assistance (Read Naturally, Art Docent)
- Little Buddies
- Collaboration between Safety Net, Sped, General Ed
- Guidance Team
- PTSA Membership Meetings (Principal and Staff presentations)
- PTSA Board Meetings (Principal attendance, staff representative attendance)
- CIP share at PTSA general membership meetings
- Student work sent home
- Parent-Teacher-Student conferences
- RTI team
- Weekly parent questions to engage and gather feedback
- Parent homework (questions that parents must ask students around grade level work)
- Vertical collaboration and teaming
- 5th grade recognition night parent participation

**LWSD Continuous Improvement Process
Franklin Elementary CIP 2014-2015**

Ben Franklin Elementary

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal:88%
Using these prompts please respond by grade level teams: 1. As a team what were you most proud of based on your students’ assessment results? All four strands were 85% or higher. 2. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? We would like to reach our goal. We missed our goal by 1% 3. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? Reading strands were more balanced, because as a school we’ve focused on informational school.
Math Goal: 73%
Using these prompts please respond by grade level teams: 1. As a team what were you most proud of based on your students’ assessment results? Number sense 2. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? Measurement, geometric sense, and statistics. 3. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? Measurement, geometric sense and statistics were so low, and how different the strands were between 4 th and 5 th grade.
Science Goal: 92%
Using these prompts please respond by grade level teams: 1. As a team what were you most proud of based on your students’ assessment results? 76% of our students are at a level 4!! 2. As a team what do you believe you can still improve on regarding the growth of your

students' assessment results?

We would like to improve in Systems. Only 77% were at standard.

3. As a team what surprised you the most about your students' assessment results?

What do you believe caused these results?

Our systems score, possible reason is because the system unit wasn't completed by MSP time.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	9%	78%	87%	23%	52%	75%
2013-4 th	29%	60%	89%	28%	54%	82%
2012-3 rd	37%	53%	90%	34%	54%	88%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	9%	77%	86%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal: 85%

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We were 1% away from meeting our goal. We had a lot of students who were new to our school at the end of the year, who were contributed to our scores. Our literary and informational scores were very close (only 1% away).

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Reading analysis, informational text (strands)

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Our overall numbers were down, however we weren't surprised by the student's individual outcome. This was based on a large IEP populations and new student arrival.

Math Goal:85%

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

Problem solving and reasoning.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Procedures and concepts and measurement

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Problem solving is higher than number sense. We are spending more time using academic

discourse and discussing math versus computing.

Writing Goal: 83%

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

Conventions were high 92%. Narrative writing is still high.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Areas of improvement are in writing to explain and COS.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Convention score, because of the grammar unit in Wonders.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	34%	50%	84%	24%	58%	82%
2013-3 rd	20%	68%	88%	31%	57%	88%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	35%	51%	86%			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal: 85%

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We think our 95% at standard or above in Literacy is partly attributed to increased focus on classroom instruction focus on CCSS . All but 4 students in 3rd grade are at standard or above. Safety Net sub-group: All 8 students receiving Safety Net services were at standard for Literacy

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Literacy text scores were lower than usual. Our team will reflect on instruction and curriculum to plan standards-based instruction in literacy.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Literacy text scores were lower as a whole. We did have a lot of focus on Informational text but will re-examine our scope and sequence to ensure we are spending balanced time in both types of texts.

Math Goal: 87%

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

Students are fairly consistent meeting standard across strands, with the exception of Geometry & Measurement. 47.9% of our students are above standard! 85% of our students are at or above standard!

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Integrating Geometry, Measurement and Data instruction throughout the year. How can we reach the very lowest students (one at a 1) and (ten at a 2). Most students who did not pass have prominent issues with recall of math facts. They also received low scores in problem solving and reasoning.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Data shows that students are not doing as well in Geometry. Our curriculum only includes these strands in two units. Our team will work on integrating more standards-based instruction in these strands.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	26%	69%	95%	37%	48%	85%

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 88%	1 81%	K 85%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2 93%	1 95%	K 83%
2013	1 90%	K 88%	
2012	K 90%		

DIBELS Reflections:

Class of 2024- current 3rd graders:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We exceeded our goal and saw growth in our below standard students from the beginning of the year to the end. Our team collaborated, and we were able to reach all levels of students (everyone showed growth across the year.)

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Earlier intervention to reach all levels of students would be beneficial.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Overall percentage of growth at the end of the year increased beyond goal. We feel team cooperation was essential to show this amount of growth.

Class of 2025 - current 2nd graders:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We are proud that we met and exceeded our reading goal. Due to our students' hard work, we feel positive that they will continue to have success in 2nd grade and beyond.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Growth is limitless. We feel that even with exceeding our goal last year, this year our students have different needs. With last years' experience, we now feel that we can provide earlier intervention and support to students across the grade level.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

When we originally made our goal we anticipated a lower percentage would make it to the grade level benchmark. We were pleasantly surprised that more students were able to meet benchmark than our original goal. We believe this was due to individual conferring, small focus groups, and encouraging students to take ownership of their own learning and growth. We also set clear and attainable individual goals for each student.

Class of 2026- current 1st graders:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We were proud of the student growth from the beginning of the year in learning letter names and sounds.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We could improve on intensive support beginning earlier in the year, being consistent with sub groups, and figuring out how to support the ½ day students.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised that some students regressed in dibels scores and some students had minimal growth. We felt the ½ day schedule was challenging in creating intensive support for sub groups.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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 with ELL students, intensive support for male students, and special education support through SIT. Through working with sub groups (male students) we were able to give more intensive support. At the beginning of the year, we had 38 K-2 students who were not at

standard in DIBELS. We established a SIT team that aligned all of our reading intervention programs: Safety Net, SIT and an afterschool intervention, Reading Wizards. One goal was to have all students below standard receive extra intervention. The other goal was to increase the # of students at standard. We met and exceeded these goals. Out of the 38 students, all of them demonstrated clear growth. In addition, 26 out of the 38 are now at benchmark.

Challenges

Challenges we experienced included ½ day Kindergarten schedules, not having intervention support through Safety Net or Student Intervention Team until halfway through the school year, and a Special Education student still showing an achievement gap because he has a learning disability. Two students who regressed became eligible for speech services later in the year. Two students who were meeting standard left the school and new students came in lower.

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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
4/5 Math	43/75 students (57%) 5 th grade at level 4 42/75 students (56%)4 th grade at level 4 85/150 students (57%) in all at level 4	91/150 (61%) in all at level 4

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

Outcome: 40/76 (52%) 5th graders were at level 4 and 46/80 (58%) 4th graders were at level 4. 86/156 (55%) 4th and 5th graders were at level 4 in math as measured by the MSP. We did not meet our goal. We continue to refine our work around using data to drive differentiated instruction. We have worked with a math coach to help provide systems for challenging students in math. The math coach has provided us resources and we use math projects to extend the students’ thinking.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Administrator and the school use a system to consider various viewpoints (Q 20 and 23)	Teachers will receive feedback on a regular basis. (42) (specifically, we would like more staff to “completely agree” Currently 55% staff “mostly agree”, 22% “completely agree”)
	From: 85 To: 90	From: 77 To: 85

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?
<p>Outcomes: Goal 1: 92% and 97% Goal 2: 95% (8% completely, 54% mostly, 33% slightly)</p> <p>We only met Goal #1. We spent the entire year revising our Leadership model at Franklin. We had a Leadership Summit during the summer and proposed a new work team and decision-making model. Throughout the year we surveyed staff and revised our model based on input. The formative surveys indicated positive growth in staff feeling like they had voice. We will continue to refine the work teams based on the formative data.</p> <p>We did not meet our Goal #2. We have had great discussions around what “feedback” is and how important it is to receive feedback from a variety of sources. We would like to see an increase in feedback from principal and peers and use Learning Walks and informal observations as an opportunity to discuss instruction.</p>

Ben Franklin 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15						
“Class of”	English Language Arts SBA SMART Goal		Math SBA SMART Goal		Science MSP SMART Goal	
	2021- 5 th	Out of 83 students, 76% (63 students) will pass the SBA in ELA.		Out of 83 students, 80% (66 students) will pass the SBA in Math.		From: 86% (2014 cohort)
2022 - 4 th	Out of 72 students, 68% (49 students) will pass the SBA in ELA.		Out of 72 students, 68% (49 students) will pass the SBA in Math.			
2023 - 3 rd	80% of 3 rd graders will be at standard on the SBA.		80% of 3 rd graders will be at standard on the SBA.			
“Class of”	DIBELS					
2024 - 2 nd	From:78%	To:91%				
2025 - 1 st	From:71%	To:86%				
2026 - K	By June 1 st , 2015, 92% *(50 out of 54) of kindergarten students (class of 2026) will be “established” readers as measured by the final DIBELS assessment administered in May.					

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: 47% of first grade ELL students are at standard overall on Fall Dibels Assessment. By the end of the 2014-2015 school year, 73% of first grade ELL students will perform at standard on the spring Dibels assessment.

Action Plan: Students will receive ELL instruction 4 days a week with our ELL teacher for 30 minutes. First grade teachers will provide extra visual supports, vocabulary instruction and reteach content when necessary. Students will be taught in small differentiated groups to help comprehend instruction. Students will also receive reading support through safety net instruction 4 days a week and some students receive student intervention support.

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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
4 th and 5 th grade math	46/80 students (57.5%) 5 th grade at level 4 35/73 students (47.9%) 4 th grade at level 4 81/153 students (52.9%) in all at level 4	88/153 (57.5%) in all at level 4

Perception Goals: You may choose 1 or 2 Goals in this area

Year	Perception Goal #1	Perception Goal #2
	<input checked="" type="checkbox"/> Continued from previous year	<input type="checkbox"/> Continued from previous year
2014-15	Goal: (staff) Teachers will receive feedback on a regular basis. (specifically, we would like 80% of staff to “completely mostly agree”	Goal: (Parents) Teachers will make adjustments to meet individual students’ needs. (Q4J).

	From: 33% agree slightly, 62% agree mostly/completely To: 80% agree mostly/completely	From: 20% disagree, 80% agree To: 90% agree
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School Process Summary

Highlight strategies to meet goals in reading:

Primary: We will focus on phonics and phonemic awareness by using the following strategies:

- Flexible grouping to provide targeted instruction for "intensive and strategic" students i.e. sub groups
- Fluency focus – timings and Reader’s Theater
- One on one instruction and conferring
- Daily Guided Reading Groups-phonemic/phonics based
- Whole class direct instruction

Intermediate :

- Differentiation
- Direct instruction
- Interdisciplinary connections
- Literature circles
- Novel studies
- One-on-one conferring
- Read alouds
- Small group instruction
- Technology integration
- Writing about reading
- SBA Practice Opportunities

Highlight strategies to meet goals in math:

- Leveled math groups based on assessments
- Math Workshop
- Individual conferring
- Using available on-line resources
- Enrichment projects for children to need additional rigor
- Math coach from Zeno (David Cook)
- Use of pre-assessments, formative, and summative assessments

Highlight strategies to meet goals in science:

Direct teaching of scientific method
Integrate science through literacy
Hands on activities that require cooperative group learning
Using technology to research and complete projects

Intermediate:

- Content specific instructors (ie: teachers who focus on science content instruction)
- In-house/out-of-house field trips

- Investigative write-up prep
- MSP Practice Opportunities
- Science Fair
- Science journals

Highlight strategies to meet goals in writing:

Primary: Workshop model

One on one conferring

Small groups based on ability and/ goals

Mini Lessons focusing on writing traits, grammar, and conventions

Purposeful exposure to different purposes for writing using mentor text

Interdisciplinary connections

SBA Opportunities for Intermediate

Analytical Writing

Professional Development: writing

Highlight use of technology to improve student learning:

Activeboard

Netbooks

Document camera

Wonders Online

Envision Online

Dreambox and IXL resources for math enrichment

RAZ kids, Headsprout and Reading A-Z resources for reading enrichment

Microsoft Word and Powerpoint

Keyboarding practice through Type To Learn

Using a variety of databases for research and digital citizenship

Haiku for discussion boards and variety of resources

Netbooks access in class

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

Communication through weekly newsletters, email and Haiku

Weekly meetings with other staff member

Shared OneNote

Parent Volunteers

Celebrations

Conferences

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Peter Kirk Elementary School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal:
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results?<ul style="list-style-type: none">• Proficiency at 96%!!• A number of students received 3's that we weren't expecting• Students who barely passed the year before, passed by a lot this year2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?<ul style="list-style-type: none">• Citing text evidence and elaborating on responses on assessments...will be asked to do this more on the SBAC• We can still get more to the 'Exceeds Proficient' category• Students who didn't pass the previous year...get them to move up at least one level3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?<ul style="list-style-type: none">• We were surprised at the high amount of proficient/exceeds proficient. There weren't that many students at that level based on in-class work and tests.• This was potentially caused by the MSP being easier than the Common Core Standards the Wonders text is designed to meet.
Math Goal:
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results?<ul style="list-style-type: none">• 93% proficient!!• A few students receiving 3's that we weren't expecting.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- More work on explaining answers with words...will probably be asked to do more of this on the SBAC.
- Students who didn't pass the previous year...get them to move up at least one level
- More Students to Exceeds Proficient level

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- We were surprised at the high amount of proficient/exceeds proficient.
- The cause for this is most likely that the envision curriculum/CCSS are harder and more complex than the questions on the MSP.

Science Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

- 91% proficient!!
- A lot more Exceeds Proficient than we were expecting.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- More Students to Exceeds Proficient level
- Move Students from below standard to Proficient

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- Higher scores from more students than we expected.
- A few students meeting or exceeding standard that we thought wouldn't pass.
- This was probably the result of a lot of practice in class throughout the year on the skills that are assessed on the MSP.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	18.6	77.9	96.5	24.4	68.6	93.0
2013-4 th	39.6	51.6	91.2	29.2	56.2	85.4
2012-3 rd	28.4	59.1	87.5	31.7	50.6	82.3
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	26.7	65.1	91.8			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
Our team is very proud that 95% of the current 5th graders passed the reading MSP, and 68% passed with a level 4. In class, from the beginning of year to the end of the year, the students demonstrated increased knowledge of the Common Core state standards and Wonders curriculum.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
As a team, we can continue to improve upon reading skills such as comparing/contrasting text, text evidence, reading analysis, informational text.
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
Not only did 95% of students pass the MSP in reading, our students demonstrated exceptional skills in reading comprehension and literary text.

Math Goal:

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
 - We are very proud that all but 5 of the current 5th graders passed the math MSP. We are also proud that 42 out of 75 of the current 5th graders received a 4 on the math MSP.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
 - As a team, we can continue to improve on measurement/ geometric sense/ probability/ statistics and problem solving and reasoning due to the higher percentage of students who were below standard in the those areas.
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
 - Based on the incoming MSP results and pre-assessments, we are surprised by how many students passed. 😊

Writing Goal:

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
 - As a team, we are very proud of teaching the students the writing process using writing workshop, Step Up to Writing, and the Wonders curriculum. We taught them many skills to enhance their writing, and built their writing fluency. We are proud that 95% of our students passed writing in relation to content, organization, and style. 93% of students passed writing in relation to conventions.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

- We can improve on teaching our students the purpose of their writing, both in explaining and telling a story.

3. As a team what surprised you the most about your students' assessment results?

What do you believe caused these results?

- As a team, we were most surprised by the difficulty some students had writing to the prompt and staying on topic on the MSP because in class, we were not seeing that.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	27.6	68.4	96.0	37.3	56.0	93.3
2013-3 rd	31.5	63.0	94.5	51.4	29.2	80.6
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	31.9	51.3	90.5			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

- As third grade team we were very happy with our results in Reading. With 92.8 % passing rate, we feel this is a success.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- Continuing to talk about strategies and keeping up with consistency
- Sharing strategies
- Changing strategies for consistency and understanding with the students

3. As a team what surprised you the most about your students' assessment results?

What do you believe caused these results?

- We were most surprised by the 92.8% passing rate in reading. We were also surprised at how even students who were below standard in reading throughout the school year, many passed the assessment, some even received a L4. We believe a couple of things contributed to these results. First, our consistency as a team and using the same strategy. Being that we used these strategies as our CIP/PGE goal, it was a major focused. Secondly, we found that the Wonders did a great job of prepping our Students for the MSP (which felt a little easier than the Wonders prompts they had been using).

Math Goal:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

- a. Again, we were pleased with how many Students passed the assessment.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

- a. Focusing on math as a CIP goal
- b. Monthly check-ins and data analysis
- c. Professional observations of other teachers to improve teaching strategies and engage students more

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised by how many of our students did not pass the math portion of the assessment. More so, we were surprised by how many students, who understood the material throughout the school year, in class, either did not pass the test or even got a L1. We believe that these scores were a result of a few things. First, the pacing guide the district provides is very fast for third grade. Secondly, this was the first year that these students took a state assessment so there was extra stress added there. Along with that, during the school year students practiced their math skills using pencil and paper, whereas when it came time to take the assessment they were required to do this on a computer.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	34.6	58.1	92.8	50.5	24.2	74.7

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 – 88%	1 – 85%	K – 69%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2 – 91	1 - 73	K – 72%
2013	1 – 86	K – 83	
2012	K – 86		

DIBELS Reflections:

Class of 2024 – Current 3rd Grade

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
We were proud of the growth that our students made. Most of our students reached the fluency goal and the ones that didn't still made good growth.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?** We will continue to try to bump the students up a level (from 2 to 3 and from 3 to 4).
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?** There were no surprises. Our predictions were correct.

Class of 2025 – Current 2nd Grade

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
We were most proud of the overall growth. We used to focus so much on the struggling students. It was nice to learn about and see ways to increase fluency numbers of students exceeding and at bench mark.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
We can improve more on moving those students at a level 3 in fluency to a 3.5 or 4.
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
We were most surprised when we saw a couple of students drop in reading fluency throughout the year. We believe that is due to the increased difficulty of reading passages and the student not learning new reading skills/diagraphs/blends as quickly as they learned the basics.

Class of 2026 – Current 1st Grade

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
That we not only achieved our goal but that we surpassed it.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?** We believe we can continue to improve on monitoring our students on a more regular basis and working on finding more strategies to meet learners at all levels.
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?** We were surprised how many students actually did meet the goal, beyond our expectations. We believe these results were due to small reading groups, Safety Net support for struggling students, available resources to work with students one on one, and regular monitoring of student progress.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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.

- Special Education
- Safety Net (K -2)

Kindergarten

Successes:

- Many students who received Safety Net support either moved out of the red and yellow on DIBELS or made significant progress towards our CIP goal.

Challenges:

- Not all classrooms were able to receive Safety Net support.

Grade 1:

Successes

- Read Naturally-Focusing on the below standard students the last quarter of the year to boost Fluency.
- Rereading Wonders stories on line at home.
- One on one conferences
- Hooked on Phonics
- Safety Net groups getting extra Wonders teaching
- Darlene teaching extra Wonders to our approaching standard group.

Challenges

- Technology Troubles
- Need more volunteers for RN (consistent)
- Consistent home reinforcement of reading appropriate leveled texts.
- Learning curve associated with a new curriculum

Grade 2:

Successes

- Several Students who were at a 3 bumped up to a 4.
- Students in Safety Net made good growth.

Challenges:

- Some of our Special Ed. students struggled due to reading-related issues (such as dyslexia).

Grade 3:

Successes:

- Safety-Net: 75% students passed reading, 0- SN students for Math in third grade

Challenges:

- Special Education: students are studying different standards when they are out of our classroom because they are at a different level

Grade 4:

Successes:

- All of our special education students demonstrated academic improvement based on MSP scores, as well as, improvement in daily classrooms activities.
- Students progressed from a level one to a two or a level two to a level three on the MSP.
- Our special education students often received instruction twice daily in reading, writing and math.

Challenges:

- When special education students are pulled out of class they miss academic instruction.
- It is difficult to teach those needed skills at a different time of the day.

Grade 5:

Successes:

- Almost all of our Students receiving special education services passed the MSP...more than we expected!
- Some Students receiving special education services were in the Exceeds Proficient level
- Students receiving special education services had more confidence going into the test, and were relaxed before the test started

Challenges:

- It's difficult when the accommodations they are given in class are not allowed to be given on the MSP.
- Not being able to help the Students receiving special education services with questions, when we normally would be able to.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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
Reading (percentage of students demonstrating L4 proficiency.	4 th – 64%	73% goal 68.4% (result)
	5 th – 57%	62% goal 77.9% (result)

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

Grade 4 Reflections:

In 2013-2014 our current 4th graders showed much success in reading.

Successes:

- Meeting accelerated reading goals
- Improving reading fluency
- Book/novel studies at appropriate grade levels
- Higher level reading skills such as making inferences, comparing types of texts, summarizing, learning challenging vocabulary
- Participation in Kirk Reading Night
- 20 minutes of reading a night for homework at their individual level
- Book projects/reports

Some challenges were:

- Learning the new Wonders curriculum
- Aligning the Wonders curriculum to the Common Core
- Reading for text evidence since it is a newer skill/concept
- Learning to compare and contrast texts

Grade 5 Reflections:

Successes:

- We exceeded our goal by about 16%!!
- There are a lot of resources in our reading curriculum for students who need more challenge
- We knew our split Students very well, and we predicted their scores with 100% accuracy

Challenges:

- The amount of resources is overwhelming and sometimes hard to find
- What students are asked to do on the MSP and on classwork is sometimes very different
- Finding time to focus on the Students who are above standard (differentiating for all levels)
- Still not knowing curriculum well enough to differentiate effectively and make work interesting and engaging

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Teachers somewhat or strongly agree that they receive regular feedback on how they are doing.	Parent and community members agree (somewhat or strongly) that all students in the school are expected to meet high standards.
	From: 63% To: 74%	From: 54% To: 72%

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?
<p>Goal 1 was selected by staff because it was one of the lowest indicators on the spring survey results. Additionally, focusing on providing feedback aligned with our work with Teachscape. To address this goal, the principal completed regular formal in informal observations, noting observations in Haiku pages to which each teacher had access. As the year progressed, it became apparent that teachers accessed Haiku inconsistently and the principal shifted to written notes that included Wows and Wonders. Next steps: this year, for those on focused evaluations, an email will be sent that includes wows and wonders. Additionally, the principal will note the level of the observed practice (distinguished, proficient, basic) in the email.</p> <p>Goal 2 was selected because it was one of the lowest indicators on the spring parent survey. To address the standard, the principal began intentional messaging during presentations and in PTSA newsletters around the work of the school as related to CIP and PGE. Next steps: each grade level team will take a turn contributing to school wide communications. In their contributions, they will highlight a standard that they are addressing, summarize student progress toward meeting or exceeding standard, and differentiation strategies being used to support student progress.</p>

Peter Kirk Elementary 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal		Math SBA SMART Goal	Science MSP SMART Goal	
2021- 5 th	75%		80%	From: 91.8 (class of 2020)	To: 85% (class of 2021, based upon KPIs)
2022 - 4 th	83%		80%		
2023 – 3 rd	80%		80%		
“Class of”	DIBELS				
2024 – 2 nd	From: 86%	To: 91%			
2025 – 1 st	From: 67%	To: 88%			
2026 – K	64%				

Closing the Achievement Gap – Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: (i.e. African American students will go from 67.3% proficiency in Reading to 77.5% proficiency by June of 2015 as measured by the AMO)

Action Plan: (Describe your anticipated school’s efforts in this area)

Subgroup and Goal:

- Our subgroup is our students in Safety Net. There are 8 students in Safety Net (5 are strategic and 3 are intensive). We anticipate that 4 kids who are strategic will move up to benchmark and 2 kids who are intensive will move up to strategic by June 2015 as measured by DIBELS. **(Grade 2)**

Action Plan:

- Safety Net, Classroom Instruction, Reading Groups, Read Naturally, Raz-Kids, Running Records, Reading Homework (Grade 2)

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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 (Percentage of students demonstrating L4 proficiency on SBA)	4 th : 58.1 5 th : 68.4%	61% 71%

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

- Use of Wonders assessment tools to place students
- Differentiated reading groups through Wonders curriculum
- Use of leveled readers to challenge students currently at or above standard
- Continued use of Read Naturally
- Continued extended reading homework requirements.
- Use of non fiction reading materials to increase access to non-fiction texts.

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input checked="" type="checkbox"/> Continued from previous year
2014-15	Goal: There is frequent two-way communication between school staff and families. (As measured on perception community survey)	Goal: Teachers receive regular feedback on how they are doing (as measured on Staff perception survey)
	From: 71 % somewhat or strongly agree To: 81 % somewhat or strongly agree.	From: 74 % strongly agree or agree To: 84% strongly agree or agree.

School Process Summary
Highlight strategies to meet goals in reading:
<ul style="list-style-type: none"> • Daily 5 / CAFÉ • Guided reading groups (grades K through 2) • Safety Net intervention for students in first and second grade • Reading logs/reading homework (K through 5) • Use of differentiated levels of text for fluency and comprehension. • “Rule of the Week” spelling embedded in writing • Common strategies to support proper use of text evidence. • Read Naturally to build reading fluency.
Highlight strategies to meet goals in math:
<ul style="list-style-type: none"> • Building wide focus on mathematics – all teachers have set student learning goals in mathematics. • Zeno Mathematician in Residence • After school Zeno Math program for primary and intermediate • Leveled math intervention groups in grades one and four. • Enrichment work / math workshop (grades one through five) • Daily homework in mathematics (grades one through five) • Leveled mathematics homework (grade four)
Highlight strategies to meet goals in science:
<ul style="list-style-type: none"> • Continued use of FOSS curriculum (grades K though 5) • Science journals (grades 1 through 5) • Scaffold the investigative process (grades 1 through 5) • United streaming to supplement science instruction (grades 1 through 5) • Use of ActivBoard flipcharts to increase student engagement in science (grades 1 through 5) • Explicit expository writing instruction using science content • Science fair encouraged in primary and required for grades 4 and 5

Highlight strategies to meet goals in writing:

- Explicit instruction of writing process
- Next instructional steps determined through analysis of student work.
- Writer's workshop and writing conferences in grades one through three.
- Use of mentor texts and mini-lessons to teach narrative, expository and opinion writing.
- Writer's notebooks as part of writing instruction

Highlight use of technology to improve student learning:

- Building wide agreements to provide access to keyboarding instruction and practice.
- Type to Learn – family access
- IXL builds math skill
- Raz Kids – grades one and two
- Use of Wonders digital resources (kindergarten through five)
- Use of Haiku (teacher, student, parent) (grades three through five)
- Use of enVision to increase student engagement (kindergarten through five)
- Fifth grade access to CODE.org and participation in hour of code.

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

Family/Community

- Monthly summaries of CIP work included in the school's newsletters.
- Parent volunteers to support skill development in mathematics (Mighty Math) and reading (Read Naturally)
- Teachers communicate student learning expectations through regular newsletters.
- LWSF Grant to support afterschool Zeno Math program
- PTSA Grant provides Zeno Math coach for six teachers throughout the school year.

Staff

- Regular meetings with team and principal to review assessment data
- Building wide nesting of CIP goals with PGE and PPGE goals.

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Lakeview Elementary

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

Class of 2021- current 6th graders
2013-2014 SMART Goals
Reading Goal: Move from 91.3% to 94% on Reading MSP - We are at 89%- goal not met
Using these prompts please respond by grade level teams: <ul style="list-style-type: none">• As a team what were you most proud of based on your students' assessment results? <i>61% were level 4</i>• As a team what do you believe you can still improve on regarding the growth of your students' assessment results? <i>Moving Level 2s to Level 3s</i>• As a team what surprised you the most about your students' assessment results? What do you believe caused these results? <i>Happy surprise! Almost 2/3 of the students are at Level 4. Integrated Challenge and new curriculum made this happen</i>
Math Goal: Move from 75.4% to 85 % on Math MSP – We met goal at 85%
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results? <i>We met our goal! Brought 8 kids from below standard to AT standard</i>2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? <i>Moving 4 Level 1 students up</i>3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? <i>Pleasantly surprised! Almost 50% of kids at Level 4. Intensive math focus, reteaching, and challenge extensions made this difference.</i>

Science Goal: Move from 81.9% to 85% on Science MSP - We met goal at 86%

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
Meeting our goal and over half the students were Level 4.
4. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Moving more Level 3s to Level 4s
5. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
We think these are our best scores to date. Science reviews and intense journal work helped us get these results.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	27.8%	61.1%	88.8%	35.6%	49.3%	84.9%
2013-4 th			91.3%			73.6%
2012-3 rd						
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	32.9%	53.4%	86.3%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal: 91.8% in Reading on the MSP

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
High level of students above standard 53/79. 72/79 PASSED!
1. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Some who passed were still on the cusp and could benefit from additional work and interventions to strengthen their overall comprehension.
2. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
One student who is typically at standard did not pass. We were pleasantly surprised by some of the students who received L4. Some of our reading safety net students passed as a result of interventions.

Math Goal: 83.5% in Math on MSP

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**

High level of students above standard 49/81. 72/81 PASSED!

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

Continue to teach math as a team. We also are considering bringing parents in as math coaches this year similar to what we did in writing last year. Start IXL homework earlier in the year. Get math HW at appropriate levels for SPED team.

- 3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Our ELL students continue to struggle. WE will miss MATH safety net this year as we feel it would be a big benefit to the 22 students in our current 4th grade cohort who did not pass the math MSP last year.

Writing Goal:

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**

Several of our students who were struggling writers and received intense interventions passed the MSP, some with a L4!

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

We have already modified the introduction to our writing HW and done extensive modeling for the students to insure success and comfort from the beginning. We will continue to give writing HW on a regular basis, conference with students and have students use reflective practices to improve. We will have students work on handwriting practice (neatness) and increase their opportunity to type their final drafts in an effort to provide keyboarding practice before the S-BAC in the spring.

- 3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Students scored well across the board on conventions.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	19/79=24.1%	53/79=67.1%	91.0%	23/81=28.4%	49/81=60.5%	88.7%
2013-3 rd			91.7%			83.5%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	23/79=29.1%	48/79=60.8	89.7%			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal: 86% on Reading MSP

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

We are very proud that out of 81 students, 40 were at a level 4. Students who were at or above standard in classwork performed at a similar or higher level on the MSP.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

As a team we will continue to focus on citing text evidence, Close reading, analytical writing, and have a continued focus on higher level reading comprehension skills. We have decided to give the ELA Performance Assessments which closely relate to the SBAC. We will be targeting our level 2 students using RTI techniques with the goal of them achieving standard on a consistent basis.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were disappointed in the overall results, but when we disaggregated the data the individual results most were in line with classwork and overall performance. Most students who did not pass were receiving additional individualized instruction or were new to LWSD and Lakeview.

Math Goal: Move from 76% in number sense to 85% in number sense on MSP

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

59 out of our 81 students were at or above standard. 4 out of our 15 level 2 students were within 10 points of a level 3.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We want to improve overall scores and move more level 2's to 3's and 3's to 4's. To do this, we are utilizing data to drive our instruction, differentiating math groups, and creating a small intensive instructional group (12 students not on an IEP, 13%) to supplement the need for a Safety Net math group. We also have a focus on mathematical reasoning based on a need seen in the data of our students. Knowing we have 6 students out of 89 students (7%) on a math IEP this year with possibly more to qualify as testing is still being conducted. We have targeted these 18 students, 20% of our current population, as needing intensive remediation to make standard this year.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were very surprised that 26 of the students did not pass in math number sense/algebraic sense. We were disappointed in the overall results, but when we disaggregated the data the individual results most were in line with classwork and overall performance. Many students were new to LWSD and Lakeview. Also, our ELL students are required to take this test which requires a high level of reading and technology knowledge. In addition, our reading safety net, IEP'd, and watch list students did not pass.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	24	40	81.0%	35	24	72.8%

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 54%-85%	1 30%-80%	K 60%-85% (LS)

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2	1	K
2013	1	K	
2012	K		

DIBELS Reflections:

2nd Grade:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?

Out of 46% that were not at standard at the BOY, 27% of those met or exceeded the standard by the end of the year. 26% of our kids exceeded the expected growth for the year. Less than one percent of our students showed 'no growth' which means that we

met the needs of students who were already above standard. We are improving in meeting the needs of ALL students, both above standard and below standard.

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

We all agree that we can still improve in meeting the needs of our ELL students. In addition, we are always looking for more ways to support our 'not at standard' students.

- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

The amount of growth some children had still amazes us. At the same time, a few students that are high achievers made little to no growth. It's also surprising that there is more growth from the MOY-EOY than there is from BOY-MOY. Cause? Developmental? Slow start to interventions?

1st Grade:

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**

We are most proud that we exceeded our goal by 10%. 90% of students were at benchmark by the end of the year

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

Increased progress monitoring and formative assessments will help us support student growth as the school year progresses.

- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

Forty-two students made high growth. We made reading fluency a priority. Students received extra help through small groups led by volunteers, Safety Net, and before school reading group.

Kindergarten:

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**

We are proud of the number of students we were able to move from Strategic on their BOY DIBELS to Benchmark on their EOY DIBELS.

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

We would like to see students who scored Intensive on their MOY DIBELS receive Safety Net services.

- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

KISN made a huge difference in our results. We would have had a greater number of students at Strategic or Intensive on our EOY DIBELS without KISN.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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 continue to work to close the achievement gap of our low SES students. This is a hard area to quantify due to the lack of available data on Free and Reduced lunch. We provided an early morning reading program for first and second graders. This program was targeted at our students of poverty. We provided breakfast for them on the days the program ran. Fourth grade ran an early morning math class for a similar demographic. Overall, our low SES students scored better on the MSP than last year but there still is a lot of room for growth. The building of a new, low income housing unit in our boundaries has increased our number of these students. This year we will continue to develop programs to serve them. One of those programs is an after school homework club.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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 – 5 th	43% (4s)	50%(4s)
Reading – 4 th	60% (4s)	67%(4s)

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

4th Grade

This goal was to increase the percentage of students exceeding standard (from 3-4) on the MSP in READING COMPREHENSION from 60% scoring a L4 on the 2013 Spring MSP to 67% scoring a L4 on the 2014 Spring MSP. Our students performed at 83% in reading comprehension so we far exceeded our goal. 61% of students received 4s on the reading MSP.

5th Grade

The goal was to increase the percentage of students exceeding standard (3-4) on the 2014 MSP in grade 5 in math operations. Fifth grade was happy to see their math scores greatly improve on the MSP. 49% of students received 4s on the MSP in math. They attribute the growth to such a focus on math operations.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1- Community <input type="checkbox"/> Continued from previous year	Perception Goal #2 – Staff <input type="checkbox"/> Continued from previous year
2013-14	In response to the Nine Characteristics Survey, we will move from 66% to 80% of parents who mostly/completely agree that <i>“The school communicates its goals effectively to families and the community.”</i>	In response to the Nine Characteristics Survey, the sum of “mostly agree” and “completely agree” will increase from 54% to 79% in “staff feels free to express their ideas and opinions with one another” .
	From: 66% To: 80%	From: 54% To: 79%

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?
<p>In 2012-13 we scored 66% in this area. For the 2013-2014 school year we scored 85%. We increased communication and weekly newsletters. Teachers communicated goals at student conferences. Goals were clearly communicated at curriculum night. We will continue to take these measures and hope to do a better job communicating to our families who speak a language other than English at home.</p> <p>IN 2012-13 54% of staff reported that they felt comfortable sharing their opinions with each other. Our goal was to increase that number to 79%. We were happy to report that 91% of faculty reported feeling free to express opinions.</p>

Lakeview Elementary 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
"Class of"	English Language Arts SBA SMART Goal		Math SBA SMART Goal	Science MSP SMART Goal	
	2021- 5 th	85%		90%	From: 86%
2022 - 4 th	24/79 30%		41/79 52%		
2023 - 3 rd	Students will improve skills in reading literature and informational text from 81% at or above standard to 85% at or above standard by May 2015.		Students will improve skills in mathematics from 72.8% at or above standard to 80% at or above standard by May 2015.		
"Class of"	DIBELS				
2024 - 2 nd	From: 49%	To: 89%			
2025 - 1 st	From: 30%	To: 85%			
2026 - K	We have 72 kindergartners. 25 are at benchmark for EOY in nonsense word fluency. We will move 64 of 72 to benchmark at EOY NSW in DIBELS.				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal:

We are focusing on our English Language Learners this year. We are measuring our ELL students

in the area of reading and writing. We want to see our ELL students improve to more than 50% at standard on the ELA SBA.

Action Plan:

Integration of Wonders and ELL program/ELL program
 Safety net program
 Common Core
 SBAC preparation
 District CDSA's

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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
The goal is to increase the percentage of students exceeding standard (3's to 4's) on the 2015 SBAC in grade 5 in math.	50%	60%

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

- Math Olympiad
- Math night
- IXL
- Monthly Math Challenges
- Interventions and extensions
- Aid/IA time
- SBAC preparation
- District assessments aligned with CCSS
- Reflex
- Integrated Challenge

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1 – Staff <input type="checkbox"/> Continued from previous year	Perception Goal #2 – Parent <input type="checkbox"/> Continued from previous year
2014-15	Goal: In answer to the question, “Teachers provide feedback to each other to help improve instructional practices” 53% of staff will respond that they agree completely with this statement.	Goal: In the area of “Students receive detailed information about the quality of work they do” 28.7% said that they strongly agreed. We would like to increase that to 50%.
	From: 33% Agree Completely To: 53% Agree Completely	From: 28.57% Strongly Agree To: 50% Strongly Agree

School Process Summary
Highlight strategies to meet goals in reading:
<ul style="list-style-type: none"> • Wonders • Common Core • ELA CDSA’s • Citing text evidence • Independent reading programs • Fluency test • Whole class and small group instruction • Vocabulary • Grammar • Close reading • Reading comprehension strategies • Genres • SBAC preparation • Integrated Challenge • Progress Monitoring • small group guided reading/flexible grouping • independent reading with parents • Safety Net/ELL • Leopard Club (homework club) • ARE • parent communication/support • book reports • community volunteers, parents to work with small groups • Headsprout for intensive/strategic readers • Read Naturally for intensive/strategic readers • Small group differentiated reading instruction

- IA support with one on one small group instruction
- Parent volunteer help with sight words and reading practice one on one.
- Daily reading homework with comprehension reflections.
- Small groups
- Safety net
- KISN – Kindergarten Intervention Safety Net
- One on one
- Parent communication

Highlight strategies to meet goals in math:

- One-one
- Small group instruction
- Reflex
- IXL
- Topic assessments
- CDSA's aligned with CCSS
- Interventions and extensions
- SBAC preparation
- Integrated Challenge
- Math Olympiad
- Monthly math challenge

Highlight strategies to meet goals in science:

- CDSA's
- Journals
- Integrated challenge
- Study guides
- Review of content
- Inquiry writing
- Focus on variables
- Systems
- Energy
- MSP preparation
- Small group hands-on experiments
- Science fair

Highlight strategies to meet goals in writing:

- Wonders prompts
- ELA CDSA's
- Handy-pages
- Grammar
- Six-traits
- Journal
- Writing rubrics

- Editing and revising checklists
- Integrated challenge
- Small group instruction
- Writing across the curriculum
- Peer revising

Highlight use of technology to improve student learning:

- Microsoft Publisher
- Envision
- Reflex
- IXL
- Wonders
- TTL4
- AR
- Power Point
- OneDrive
- Haiku
- Flash drives
- Printer installation
- Research
- Foss website

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

- Parent e-mail newsletters
- Skyward
- Haiku
- Envision
- Wonders
- Report cards

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Rose Hill Elementary School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal: As measured by 2014 MSP, 80% at standard.
Using these prompts please respond by grade level teams: <ul style="list-style-type: none">● As a team what were you most proud of based on your students' assessment results?● As a team what do you believe you can still improve on regarding the growth of your students' assessment results?● As a team what surprised you the most about your students' assessment results? What do you believe caused these results? <p style="text-align: center;"><i>It was surprising to see that 6 Gen. Ed. students did not pass the Reading MSP. Of those six, two scored 397 and three scored 387. The ¾ who scored below 397 had some behavior struggles throughout the year and motivation was a serious concern.</i></p>
Math Goal: As measured by 2014 MSP, 68% at standard.
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results?2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? <p style="text-align: center;"><i>GOAL: Grade 5 (Math), class of 2021, from 62% to 68% of students at standard as measured by the Spring MSP. We exceeded our goal with 72.7% of students meeting/exceeding standard in Math. This cohort of students began in 3rd grade with 59.6% meeting/exceeding standard.</i></p>

Science Goal: As measured by 2014 MSP, 75% at standard.

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
3. **As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Science	2012-2013	2013-2014
Systems	57.1%	77.8%
Inquiry	71.4%	63%
Application	59.5%	59.3%
Domains	54.8%	68.5%

The drop in inquiry scores from the previous class indicates an area for improvement. Additionally, the lack of growth in the application scores points to an area in need of additional focus.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	34.5%	40.0%	74.5%	25.4%	47.2%	72.7%
2013-4 th	44.6%	28.5%	73.2%	25.0%	37.5%	62.5%
2012-3 rd	38.5%	29.8%	68.4%	33.3%	26.3%	59.6%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	32.7%	36.3%	69%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal: As measured by 2014 MSP, 82% at standard.

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
3. **As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

We have a relative weakness in Reading Analysis with only 68.3% of students meeting or exceeding the strand, as well as in Mathematics Problem Solving and Reasoning (60.3% meeting or exceeding).

Math Goal: As measured by 2014 MSP, 80% at standard.

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
3. **As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Writing Goal: As measured by 2014 MSP, 70% at standard.

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
3. **As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Writing! 82.5% of students met standard, and nearly half of our students (49.2%) scored a level 4. This is a gigantic improvement from last year's cohort, where only 41% of students met standard in writing.

Our biggest surprise was how successful our students were in writing. One thing we believe benefited our students was drilling home revision checklists prior to the test (narratives—start with a piece of dialogue or other strong lead, add one more spot where you show not tell, and find three words to change to "Wow words," expository—start with a question or other strong lead, double check that an anecdote was included, and again, find three words to change to "Wow words.")

We also believe that students benefited from reading and evaluating released scored items in order to get a better understanding of what was expected of them.

Additionally, our team's high level of collaboration through data team cycles, common planning, regular sharing and reflection on successes and challenges during lessons played a large role in our success.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	31.7%	46.0%	77.7%	25.3%	49.2%	74.6%
2013-3 rd	17.2%	63.7%	81.0%	36.2%	43.1%	79.3%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	33.3%	49.2%	82.5%			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal: As measured by 2014 MSP, 66% at standard.

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
- 3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Reading! 53% of our students scored a level 4 in reading. 76.3% met standard in reading.

Reading Comprehension was our weakest with 69.1% of students that met or exceeded standard. In Math, (Geometric sense, measurement and stats) at 63.6% and Problem Solving and Reasoning 65.5%, met or exceeded standard.

As a team what surprised us was the overall scores of students who met or exceeded standard on the MSP in both Reading and Math. What led to our success was enrichment math groups- small group pull-out (5 students met standard out of 6 who were involved in the groups- if not involved in this small group, most likely they may not have met standard), common planning. In addition, we reiterated the necessity to cite text evidence to support or to prove their responses.

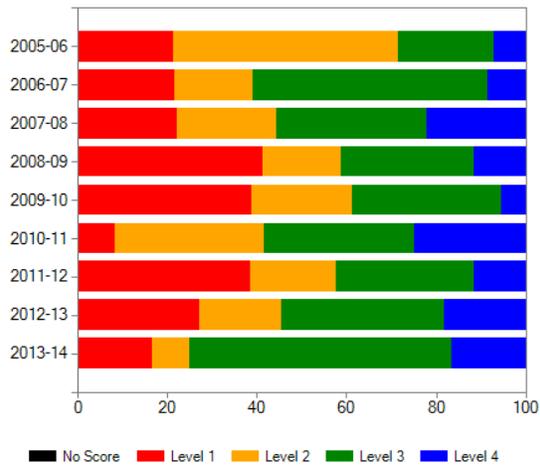
Math Goal: As measured by 2015 MSP, 64% at standard.

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
- 3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Our math enrichment group helped all but one student reach standard on the MSP. Six out of seven students made standard that we targeted for a small group. Some or most of those kids were low income.

Low income students – 74% (respectively) made standard in math.



41.6% of low income students did not make standard in reading, while only 25% did not make standard in math. This could be due to being low income AND being ELL.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	25.4%	50.9%	76.3%	45.4%	30.9%	76.3%

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2- 82% at benchmark	1-76% at benchmark	K- 95% at benchmark

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2- 80% at benchmark	1 73% at benchmark	K- 92% at benchmark
2013	1 71% at benchmark	K 88% at benchmark	
2012	K 84% at benchmark		

DIBELS Reflections:

2nd Grade:

Using these prompts please respond by grade level teams:

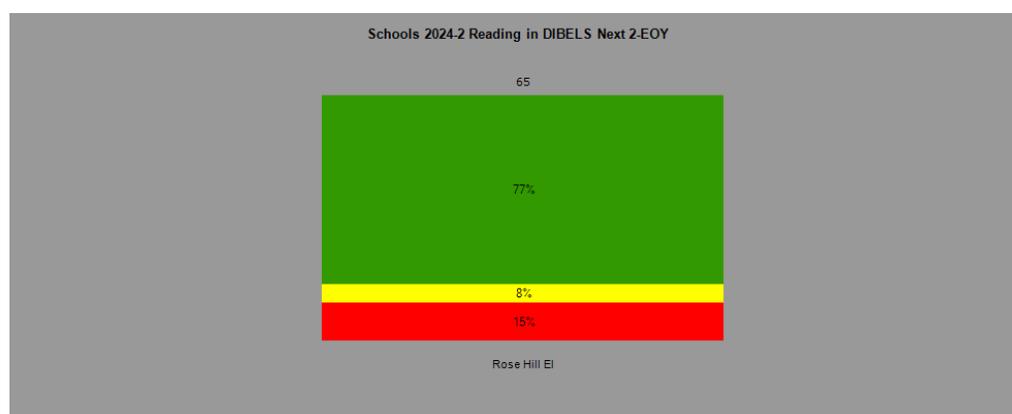
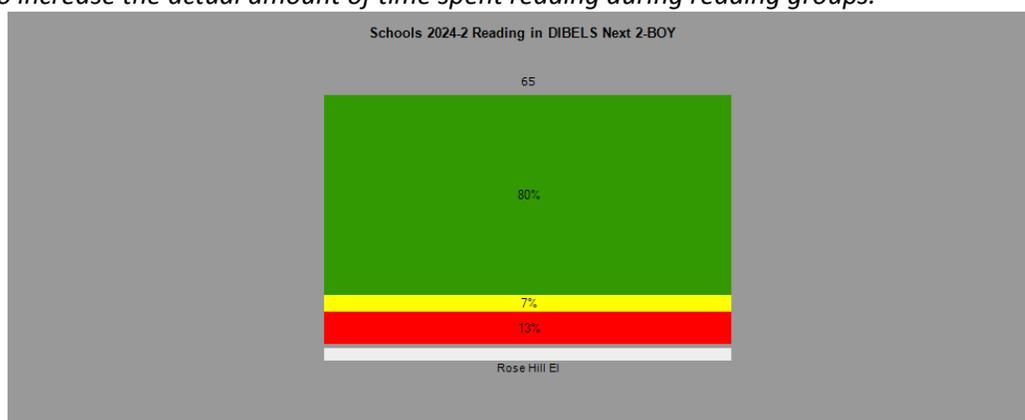
1. **As a team what were you most proud of based on your students' assessment results?**
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
3. **As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

We are most proud of our effort and team flexibility in implementing a new reading curriculum and trying new strategies to improve reading fluency.

One strategy we found success with was echo reading.

We were surprised to find that despite our best efforts that the second grade fluency scores started at 80% of students at benchmark, dropped to 75% at benchmark, and only regained 2 percentage points by the End of Year DIBELS.

As a result we will continue to focus our efforts on improving reading fluency scores. Our new strategy will be to increase the actual amount of time spent reading during reading groups.



1st Grade:

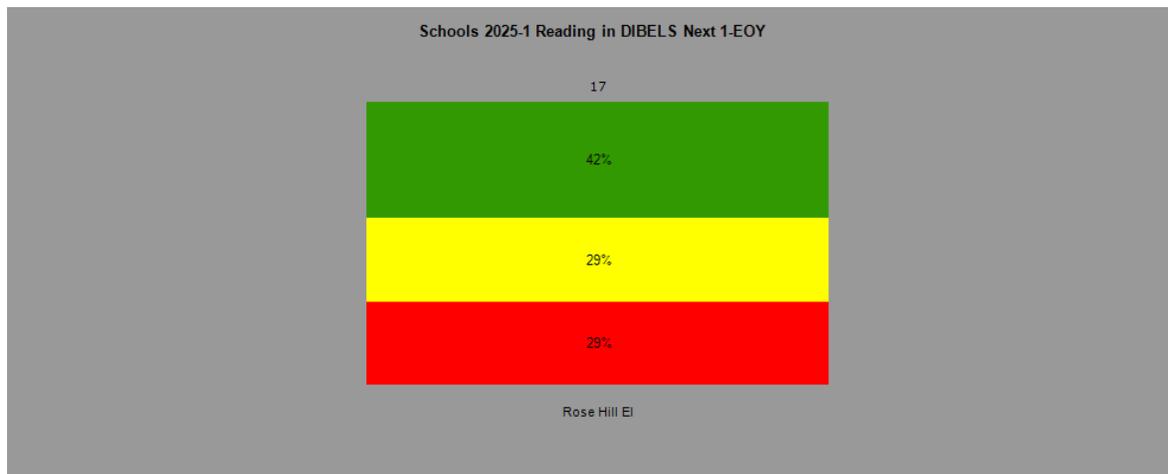
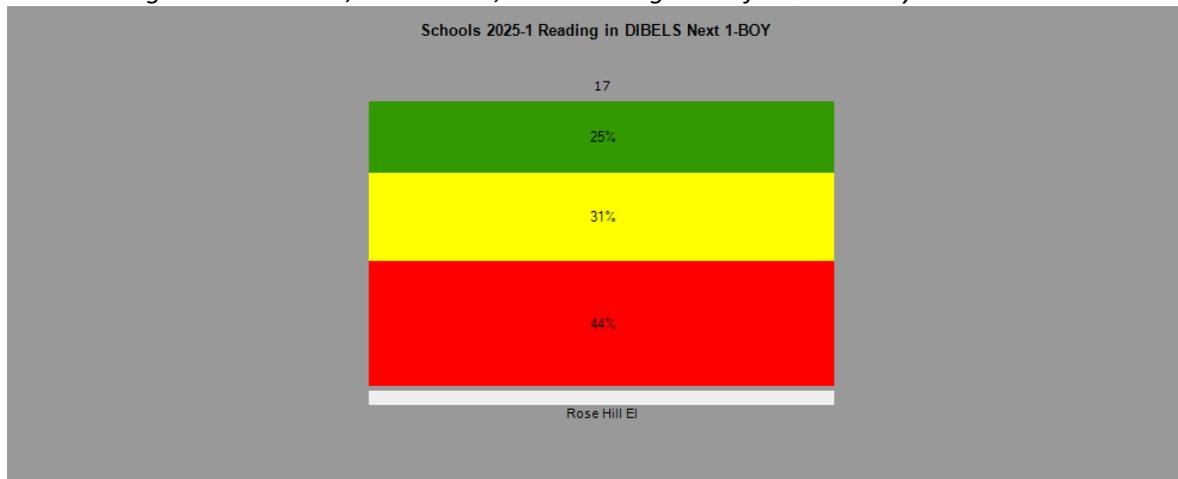
Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?

We are proud that 20% of our students moved up and that at the end of the year 75% were at benchmark. With the change in curriculum and increased standards we were surprised to see only 17% showed no growth

We hope to move more ELL students to benchmark. We would also like to see more growth with our SPED students whether they move from intensive to strategic or higher. There is extra phonics instruction with all teachers.

We were surprised that students did not make as much growth as they have in the past, however this is due to changes in curriculum, attendance, and late diagnosis of SPED in the year.



Kindergarten:

Using these prompts please respond by grade level teams:

1. As a team what were you most proud of based on your students' assessment results?
1. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
2. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?

KISN program-13 students/per 2 adults

KISN made a huge difference in our results- 100% of students participating in the program were at benchmark on EOY DIBELS. We would have had a greater number of students at Strategic or Intensive on our EOY DIBELS without KISN.

Small groups - phonics and literacy strategies to help build confidence

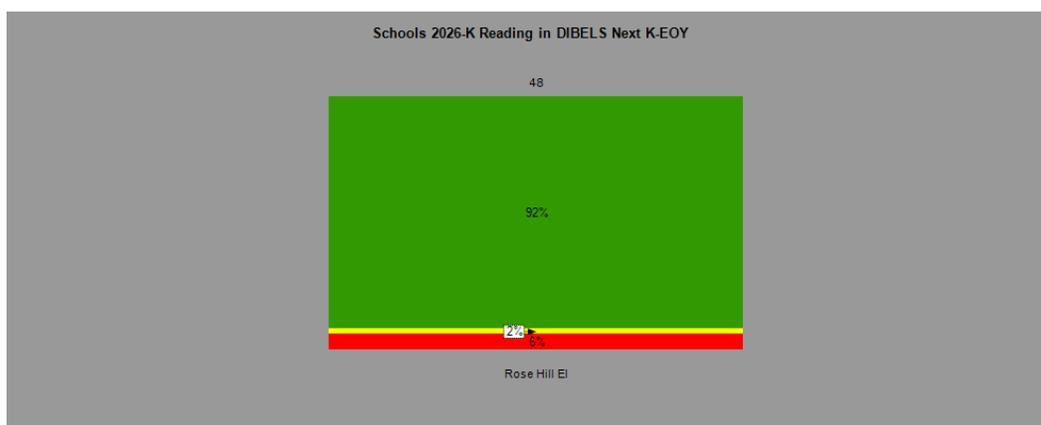
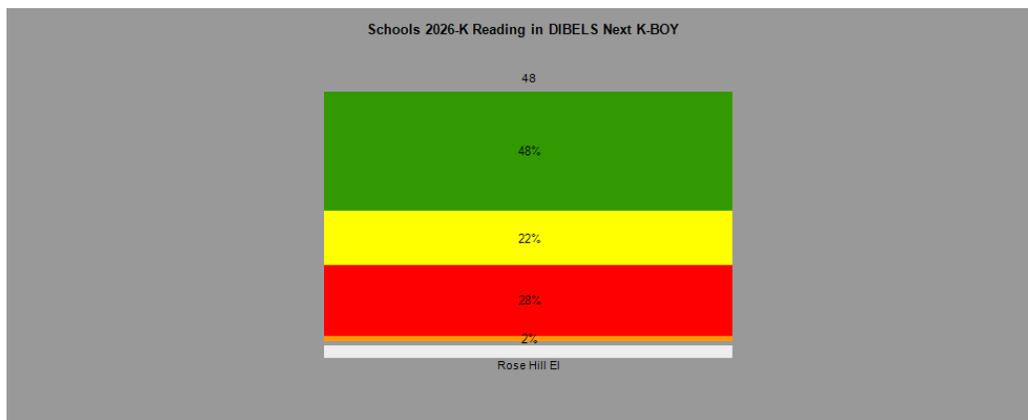
-Small lessons focused on their set skill level

-Strategies that enabled the students to understand the fundamentals of reading

-Fluency

Wonders-Leveled readers focused on students' skill level (leveled appropriately), increased fluency

Headsprout-phonics and fluency



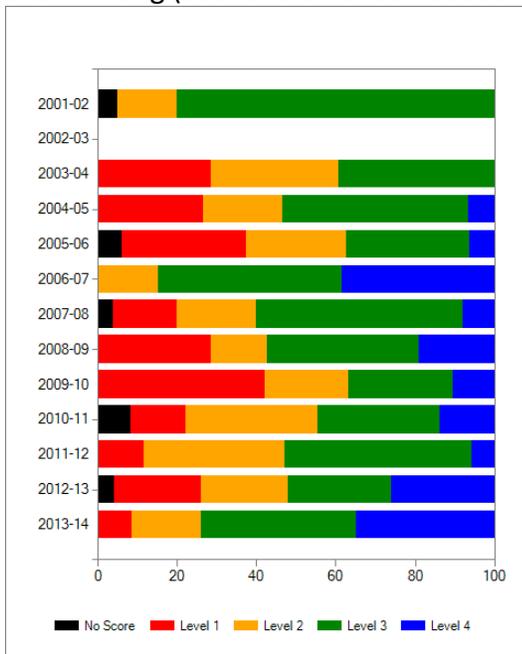
Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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

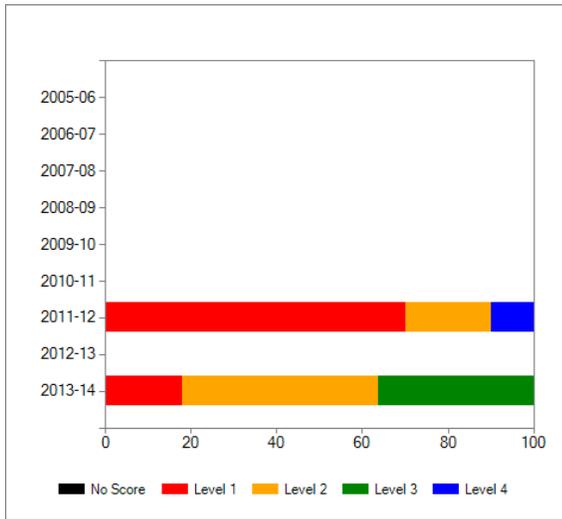
4th grade:

73.9% of our low income students met standard in writing. This is likely due to our targeted focus in writing (spending an hour per day), along with giving concrete strategies to improve their writing (see revision checklist above).



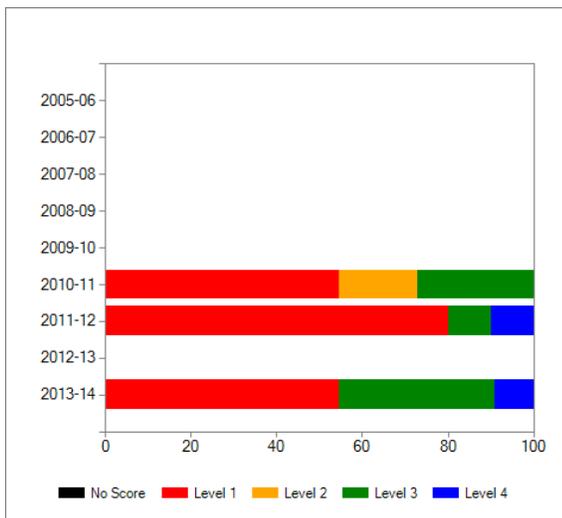
Low Income Writing Scores

5th grade:



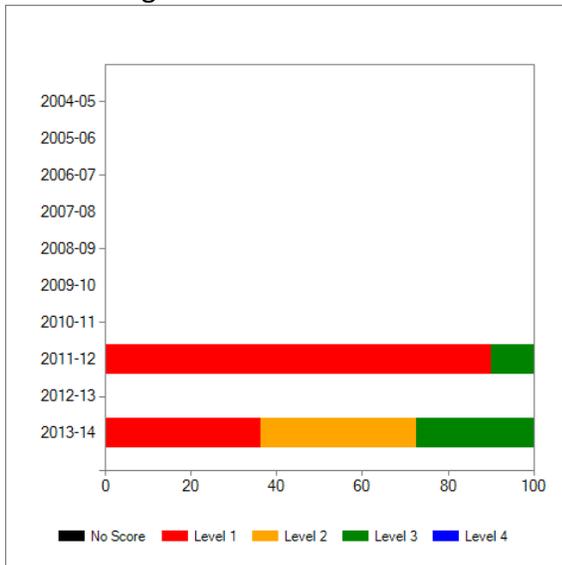
Level 1 decreased to 18.1% from 70% and Met Standard increased from 10% to 36.3%.

Limited English Math Scores



Not Met Standard from 72.6% - 80% - 54.5%

Limited English Science Scores

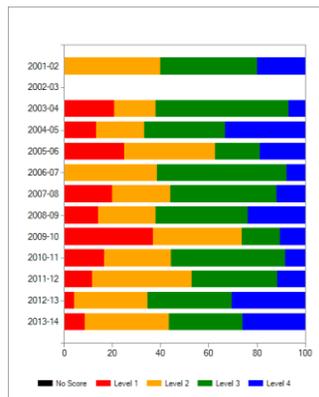


Not Meeting Standard from 90% to 72.6%

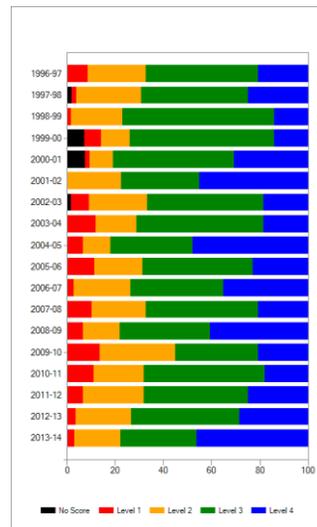
Challenges

4th grade:

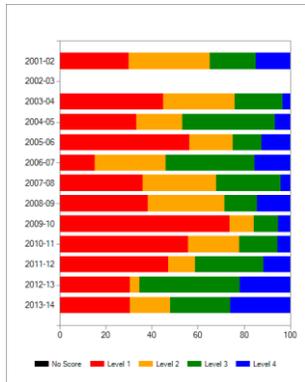
While our low income students did achieve well in writing, their reading and math scores are significantly below that of the whole group (56.5% and 52.1% vs. 77.7% and 74.6% respectively).



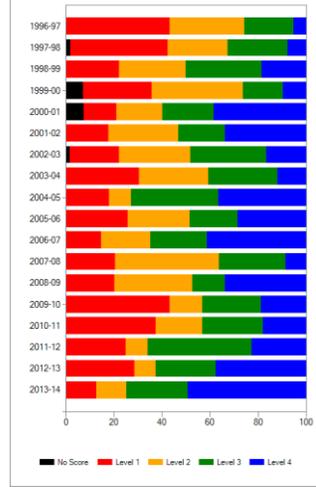
Low Income Reading Scores



Whole Group Reading Scores

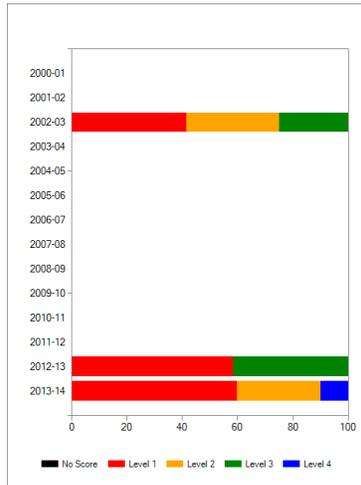


Low Income Math Scores



Whole Group Math Scores

We seem to struggle to get our ELL students at standard, particularly in math. Only 1 of 9 ELL students passed the math MSP. We believe that this is at least partially due to them not receiving much needed math support, as they were seen for ELL during enrichment for their entire time at Rose Hill.



Low Income Math Scores

We seem to have a large discrepancy between how our females and males achieve. The girls got 90.3% in reading, 83.8% in math, and 98.4% in writing, whereas the boys corresponding scores were 65.6%, 65.6% and 68.7%. This may be related to our higher proportion of male ELL students, but also may be related to issues of engagement.

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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
4 th grade:	Math-25.4% →	28.6%
	Reading-23.6% →	30%
5 th grade:	Math -24% →	27%
	Reading -30% →	40%

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

Challenge Goal: Grade 5, class of 2021, move number of students with a level 4 in Math from 43% to 50% (**we fell a bit short with 47.2% scoring at a level 4, including 1 perfect score**) and move number of students with a level 4 in Reading from 32% to 39% (**we met this goal with 40% of students scoring at level 4 in Reading**).

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Change perception of “Teachers provide feedback to each other to help improve instructional practices.”	Change perception of “Teachers receive regular feedback on how they are doing.”
	From: 62% To: 84%	From: 77% To: 90%

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?
<p>Teachers provide feedback to each other to help improve instructional practices from 62% to 84% Results: 30% completely agree, 40% mostly agree, 30% slightly agree</p> <p>Teachers receive regular feedback on how they are doing from 77% to 90% Results: 33% completely agree, 43% mostly agree, 24% slightly agree</p> <p>Goal #1 Last year, 100% of teachers indicated that they provided and received feedback from colleagues to help improve instructional practice. 30% of staff completely agreed, 40% mostly agreed and 30% slightly agreed in the survey with this statement. This indicates to us that teachers are communicating with each other about instructional practice but the degree to which this is happening varies between Data Teams, PLC grade level teams, and PGE teams. This perception will be improved through practice and training in the Data Teams process at Rose Hill.</p> <p>Goal #2 This year, teachers received feedback in many forms across the building and 100% indicated that they complete agreed, mostly agreed or slightly agreed with the statement, “Teachers receive regular feedback on how they are doing from 77% and 90%.” Teachers received feedback from the principal, Data Team members, PGE Team members and grade level team members. The perception is dependent</p>

on the communication between team members and, as Data Teaming becomes more efficient and proficient, we expect communication between team members to improve and become more consistent between teams.

Rose Hill Elementary 2014-15:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal		Math SBA SMART Goal	Science MSP SMART Goal	
2021- 5 th	77%		75%	From:69%	To:75%
2022 - 4 th	76%		75%		
2023 - 3 rd	70%		70%		
“Class of”	DIBELS				
2024 - 2 nd	From: 81%	To: 85%			
2025 - 1 st	From: 72%	To: 76%			
2026 - K	EOY- 91.7%				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: (i.e. African American students will go from 67.3% proficiency in Reading to 77.5% proficiency by June of 2015 as measured by the AMO)

- 2nd grade ELL: from 57% to 84% proficiency as measured by spring 2015 DIBELs
- 3rd grade ELL: will achieve 60% proficiency in Reading as measured by SBAC by June 2015
- 4th grade: Hispanic students will go from (9/14) 64.2% proficiency in Math to (11/14) 78.5% proficiency by June of 2015 as measured by the SBAC.

Action Plan: (Describe your anticipated school’s efforts in this area)

- Before school scholars program for ELL students (17 3rd grade students attend 3 x week)
- Enrichment block services for students
- progress monitoring through the Data Team process for ELL students
- focus on CCSS RF2.4 and 3.4: read with sufficient accuracy and fluency to support comprehension
- explicit pre-teaching of content vocabulary
- targeted language objectives
- implementation of CORE reading strategies

-4th grade students who are not proficient will work in small groups with parent volunteers or student teachers during math instruction. We will work with the Hispanic subgroup on specific math strategies as well as test taking strategies. Students will be offered after school assistance and opportunities for additional challenge. We will also incorporate a strong emphasis on math vocabulary.

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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
5 th grade science	36% (level 4)	45%(level 4)

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

1. Rotating groups of students for science.
2. Extra science instruction; explicitly teach procedural writing.
3. We will continue to focus on systems.
4. We will provide direct instruction with repeated practice on conclusion writing and procedure writing.
5. We will add more application experiences.

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1	Perception Goal #2
	<input checked="" type="checkbox"/> Continued from previous year	<input checked="" type="checkbox"/> Continued from previous year
2014-15	Goal: Change perception of "Teachers provide feedback to each other to help improve instructional practices."	Goal: Change perception of "Teachers receive regular feedback on how they are doing."
	From: 30% completely agree To: 50% completely agree	From: 33% completely agree To: 50% completely agree

School Process Summary
<p>Highlight strategies to meet goals in reading:</p> <p>Rose Hill staff is committed to deepening their understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum along with Wonder Works, intervention companion program. Using the Data Team structure and process, teachers engage in cycles of inquiry focusing on unwrapping priority standards to better know and understand what students need to know and be able to do at each grade level. Heavily invested teachers identify high leverage instructional strategies to implement that will maximize student achievement. This year each grade level team has a Data Team leader that ensures the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, post-assessing, and then sharing out progress with our Building Leadership Team. Using data as evidence our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.</p> <p>Additionally this year we have:</p> <p>Changed our schedule to increase instructional time for students; focus on uninterrupted literacy blocks in the primary grades, and afternoon sessions for intermediate.</p> <p>90-90-90 strategies continue to be a building focus especially on increasing non-fiction writing opportunities for students. The new CCSS and Wonders curriculum provide greater access to non-fiction text and an increased demand on writing.</p> <p>Created a strategic delivery of Safety Net services; groups of appropriate size, flexible learning groups, 40 minutes session that include progress monitoring.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Implementation of new literacy curriculum aligned to the CCSS • Practice problems found in the Show What You Know texts • Use Wonders to teach reading strategies using whole group and small group instruction' • Implement instructional routines as outlined in Wonder curriculum • Participate in learning walks across school sites to learn and refine instructional strategies • Emphasize importance of completing books at each students' level through AR

- Practice released *Smarter Balanced* questions
- Use novel study to practice skills including: identifying figurative language, making connections to text, learning vocabulary, analyzing text for comprehension, making predictions, and questioning
- Have students complete Weekly Reader Magazines for additional Common Core aligned Non-Fiction reading practice
- Use the results from district created Performance Assessments to inform our instruction
- Complete data team cycles focused on skills including [CCSS.ELA-Literacy.RL.5.1](#)-summarizing and [CCSS.ELA-Literacy.RI.5.1](#)
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Collaborate with Safety Net, ELL, and SPED teachers to plan differentiated instruction for students
- Emphasize importance of completing books at each students' level through AR

Highlight strategies to meet goals in math:

- Use IXL skills and math homework to reinforce classroom lessons
- Practice released MSP problems
- Practice problems found in the Show What You Know text
- Use the Envision curriculum to teach concepts
- Use Envision's Problem of Day to teach problem solving strategies
- Complete a Data Team cycle with a focus on basic multiplication fact mastery

Highlight strategies to meet goals in science:

- Practice MSP released items
- Build content knowledge for students
- Practice problems found in the Show What You Know text
- Complete data team cycle with a focus on *Application of Science*
- Practice procedural and conclusion writing
- Assign students a required format (w/rubric) for participation in the school Science Fair
- Collaborate with 5th grade colleagues at other Title 1 schools
- Spend a release day collaborating and planning as team

Highlight strategies to meet goals in writing:

- Argument writing as outlined in the CCSS
- Teach the writing process through targeted mini-lessons
- Confer regularly with students
- Use CDSAs for MSP practice
- Evaluate MSP anchor papers

Highlight use of technology to improve student learning:

- IXL; goal of increasing usage and access for all students including those with barriers to technology
- Accelerated Reader
- Envision flipcharts
- ActivStudio
- Accelerated Reader

- Headsprout
- Teach students to send email w/attachments
- Haiku for communication and web links
- Netbooks
- Starfall
- Haiku Dropbox
- Type to Learn
- Use of Power Point, Word, and other programs to engage students in the learning process using technology
- Offering low income families district computers at a reduced rate

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

New additions to our family engagement plan include:

- Math Adventures
- Watch Dogs Program
- Additional open house for students being served in our Safety Net program.
- Library Nights for Safety Net students and their families to emphasize the importance of literacy.
- Parent classes for parents struggling with homework issues due to student motivation.
- PTSA partnership with another elementary school in our learning community (Mark Twain)
- Latino Parent Program; 7 week session on positive discipline strategies and ways to get more involved in school.

Ongoing efforts:

- Provide families with a weekly recap which highlights skills learned throughout the week and IXL skills to practice at home
- Participate in Data Team cycles that involve other grade level teams as well as Safety Net teachers
- Communicate with Safety Net teachers to align their instruction with current skills being taught in grade level classrooms.
- Communication through newsletters, website, School Messenger, Haiku
- 100% in IEP Meetings
- Evening events to support literacy and mathematics
- Invite families for celebrations and evening performances highlighting student talent in the arts
- Curriculum Night & Safety Net Open House
- Library Nights at Redmond Library; 5 times per year
- Reading with Rover, program supports 2nd grade students
- PTSA sponsored events including: school-wide BBQ, Bingo, and the Reflections Arts Project/Competition
- Science Fair
- Multicultural Night
- Communicate with safety net teachers to align their instruction with current skills being taught
- Regular updates emailed and/or posted to Haiku page
- Goal setting conferences with families and students
- Mid-year conferences to review student progress
- Collaboration with teachers from other Title 1 schools on science instruction

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Rush Elementary School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis:

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal: The percentage of students proficient on the 5th grade Reading MSP will increase from 89% to 91%.
Using these prompts please respond by grade level teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results? We are most proud of our students' comprehension scores and informational text scores.2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? We believe we can improve on our students' analysis skills and literary text skills.3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? We were surprised that our students scored higher in informational text than literary text. We believe this was caused by more exposure to informational text across content areas.4. Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well? We had some grade level discussions. We had our students write expository pieces across content area which helped them develop a better understanding of expository writing.5. What could you do differently this year to improve the results (instructional strategies, data collection)? We want to have more specific and meaningful grade level discussions. We want to develop more meaningful writing units. We want to meet with the 4th grade team to understand the writing they taught to our students' last year.

Math Goal: The percentage of students proficient on the 5th grade Math MSP will increase from 82.9% to 85%.

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**

We are proud of our students' success in measurement, geometric senses, and statistics. 85.1% of our students were proficient in this strand.

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

We can still improve on our students' skills in number sense and algebraic sense (71.6% proficient), problem solving and reasoning (71.6% proficient), and procedures and concepts (77.6% proficient).

- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

We were surprised that our students did not score very highly in number sense and algebraic sense and problem solving and reasoning. Our students' had a difficult time explaining the steps they took when completing problems.

- 4. Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?**

Last year, we created grade level math plan. We used measurement tools in several math topics. We measured physical objects to help students practice these skills. We had students categorize shapes and determine if they were a regular polygon or not a polygon. We had students read and create graphs in math and science. We had our students complete a graphing project where they had to collect their own data, create several graphs to portray the information then analyze the results. The graphing project was very successful, as well as having students measure physical objects in the classroom.

- 5. What could you do differently this year to improve the results (instructional strategies, data collection)?**

We want to create and use a more specific grade level math plan that includes strategies/action steps to help students be more successful. We want to give our students pre-assessments prior to each math topic to help us direct our teaching at specific areas of need

Science Goal: 90% of students will be proficient on the 5th Grade Science MSP.

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**

We were proud of how our students did in inquiry. 85.1% of our students were proficient on the inquiry strand.

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

We believe our students can still improve in application of science and systems of

science. In both strands, only 67.2% of students were proficient.

3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

We were surprised by how low our students scored on application of science. We spent most of the year applying concepts and knowledge to other areas with in science.

4. **Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?**

We had a special emphasis on key concepts and vocabulary. We had students complete assignments to demonstrate their understanding of science.

5. **What could you do differently this year to improve the results (instructional strategies, data collection)?**

We want to have our students practice writing out the scientific process more to ensure they understand the application of science and how to write a conclusion. We want to give our students more opportunities to apply their scientific understanding.

Results: Current 6th Graders

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	31.3	58.2	89.6	20.9	58.2	79.1
2013-4 th	45.7	45.7	91.4	27.1	55.7	82.9
2012-3 rd	35.8	50.7	86.6	34.3	47.8	82.1
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	25.4	55.2	80.6			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal: **The percentage of students proficient on the 4th grade Reading MSP will increase from 88.4% to 90%.**

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**

Some of the kids whom were in our focus group (who were at a level 1 or 2), we were able to move up to standard.

2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

We could work on applying the reading strategies more often and frequently, as

well as working on test taking strategies.

3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

Based on the skill level of our students, we were not too surprised with the results. The low scores reflect academic struggles that continue to appear in students' everyday learning.

4. **Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?**

The strategies that we focused on were strengthening vocabulary and the "cite text evidence" strategy. The strategy that worked best was the "cite text evidence".

5. **What could you do differently this year to improve the results (instructional strategies, data collection, ...)?**

This year we will continue to focus on citing text evidence. We will also focus on comprehension on literary text because that was the lowest strand for our students. Only 72.2% of students were at standards on the literary text strand.

Math Goal: The percentage of students proficient on the 4th grade Math MSP will increase from 74.3% to 80%.

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**

As a team, we were most proud of the overall improvement from 3rd grade to 4th grade. This year 77.7% of 4th graders were proficiency on the Math MSP which is an increase of 3.5% from when these same students were in 3rd grade.

2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

The area that we can improve on most is number and algebraic sense. Only 62.5% of our students were proficient in number sense and algebraic sense which was the lowest strand score.

3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

Our biggest surprise was the score in number and algebraic sense. We believe these results were caused by confusion and lack of focus on these specific strands.

4. **Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?**

The strategies we tried included using formulas, recognizing patterns, problem solving, reading and creating graphs, and solving operations. We think the strategy that worked best problem solving.

5. **What could you do differently this year to improve the results (instructional strategies, data collection)?**

This year we can focus more on number sense (ie: place value, rounding, value, etc.)

Writing Goal: 80% of students will be proficient on the 4th Grade Writing MSP.

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
We were most proud of our conventions score. Over 90% of our students were proficient in conventions.
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
As a team, we can improve on writing to explain. Only 62.5% of our students were proficiency in this strand.
3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
Our biggest surprise was that the kids still need to work on content, organization, and style. We focused a lot on content, but had scores lower than we expected.
4. **Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?**
One strategy we worked on was to target purpose to explain writing. This strategy worked well with students, but students got confused when given vague prompts.
5. **What could you do differently this year to improve the results (instructional strategies, data collection)?**
This year, we will make sure to give a variety of prompts that include straight to the point topics, as well as ones that are a little broader.

Results: Current 5th Graders

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	43.1	40.3	83.3	37.5	40.3	77.8
2013-3 rd	40.6	47.8	88.4	42.9	31.4	74.3
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	45.8	31.9	77.8			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal: 85% of students will be proficient on the 3rd Grade Reading MSP.

Using these prompts please respond by grade level teams:

- As a team what were you most proud of based on your students' assessment results?**
They understood how to use text evidence, and used it well. We're proud that they surpassed the goal we had set. 87% of our students were proficient in reading. Also, students did well on each strand. Although the comprehension and literary text scores were slightly lower, over 84% of our students were proficient.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

By being more comfortable with the Wonders curriculum, we can use it in a more creative way and do a better job differentiating with students at varying levels.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were happily surprised at how well Wonders prepared the students for the MSP.

Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?

We worked on Close Reading and citing text evidence. We also worked on informational writing with main ideas and details to support the skill of writing about reading.

What could you do differently this year to improve the results (instructional strategies, data collection)?

What we are already doing this year is leveling the weekly reading assessments to be able to assess at a level 3 and 4. Our revised assessments also include using that unit's graphic organizer to support finding text evidence.

Math Goal: 78% of students will be proficient on the 3rd Grade Math MSP.

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

We are proud that they exceeded the goal we had set. 82.6% of our students were proficient in math this year.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We need to be more focused on the students who are on the cusp of reaching proficient. When we looked at our data, there were a few students who were very close to passing. Also the measurement, geometric sense, and statistics strand was lower than the rest. Only 71.0% of students were proficient on this strand.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised at the amount of students who were on the cusp of reaching proficiency, but fell just short. We had a pacing problem with the curriculum, and wound up having to teach a few units very quickly right before the MSP. This year, we have made adjustments to our curriculum map for the year and should be able to fit it in all the units we need comfortably.

Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?

We used several supplemental lessons to teach the measurement concepts.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	18.8	68.1	87.0	42.0	40.6	82.6

School Wide EOY DIBELS: 2013-2014 Goals			
Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	2 89%	1 92%	K 84%

School Wide EOY DIBELS Results: Students at Benchmark			
Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	2 89%	1 92%	K 84%
2013	1 87.5%	K 91%	
2012	K		

DIBELS Reflections:
2 nd Grade (Current 3 rd Graders): The percentage of students proficient on DIBELS EOY assessment will increase from 87.5% to 89%
Using these prompts please respond by grade level teams: <ol style="list-style-type: none"> As a team what were you most proud of based on your students' assessment results? We were the most proud that their retell contained more details and the main idea. Their accuracy improved. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? As a team we believe that we can get more students to benchmark. We believe that every student can grow and progress towards benchmark. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? What surprised us the most was how their fluency increased and how almost every student improved. Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well? We grouped students according to their ability so that we could focus on specific needs appropriate to that group. We will continue to do that this year. What could you do differently this year to improve the results (instructional strategies, data collection)? More repetition, modeling, and practicing of reading strategies.
2nd Grade(Current 3 rd Graders): Math
Using these prompts please respond by grade level teams: <ol style="list-style-type: none"> What assessments did you use to track student achievement in math? End-of-Unit EnVision assessment, quick-checks, CDSAs As a team what were you most proud of based on your students' assessment results? Students were more accurate in their computations. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? We can focus on story problems, vocabulary, and strategies on how to solve the problem.

4. **As a team what surprised you the most about your students' assessment results?**
What do you believe caused these results? What surprised us the most was that students were still confused on some math vocabulary even though we spent a lot of time on vocabulary.
5. **Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?** We looked at the EnVision curriculum and changed the sequence of topics that we taught so that we were sure to cover geometry and measurement.
6. **What could you do differently this year to improve the results (instructional strategies, data collection)?** We can focus on two-step problems and model how to take one step at a time to solve the problem.

DIBELS Reflections:

1st Grade (Current 2nd Graders):

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
We are proud that 92% of our students exited first grade at benchmark. In addition, 30% of our first grade students were ELL making our results even more impressive.
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
We will continue to strive to reach all students through flexible leveled grouping in reading and phonics. We believe this is the most effective way to push kids at each of their individual levels.
3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
No surprises, however we know through leveled literacy grouping we were able to increase our strengths. Our ELL teacher was surprised how well her ELL students and she believes this was due to the collaboration in teaching.
4. **Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?**
We tried co-teaching strategies within a push in ELL model, differentiation, and Words their Way supplemental phonics curriculum.
5. **What could you do differently this year to improve the results (instructional strategies, data collection)?**
We have decided to change our grouping model from a comprehensive reading group to strictly phonics grouping. We believe this will help our lowest to midrange students receive the comprehensive instruction (comprehension strategies, vocabulary, and fluency) throughout all units of Wonders. In addition to Dibels, we are using a spelling inventory to more accurately group students.

1st Grade (Current 2nd Graders): Math

Using these prompts please respond by grade level teams:

1. What assessments did you use to track student achievement in math?

We use daily math practice and homework as informal assessments. We also used Quick Checks, Topic Tests, and CDSA's as formal assessments.

2. As a team what were you most proud of based on your students' assessment results?

We were proud of the first grade students being able to fill that gap that occurred between kindergarten and first grade with the new Common Core State Standards (topics they were supposed to learn in first grade were pushed to Kindergarten therefore they missed them).

3. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We need to work on grouping in math and providing differentiation. It gets difficult because some students can do the math but struggle with the language piece (reading/writing aspect). We need to help our ELL students by differentiating.

4. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

There was nothing to be surprised about. We realized from the beginning of the year that it would be a struggle and students persevered as we hoped and expected.

5. Look at the strategies that were listed on last year's CIP. Which instructional strategies did you try (either on the CIP or other strategies that your team used)? Which strategies worked well?

We taught graphing and practiced during calendar and science in addition to the unit taught in enVision. We also taught shapes in art.

6. What could you do differently this year to improve the results (instructional strategies, data collection)?

Our ELL teacher is teaching math vocabulary to her level 2 students in tow of our first grade classes. She is also co-teaching on Wednesdays to her level 2 students in one of the classrooms. We are also continuing to work on grouping within the math block in our homerooms.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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.

One of the sub-groups of students that was targeted last year was the ELL students.

Successes

We have worked extensively with our ELL students and our ELL teacher to provide more support for our ELL students. An example of the success is in fourth grade: a few of the targeted ELL students met or exceeded the expectations on the MSP (e.g., two separate students got 4s on every subject test, and two other students received 3s on each subject test).

Another sub group that was targeted in some grades were students who were identified as "on

the bubble” (just below standard). Many of these students were able to meet or exceed standard on the MSP

Challenges

Last year’s challenges involved finding time during a particularly busy year to focus on our goals. There was a plan to share ELL strategies with teachers, but a lot of time went into learning the new Wonders Curriculum so that did not happen.

When looking at the data, the students who are struggling the most are our Hispanic students. For example, 85.7% of our Hispanic students did not meet standard in 3rd grade math and 57.1% did not meet standards in 3rd grade reading. These numbers are highest in 3rd grade, but consistently across the grade levels, a lower percentage of our Hispanic students are meeting standard than our overall school data shows.

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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

Describe your school’s efforts in this area; address both successes and challenges within your efforts.
 The goal of last year was to focus on the new English Language Arts Wonders Curriculum and aligning the teaching to the Common Core State Standards. The goal was to provide time for teachers to team together in grade level teams and also cross grade level. The ELL teacher would also provide staff development to present ELL strategies for all staff in order to support ELL students in their classrooms. The biggest challenge was finding time for this to happen.

Perception Goals:

Year	Perception Goal #1	Perception Goal #2
2013-14	I know the research basis for the instructional strategies being used.	Professional development activities are consistent with school goals.
	From: 2.85 weighted score To: 3.5 weighted score	From: 2.97 To: 3.5

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 chosen because they were among the lowest scores of the perception survey and ones that teachers felt would make the biggest impact on teaching and learning. We feel we can continue to grow in this area. We will continue to align professional development with school goals as we move forward in trying to support our ELL students and prepare all students for the new SBA assessment.

**LWSD Continuous Improvement Process
Elementary CIP 2014-2015**

Benjamin Rush Elementary School 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal	Math SBA SMART Goal		Science MSP SMART Goal	
2021- 5 th	83%	78%		From: 80.5%	To: 85%
2022 - 4 th	87%	83%			
2023 - 3 rd	87%	83%			
“Class of”	DIBELS				
2024 - 2 nd	From: 92%	To: 94%			
2025 - 1 st	From: 82%	To: 87%			
2026 - K	85%				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: In all areas of the MSP our Hispanic/Latino students are performing well below other students. This is seen school-wide on our DIBELS testing as well. Our goal as a school is to increase the scores of our Hispanic/Latino students by at least 10% (or up to score of all students).

Grade/Subject	Percentage of All Students Meeting Standard	Percentage of Latino Students Meeting Standard
3rd Grade Reading	87	42.9
3rd Grade Math	82.6	14.3
4th Grade Reading	83.3	66.7
4th Grade Math	77.8	66.7
4th Grade Writing	77.8	55.6
5th Grade Reading	89.6	81.8
5th Grade Math	79.1	62.5
5th Grade Science	80.6	75

Action Plan: (Describe your anticipated school’s efforts in this area)

Our plan to close the achievement gap involves three parts. We will learn about the needs of our students and how best to support them. We will also provide multiple opportunities for these students to get extra help during the school day (e.g., small group differentiation, ELL support, lunch time buddies). Finally, we plan to engage families in providing support for their students and helping us learn about the support they and their students need.

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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
Across the school we would like to increase our students scoring at Level 4 in mathematics by 10%	3 rd Grade: 40.6 4 th Grade: 40.3 5 th Grade: 58.2	3 rd Grade: 51 4 th Grade: 50 5 th Grade: 68

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

In order to accomplish this, we will increase the number of opportunities in the classroom for students to attempt Level 4 work in class and work at further differentiating lessons in math using the Lake Washington School District Proficiency Scales. We will provide LEAP time for teachers to work together to develop these questions.

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: Students receive extra help when they need it.	Goal: I believe all students can learn complex concepts.
	From: 76% To: 85%	From: 67% To: 75%

School Process Summary
Highlight strategies to meet goals in reading:
This year we will continue to focus on teaching the Common Core State Standards using the district curriculum. Students will read both fiction and non-fiction texts and be asked to use text evidence to answer questions. Teachers will focus on the five reading strategies (clarify, predict, question, evaluate, and summarize) and will use small groups to differentiate for students. Teachers also use strategies such as accountable talk and graphic organizers to support student learning as well as incorporating ELL teaching strategies into their lessons.
Highlight strategies to meet goals in math:
This year we will continue to focus on teaching the Common Core State Standards using the district curriculum. Students will be given many opportunities to use math to solve real-world problems. They will be encouraged to use the mathematical practices (e.g., look for patterns, use tools appropriately) to solve problems and explain their thinking. Students will also have opportunities to practice skills using programs such as IXL and we will integrate mathematical concepts and vocabulary across the curriculum (e.g., whole, half, and quarter notes in music). This year we will also focus on differentiation in mathematics. We will incorporate more level 4 questions into our instruction that require students to transfer the math skills and concepts they have learned to a different situation/problem. We will also work on incorporating ELL strategies into our math teaching in order to support our students who are learning English.
Highlight strategies to meet goals in science:
In order to meet our goals in science, we plan to continue to focus on inquiry in science which was strength of our assessment results. We will also provide more opportunities for students to learn and practice application problems. As a school, we are also working on incorporating ELL strategies into all subjects and will continue to work on vocabulary in science. Students are Ben Rush are also given many field trip opportunities in science so they can make the connections from the lessons taught in class to the science occurring in the real world.
Highlight strategies to meet goals in writing:
This year we will continue to focus on teaching the Common Core State Standards in writing. Writing is intentionally taught regularly and students will learn the writing process. Teachers will use mentor texts and other expert models to give students multiple examples of well written pieces and students will use outlines and graphic organizers while writing. Students will be taught all three types of writing: Informational, Opinion, and Narrative in areas and formats that interest them.
Highlight use of technology to improve student learning:
We will continue to use technology to improve student learning. Many of our district curriculums are web-based and teachers use the ActivBoard to teach lessons and engage students in learning.

Our students have computer instruction once or twice a week in the computer lab where they will learn various technology skills and applications. Students will continue to learn and practice technology skills using the netbooks in their classrooms. Students will regularly use computers to practice typing and word processing. They will also create technology-based projects including podcasts, videos, power points, and photostories to develop language arts skills and demonstrate their learning. Students, especially in the intermediate grades, will use Haiku to access homework and other classroom resources. Students also have access to programs like Headsprout and IXL to increase their reading and math skills.

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

We are fortunate to have tremendous support from our families and community. Parents regularly volunteer in our classrooms and are in constant communication with our teachers. Our teachers send our regular classroom newsletters and parents attend conferences and other school events. We have an active PTA that brings in after school activities for our students and help organized events such as our Science Fair and International Night. This year we are working on reaching out to some of our families that are not as involved in our school through parent mentor programs for new families and school information sessions at some of our community centers.

Our plan to involve our school community in our CIP process involves three steps this year. We plan to share the CIP in multiple revenues, learn from families what we can do to support some of our struggling students, and engage families and community groups (e.g., PTA, YMCA) in helping accomplish our CIP. For example, we will send out information explaining the CIP and our goals to families in our newsletters as well as holding drop-in sessions during conferences and at our local community centers and apartment complexes. We will work with the PTA, YMCA and Links programs to provide extra academic support for some of our students who are not yet at standard.

**LWSD Continuous Improvement Process
Twain Elementary CIP 2014-2015**

Twain Elementary:

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis

<u>Class of 2021- current 6th graders</u>
2013-2014 SMART Goals
Reading Goal:
<p>Using these prompts please respond by grade level teams:</p> <p>As a new team, with 50% new this year, we are pleased that through collaboration and having student focused conversations we are able to provide a consistent level of service across the 4 classrooms. Student performance across all 4 classes was what were you most proud of based on your students’ assessment results?</p> <p>Level 1 -2 (both sped)2%</p> <p>Level 2 – 11 (4 sped, 2 504, 1 ELL, 3 bubble students, 1 lack of perseverance & social emotional needs) 11%</p> <p>Level 3 – 23 – 22%</p> <p>Level 4 – 70 68%</p> <p>1 – parent opted out</p> <p>CIP goal from last year: Reading Goal: Our reading goal is to move from 81% of our students being proficient or higher to 90% on the 2012-2013 MSP</p> <p><i>Our students MET our 90% at grade level or higher!!! 68% were at Level 4!!</i></p>
Math Goal:
<p>Using these prompts please respond by grade level teams:</p> <p>As a team we are most proud that our performance is above the district average in this content area. It also reinforces that our interventions such as homework lunch, use of IXL, differentiation, and before and after school support is workings.</p> <p>As a team we believe we can still improve and need to improve on reaching all of our students through interventions provided through the classroom as well SPED.</p> <p>Level 1 – 8 (6 sped, 1 504, 1 - notified middle school about academic concerns and parents were aware – participating in outside tutoring with family)</p> <p>Level 2 – 9 (2 sped, 1 504, 1 – ELL, 3 – bubble scores, 2 – lacked persistence, practice at home)</p> <p>17/106 students were below standard – 16%</p> <p>84% proficient and above</p>

35 – Level 3
 54 – Level 4
 1 – parent opted out

CIP goal from last year: Math Goal: Our math goal is to move from 73% of our students being proficient or higher to 85% on the 2012-2013 MSP
Our students made 11% growth in proficiency from 4th grade to 5th grade on MSP Math.

Science Goal:

Using these prompts please respond by grade level teams:

As a team we are most proud of how our students have performed since we have no other large scale state assessment being completed prior to the 5th grade science MSP. The MSP provides a different type of stress and circumstances regardless of how we as a team downplay it with students and parents. So when we see result that show 81% of our students being at standard it is reinforcing to not only our students but as a team.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-5 th	21.5%	65.4%	86.9%	32.7%	50.5%	83.2%
2013-4 th	30.4%	89.8%	90.2%	22.3%	66.0%	88.3%
2012-3 rd	44.3%	42.5%	86.8%	35.8%	39.6%	75.5%
Year	Science					
	Proficient	Exceeds Proficient	Total Proficient			
2014-5 th	38.3%	43.0%	81.3%			

Class of 2022- current 5th graders

2013-2014 SMART Goals

Reading Goal:

1. We are proud that:
2. -Many students were very close to passing.
3. Students could improve the use of text evidence in their reading responses. They could also improve vocabulary and grammar.
4. We were surprised that a number of students performed at a level 3 on district CDSAs, but did not meet standard on the MSP. Also, many students were very close to passing, but didn't. We were also surprised at the overall number of students that were not at standard on the MSP.

Math Goal:

Using these prompts please respond by grade level teams:

1. We were proud that many students who were level 2 on CDSAs were very close to passing.
2. Students need improvement on problem solving and computation. Specifically, they need work on writing proper equations and on fractions.
3. We were surprised at the overall number of students who did not pass the MSP. Many students were very close to passing. Students who passed the CDSAs did not do as well on the MSP. The

laptops made it harder to do well.

Writing Goal:

Using these prompts please respond by grade level teams:

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-4 th	27.1%	40.6%	67.1%	33.3%	33.3%	66.7%
2013-3 rd	43.3%	34%	77.3%	39.2%	28.9%	68%
Year	Writing					
	Proficient	Exceeds Proficient	Total Proficient			
2014-4 th	31.3%	27.1%	58.3%			

Class of 2023- current 4th graders

2013-2014 SMART Goals:

Reading Goal:

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
 - a. Significant growth in reading according to last year's MSP. With all of the district assessments we had to give, we feel good about how we taught to the test. Had many chances to assess expository writing- different from past years. Feel like MSP scores align pretty well with report card scores.

- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?** Excited about being a better teacher of analytical writing. Still we are working aligning the CCSS with our practice. For example, we are still looking for the best ways to teach kids how to cite text evidence. We feel that Wonders really specifies the skills- we can thoroughly teach and assess. We are still mastering the new curriculum and are continuing to improve.

- 3. As a team what surprised you the most about your students' assessment results?** What do you believe caused these results? Surprised since we were implementing a new reading program- we are proud of the hard work put in last year to effectively teach the CCSS. At least one student who received Safety Net service passed with a level 4 score.

Math Goal:

Using these prompts please respond by grade level teams:

- 1. As a team what were you most proud of based on your students' assessment results?** Kids who struggled with math in the past really bought into IXL. Kids were motivated, participating in class, and some passed the MSP. IXL as a huge motivator. Although it was a different cohort, the number of students who passed the MSP was much greater than last year.

2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?** We need our students to know their basic math facts so that they are successful in other areas of mathematics. We will focus on math facts as student growth goals. Additionally, we will focus on place value as it is foundational to all the other math concepts.

3. **As a team what surprised you the most about your students' assessment results?** What do you believe caused these results? **Math progress on the MSP was enhanced through the use of IXL.**

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-3 rd	24.5%	62.3%	86.8%	40.2%	30.8%	71%

School Wide EOY DIBELS: 2013-2014 Goals

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2013-2014	86%	78%	79%

School Wide EOY DIBELS Results: Students at Benchmark

Year	Class of 2024 Current 3 rd Grade	Class of 2025 Current 2 nd Grade	Class of 2026 Current 1 st Grade
2014	86	78%	79%
2013	76%	79%	
2012	82%		

DIBELS Reflections:

2nd Grade:

Using these prompts please respond by grade level teams:

1. **As a team what were you most proud of based on your students' assessment results?**
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

1st Grade:

Using these prompts please respond by grade level teams:

As a team what were you most proud of based on your students' assessment results?

We were most proud of making a 20 point gain in our results. Students who participated in the take home reading program made significant gains in their reading fluency and understanding.

We also had an Instructional Assistant who would work with strategic readers from all first grade classes to help bring them up to grade level.

As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We would like to be more organized in our test results. We also want to take a look at behaviors and how they are affecting their progress. We would like to pay more attention to differentiation and identifying what each student needs in terms of fluency features; phrasing, expression, word wrapping, punctuation, tracking etc.

As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

More students reached standard than expected. Read naturally was also used in one of our classes and it was very successful. That class did not have any 1s or 1.5s.

Kindergarten:

Using these prompts please respond by grade level teams:

Most students made significant progress and reached kindergarten benchmark standards. ELL, IEP and Safety Net students also showed growth.

Educating our parents on strategies to work with their children. Having a parent "Kindergarten Skills" workshop in the fall.

We did not feel there were any surprises. Students who didn't meet benchmark were ELL, IEP and Safety Net.

Sub-Group Analysis:

Which school-wide sub-group/s have you explicitly worked with 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

5th Grade:

Science 2013:

- 86/106 5th grade students were proficient or better on the 2014 MSP in science.
- 34/47 or 73% of boys were proficient or higher.
- 52/59 or 88% of girls were proficient or higher.
- 1/5 or 20% of ELL students were proficient or higher – language barriers, navigating informational text were likely contributors.
- 3/12 or 25% of SPED students were proficient or higher.

Math 2013:

- 88/106 or 84% of 5th grade students were proficient or better on the 2014 MSP in math.
- 37/59 or 82% of boys were proficient or higher.
- 51/59 or 88% of girls were proficient or higher.

- Again, 3/5 or 60% of ELL students were proficient or higher – language barriers, and vocabulary, and informational text were possible contributors.
- 3/12 or 25% of SPED students were proficient or higher.

Reading 2013:

- 91/106 or 86% of 5th grade students were proficient or better on the 2014 MSP in reading.
- 37/47 or 81% of boys were proficient or higher.
- 54/59 or 92.5% of girls were proficient or higher.
- 3/5 or 60% of ELL students were proficient or higher.
- 5/7 or 71% of low-income were proficient or higher.

Our students continue to grow and perform at district average or above across all of the tested content areas. Our concern is our ELL population and low income in science and math continue to fall behind and we need to look at strategies and interventions to support their academic growth.

4th Grade:

Reading 2014:

- The average for males (64.8%) is below the average for girls (71.4%).
- 10% of our Low-income students were proficient or higher
- 80% of our Asian students were at standard whereas as our Latino population demonstrated 47% were at standard..

Math 2014:

- The average for males (84%) is below the average for girls (92%).
- The school average for Asian students (84%) is below the average for the district (88%)

Writing 2014

- We had a major drop in writing scores in both boys and girls. Our focus this past year has been on the CCSS and the focus on Argumentative, Opinion and Expository writing. We also had 10% of our students score an 8 on the writing portion which is 1 point away from passing.

Concerns:

- Our ELL and SPED population continue to struggle. What is contributing to this trend? How can we reverse it?
- Twain boys scored considerable lower in reading than the girls but outscored the girls in math.

3rd Grade:

Reading:

- 46.3% of low income students were at standard
- Reading scores for all Twain 3rd graders went up from 77.3% to 87%.

Math:

- 35.7% of low income students were at standard
- Math scores for all Twain 3rd graders went up from 68% to 71%.

2nd Grade:

- We appreciated Safety Net services for our struggling readers and our Instructional Assistant who helped to practice and promote fluency with our readers. As a grade level team, we feel that our end of year data is an accurate portrayal of what we saw on a daily basis with our readers. Our beginning of the year strong readers continued to be strong readers, while working on vocabulary skills, root words, context clues, and reading with expression. Strong readers were exposed to our leveled readers, Time for Kids, and generally exceeded standard on our daily reading homework requirements. Parent volunteers read with our high groups each week, helping students to apply reading strategies to their complex text. Our struggling readers were exposed to small guided reading books with the “easy” leveled readers. Reading strategies were explicitly taught and thought processes modeled out loud by teacher. Our struggling readers read daily with parent volunteers and worked with Gail Hanson on the Read Naturally program to increase fluency and comprehension. All of our students demonstrated growth over the course of the year, and the DIBELS data that we collected is a reflection of this.
- The girls in 2nd grade outperformed the boys on the EOY DIBELS scores as listed below
 - 40/46 or 87% of the girls in 2nd grade are at or above benchmark on the EOY DIBLES
 - 5/46 or 10% of the girls in 2nd grade are below benchmark on the EOY DIBLES
 - 44/52 or 82% of the boys in 2nd grade are at or above benchmark on the EOY DIBLES
 - 5/52 or 10% of the boys in 2nd grade are below benchmark on the EOY DIBLES
 - 4/52 or 8% of the boys in 2nd grade are well below benchmark on the EOY DIBLES
- Students who have been in district schools/programs for greater than 3 years performed overall better than students who attended for fewer years
 - 89% of 2nd graders were at or above benchmark on EOY DIBELS vs. 82% who have been in the district for 1-2 years
- The performance of our low-income students on EOY DIBELS remains a concern. Low income students represent about 18% of our total 2nd grade population.
 - 9/11 or 82% of 2nd grader are at or above benchmark on the EOY DIBLES
 - 2/11 or 18% of 2nd grader are below benchmark on the EOY DIBLES
- Special Education Performance
 - 5/11 or 45% were at or above benchmark
 - 5/11 or 45% were well below benchmark

Concerns: How are we best able to serve are underperforming students (ELL, Low-income, and SPED). These sub-groups represent about 22% of the 2nd grade population and without intervention and support the performance gap will only widen.

1st Grade

- We appreciated Safety Net services for our struggling readers and our Instructional Assistant who helped to practice and promote fluency with our readers. As a grade level team, we feel that our end of year data is an accurate portrayal of what we saw on a daily basis with our readers. Our beginning of the year strong readers continued to be strong readers, while working on vocabulary skills, root words, context clues, and reading with expression. Strong readers were exposed to our leveled readers,
- The girls in 1st grade outperformed the boys on the EOY DIBELS scores as listed below
 - 38/48 or 79% of the girls in 1st grade are at or above benchmark on the EOY DIBLES

- 9/48 or 19% of the girls in 1st grade are below benchmark on the EOY DIBLES
- 44/58 or 77% of the boys in 1st grade are at or above benchmark on the EOY DIBLES
- 4/58 or 7% of the boys in 1st grade are below benchmark on the EOY DIBLES
- 7/58 or 12% of the boys in 1st grade are well below benchmark on the EOY DIBLES
- Students who have been in district schools/programs for greater than 3 years performed overall better than students who attended for fewer years
 - 78% of 1st graders were at or above benchmark on EOY DIBELS vs. 86% who have been in the district less than a year
- The performance of our low-income students on EOY DIBELS remains a concern. Low income students represent about 18% of our total 2nd grade population.
 - 13/26 or 52% of 1st grader are at or above benchmark on the EOY DIBLES
 - 9/26 or 36% of 1st grader are below benchmark on the EOY DIBLES
- Special Education Performance
 - 4/13 or 45% were at or above benchmark
 - 5/13 or 42% were well below benchmark

Kindy

- The boys in Kindergarten outperformed the girls on the EOY DIBELS scores as listed below
 - 38/52 or 74% of the girls in K grade are at or above benchmark on the EOY DIBLES
 - 8/52 or 16% of the girls in K grade are below benchmark on the EOY DIBLES
 - 40/50 or 82% of the boys in K grade are at or above benchmark on the EOY DIBLES
 - 2/50 or 4% of the boys in K grade are below benchmark on the EOY DIBLES
 - 3/50 or 6% of the boys in K grade are well below benchmark on the EOY DIBLES

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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
Reading 3 rd Grade	42.5%	50%
Reading 4 th Grade	63.5%	66.5%
Reading 5 th Grade	56.4%	62%

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

- Both 3rd and 5th grade achieved their goal of moving students from proficient to distinguish. 3rd grade moved 62.3% of their students to the distinguished level and 5th grade moved 65.4% of their student's to distinguish.
- We spent a lot of time this year learning the new curriculum which included breaking down the new common core standards and developing strategies for teaching and learning. Grade level and vertical teams spent time on LEAP Wednesday discussing the standards but more importantly effective strategies they have used. These strategies included:
 - Having students break down proficiency scales into student friendly language in 5th grade.
 - Expanding on the writing process to included idea generation, scaffolding of ideas, pre-write and editing. The new biggest learning that continues to occur is that good writing takes time and needs to be planned. We are used to focuses on actual writing over the course of a couple of days but in reality it is over the course of weeks.
 - We looked at ways to introduce and use cold reads and close reading into our instruction.
 - We allocated IA time to grade levels to work with students in small groups. Grade level teams determine the best use of the IA support.
 - We continue to expose our students to different forms of reading, with much more emphasis on reading informational text.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	The staff works in teams across grade levels to help increase student learning	Teachers provide feedback to each other to help improve instructional practice
	From: 78% To: 71%	From: 56% To: 65%

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?

- The Nine Characteristics Survey given in the spring was used to identify areas of focus need.
- The actions to accomplish these goals were processed by one of the Twain Work Teams (CIP/Leadership, Assessment, Culture/Community, Communication and Safety). The goal of the work teams is to identify, prioritize, plan, and initiate the work of the building. It gathers information and makes recommendations with the goal of improving not only student performance but the culture and environment of the building. It is representative of the different grade levels and staff members. AS the process evolves, the work team prioritized and made some suggestions as it related to team building, or identifying days to be collaborative or provide opportunities for collegial time. From there, LEAP time was mapped out with focus points and activities and voted upon by the staff. Additional events to create collegiality and team building were also done to build positive relationships among staff, during and after the work day.

Reflection:

We did not achieve our first goal however, our staff either agreed completely or slightly in both areas 91-92% of the time that The staff works in teams across grade levels to help increase student learning. We did improve in our second area from 56% to 65% that Teachers provide feedback to each other to help improve instructional practice.

- Accounting for change is not reflective in the Nine Characteristic Survey. The introduction of a new ELA curriculum and the staff experiencing high anxiety over new learning associated with that curriculum I believe impacted staff perception. Our teams whether it is grade level or vertical teams are designed so staff can work across grade levels to increase student learning. The new PGE system also provides opportunities for staff to work with colleagues to evaluate and monitor student growth. I believe the n-value of 24 is also indicative of priorities, which this is not. For a staff of 60 to have only 24 respond we are less than 50% participating.
- Moving forward, we will take these results to our CIP/BLT team to review and determine next steps.

Mark Twain Elementary 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal		Math SBA SMART Goal		Science MSP SMART Goal
2021- 5 th	53%		52%		From: To: 53%
2022 - 4 th	60%		60%		
2023 - 3 rd	75%		78%		
“Class of”	DIBELS				
2024 - 2 nd	From: 75%	To: 80%			
2025 - 1 st	From: 55.5%	To: 84.5%			
2026 - K	82%	90%			

Closing the Achievement Gap - Sub-Group Goal(s):

Use data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, low income, sped)? Choose **no more than 1-2 subgroups.**

Subgroup and Goal: (i.e. African American students will go from 67.3% proficiency in Reading to 77.5% proficiency by June of 2015 as measured by the AMO

5th Grade:

- Subgroup is our Low Income Students performance in Math
- We expect to move from 14% Proficient to 57% Proficient as measured by Level 3 questions at the end of topic assessments. (Word problems)

4th Grade:

- Subgroup is our Low income students
- We expect to move our students from 20% at level 3 in fluency to 40% at level 3 as measured by the district fluency assessment.

3rd Grade:

- Subgroup will be low income
- Our goal is to move 28% of our students in math-computation to 80% proficient using teacher designed comprehension assessments, topic test 5,6,7,8 and individual support on skills and concepts.
- Our second goal is increase reading comprehension from 39% proficient to 75% proficient using Wonders curriculum, leveled readers and weekly assessments.

2nd Grade:

- The identified sub-group is our special education population.
- Previous years data from when these students were in first grade showed that
 - 67% at standard
 - 33% approaching
- We expect to move our students from 75% proficient to 85% proficient as measure by DIEBLES and wonders Oral fluency passages.

1st Grade:

- In the fall 2014, 62 students (55.5%) of first grade students are at standard for fluency (wpm). Our goal by spring 2015 is to move 32 students to standard, for a total of 84.5% at standard.

Kindy:

- SUB GROUPS: ELL (25 ELL students in Kindergarten)
- 40% (10 students) of our ELL population are at a 4
- 40% (10 students) of our ELL population are at a 3/3.5
- 4% (1 student) of our ELL population are at a 2/2.5
- 16% (4 students) of our ELL population are at a 1/1.5

- 80% of our ELL population is at standard at this time. Looking at our ELL students we do not feel we can bring any other students to standard, however, we do expect to see progress. Level 1s moving to 2s or Level 2s moving to 2.5.

Action Plan:

4th/5th Grade:

- Safety Net, Para push-in, small group re-teach, Before school math, Student mentor

3rd Grade:

- The action plan will include Wonders curriculum-adapted/differentiated instruction.
- Envision: adopted/differentiated instruction.
- Some students have been identified to receive additional remedial support in the area of math before school.
- Safety Net, IA support and student mentor.

2nd Grade:

- Teachers will work together with SPED teachers to align reading and student goals. Teachers will do the same for safety net. Teachers will also work with appropriate intervention teachers to modify curriculum and provide accommodations for different students.
- Resources include: wonder works, wonders, head sprout, para reading groups, leveled readers, SPED time, take home readers on-going progress monitoring.

1st Grade:

- Support for students not yet at standard: Small-group support (Special-Education, ELL, Safety Net, IA support), high frequency word list, progress monitoring (using Wonders passages and DIBELS progress monitoring passages), Wonders' decodable readers, take-home reading program, Read Naturally, Readers' Theater, partner-reading, guided reading groups.
- Materials needed: Easy non-fiction books (Scholastic), recorders for students to practice reading to self

Kindy:

- IA support
- ELL support
- Safety Net
- Parent support/small group work
- BURST
- Small group rotations
- Progress Monitoring
- Additional Home support

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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 : Persuasive Writing	31% level 4	45% level 4
4 th Grade: Fluency –	47% level 4	55% level 4
3 rd Grade: Reading Comprehension	39% level 4	45% level 4
2 nd Grade:	48% level 4	48% level 4
1 st Grade: Fluency WPM	32.5% level 4	48% level 4
Kindy: ELA	40% level 4	53% level 4

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

School Wide Effort:

- We looked at ways to introduce and use cold reads and close reading into our instruction.
- We allocated IA time to grade levels to work with students in small groups. Grade level teams determine the best use of the IA support.
- We continue to expose our students to different forms of reading, with much more emphasis on informational text.
- The new Wonders curriculum has leveled readers built into the curriculum which will allow us to meet student needs but also provide the necessary challenge for our current level 3 students.
- We have altered our Safety net support in reading to focus more on the intensive students and less on strategic. Students who are strategic are receiving support before schools starts so they are able to remain in their general education classroom.

5th Grade:

- Focus on Sentence Fluency and building strong paragraphs, Citing text evidence following the MLA format.
- *Attain our goal by student conferences, peer conferences, Increase student opportunity to demonstrate/share L4 Persuasive writing as a model for other students.

4th Grade:

- Small groups
- One on one support with in the classroom but also utilizing IA time to work with students

3rd Grade:

- Small groups, differentiated instruction, providing challenge and remediation opportunities.
- One on one support with in the classroom but also utilizing IA time to work with students

2nd Grade:

- Leveled reading books
- Just right reading books
- Literature groups teaching fluency skills for advanced students
- Wonders
- Research sites – Britannica has 3 levels
- Using resources in school for ideas –collaboration, vertical teamings
- Take home readers
- Read naturally at different levels
- Small groups

1st Grade:

- IA support, working collaboratively with the safety net and ELL to support classroom instruction along with SPED.
- Leveled readers, one on one support in the classroom
- Take home readers, as well communicating with parents regarding the importance of home academic support.

Kindy:

- Our focus continues to be developing strong foundations in the area of reading. This will occur with the support of parent volunteers, big buddies, and literacy centers focusing on specific skills.

Perception Goals: You may choose 1 or 2 Goals in this area		
Year	Perception Goal #1 XX - Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: Teachers provide feedback to each other to help improve instructional practice	Goal: Staff feel free to express their ideas and opinions with one another.
	From: 65% To:70%	From: 61% To: 70%

School Process Summary

Highlight strategies to meet goals in reading:

School Wide:

- Continue to promote a positive math disposition through math club, math night, and our monthly math challenge which is supported by our PTSA as well as create opportunities for grade levels to meet (time), collaborate to plan and discuss student work in addition to the listed strategies within content areas listed below.

Reading:

- Safety Net
- Collaborate on Reading Instruction
- Instructional plans to implement new standards
- Utilization of cold and pre-reads
- Leveled readers

Grade Level Specific Strategies

5th Grade

Reading Strategies:

- Grade level planning
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low.
- Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use.
- Grade level and vertical collaboration to discuss student work.
- Ell support for struggling readers.
- Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners.
- Use of district and classroom assessments to provide on-going data on student progress.
- Targeted use of leveled readers for differentiated instruction

4th Grade

- Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text.
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low.
- Grade level and vertical collaboration to discuss student work.
- Safety Net and Ell support for struggling readers.
- Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners.
- The Double Dose time will be taught through Safety Net and be designed to pre-test skills, teach skills and Progress monitoring will continue with all learners who are not at standard.
- Use of district and classroom assessments to provide on-going data on student progress.
- Use of OSPI MSP resources to target instruction.
- Supplemental support systems:
 - Small group work
 - Partner Reading
 - Conferring with readers.
 - Monitoring progress using running records and Oral Reading Passages
 - Word work.

3rd Grade

Reading Strategies:

- As a team, we have established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses.

Home-School Connections:

- Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills:
- Assigned daily reading
- Assigned daily grammar and comprehension activities
- Spelling words and weekly tests
- Online access to McGraw Hill materials for home use

Classroom Strategies:

- Small group instruction – working with students on schema, to connect reading with real world experiences
- Modeling how to write clear, accurate responses to comprehension questions based on literary text
- Modeling how to use text features to find and use information in nonfiction literature: National Geographic Explorer
- Modeling how to pick specific evidence from text to support answers

Highlight strategies to meet goals in math:**Math:**

- Safety Net
- Collaborate on Math Instruction
- Creation of math notebooks
- Differentiate instruction
- IXL
- Target sheets and start to familiarize ourselves with the CCSS in math.
- Math games and manipulative
- Math Buddies
- Math Homework
- Active-Studio Calendars and Daily Number Work
- Math websites
- Grade level planning
- Before school math intervention in grades 3/4/5.

Grade Level Specific Strategies**5th Grade:****Math Strategies:**

- Continue using the new enVision Curriculum; differentiate instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the EnVision Math program, its components and on-line resources for students and parents.
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs
- Use of state, district and classroom assessments to provide data on student progress as well help drive instruction.
- Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners.
- Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home

4th Grade:

- Continue using the new EnVision Curriculum; differentiate instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the EnVision Math program, its components and on-line resources for students and parents.
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs
- Use of state, district and classroom assessments to provide data on student progress as well help drive instruction.

- Additional Instructional Assistant time to provide assistance but also provide small learner groups to support struggling learners.
- Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home.
- A positive math disposition goal and focus has been developed and supported through activities such as monthly Challenge problem for both primary and intermediate levels; after school Math Clubs; Family Math Nights
 - Continue to add additional games, books and materials to the Math Resource Room for students and teachers.
 - Developing meaningful math homework, and math fact work
- Analysis of district and classroom assessment data (CDSA's, CBM's, Performance assessments).
- Use of OSPI SBA resources to target learning.
- Professional Development through the EIM program.

3rd Grade:

Math Strategies:

- As a team, we have instituted common methods with the intention of reinforcing number sense concepts and skills. Among the tools we will use: I.X.L. assignments that aligned with classroom instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies.

Home-School Connections:

- Homework assignments afforded opportunities for meaningful reinforcement of concepts and skills:
- Making connections – what measurements are meaningful to us? (ex: your finger is about a cm wide, a paperclip is about a gram)
- Questioning strategies: Encouraging parents and students to ask themselves: "What is the strategy you are using?" "Why are you using it?" "Is there another way to solve this problem?"
- I.X.L. assignments that aligned with classroom instruction

Classroom Strategies:

- Small group instruction – helping students to break problems apart and solve one step at a time.
- Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies
- Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and division facts and applications, and understanding and applying fractions
- Using the Envision curriculum, we will provide opportunities for students to build on prior knowledge and skills, to transfer knowledge and skills to various problems, and to strive for precision and accuracy.

Highlight strategies to meet goals in science:

Science:

- Science notebooks
- integration with informational text
- Collaborate on Science instruction
- Grade level planning

Grade Level Specific Strategies

5th Grade:

Science Strategies:

- Build excitement and interest in Science through effective teaching of FOSS units.
- Work to implement modules according to FOSS recommendations.
- Provided extension to grade level learning through outside programs such as-Physics of Sound Workshop
- Introduce and use scientific vocabulary for each Investigation.
- Utilize the science FOSS literature and writing assignments.
- Have students work in cooperative teams during investigations.
- Use a K-6 continuum of skills for the process of the scientific write-up; encourage participation in the PTSA sponsored Science Fair, Bridge Building Fair.

Highlight strategies to meet goals in writing:

Writing:

- Team planning for Expository, Argumentative and Persuasive writing lessons and shared prompts,
- Grade level planning

Grade Level Specific Strategies

5th Grade:

- Implementation of the new Wonders Curriculum
- Focused skill development using
 - Netbooks for word processing
 - Practice retell, friendly letters, and units of study, adding details to writing, correct use of conventions.
 - Journaling (All Grades)
 - Writing Workshop
 - Shared/Modeled Writing
- Units of Study which are interconnected across the content areas.
- Writing Homework.

4th Grade:

Writing Strategies:

At this time, we don't have MSP data from previous years to compare to current data.

- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs
- Use of state, district and classroom assessments to provide data on student progress as well as help drive instruction.
- Present the MSP checklist as we teach each writing genre.
- Utilize OSPI exemplar and anchor papers in modeling for the students.
- Teach with modeling, metacognition, and peer editing.
- Present mentor texts.
- Teach techniques for elaboration.
- Focused skill development using
 - Netbooks for word processing

- Practice retell, friendly letters, and units of study, adding details to writing, correct use of conventions.
- Journaling (All Grades)
- Writing Workshop
- Shared/Modeled Writing

Highlight use of technology to improve student learning:

School Wide integration of Technology

- Active Inspire
- Publishing
- Movie Maker
- Haiku,
- IXL,
- Wonders online,
- EnVision online.
- Family access for each of these is included.
- Type to Learn, classroom created flipcharts and Power Point.
- Use of Wonders interactive activities and digital resources designed for all grades.
- Target use of phonemic awareness and phonics activities for below standard students.
- Headsprout for strategic and intensive students.
- Research Resources for K-2: Pebble Go
- Reading Websites:
 - Starfall, Science-Foss Web
- Netbooks integrated into daily instruction:
 - Reading and Writing/word documents and power point, Smart Board, Document Camera, and microphone.
- Starfall
- Abcya.com

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

- Close working relationships with Safety Net, ELL, and Special Ed.
- Use of Instructional Assistant to teach small groups of strategic students and 1 on 1.
- Reading with Big Buddies
- Take Home Readers
- Parent Volunteers
- Community Volunteer: Listens to students read Just Right Books
- Parent Volunteers
- Vertical Meetings
- PTSA sponsored events
- Accessing PTSA grants to help support math club, before/afterschool academic support
- Presenting CIP at the PTSA board meetings
- Weekly parent communication via newsletter, emails, Haiku
- Class Meetings
- Behavior and Homework Contracts
- Student centered goal setting conferences.

LWSD Continuous Improvement Process

Middle School CIP 2014-2015

Kirkland Middle School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis

<u>Class of 2018- current 9th graders</u>
2013-2014 SMART Goals
Reading Goal: Move students from 81% proficient to 83%
Using these prompts please respond by content teams: 1. As a team what were you most proud of based on your students’ assessment results? Classroom based assessments were aligned with student reading goals. There was an increased focus on both non-fiction and fiction, as well as vocabulary. In fact, there were several students who demonstrated substantial growth and surpassed our expectations. What worked well was the year-long progress with teaching annotating texts, close reading strategies, Socratic seminar preparation and participation, academic vocabulary, and an emphasis on independent reading. We referred students to the Panther Time reading intervention class for additional support. 2. As a team what do you believe you can still improve on regarding the growth of your students’ assessment results? An area where we feel that we can improve to help students continue to grow is to adjust our academic vocabulary and figurative language assessments to more accurately align with CCSS and curriculum. We plan to incorporate more writing practice with a focus on grammar and sentence structure at the beginning of the year, reinforced throughout the year. 3. As a team what surprised you the most about your students’ assessment results? What do you believe caused these results? We were most surprised that the class of 2019 surpassed the reading goal set by a substantial amount of 8% growth. Again, the success of aligning our curriculum to Common Core standards, with focus on the following: <ul style="list-style-type: none">• Explicit instruction and practice with non-fiction texts was expanded and continually reviewed.• The speech and language CCSS were incorporated into instruction which we believe helped students improve because of the increased practice with articulating and organizing their thoughts.• Comprehension skills—main idea, summarization, and annotating texts—were stressed throughout the year. This practice was offered in the form of shorter, more skill focused readings. We then tried to continually reinforce these skills throughout the year, consistently, in

a variety of formats.

- Teaching strategies that seemed to most benefit students were more examples of modeling, read-a-louds, and we posted audio links to all novels studied in class on Haiku.
- Each unit was started with anticipatory surveys or activities, building background knowledge and ended with reflections and goal-setting for the next unit.
- We had about six students go from level 2 or low level 3 to level 4, and even one student moved from a level 2 to a perfect score!

Math Goal: 85.7% to 87% , ALG EOC 100% to 100%

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

Kirkland Middle School saw improvement in 8th grade scores. Proficiency increased from 83% in 2012-2013 to 86% in 2013-2014. On the 8th grade MSP, 105 students out of 188 exceeded standard! EOC testing remained at 100% proficiency, with 20 eighth grade algebra students exceeding standard and 6 eighth grade students at standard.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We can improve communication between the general education and safety net teachers and parents. After analyzing the data, current 9th graders were 76.2% proficient in the measurement and geometric strand; therefore, we will continue to focus on improving this strand.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

It was surprising that students tested low in geometry but increased in proficiency in algebraic and number sense.

Science Goal: 89% to 90%, 55% Systems benchmark to 75% Systems final test

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

We were most proud of the fact that so many of our students passed the MSP and the majority were students who did not meet standard were on IEP's. We worked hard on helping students to develop thinking skills in regards to science, not just recall of facts and figures.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We feel that developing a greater range of scientific vocabulary will help students respond to application and systems questions more accurately. Often students were limited because they did not understand terminology or definitions within the questions which interfered with their ability to fully articulate their knowledge and thinking.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were very surprised that 88.9% of our students were at standard or above overall. This didn't match up with the data we gathered all year from our classroom assessments. We typically found that only 68-78% of our students were at or above standard overall on any given classroom assessment. We feel that we can attribute this success to careful planning and scaffolding of the lessons, working individually with students who performed poorly in class or on tests, posting more detailed information on Haiku such as links to helpful websites, audio versions of the instruction, etc.

Results:						
Year	Reading			Math MSP		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	23.6	65.2	88.9	30	55.3	85.3
2013-7 th	21	60	81	22	64	86
2012-6 th	39	45	84	38	42	80
Year	Geometry EOC			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th /8 th			Did not test	15.2	84.8	100
2013-7 th						
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2014-8 th	45.3	43.7	88.9			

Class of 2019- current 8th graders

2013-2014 SMART Goals:

Reading Goal:

1. As a team what were you most proud of based on your students' assessment results?

As a team, we were most proud that many students who had named as focus students, and tracked, through our PGE goals, showed marked gain in reading scores. We believe that by carrying explicit reading strategies and academic vocabulary studies from Language Arts to Social Studies greatly benefitted out students. Aligning assessments to the CCSS in both LA and SS, gave us an opportunity to measure, and students to practice, specific reading skills. Translating skills like inference and summarizing from one class, and having it reinforced in another paid off.

Our reading program encouraged students to read nightly, and from a variety of genres. This increased their ability to approach, analyze and synthesize a variety of text.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

As a team, we will continue to work toward building a writing program that is strong and consistent and adapted to the new CCSS in Writing and Language. Also, while our students made great gains on reading, our number of students at a Level 4 in reading slipped. We would like to continue to add additional rigor, with support, to encourage students to work above Standard as often as possible.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

Our strongest gains were made with boys, their achievement on the MSP in Reading improved significantly. Adding higher interest reading and shortening the time between required responses worked well with boys in this stage of adolescence. As a 7th grade team, we have been working continually to pre- teach vocabulary and identify Tier 1, 2 and 3 vocabulary. Gains were strong among

students who speak languages other than English at home.

Math Goal:

1. As a team what were you most proud of based on your students' assessment results?

The 2013-2014 7th graders had a strong performance by maintaining MSP results of 86% proficiency. We are proud that these students improved in their levels from 6th to 7th grade. Current 8th graders increased from 44% exceeding standard as 6th graders to 59% exceeding standard as 7th graders. We are proud that every 7th grader in Algebra passed the MSP and EOC with 88% level 4 on the EOC and 93% level 4 on the MSP. Current 8th graders improved in our goal of geometric sense.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We can improve in probability and statistics. We would like to improve from 82.3% to 84%

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised at the increase in level 4 scores on the MSP. The smaller class sizes could have attributed to this increase.

Writing Goal:

1. As a team what were you most proud of based on your students' assessment results?

2. We were proud to see that the students we provided RTI for during Panther Time responded well and most were at Standard on the MSP.

3. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

As a team we will need to work on building a clear writing program, adapted to meet the CCSS. Students will need to be provided many opportunities to write in the Argument, Explanatory and Narrative mode, become familiar with the Smarter Balance rubrics and the new terminology of the new assessment model. We plan to offer many smaller opportunities to practice targeted skills in Language and Writing.

4. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

We were surprised to see that the number of students achieving at Above Standard dropped from the previous year. Perhaps by focusing on a transition to CCSS and Standards Based Grading we did not provide students enough opportunity to engage in rigorous writing activities.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	34.5	54.1	88.6	26.9	59.1	86
2013-6 th	29.2	52.0	81.3	34	44	78
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	49.9	36.4	85.4	15.2	84.8	100

Class of 2020- current 7th graders

2013-2014 SMART Goals:

Reading Goal:

1. As a team what were you most proud of based on your students' assessment results?

As a team we were most proud that our reading scores showed growth. We focused and emphasized citing the text in fiction and non-fiction orally and in writing. These skills were practiced daily in both language arts and social studies. Other strategies used to increase comprehension were; written and verbal reading responses, developing higher level thinking and questioning skills, connections, goal setting and goal tracking and teaching ELA academic vocabulary such as literary terms and non-fiction text features. Our analysis score was high (87.8%) as was our informational text score (84.2%). We encouraged students to read a variety of genres while using multiple formats to share their insights and expertise with their peers. We are also proud that 31% of our identified challenge students moved from a level 3 to a level 4.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

As a team we were most proud that our reading scores showed growth. We focused and emphasized citing the text in fiction and non-fiction orally and in writing. These skills were practiced daily in both language arts and social studies. Other strategies used to increase comprehension were; written and verbal reading responses, developing higher level thinking and questioning skills, connections, goal setting and goal tracking and teaching ELA academic vocabulary such as literary terms and non-fiction text features. Our analysis score was high (87.8%) as was our informational text score (84.2%). We encouraged students to read a variety of genres while using multiple formats to share their insights and expertise with their peers. We are also proud that 31% of our identified challenge students moved from a level 3 to a level 4.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

As a team we were most proud that our reading scores showed growth. We focused and emphasized citing the text in fiction and non-fiction orally and in writing. These skills were practiced daily in both language arts and social studies. Other strategies used to increase comprehension were; written and verbal reading responses, developing higher level thinking and questioning skills, connections, goal setting and goal tracking and teaching ELA academic vocabulary such as literary terms and non-fiction text features. Our analysis score was high (87.8%) as was our informational text score (84.2%). We encouraged students to read a variety of genres while using multiple formats to share their insights and expertise with their peers. We are also proud that 31% of our identified challenge students moved from a level 3 to a level 4.

Math Goal:

1. As a team what were you most proud of based on your students' assessment results?

We saw significant improvement in sixth grade test scores. Sixth grade scores rose from 78.3% in 2012-2013 to 87% in 2013-2014 which we consider to be

substantial growth.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

We can improve communication between the general education and safety net teachers and parents. Current 7th graders were 72.4% proficient in the measurement, probability, statistics and geometric strand; therefore, we will continue to focus on improving this strand.

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

The major improvement in general surprised us. Being in the Middle School for the second year made it easier to follow pacing guides, provide appropriate intervention, and provide challenge.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-6 th	39.2	50.5	89.7	32.7	53.6	86.2
2013-5 th						

Sub-Group Analysis:

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

Math Successes

- 5 out of 14 6th grade Safety Net students moved to standard
- We moved 6 out of 11 7th grade Safety Net students to standard 3 students moved up 2 levels
- We moved 3 out of 6 8th grade Safety Net students to standard
- We worked with 6th grade challenge students during an enrichment time
- At each grade level we improved the number of level 4's
- Algebra EOC was 100% passed

Math Challenges

- Attendance issues hinder our abilities to work with some students
- Tracking progress in Safety Net
- Transitioning from State Standards to Common Core
- Fitting in curriculum
- The gap of abilities is widening
- Too much on our plate with Standards Based Grading, preparing them for Common Core and getting ready for State Assessments

Science Successes

6th Grade - Students who did not pass the MSP in 5th grade were targeted for assistance in reading during science instruction and assignments. Reading tended to be the reason that these students performed poorly on the science test. Students were provided additional support such as reading along with a more capable reader, guided reading with the teacher, or having the text read to them directly. We began the year with only 6.5% of our 6th graders at standard or above on our classroom based assessment. This changed to 29.5% at standard or above in the spring.

7th Grade – Low performing students were provided with extra videos for additional instruction or exposure to the concepts presented. They were also given additional reading support with different graphic organizers to help them with note taking. We began the year with only 69% of our 7th graders at standard or above on our classroom based assessment. This changed to 76% at standard or above in the spring.

8th Grade – The number of absences by low achieving students was problematic. They struggled to comprehend the concepts when present in class, so when they were absent the problem snowballed. We audio recorded lessons when possible and provided extra links to instruction that was missed. We began the year with only 55% of our 8th graders at standard or above on our classroom based assessment. This changed to 67% at standard or above in the spring.

Science Challenges

6th – Creating an instructional environment where the teacher was free to assist the students with the greatest need created challenges when trying to give equal time to the students who were doing well. Despite the extra support given to the students with low scores, we found that not as many of that population of students moved from below standard to above standard as we had hoped. By spring 67% of the students remained below standard, meaning few of the students with the greatest need made significant progress on the classroom systems assessment.

7th – Class sizes were particularly impactful with this group. With the larger numbers of students per class period, we found it much more difficult to meet individual needs. Only 12% of the 7th graders improved by one or more proficiency levels.

8th – The greatest challenge was due to having a great number of students at this grade level who had a high number of absences during the year. We attempted to create a means for these students to get the missing instruction efficiently and effectively, by meeting with them individually, as well as having them watch audio recorded lessons. It was challenging to get these students to be responsible and resourceful enough to follow through. The students who had a high number of absences typically scored level 2 or 2.5 on our classroom based systems assessments. Despite our attempt to increase the number of these students who were at standard our level 2 and 2.5 scores only improved from 38% in the fall to 29% in the spring.

2013-14 Challenge Goal Review: Please list your school’s Challenge Goal from 2013-14. 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 th Grade –	60	66 (65.2)
7 th Grade –	52	55 (54.1)
8 th Grade –	60	66 (50.5)
Goal for class of 2018: 8 th grade MSP	63.8	65
Goal for class of 2019: 7 th grade MSP	43.9	46
Goal for class of 2020: 6 th grade MSP	40.4	45
Goal for Algebra EOC 7 th / 8 th graders	75	80

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

6th Grade Reading – Although we did not achieve our goal, we are proud that 31% of our identified challenge students moved from a level 3 to a level 4. Some challenges include introducing students to the rigor and structure of middle school and bringing all students, entering from different schools to a common level of expectation.

7th Grade Reading – Of our identified students, 40% achieved a Level 4 on the Reading assessment and our goal of 55% of students working above standard was nearly met, at 54.1%. We are pleased that the focus of crossing reading skills transparently into Social Studies was successful. We also are pleased with the increased rigor of our Independent Reading program, and believe this pushed many students to read across genres and from more challenging books.

8th Grade Reading – 31% of identified students achieved a Level 4 in Reading. Our Challenge goal of 66% of the class achieving a Level 4 was nearly achieved, as 65.2% reached a Level 4. The 8th grade team is proud of its efforts to offer CCSS aligned Level 4 opportunities on all major assignments and assessments.

As a LA/SS department, we offered an extension opportunity for students through National History Day. Most students who participated had, and continued to, achieve above standard.

Math

- Class of 2018 level 4 students was 57.2% so we did not meet our goal
- Class of 2019 level 4 students was 59.1%, exceeding our goal
- Class of 2020 level 4 students was 53.6% exceeding our goal
- Algebra EOC level 4 students with 86.3% exceeding our goal
- Algebra EOC strand data compared percents for KiMS algebra students to district and state percents for students meeting or exceeding strand targets.
 - Number, operations, expressions, and variables: KiMS: 97.8% District: 73.5% State: 53.9%
 - Linear equations and inequalities: KiMS: 96.7% District: 76.2% State: 56.3%
 - Char and behaviors of linear and non-linear functions: KiMS: 98.9% District: 79.1% State: 57.8%
 - Data and Statistics: KiMS: 98.9% District: 79.6% State: 62.7%
 - Course-specific content: KiMS: 89.1% District: 77.7% State: 58.9%

- School wide MSP and EOC packets to prepare for state testing
- Math enrichment during Panther Time
- Math Olympiad
- Common Assessments in content areas
- Team Collaboration at and across grade level
- Using Best Practices for instruction
- Allowing additional progress through monitored web sites

Perception Data Summary, Reflection, and Analysis			
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year	
2013-14	Goal: #5 90% Completely/Mostly Agree	Goal: #8 84% Completely/Mostly Agree	
results	From: 91% To: 84%	From: 84%	To: 92%

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?
<p>After looking at our 9 Characteristics Data we took the staff through a protocol and selected the following 3 characteristics to focus on for the 2013-14 school year. We selected 3 characteristics that connected to our overall school/district goals. Teacher perception data improved in two of the 3 areas. We also looked at the data we collected from parents and students in May this year.</p> <p>Characteristic 5: Alignment to Standards-School work is meaningful to students. 2014- 84% , 2013- 91% Completely/Mostly Agree a significant increase from 73% in 2012. Learning Targets are posted in each classroom, and tied directly to content standards. Attempts were made to include more student voice and choice in assignments and demonstration of knowledge. Incorporating real world situation into assignments.</p> <p>Characteristic 7: Professional Development-Professional activities are consistent with school goals. 2014- 86% 2013- 81% Completely/Mostly Agree. Team/Teacher Leaders helped plan and implement P.D. throughout the year. This included planning for Standards Based Grading, and using the new PGE system.</p> <p>Characteristic 8: Learning Environment- Students respect those that are different from them: 2014- 92%, 2013 - 84% Mostly/Completely Agree and Student work is meaningful: Our Peer Mentors and Panther Time went a long way in helping us exceed our goal of 80% in this area. We decided as a staff to increase the student personalization time (Panther Time) from 20 to 30 minutes 4 days a week at the end of the day in 2012-13. Activities included- Intervention and Extensions in LA/SS/Math and Science, Anti-Bullying Instruction, Special Education Check-ins, Reading, Study Skills, Mentoring, Team/Culture Building, and Assemblies.</p>

Kirkland Middle School 2014-15:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15			
“Class of”	English Language Arts SBA SMART Goal	Science MSP SMART Goal	
2019- 8 th	Sixty percent (60%) of students who performed at Level 2 as measured by the 2013 MSP will perform at or above grade level standard as measured by Lexile leveled non-fiction reading passages by June of 2015.	87.5% MSP to 90% MSP From 15% at or above standard on the pre-assessment to 50% at or above standard using the post- assessment	
2020-7 th	Identified students (sub group) scoring below standard in Critical Thinking (CCSS 7.6), 80% will be at (L3) or above standard (L4) when assessed using 1.) newsela.com, at grade level appropriate Lexile, and MSP practice items.	From 23.5% at or above standard on the pre-assessment to 70% at or above standard using the post- assessment	
2021- 6 th	Through progress tracking all in-class text evidence practice, including major assessments such as the Fall CDSA and social studies CBA in the spring, nine students currently performing at a Level 2 (as measured by MSP),	From 7% at or above standard on the pre-assessment to 80% at or above standard using the post- assessment	

	will increase in performance to a level 3 and four students will increase in performance to a 2.5.				
"Class of"	Math SBA SMART Goal	Algebra EOC		Geometry EOC	
2019- 8 th	80%	From:	To:	From:	To:
2020- 7 th	80%	From:	To:		
2021- 6 th	80%				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, Low Income, Sped)? Choose **no more than 1-2 subgroups**.

Science Subgroup and Goal:

20% of the students who scored a level 2 or lower on the reading section of the MSP will be at or above standard as measured by the vocabulary post-assessment by April of 2015.

Action Plan: (Describe your anticipated school's efforts in this area)

- 1. Include more science reading (read works, newsela, and science in the news) that deal with topics that have been covered in previous years.*
- 2. Emphasis on purpose for reading, note taking, graphic organizers*
- 3. Use of word walls and word webs*
- 4. Creating illustrations and examples in individual vocabulary booklets*
- 5. Categorizing words by topic to increase familiarity of words that "fit" together*
- 6. Incorporating the use of quizlet and other on-line flashcard sites*
- 7. Regularly assigned vocabulary practice as homework to track student progress*

Including vocabulary sections in classroom assessments

Math Subgroup and Goal:

For grades 6-8 we select our Safety Net student population as our subgroup. Our goal is to close the achievement gap for this group of students by bringing

50 % of 6th graders,

60 % of 7th graders

50 % of 8th graders

to standard on State Math Assessments (SBA)

Action Plan:

To reach this goal we will:

- Work in cooperation as general education and safety net teachers.

- Allow homework time in safety net classes
- Share assessment data
- Reinforce study skills and organizational habits
- Incorporate IXL to assign and monitor targeted sets for remedial practice.
- Utilize Xtramath.com to increase multiplication and division basic facts proficiencies.

Emphasize successful study and organization skills with frequent reinforcement.

ELA-

8th grade students performing below Standard or just above Standard on MSP:

Action Plan:

8th Grade - Follow grade level curriculum, supplemented with non-fiction current events articles related to ELA/SS integrated content. Explicitly pre-teach domain specific vocabulary prior to each unit/topic studied. We plan to assess students six times (October – April) using newsela.com Lexile-leveled assessments.

7th Grade Students scoring Below Standard in Critical Thinking on MSP:

Action Plan: Through the addition of primary source material, newsela.com. and informational text, the 7th grade ELA team will focus on directing students to make evaluative statements regarding author's purpose and perspective. (RL/RI 7.6)

6th Grade Students performing below standard in Reading Comprehension Strand as measured by MSP.

Through progress tracking all in-class text evidence practice, including major assessments such as the Fall CDSA and social studies CBA in the Spring, nine students currently performing at a Level 2 (as measured by MSP), will increase in performance to a level 3 and four students will increase in performance to a 2.5.

Action Plan:

Through focus on CCSS RL/RI 6.1 – Identifying, extracting, and citing text evidence to support written response, we will measure and track student progress using the LWSD leveled assessments, teacher designed questions and assessments (using proficiency scales), and Newsela.

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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
<p>Science – Students who are at level 3 & 4 on the vocabulary pre-assessment</p> <p>Math- 6th grade Class of 2021 7th grade Class of 2020 8th grade Class of 2019</p>	<p>6th does (6th vocab.) 7th does (6th & 7th Voc) 8th does (6th,7th & 8th)</p> <p>53.6% 59.4% 55.3%</p>	<p>6th Grade 7% 7th Grade 23.5% 8th grade 15%</p> <p>55% 60% 56%</p>
ELA- 8 th Grade	54%	65%
7 th Grade	40%	46%
6 th Grade	48%	54%

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

Science: Our focus is on science vocabulary development.

Our goal is to increase the percentage of level 4 students from 2.5% in 8th grade, 6.5% in 7th grade and 0% in 6th grade to 20% in all grade levels by April of 2015

Each grade level will create challenge vocabulary lists for each content area taught. These word lists will be included on the post-assessment as a means to provide greater rigor for our high achieving students.

Teachers will include the challenge vocabulary in their instruction, booklets, tests, etc. along with the standard words that have been targeted for the general population.

Math:

- Enrichment sessions
- Encouragement to attend academic activities (math Olympiad, enrichment class)
- Exposure to level 4 questions on assessments with feedback on strategies
- In class differentiation for students showing proficiency.
- Incorporating IXL to provide higher level practice sets.
- Require 100 points on IXL for added challenge.

ELA:

As an ELA Department we will be offering higher Lexile – levelled text to all students. We will be teaching strategies for approaching difficult text, offering a greater variety of text type (both Literary and Informational, and across Curriculum. We are also incorporating higher level projects and assessments to Social Studies units.

Perception Goals: You may select 1 or 2 goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 x <input type="checkbox"/> Continued from previous year
2014-15	Goal: The school uses a system to obtain a variety of perspectives when making decisions. From: 11% (Not at all) To: 7% (NAA) (71% Completely /Mostly Agree)	Goal: Many parents are involved as volunteers at school. From: 50% (Completely / Mostly Agree) To: 70% (Completely / Mostly Agree)
2013-14	Learning Environment- Students respect those that are different from them. From: 84% To: 89%	High standards and expectations -All students are consistently challenged by rigorous curriculum From: 78% To: 83%
2012-13	Alignment to Standards- School work is meaningful to students. From: 84% Completely/Mostly Agree To: 90% Completely/Mostly Agree	Professional Development- Professional activities are consistent with school goals. From: 79% Completely/Mostly Agree To: 84% Completely/Mostly Agree

School Process Summary
Highlight strategies to meet goals in reading:
In order to meet our goals in reading, we will be increasing our use of higher Lexile text, making students aware of the Lexile they are reading at, pre – teaching reading strategies, and engaging students in academic vocabulary study. Students will also be tracking their own reading progress using NewsELA. Additionally: <ul style="list-style-type: none"> • Students will participate in goal setting and goal tracking through Reading Logs and Journals • Curriculum and lessons will be developed focusing on higher level thinking and questioning skills to increase rigor across LA/SS curriculum. • Design of assessments will focus on ensuring quality Level 4 opportunities in both LA and SS. • Monitoring of independent reading to ensure appropriate level of book to maintain rigor. • Additional novel choices offered targeting higher level readers.
Highlight strategies to meet goals in math:
<ul style="list-style-type: none"> • Work in cooperation as general education and safety net teachers. - Allow homework time in safety net classes - Share assessment data - Reinforce study skills and organizational habits • Incorporate IXL to assign and monitor targeted sets for remedial practice and challenge.

- Utilize Xtramath.com to increase multiplication and division basic facts proficiencies.
- Emphasize successful study and organization skills with frequent reinforcement.
- Provide Enrichment sessions and encourage attendance. (math Olympiad, enrichment class)
- Exposure to level 4 questions on assessments with feedback on strategies.
- In class differentiation for students showing proficiency.
- Collaboration among team members.
- Creating common assessments.

Creating SBA and EOC review packets aligned with common core standards.

Highlight strategies to meet goals in science:

1. *Include more science reading (read works, Newsela, and science in the news) that deal with topics that have been covered in previous years.*
2. *Emphasis on purpose for reading, note taking, graphic organizers*
3. *Use of word walls and word webs*
4. *Creating illustrations and examples in individual vocabulary booklets*
5. *Categorizing words by topic to increase familiarity of words that “fit” together*
6. *Incorporating the use of quizlet and other on-line flashcard sites*
7. *Regularly assigned vocabulary practice as homework to track student progress*
8. *Including vocabulary sections in classroom assessments*

Highlight strategies to meet goals in writing:

To meet student goals in Writing we will be primarily focusing on introducing the three forms of CCSS writing and developing units of study to introduce students to the new standards and vocabulary.

Also, Students will conduct research using LWSD online databases and use research to effectively support writing.

Highlight use of technology to improve student learning:

Math

- Calculator training.
 - Netbook use for online math practice programs, IXL, Xtramath, Kutamath, Khan Academy, Haiku, Kahoot, Coolmath.
- Envision elementary curriculum online resources.

As an **ELA** department we will be using NewsELA.com, Haiku, turnitin.com, video clips and podcasts to improve student learning.

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

- Haiku
- Standards Score
- E-mail

- Panthergram (PTSA Newsletter)

ELA--Staff, students, parents, families, and community will have opportunities to be involved in reading goals through use of email, Haiku, Standard Score and the Panthergram. Across the LA/SS department and school, teachers are sharing Haiku sites to keep informed of expectations and gauge appropriate levels of rigor.

**LWSD Continuous Improvement Process
Middle School CIP 2014-2015**

Rose Hill Middle School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis

Class of 2018- current 9th graders
2013-2014 SMART Goals
Reading Goal: From 76.4% meeting standard on 2013 MSP to 80% meeting standard on 2014 MSP.
Using these prompts please respond by content teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results? We met our goals.2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?<p>Analysis was our lowest strand (across all grade levels). We think that we need to make a concerted effort across our department to improve this strand. Students might need more instruction regarding the terminology.</p>3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?<p>RHMS was below the state standard for analysis. We can't recall a time where our results were below the state standard. As an 8th grade team, we feel it would be worth our time to look at our individual students' MSP scores.</p>
Math Goal: From 76.4% meeting standard on 2013 MSP to 78% meeting standard on 2014 MSP.
Using these prompts please respond by content teams: <ol style="list-style-type: none">1. As a team what were you most proud of based on your students' assessment results?<ol style="list-style-type: none">a. We did have some Safety Net students pass and some significant gains in points (for example, a low level 1 to a high level 2).b. All Geometry students passed the MSP and all but 2 Algebra students passed the MSP.c. We had above 95% passing on EOC for Algebra (all students).2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?<ol style="list-style-type: none">a. We should be able to have more students passing.b. We should be able to see more students moving up to higher levels (we've lost

gains in the number of level 4s).

3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?

- a. The percentage of students passing in CMP8 is low; we've bumped Level 4s down.
- b. Classes are not as heterogeneously mixed since we pull from the top levels twice.
- c. Analyze the curriculum and the alignment with new standards (CC).
- d. Attendance and homework completion was low in students that did not pass.

Science Goal: From 76.8% meeting standard on 2011 MSP as 5th graders to 80% meeting standard on 2014 MSP as 8th graders.

Using these prompts please respond by content teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
We improved from 76.8% to 77.2%. 8 students moved from a level 1 to level 2. 1 student moved from a level 1 to a level 3.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?** Identifying the strand(s) that our lower performing students struggle with would help us focus our efforts.
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?** Some students who did not perform in class performed well on the test and met standard.

Results:

Year	Reading			Math MSP		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	20.6%	60.3%	80.9%	32.8%	31.2%	64%
2013-7 th	23%	53.3%	76.4%	21.5%	54.8%	76.4%
2012-6 th	DATA NOT	AVAILABLE IN	DATA DASHBOARD.	INCLUDES	STELLA	STUDENTS
Year	Geometry EOC			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	Did	Not	Take	31.4%	62.8%	94.2%
2013-7 th				33.3%	65%	98.3%
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2014-8 th	53.4%	23.8%	77.2%			

Class of 2019- current 8th graders

2013-2014 SMART Goals:

Reading Goal: From 79.6% meeting standard on 2013 MSP to 84.6% meeting standard on 2014 MSP.

- 1. As a team what were you most proud of based on your students' assessment results?**
We met our goal.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Analysis was our lowest strand (across all grade levels). We think that we need to make a concerted effort across our department to improve this strand. Students might need more instruction regarding the terminology.
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

Math Goal: From 70.8% meeting standard on 2013 MSP to 72% meeting standard on 2014 MSP.

Using these prompts please respond by content teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
 - a. We exceeded our goal of students passing MSP by over 4%!
 - b. The total number of students exceeding proficiency went up by over 4.5%!
 - c. The number of Safety Net students improving or passing went up significantly!
 - d. We are holding steady on the percentage of students passing Algebra EOC at 97.9%!
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
 - a. We should be able to get more Safety Net students passing the MSP.
 - b. We should be able to help more ELL students improve scores.
- 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**
 - a. The number of students who did not work during the year but passed the EOC was surprising. We make class time valuable (bell to bell) even if they do not practice skills in homework. All of our interventions may have helped, too.
 - b. The geometry strand saw an overall improvement and we believe it was because we focused on this strand.

Writing Goal: From 74.7% meeting standard on 2011 MSP as 4th graders to 76.7% meeting standard on 2014 MSP as 7th graders.

Using these prompts please respond by content teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
We met our goals.
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
Analysis was our lowest strand (across all grade levels). We think that we need to make a concerted effort across our department to improve this strand. Students might need more instruction regarding the terminology.

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

We are surprised that we are always just a little bit lower than the district average. We would like to see a more specific breakdown by school to compare, with subset populations (i.e. Quest) taken out.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	21%	63%	84%	31.7%	45%	76.7%
2013-6 th	37.2%	42.2%	79.6%	30.3%	40.5%	70.8%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	50.9%	21.7%	78%	20.7%	77.2%	97.9%

Class of 2020- current 7th graders

2013-2014 SMART Goals:

Reading Goal: From 86% meeting standard on 2013 MSP to 86% meeting standard on 2014 MSP.

1. As a team what were you most proud of based on your students' assessment results?
We met our goal.

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
Analysis was our lowest strand (across all grade levels). We think that we need to make a concerted effort across our department to improve this strand. Students might need more instruction regarding the terminology.

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**
6th grade teachers feel that the newly adopted curriculum resources are lack depth. Our scores reflect teacher-created curriculum.

Math Goal: From 77.7% meeting standard on 2013 MSP to 80% meeting standard on 2014 MSP.

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?
a. We exceeded our goal by over 3%!
b. More than half of the students are at Level 4!

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?
a. We can pass more Safety Net students.
b. We can improve on the number of students passing overall.

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**
a. We were surprised at how many students achieved a Level 4 on the MSP. We saw students getting homework completed and we had high expectations for

test retakes.

- b. There were a few singular results of particular students that surprised us but we are not sure of what to attribute the results to.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-6 th	31.4%	56.5%	87.9%	32.4%	50.7%	83.2%
2013-5 th			86%			77.7%

Sub-Group Analysis:

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

The ELA/SS Department has explicitly worked to close the achievement gap with our SPED population, given our department's push-in model.

The Math Department- We target ELL, SpEd, and Safety Net students to close achievement gap.

Science- We targeted Special Education students with additional supports.

Successes

ELA/SS- The push-in model helped the higher-end (level 2s) SPED kids because they can keep up better with the content.

Math-

- We have seen a significant number of Safety Net students making score improvements and/or passing the MSP.
- We have seen all 6th grade push-in SpEd students improve or pass. Many of the 7th grade push-in SpEd students improved.

Science- 8 of our 32 sped students passed the science MSP.

ELL students: (Welpa Assessment Highlights)

1. We had a total of 36 ELLs take the WELPA this year.
2. 5 out of 13 sixth grade ELL students transitioned.
3. 5 out of 11 eighth grade students transitioned.
4. Our strongest Language Domains were in Academic Reading and Academic Listening.
5. We had **28%** of our ELL students score Transitional this year and will exit from the ELL program.

(MSP Assessment Highlights)

1. 41% of the ELL 6th grade students passed the Reading MSP
2. 61% of the ELL 6th grade students passed the Math MSP
3. 21% of the ELL 7th grade students passed the Reading MSP
4. 30% of the ELL 8th grade students passed the Reading MSP

Challenges

ELA/SS- Students who are level 1 struggle to keep up with the content in a push-in class. For students coming to us as 6th graders, it is the first time many of those students have been fully integrated.

Math-

- We would like to see more ELL students pass or improve scores.
- We need to look at the data more to see where our strengths and weaknesses are and make improvements. We did not choose a sub-group to analyze in particular besides Safety Net.

Science- Students with low reading scores have a very difficult time with the science MSP. Helping these students meet standard in science is very challenging. While this was a targeted group only 1 of the ELL students passed the MSP.

Please note for the 2014-2015 school year, we will be selecting the same subgroup(s) school wide.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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	52.2%	53.5%

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

We exceeded our goal in Reading. We incorporated challenge assignments/level 4 on all our major projects. Our librarian created several fun and challenging activities throughout the year to entice students into the library. More kids took advantage of Pride Time opportunities.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input checked="" type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Goal: The staff will work to involve parents as volunteers at school as measured by the 9 Characteristics Survey question 65 increasing responses of agree completely and agree mostly from 13% to 25% by the end of the 2013.2014 school year.	Goal: Staff will communicate and demonstrate/implement our mission and vision statements as measured by a staff average of a 3 on the final self-assessment rubric.
RESULTS	From: 13% (2013) To: 48% (2014)	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?
<p>Goal #1: This goal was continued because as saw a decrease in our response rate from 2012-2013, and in our second year as a middle school we thought it would be a great opportunity for us to reach out to parent volunteers and have parents more of a part of our day to day work. We worked hard at a more intentional reach out to parents for volunteers, and had parents regularly volunteering throughout the school and we were sure to communicate this was happening around the building and school community.</p> <p>Goal #2: This goal will remain a focus for the 2014-2015 school year. While we are getting better at articulating the mission and vision(displaying it on Haiku, in classrooms, signature lines, etc.), we need to create a measure to determine how we are doing and build in regular reflection individually and as a school. This will be incorporated in to staff meetings and LEAP time this year.</p>

Rose Hill Middle School 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15			
“Class of”	English Language Arts SBA SMART Goal	Science MSP SMART Goal	
2019- 8 th	78 % will meet or exceed standard	80 % will meet or exceed standard	
2020-7 th	80 % will meet or exceed standard		
2021- 6 th	80% will meet or exceed standard		
“Class of”	Math SBA SMART Goal	Algebra EOC	Geometry EOC
2019- 8 th	75% will meet or exceed standard		
2020- 7 th	80% will meet or exceed standard		
2021- 6 th	75% will meet or exceed standard		

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, Low Income, Sped)?
Choose **no more than 1-2 subgroups**.

Subgroup and Goal:

78% of African American and Hispanic students who scored a level 2 with a scale score of 385 or higher on the 2014 Reading MSP will meet standard on the 2015 Smarter Balanced Assessment ELA assessment

4 sixth grade students:

*JIMENEZ	SANTIAGO
I/L ORTEGA	JESUS
L- VASQUEZ-LABRADOR	LEVIN
*LAMBERT	JESSE

1 seventh grade students:

SANTIAGO	KARLA
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9 eighth grade students:

*KEDDY	JOSHUA
*MORALES	GERARDO
*BARTOLO	ESTEFANY
*NUNEZ-MONTEJANO	ILSE
+CONTRERAS	GAMALIEL
*BLANCO	JESUMI
+LOPEZ	JOSTIN
+MILLER	LEVIN
SOLIS-RAMOS	JUAN

xxx- part of Royal Scholars

*- In LA Safety Net Class

+ - In gen ed class with IEP support LA class

L- ELL

I- Resource LA class

Action Plan: (Describe your anticipated school's efforts in this area)

Our approach is not a one size fits all approach and we have various strategies to meet the above goal.

- At one staff meeting per month (Taking Care of Business staff meetings), a member of our CIP Leadership Team will present a reading strategy to staff. The strategies presented can be used in any content/grade level and focus on pre-reading strategies as well as post-reading strategies. Teachers will have the strategy and resources available

to them on Haiku as well as a chance to dialogue with one another via the Haiku discussion board. The intent is to provide consistent strategies across all content areas.

- At one staff meeting per month (Hosted Staff meetings), one department will be responsible for sharing instructional strategies with the staff. Each teacher within the department will share a 10 minute mini-lesson on the strategy.
- LA Safety Net Classes for students will provide a daily intervention for students not at standard.
- Special Education Support Classes- Most of our Special Education students are in general education Language Arts classes and receive support with that class with his/her IEP provider in a separate class. This enables students to be learning at grade level and provided with support in areas outlined in their IEPs.
- The Royal Scholars program will target students who scored a Level 2 on their last MSP in the areas of reading, writing and/or math. The Royal Scholars program will be on Saturdays from 9:00-Noon, beginning Saturday, Nov. 8th. The program will include 1 hour of reading and writing instruction alternating with 1 hour of math instruction each week, 1 hour of homework and 1 hour of fun activities and lunch. Every 5th Saturday, the students and staff will go on an offsite field trip. There will be opportunities for “guest” teachers to share a talent or hobby during the hour of fun activities if interested. MAP testing will be done on each student in the first month to provide a baseline and then again in May to track growth.

Subgroup and Goal:

80% of African American and Hispanic students who scored a level 2 with a scale score of 385 or higher on the 2014 Math MSP will meet standard on the 2015 Smarter Balanced Assessment Math assessment.

2 sixth grade students:

KABAADI	SAMUEL
Pride Time CHARTRAND	DEREK

3 seventh grade students:

*LARA	BENJAMIN
*GODINEZ	DALIA
*PINEDA	MICHELLE

5 eighth grade students:

*BARTH	ISABELLA
+SOLIS-RAMOS	JUAN
+GRAJEDA	JORDAN
*SIMON	ARIANA
*LOPEZ	JOSTIN

xxx- part of Royal Scholars

*- In Math Safety Net Class

+ - In gen ed class with IEP support Math class

L- ELL

I- Resource Math class

Action Plan:

Our approach is not a one size fits all approach and we have various strategies to meet the above goal.

- At one staff meeting per month (Hosted Staff meetings), one department will be responsible for sharing instructional strategies with the staff. Each teacher within the department will share a 10 minute mini-lesson on the strategy.
- Math Safety Net Classes for students will provide a daily intervention for students not at standard. Teachers will do pre-teaching and re-teaching to support what is happening in the general education math class.
- Special Education Support Classes- Most of our Special Education students are in general education math classes and receive support with that class with his/her IEP provider in a separate class. This enables students to be learning at grade level and provided with support in areas outlined in their IEPs. Teachers will do pre-teaching and re-teaching to support what is happening in the general education math class.
- The Royal Scholars program will target students who scored a Level 2 on their last MSP in the areas of reading, writing and/or math. The Royal Scholars program will be on Saturdays from 9:00-Noon, beginning Saturday, Nov. 8th. The program will include 1 hour of reading and writing instruction alternating with 1 hour of math instruction each week, 1 hour of homework and 1 hour of fun activities and lunch. Every 5th Saturday, the students and staff will go on an offsite field trip. There will be opportunities for “guest” teachers to share a talent or hobby during the hour of fun activities if interested. MAP testing will be done on each student in the first month to provide a baseline and then again in May to track growth.

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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
ELA all grade levels	53.5% on the MSP	35% on the ELA SBA

Describe your anticipated school’s efforts in this area; and the specific area of need that is being addressed. Teachers will offer/create level 4 opportunities and side bar opportunities to challenge students.

Each grade level will be focusing on critical reading thinking strand for several reasons. Critical reading was the lowest strand score for most grade levels. Additionally, focusing as a department on one strand allows us to collaborate across grade levels to share strategies.

Perception Goals: You may select 1 or 2 goals in this area		
Year	Perception Goal #1 <input checked="" type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: Staff will communicate and demonstrate/implement our mission and vision statements as measured by a staff average of a 3 on the final self-assessment rubric.	Goal: Teachers provide feedback to each other to help improve instructional practices.
	From: N/A To: 3	From: 76% (Agree Completely/Mostly) To: 90% (Agree completely/Mostly)

School Process Summary
<p>Highlight strategies to meet goals in reading:</p> <p>Direct instruction in reading strategies – using pre-reading strategies, modeling, having students assess their own work and student samples using the Common Core rubrics, think-alouds, using close reading protocols, incorporating primary sources</p> <p>We chose a critical reading thinking strand as a departmental focus for several reasons. Critical reading was the lowest strand score for most grade levels. Additionally, focusing as a department on one strand allows us to collaborate across grade levels to share strategies.</p> <p>At one staff meeting per month (Taking Care of Business staff meetings), a member of our CIP Leadership Team will present a reading strategy to staff. The strategies presented can be used in any content/grade level and focus on pre-reading strategies as well as post-reading strategies. Teachers will have the strategy and resources available to them on Haiku as well as a chance to dialogue with one another via the Haiku discussion board. The intent is to provide consistent strategies across all content areas.</p>
<p>Highlight strategies to meet goals in math:</p> <p>We've put supports and interventions into place and added more to our curriculum to encourage problem-solving and perseverance (i.e. Perseverance Problems, tying class experiences to Common Core standards, and collaboration with PLC in district provides professional resources that impact student learning). We have a handful of students at all grade levels that scored 390 and above but did not pass the MSP last year but we believe the supports we have in place will build their math skills to a sufficient level to pass the SBAC. Use Perseverance Problems in General Education classroom once a week. This is tied to the Mathematics Standards of Common Core. We will continue collaboration at grade level and by department, weekly Perseverance Problems, and using problems similar to those on the SBAC. Increased emphasis on ratios in CCSS relative to Washington State Standards presents a need to develop and strengthen our teaching practice in this area.</p>
<p>Highlight strategies to meet goals in science:</p> <p>All students in all grade levels will be able to identify the changed, measured and controlled variables in a given a scenario by the end of the year. Repeated guided and independent practice on identification of the variables will be done to support the above goals. Prior MSP released items will also be used to support these goals.</p>

Highlight strategies to meet goals in writing:

We will use similar strategies outlined in the reading section. Since this will be our first year using the Smarter Balanced Assessments, teachers will use the common assessments created by the district as well as practice/release items from the Smarter Balanced digital library.

Highlight use of technology to improve student learning:

ELA: Frequent use of Haiku, research, working with Bethany to find resources, shared department Haiku site to share strategies/resources/information, MyAccess, Turnitin.com

Math: We use Haiku, Data Dashboard, student laptops, Standard Score, Carnegie Learning, IXL.

Science: We use Haiku for practice and exams, Activotes, Logger Pro, Socrative.com, and educational games posted to Haiku for additional practice.

SPED: We use it daily and weekly - for assessments, ongoing assignments and projects, Haiku, individualized instruction, research, communication

- Haiku
- Standard Score
- Interactive Websites
- PPT/Word/Etc
- Smart Music
- Computer Programming Languages
- How-To videos
- CAD Software
- Camtasia Instructional Videos

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

ELA: We work closely with Bethany, SPED, and ELL. 6th grade is working with the art department (Alex M.) Safety Net should coordinate with science and other content areas to match their reading materials and units. LA department could model close reading (and other) strategies for other departments. LA CIP team members are sharing strategies with entire staff at staff meetings. We could request community volunteers and make better use of them to meet our department goals.

Math: Hosted Staff Meetings, PLC meetings, active in the Safety Net middle school quarterly LEAP meetings, parent access to Haiku and Standard Score, and parent communication.

Science: Our department uses collaboration with ELL and Special Education teachers and collaboration with the librarian on research projects to support our achievement goals.

Electives: Share strategies out through parent bulletin so parents know what their kids are using in class. They can use these to help their kids when they are reading at home

- Share readings/articles with parents and kids so they can open up communication about articles and make sure students comprehend what they are reading.
- Teacher Modeling
- Teachers sharing out their ideas and what works... use discussion boards too on Haiku

**LWSD Continuous Improvement Process
High School CIP 2014-2015**

Lake Washington High School

Part 1: 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.

2013-2014 Goals: Due to DSS by October 10, 2014

Data Summary, Look-back, Reflection and Analysis

Class of 2014	
Washington State On Time Graduation Percentage: 90.4	
Extended Graduation Percentage: 92%	
Reflections:	
<p>Has your On-Time Graduation Percentage increased over the past few years? Decreased? It continues to increase</p> <p>Share your thoughts as to what has contributed to these outcomes. Students don’t graduate because they are credit deficient. Several students each year return and generally complete their diplomas.</p>	

Class of 2014 – Previous 12 th graders					
2013-2014 Goals:					
	On Track Literacy	On Track Math	On Track Science	On Track Grad Req’s	On Track Credits
Goal Percent:	100	100	100	100	100
Result Percent:	93	98	97	93	94
Reflections:					
<p>What specific steps did your school take to help students who were not on track to graduate? We had multiple meetings with families providing options. We had also offered before and after school credit retrieval options.</p>					

Class of 2015 – 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:	294	329	297	329	272	296	271	329	156	329	295	89	0	329
Percent:	96	100	94	100	82	90	85	100	49	100	329	100		100
Reflections:														
What specific steps did your school take to help students who were not on track to graduate?														
We have offered credit retrieval classes for students missing graduation requirements that they take during the school day free of charge. We have also added zero hour courses for PE and health. Counselors meet regularly with students who are credit deficient to monitor their progress.														

Class of 2016- current 11th graders													
2013-14 Reading HSPE SMART Goal:													
Using these prompts please respond by content teams:													
1. As a team what were you most proud of based on your students' assessment results? We were actually surprised this group did as well as they did given they came in at a lower skill set than the previous year.													
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? We intend to stay focused on the common core and use data teams to help design interventions for students not proficient													
3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? Our scores were a little lower with Literary text which is surprising given the focus on literary text and analysis. No idea what caused this except the students may have started off at a lower spot than previous years. Hard to tell since it is a different cohort group.													
2013-14 Writing HSPE SMART Goal:													
Using these prompts please respond by content teams:													
1. As a team what were you most proud of based on your students' assessment results? Our student writing scores are remaining high despite the skill sets of students coming in each year.													
2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? We need to focus on content, organization and style in a more intentional manner.													
3. As a team what surprised you the most about your students' assessment results?													

What do you believe caused these results? That content, organization and style continue to be the lowest areas. Students maybe aren't doing their best work when it comes to the assessments. students may have started off at a lower spot than previous years. Hard to tell since it is a different cohort group.

2013-14 Algebra EOC SMART Goal:

Using these prompts please respond by content teams:

1. **As a team what were you most proud of based on your students' assessment results?**
Most of our students have passed the Algebra EOC.
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?** Students who struggle are having trouble with the course-specific content. Most of these students are Spec. Ed or ELL students
3. **As a team what surprised you the most about your students' assessment results?**
What do you believe caused these results? Only 36 students needed to take this exam all others had passed it. Most students are advanced in math.

2013-14 Geometry EOC SMART Goal:

Using these prompts please respond by content teams:

1. **As a team what were you most proud of based on your students' assessment results?**
Since most students only need to pass one assessment, it is difficult to draw any conclusions. Most do not take this exam, but take EOC 1. The students who take this haven't taken and/or passed the EOC 1. More than half of the students who took this exam passed it.
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?** We can improve overall math achievement through the use of data teams and in time support and interventions.
3. **As a team what surprised you the most about your students' assessment results?**
What do you believe caused these results? That more than half passed it. We had a data team focused on Geometry last year. We also spend time reviewing for the exam.

2013-14 Biology EOC SMART Goal:

Using these prompts please respond by content teams:

1. **As a team what were you most proud of based on your students' assessment results?**
91.5% of students have met this requirement.
2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?** Students seem to have the most difficulty with the mechanisms of evolution. By implementing data teams, we may be able to determine a more timely approach to students who struggle.
3. **As a team what surprised you the most about your students' assessment results?**
What do you believe caused these results? The fact that most of the students pass this exam the first time. Teachers are focused on teaching the content in a manner students understand.

2013-14 Results:						
Year	Reading HSPE %			Writing HSPE %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-10 th	14.3	77.4	92.8	31.3	62.3	94.5
Year	Algebra EOC %			Geometry EOC %		
	Proficient	Exceeds Proficient	Total Proficient w/ PP	Proficient	Exceeds Proficient	Total Proficientw/ PP
2014-10 th	11.1	16.7	92.5	29.4	5.9	87.1
Year	Biology EOC %					
	Proficient	Exceeds Proficient	Total Proficient w/pp			
2014-10 th	40.1	47.6	91.7			

Class of 2017- current 10th graders
Percentage of students completing 9 th grade with at least 6 credits: 97%
As a school what are possible steps you can take to improve this percentage? We have focused a lot of intervention support to ensure students do not become credit deficient. We have a support class in Algebra as well as 9 th grade English. We are implementing data teams at 9 th and 10 th grade to ensure timely interventions.
2013-14 Algebra EOC SMART Goal:
Using these prompts please respond by content teams: <ol style="list-style-type: none"> As a team what were you most proud of based on your students' assessment results? Most of our students have passed this exam. 92.7% As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Continuing to address students who struggle with timely interventions. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? Teachers focused on the individual student.
2013-14 Geometry EOC SMART Goal:
Using these prompts please respond by content teams: <ol style="list-style-type: none"> As a team what were you most proud of based on your students' assessment results? It is hard to determine this due to most students don't take the exam since they passed EOC 1. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? As a team what surprised you the most about your students' assessment results? What do you believe caused these results?
2013-14 Biology EOC SMART Goal:
Using these prompts please respond by content teams: <ol style="list-style-type: none"> As a team what were you most proud of based on your students' assessment results? 100% of the current tenth graders passed the exam. They are advanced in math. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? Nothing since they all passed.

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Results:						
Year	Algebra EOC %			Geometry EOC % N=14		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-9 th N= 87	46	13.8	63.2	35.7	28.6	64.3
Year	Biology EOC %					
	Proficient	Exceeds Proficient	Total Proficient			
2014-9 th	23.2	75.9	99.1	N=112		

Class of 2018- current 9th graders

No goals were set for class of 2018.

Results:

Year	Reading MSP %			Algebra EOC %		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	13	77	90	30	68	98
Year				Geometry EOC %		
				Proficient	Exceeds Proficient	Total Proficient
2014-8 th						
Year	Science MSP %					
	Proficient	Exceeds Proficient	Total Proficient			
2012-8 th	36	50	86			

Reflections:

As a class what do you see from this data?

This class is achieving well in all areas! The fact that only 10% of students are below proficient in reading is great news for the English department. The high level of students exceeding proficiency on all three assessments indicates that there will need to be an increased need for differentiation and small-group targeted instruction in all subject areas, as there is clearly a wide range of student skill and ability within one classroom.

What do you see as areas of strength?

Algebra in general, and reading. A large majority of students are above proficiency in reading, which should help increase scores on all other tests.

What areas do you feel needs attention?

The 10% of students who are below proficiency in reading need attention, as it is likely that they are also scoring poorly on other assessments.

Sub-Group Analysis:

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

AMO Data for identified subgroup, or subgroups: We are at 79.2% for Hispanic and need to be at 87.5 so we are still below for reading. The new data was not there so using 12-13 data . We have met the standard in math.

Successes: We have continued to focus on our Hispanic students. We continue to see gains on state testing with this subgroup. This last testing showed continued growth. Hispanic reading scores went from 76% to 76.2%. Writing scores went from 80% to 81.4%. 76.9 % of our Hispanic students have met proficiency in math and 76.9% have met standard in science. This continues to be a focus area.

Challenges:

There continues to be challenges as the achievement gap is still significant. We are trying to train teachers in strategies that might work well with this population.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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
Hispanic Reading		

Perception Data Summary, Reflection, and Analysis			
Year	Perception Goal #1 x <input type="checkbox"/> Continued from previous year	Perception Goal #2 x <input type="checkbox"/> Continued from previous year	
2013-14	Goal: Staff works in teams to improve achievement	Goal: Staff routinely work together to plan what is taught	
	From: 65 To: 85	From: 48 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?
95% of staff agree that staff are working together. 74% agree mostly or completely. We intentionally used content teams to implement the Professional Learning cycle of inquiry. On goal 2, 96% of staff agree and 78% agree mostly or completely. We will continue the cycle of inquiry and using LEAP time to analyze student work and develop interventions.

School Name and Year: Lake Washington High School 2014-2015

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional 'from – to' goal setting activity. This revision is based on the understanding that HSPE and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-15: Due to DSS by November 14, 2014

Class of 2015 – Current 12 th graders														
2014-2015 Goals:														
	On Track HSPE Reading		On Track HSPE Writing		On Track EOC Geo and Alg		On Track EOC Biology		On Track Grad Reqs.		On Track Credits		On Time Graduation	
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:
Percent:	96	100	85	100	83	100	86	100	83	100	82	100		100

Class of 2016 – Current 11th graders													
2014-2015 Goals:													
	On Track HSPE Reading		On Track HSPE Writing		On Track EOC Geo and Alg		On Track EOC Biology		Grad Reqs.		On Time Credits		SBA ELA
	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	From:	To:	Goal
Percent:	95	100	95.6	100	91.2	100	85.8	100	Not required		75	100	58%

Class of 2017– Current 10th Graders				
	SBA ELA			Biology EOC
SMART Goal 2014-15	50%			From: 85 To: 90

Class of 2018– Current 9th Graders					
	Students completing 9th grade with 6 credits				
SMART Goal 2014-15	*From:	To:			From: To:

*Take "From" data on students completing 9th grade with 6 credits from class of 2017

**Continuous Improvement Process Plan
Emerson K-12 CIP 2013-2014**

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

Part 1: 2012-2013 Reflection Goals: Due to DSS by October 12, 2013

A. Data Summary, Reflection, and Analysis:

Elementary Kindergarten-Grade 2

2012-2013 SMART Goals		
Reading	Math	Writing
From 72% to 95% of K-2 students will participate in DIBELS testing.	NA	NA

Results:	
2012-2013	
Participate/ Total Eligible	21/22 95%

Elementary Grade 3-Grade 5

2012-2013 SMART Goals:			
Reading	Science	Math	Writing
From 77% to 95% of students will participate in MSP testing. Of those who test, 85% will earn scores of 3 or 4.	From 72% to 95% of students will participate in MSP testing. Of those who test, from 46% passing to 75% passing.	From 69% to 95% of students will participate in MSP testing. Of those who test, from 59% passing to 65% passing.	From 75% to 80% of students will participate in MSP testing. Of those who test, from 94% passing to 94% passing.

Results:				
2012-2013	Reading	Math	Science	Writing
Participate/ Total Eligible	24/40 69%	22/39 53%	7/15 47%	4/10 40%
Passed/ Tested	22/24 82%	17/22 70%	5/7 71%	2/4 50%

Middle School Grade 6-Grade 8

2012-2013 Smart Goals			
Reading	Math	Writing	Science
From 76% to 80% of students will participate in MSP testing.	From 72% to 95% of students will participate in MSP testing.	From 69% to 95% of students will participate in MSP testing.	From 75% to 80% of students will participate in MSP testing.
Of those who test, from 83% passing to 85% passing.	Of those who test, from 46% passing to 75% passing.	Of those who test, from 59% passing to 65% passing.	Of those who test, from 94% passing to 94% passing.

Results:				
2012-2013	Reading	Math	Science	Writing
Participate/Total Eligible	43/52 83%	42/54 78%	18/24 75%	13/15 87%
Pass/Total Tested	37/43 86%	29/42 69%	14/18 78%	13/13 100%

High School Grade 9-Grade 12

Class of 2013		
Year	On Time Graduation percentage of entire class	On Time Graduation for students working toward a LWSD diploma
2013	On-Time Graduation percentage of the entire class.	On time Graduation for students working toward a LWSD diploma.
	From 19% to 30%	From 91% to 95%
Results:	23% (4 of 17) at end of year 18% (4 of 22) at start of year	100% at end of year 50% 4 of 8 at start of year

Class of 2014- current 12th graders

Year 2013-2014	12 th grade students working toward LWSD diploma/Total 12 th graders enrolled	LWSD diploma candidates on track for June graduation.
	6/15	Reading HSPE: 6/6
		Writing HSPE: 6/6
		Math EOC: 6/6
		Level 5 Essays: 3/6
		Math QSR: 6/6
		Science FLR: 6/6
		Total Credits: 6/6

2012-2013 Smart Goals			
Reading	Math	Writing	Science
<p>From 100% to 100% of students will participate in HSPE testing.</p> <p>Of those who participate, from 88% passing to 90% passing.</p>	<p>Algebra: From 84% to 75% of students will participate in EOC testing.</p> <p>Of those who participate, from 52% passing to 80% passing.</p> <p>Geometry: From 100% to 75% of students will participate in EOC testing.</p> <p>Of those who participate, from 33% passing to 80% passing.</p>	<p>From 100% to 100% will participate in HSPE testing.</p> <p>Of those who participate, from 100% passing to 100% passing.</p>	<p>From 42% to 60% of students will participate in EOC testing.</p> <p>Of those who participate, from 75% passing to 80% passing.</p>

Results:				
2012-2013	Reading	Math	Science	Writing
Participate/Total Eligible	8/9 89%	Algebra = 6/8 75%	Biology 8/12 67%	8/9 89%
		Geometry = 18/18 100%		
Pass/Total Tested	8/8 100%	Algebra = 4/6 67%	5/8 63%	8/8 100%
		Geometry = 16/18 89%		

School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student achievement in each of the following content areas:	
Reading:	<ul style="list-style-type: none"> • Written Student Learning Plan (WSLP) advisors make parents aware of power standards, leveled assessments, and proficiency scales for work they're doing at home. • PR campaign to get all eligible students to participate in assessments (DIBELS, MSP, HSPE). • All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.
Math:	<ul style="list-style-type: none"> • WSLP advisors make parents aware of power standards, leveled assessments, and proficiency scales for work they're doing at home. • Math Enrichment offered after school in Math Lab. • PR campaign to get all eligible students to participate in assessments (MSP, EOC). <p>All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.</p>
Writing:	<ul style="list-style-type: none"> • WSLP advisors make parents aware of power standards, leveled assessments, and proficiency scales for work they're doing at home. • PR campaign to get all eligible students to participate in assessments (MSP, HSPE). • All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.
Science:	<ul style="list-style-type: none"> • WSLP advisors make parents aware of power standards, leveled assessments, and proficiency scales for work they're doing at home. • PR campaign to get all eligible students to participate in assessments (MSP, HSPE, EOC). • All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.

Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
<p>Celebrations: Those that test continue to do fairly well, especially at middle school. Professional Development for parents to really understand Power Standards is going well.</p> <p>Concerns: High school scores on the Biology EOC exam are lower than expected. The students who did not meet standard scored in the high level 2 range (390s), but just missed passing. This will be a focus for the 2013-2014 school year.</p>

B. Perception Data Summary, Reflection, and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012-13	11% of staff “don’t agree at all” with the school’s primary emphasis is improving student learning to 100% of staff agree “mostly” or “completely”	22% of staff “agree slightly” that teachers use effective strategies to help low-performing students meet high academic standards to 100% of staff agree “mostly” or “completely”
2011	NA	NA

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
As a school, it is important that all staff members believe that our mission and actions match our goal to improve student learning. This is our primary goal – secondarily, goal 2 is related because in order to focus on our primary goal of improving student learning, it is critical that teachers are using effective strategies to help low performing students.

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

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

Elementary Grade Kindergarten-Grade 2

2013-2014 SMART Goals:			
Reading	Science	Math	Writing
From 95% to 100% of K-2 students will participate in DIBELS Testing	NA	NA	NA

Elementary Grade 3-Grade 5

2013-2014 SMART Goals:			
Reading	Science	Math	Writing
From 69%-80% of students will participate in MSP testing. Of those who participate 85% will earn scores of 3 or 4.	From 47% to 80% will participate in MSP testing. Of those who participate 85% will earn scores of 3 or 4.	From 53% to 80% will participate in MSP testing. Of those who participate 85% will earn scores of 3 or 4.	From 40% to 80% will participate in MSP testing. Of those who participate 75% will earn scores of 3 or 4.

Middle School Grade 6-Grade 8

2013-2014 SMART Goals:			
Reading	Science	Math	Writing
From 83%-90% of students will participate in MSP testing. Of those who participate 90% will earn scores of 3 or 4.	From 75%-85% of students will participate in MSP testing. Of those who participate 85% will earn scores of 3 or 4	From 78%-85% of students will participate in MSP testing. Of those who participate 75% will earn scores of 3 or 4	From 87%-95% of students will participate in MSP testing. Of those who participate 100% will earn scores of 3 or 4

High School Grade 9-12

Class of 2014	
On-Time Graduation percentage of the entire class.	On time Graduation for students working toward a LWSD diploma.
30% to 40%	From 95% to 100%

High School Grades 9-12

2013-2014 SMART Goals:			
Reading	Science	Math *	Writing
From 89%-100% of students will participate in HSPE testing. Of those who participate 100% will earn scores of 3 or 4.	From 67%-80% of students will participate in EOC testing. Of those who participate 90% will earn scores of 3 or 4.	Alg EOC From 75%-85% of students will participate in EOC testing. Of those who participate 75% will earn scores of 3 or 4. Geo EOC From 100% of students will participate in EOC testing. Of those who participate 90% will earn scores of 3 or 4.	From 89%-100% of students will participate in HSPE testing. Of those who participate 100% will earn scores of 3 or 4

- Note that the small cohort numbers, the number of students enrolled in specific math classes each, and the number students working toward a LWSD diploma each year varies thus significantly impacting our results and annual goal setting. In 2011-2012, for example, we didn't offer Geometry and only 3 kids tested in that area.

Perception Goals:

Year	Goal Area #1 From/To Percentage	Goal Area #2 From/To Percentage
2013-2014	#Q46: 87.5% of staff agree slightly or mostly with Assessment results are used to determine professional activities	#Q47: 75% of staff agree slightly or mostly that “Staff members get help in the areas they need to improve.”

Change to 100% mostly/completely agree Change to 100% mostly/completely agree

Process Summary
<p>Highlight building-wide strategies to meet goals in reading, math, science and writing:</p> <ul style="list-style-type: none"> • Working to create a school-wide culture that supports the importance of standards and assessment both in school and home instruction. • Utilizing enrichment programming (field trips, guest speakers, activities) that support content and grade level goals. • Develop Parent Professional Development opportunities surrounding standards and assessment strategies.
<p>Highlight use of technology to improve student learning:</p> <ul style="list-style-type: none"> • K-12 use of netbooks to enhance classroom activities and instruction. • Incorporating netbooks into all academic classes. • Developing usage of netbooks as a research and presentation tool. • Developing usage of Haiku as an instructional and organizational tool.
<p>Highlight steps to involve of staff, students, parents, families, and community:</p> <ul style="list-style-type: none"> • Monthly Learning Plan meetings with all parents & individual students. • Monthly newsletter. • Weekly calendar updates. • Utilizing classroom and field trip volunteers. • Use of Standard Score, Haiku, and email to communicate with students and parents. • Monthly Parent Board meetings.
<p>Highlight process for progress monitoring, describing what assessments you will use throughout the year:</p> <ul style="list-style-type: none"> • Use of Standard Score & email. • Implementation and use of Haiku. • Monthly Learning Plan meetings. • Newsletter & calendar updates.
<p>Highlight strategies to address the PLC questions #3 and #4:</p> <ul style="list-style-type: none"> • Utilizing MSP & EOC data as well as LWSD Power Standard to plan and support instruction. • Provide “lab” time for students who need extra help in core content areas.

- Monthly Learning Plan meetings.
- Allowing for higher-level options for students who already grasp the core concepts/possess the targeted skills.
- Develop lessons and units that can be approached at multiple levels and adjusting individual expectations accordingly.

**Continuous Improvement Process Plan
Emerson High School CIP 2013-2014**

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

Part 1: 2012-2013 Goals: Due to DSS by October 12, 2013

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

2013 Graduates			
Year	Students who graduated on-time	Students who graduated late (were expected to graduate 2010-2012).	Students who graduated early.
Total Graduates	7	12	1

2014 Seniors			
Year	On-track students. June 2014 expected graduation*	Extended students. June 2014 expected graduation**	Advanced students. Expected graduation BEFORE June 2014.*
Total	14	13	1

*On-track = 5.5 Credits at end of 9th grade; 11.0 Credits at end of 10th grade; 16.0 Credits at the end of 11th Grade. Extended Graduation goal for students who enrolled with fewer than “on-track” benchmark measures. Early Graduation goal for student who enrolled with more than “on-track” benchmark measures.

** Includes members of the 2010-2012 classes who are expected to finish in fall 2013/spring 2014.

2012-2013

Reading

Students who participate in HSPE testing will earn a passing score – from 83% to 90%.

Students enrolled in English will complete summative assessments and earn credit.

- **EXTENDED:** From 64% to 75%
- **ON-TRACK:** From 93% to 95%
- **ADVANCED:** From 98% to 98%

Math

Students enrolled in math will complete summative assessments and earn credit.

- **EXTENDED:** From 69% to 75%.
- **ON-TRACK:** From 89% to 95%.
- **ADVANCED:** From 100% to 100%.

Students will meet the state math testing requirement, based on the requirements of their grad year.

- **EXTENDED:** From 54% to 70%
- **ON-TRACK:** From 71% to 85%
- **ADVANCED:** From 86% to 100%

Students enrolled for at least 2 of 3 testing windows will meet the Level 5 Problem-Solving and Reasoning graduation requirement.

- **EXTENDED:** From 51% to 60%
- **ON-TRACK:** From 82% to 85%
- **ADVANCED:** From 100% to 100%

Writing

Students who participate in HSPE testing will earn a passing score – from 87% to 90%.

Students enrolled in English will complete summative assessments and earn credit.

- **EXTENDED:** From 64% to 75%
- **ON-TRACK:** From 93% to 95%
- **ADVANCED:** From 98% to 98%

Science

Students enrolled in science classes will complete summative assessments & earn credit.

	<ul style="list-style-type: none"> • EXTENDED: From 74% to 79% • ON-TRACK: From 96% to 99% • ADVANCED: From 82% to 87% <p>Biology students who take the EOC will earn a passing score.</p> <ul style="list-style-type: none"> • EXTENDED: From NA to 80% • ON-TRACK: From 100% to 100% • ADVANCED: From 100% to 100%
<p>Social Studies</p>	<p>Students enrolled in social studies classes will complete summative assessments and earn credit.</p> <ul style="list-style-type: none"> • EXTENDED: From 64% to 70% • ON-TRACK: From 77% to 80% • ADVANCED: From 94% to 100% <p>Students enrolled in social studies classes will attempt a CBA. All Students: From 70% to 80%.</p>
<p>Art</p>	<p>Students enrolled in art classes will complete the summative assessment & earn credit. All Students: From 76% to 80%</p>
<p>Career Planning & Life Management</p>	<p>Seniors who begin their CP will complete it by the end of the year – From 77% to 85%.</p> <p>Students will have a Career Cruising account – From 100% to 100%.</p> <p>Juniors will have one MOS certification by the end of the year – From NA to 70%.</p> <p>Juniors will have two MOS certifications by the end of the year – From NA to 50%.</p> <p>Juniors will have a Food Handlers Permit or CPR Certification – From NA to 40%.</p>

RESULTS

Reading	HSPE Reading = 79% (includes 10th, 11th, and 12th graders) Passed English Summatives: Extended = 63% On-track = 69% Advanced = 61%
Math	Algebra EOC = 49% (includes 10th, 11th, 12th graders) Geometry EOC = 40% (includes 10th, 11th, and 12th graders) Passed Math Summatives: Extended = 54% On-track = 100% Advanced = 83%
Writing	HSPE Writing = 95% (includes 10th, 11th & 12th graders) Passed English Summatives: Extended = 63% On-track = 69% Advanced = 61%
Science	Biology EOC = 70% (includes 9th, 10th, & 11th graders) Passed Science Summatives Extended = 52% On-track = 75% Advanced = NA
Social Studies	Passed Social Studies Summatives Extended =68% On-track =67% Advanced = 75% Attempt CBAs = 70%
Art	Passed Art Summatives: Extended =73% On-track = 83% Advanced = NA

Career Planning & Life Management	Passed CTE Summatives: Extended =77% On-track =56% Advanced = 88%
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School-wide Analysis of Multiple Measures

Briefly explain school-wide systems used to improve student success in each of the following areas:	
Reading:	<ul style="list-style-type: none"> • All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction. • Use of common academic vocabulary with students.
Math:	<ul style="list-style-type: none"> • Graphing & data analysis in all content areas – deliberate inclusions in how to use it & what makes it good. • Use of common academic vocabulary with students. • All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction.
Writing:	<ul style="list-style-type: none"> • Literacy/academic writing across content areas. • All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction. • Level 5 Boot Camp during state testing for students not participating in assessments.
Science:	<ul style="list-style-type: none"> • Graphing & data analysis in all content areas – deliberate inclusions in how to use it & what makes it good. • All certificated teachers participate in book studies during LEAP time designed to focus on best practices in classroom instruction. • Use of common academic vocabulary with students.
Credits:	<ul style="list-style-type: none"> • Summative Workshop – intensive support for students not passing classes (8x per year). • Student access to Independent and Learning Center class for credit retrieval and acceleration.
Graduation Requirements	<ul style="list-style-type: none"> • Include L5 option for Summative Assessments in appropriate content areas each session (mandatory for students not proficient in L5 requirements to

	<p>attempt).</p> <ul style="list-style-type: none"> • Level 5 Boot Camp during state testing for students not participating in assessments.
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Sub-Group Analysis

Which school-wide sub-group/s creates opportunities for celebration or cause for concern (e.g. Gender, Ethnicity, ELL, Special Education, SES)? Please provide examples and explanations.
<p>Celebrations – All of our seniors who still needed to pass one or more of the state exams/alternatives met the standards. 100% of our true sophomores passed the writing HSPE.</p> <p>Concerns – The completion rate of summatives for our “on-track” kids were lower than our kids who are already on an “extended” path to graduation. It is difficult for us to identify clear patterns due to significant student attrition and lack of cohort data.</p>

B. Perception Data Summary Reflection and Analysis

Year	Goal Area #1 From- To Percentage	Goal Area #2 From – To Percentage
2012-13	Standardize LP meetings so that students are engaged in strategizing how to achieve high standards (9CSQ13).	Include parent/trusted adult in LP conferences to increase engagement in student success (9CSQ65).
2011	See above	See above

Analysis of Perception Data

Why were these goal areas selected? What actions were taken to achieve these goals?
As students move through our system it is important that their LP experiences are similar regardless of who the teachers are. It is also important to be more active in recruiting parents to be part of the LP meetings because when they're more actively involved, students do better.

Part 2: Goals for 2013-14: Due to DSS by November 16, 2013

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

RESULTS	
Reading	<p>2013-14 Reading HSPE goal: 85% of kids who participate pass</p> <p>Students enrolled in English will complete summative assessments and earn credit.</p> <ul style="list-style-type: none">• EXTENDED: From 63% to 75%• ON-TRACK: From 69% to 80 %• ADVANCED: From 61% to 80%
Math	<p>Students enrolled in math will complete summative assessments and earn credit.</p> <ul style="list-style-type: none">• EXTENDED: From 71.5% to 75%.• ON-TRACK: From 87.5% to 90%.• ADVANCED: From 85.4% to 90%. <p>Students will meet the state math testing requirement, based on the requirements of their grad year.</p> <ul style="list-style-type: none">• EXTENDED: From 85.7% to 90%• ON-TRACK: From 100% to 90%• ADVANCED: Keep 100% at 100%
Writing	<p>2013-14 Writing HSPE goal: 95% of kids who participate pass</p> <p>Students enrolled in English will complete summative assessments and earn credit.</p> <ul style="list-style-type: none">• EXTENDED: From 63% to 75%• ON-TRACK: From 69% to 80 %• ADVANCED: From 61% to 80%
Science	<p>Students enrolled in science classes will complete summative assessments & earn credit.</p> <ul style="list-style-type: none">• EXTENDED: From 52% to 75%• ON-TRACK: From 75% to 85%• ADVANCED: From 82% to 87% <p>Biology students who take the EOC will earn a passing score.</p>

	<ul style="list-style-type: none"> • EXTENDED: From 70% to 80% • ON-TRACK: From 70% to 90% • ADVANCED: From 70% to 100%
Social Studies	<p>Students enrolled in social studies classes will complete summative assessments & earn credit.</p> <ul style="list-style-type: none"> • EXTENDED: From 64% to 70% • ON-TRACK: From 77% to 80% • ADVANCED: From 94% to 100% <p>Students enrolled in social studies classes will attempt a CBA.</p> <ul style="list-style-type: none"> • ALL: From 70% to 80%
Art	<p>Students enrolled in art classes will complete summative assessments & earn credit.</p> <ul style="list-style-type: none"> • EXTENDED: From 80% to 85% • ON-TRACK: From 80% to 85% • ADVANCED: From 80% to 85%
Career Planning & Life Management	<ul style="list-style-type: none"> • From 80% to 85% of Seniors who start their CP will present & complete their project by the end of the year • 75% of Freshman & Sophomores will attempt one MOS Certification by the end of the year – From NA to 75% • 30% of all Juniors will have one MOS Certification – From NA to 30%

Year	Goal Area #1	Goal Area #2	Goal Area #3
2013-2014	All students are expected to achieve high standards (Q12). From weighted score of 3.5 to weighted score of 3.75	Staff routinely work together to plan what will be taught (Q27) from a weighted score of 2.92 to a weighted score of 3.75.	Teachers provide feedback to each other to help improve instructional practices (Q44) from a weighted score of 3.25 to a weighted score of 3.75

Process Summary

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

- Promoting school-wide culture of academic importance.
- Utilizing enrichment programming (field trips, guest speakers) that support content area goals.
- Writing across the curriculum – writing instruction and assignments are utilized in all courses.
- Learning Plan meetings 8 times per year.
- CORE class 4 days per week.

Highlight use of technology to improve student learning:

- Use of netbooks in most classes.
- Developing students' abilities to be savvy assessors of source information.
- Developing using of technology as a research and presentation tool.
- 11th grade CORE curriculum includes MOS Certification options for all students.

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

- Session Newsletter.
- Parent participation in Learning Plan Meetings.
- Utilizing enrichment programming (field trips, speakers) that support CIP goals.

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

- Haiku.
- Standard Score & email.
- Newsletter.
- Learning Plan meetings.
- Summative assessments.

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

- Utilizing HSPE & EOC data as well as Power Standards and Common Core to plan curriculum.
- Summative Workshop each session.
- Learning Plan meetings.
- Allowing for higher-level options for students who already grasp the core concepts/possess the targeted skills.
- Developing curriculum projects and activities that can be approached at multiple levels and adjusting individual expectations accordingly (based on abilities and prior knowledge).

**LWSD Continuous Improvement Process
Middle School CIP 2014-2015**

Northstar Middle School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis

<u>Class of 2018- current 9th graders</u>
2013-2014 SMART Goals
Reading Goal: From 28/30 to 28/30 pass reading MSP.
Using these prompts please respond by content teams:
<ol style="list-style-type: none"> 1. As a team what were you most proud of based on your students' assessment results? <i>Team Reflection: We exceeded our goal (21 Level 4, 7 Level 3).</i> 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? <i>Team Reflection: We will continue implementing our successful interventions.</i> 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? <i>Team Reflection: We were pleased to see that all students met proficiency.</i>
Math Goal: From 28/30 to 28/30 pass math MSP. From 16/16 to 10/13 pass EOC 1. 14/16 pass EOC 2.
Using these prompts please respond by content teams:
<ol style="list-style-type: none"> 1. As a team what were you most proud of based on your students' assessment results? <i>Team Reflection: We met our MSP goal of 93% proficiency. We achieved 92% proficiency on the EOC1 (algebra) and 100% proficiency on EOC2 (geometry).</i> 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results? <i>Team Reflection: We will continue to provide targeted assistance to students.</i> 3. As a team what surprised you the most about your students' assessment results? What do you believe caused these results? <i>Team Reflection: A number of students that struggled with math in the past achieved proficiency.</i>
Science Goal: From 27/30 to 27/30 pass MSP
Using these prompts please respond by content teams:
<ol style="list-style-type: none"> 1. As a team what were you most proud of based on your students' assessment results? <i>Team Reflection: We met our science goal of 27 out of 28 achieving proficiency.</i>

2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

Team Reflection: We will continue to provide targeted interventions as needed.

3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

Team Reflection: We were pleased to see that nearly all students met proficiency.

Results:

Year	Reading			Math MSP		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	7/28	21/28	28/28	9/28	17/28	26/28
2013-7 th	4/30	24/30	28/30	6/30	22/30	28/30
2012-6 th	9/30	19/30	28/30	14/28	14/28	28/28
Year	Geometry EOC			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	1/15	14/15	15/15	8/13	4/13	12/13
2013-7 th				7/16	9/16	16/16
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2014-8 th	14/28	13/28	27/28			

Class of 2019- current 8th graders

2013-2014 SMART Goals:

Reading Goal: From 28/30 to 28/30 pass MSP.

Using these prompts please respond by content teams:

1. **As a team what were you most proud of based on your students' assessment results?**

Team Reflection: We exceeded our goal (22 Level 4, 7 Level 3).

2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

Team Reflection: We will continue implementing our successful interventions.

3. **As a team what surprised you the most about your students' assessment results? What do you believe caused these results?**

Team Reflection: We were pleased to see high number of Level 4 proficiency.

Math Goal: From 27/30 to 27/30 pass MSP. 16/18 pass EOC 1

Using these prompts please respond by content teams:

1. **As a team what were you most proud of based on your students' assessment results?**

Team Reflection: We met our MSP goal of 27 out of 30 proficient (27 includes one student passing with a Level BA). We achieved 100% proficiency on EOC 1 (algebra).

2. **As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**

Team Reflection: We will continue to provide targeted assistance to students.

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Team Reflection: A number of students that struggled with math in the past achieved proficiency.

Writing Goal: From 22/30 (4th grade) to 27/30 pass MSP

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

Team Reflection: We exceeded our writing goal achieving 29 out of 30 proficient (17 Level 4, 12 Level 3).

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Team Reflection: We will continue implementing our successful interventions.

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Team Reflection: We were pleased to see that nearly all students met proficiency.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	7/30	22/30	29/30	5/30	21/30	26/30
2013-6 th	9/30	19/30	28/30	9/30	18/30	27/30
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	12/30	17/30	29/30	2/18	16/18	18/18

Class of 2020- current 7th graders

2013-2014 SMART Goals:

Reading Goal: From 26/30 to 28/30 pass MSP

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

Team Reflection: We exceeded our goal (22 Level 4, 7 Level 3).

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

Team Reflection: We will continue implementing our successful interventions.

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Team Reflection: We were pleased to see high number of Level 4 proficiency.

Math Goal: NA

Using these prompts please respond by content teams:

1. As a team what were you most proud of based on your students' assessment results?

2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?

**3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Writing Goal: NA

Using these prompts please respond by content teams:

- 1. As a team what were you most proud of based on your students' assessment results?**
- 2. As a team what do you believe you can still improve on regarding the growth of your students' assessment results?**
- 3. As a team what surprised you the most about your students' assessment results?
What do you believe caused these results?**

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-6 th	7/30	22/30	29/30	10/30	17/30	27/30
2013-5 th	3/28	22/28	25/28	6/28	18/28	24/28

Sub-Group Analysis:

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

Successes:

We achieved success across the board. Students who have struggled with reading and writing skills were providing a morning class intervention and all but one student achieved proficiency.

Challenges:

The main challenge we face is to maintain funding for targeted assistance given our success and small school size.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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
Developing clear and logically supported writing will be the focus for Northstar this year. As the MSP data will only be available for assessing our success with the 7 th grade cohort, our Challenge goal will reflect only that group (even though all grades will be receiving instruction). CHALLENGE GOAL: 7 th graders meeting or exceeding standard in writing.	22/30	27/30

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

We exceeded our challenge of 27 out of 30 of our students proficient on the writing MSP with 29 out of 30 proficient (12 Level 3, 17 Level 4). Our student that didn't achieve proficiency was provided multiple interventions including a targeted assistance class and we will continue to work with him this year.

Perception Data Summary, Reflection, and Analysis		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Goal: Q27: Staff will address opportunities to work together by developing and sharing curriculum and strategies for promoting writing skills in our students.	Goal: Q31 – Q33: Staff will develop curriculum and rubrics that reflect standards and align instruction to these goals.
	From: 80% agree mostly/completely To: 100% agree mostly/completely	From: 60% agree mostly/completely To: 100% agree mostly/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?
We recognized that there was a need to focus on sixth grade writing skills. Staff developed writing interventions and a common rubric and assessment to help students advance their writing skills. We are continuing to work on this goal with our new sixth graders.

Northstar Middle School 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional ‘from – to’ goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
“Class of”	English Language Arts SBA SMART Goal	Science MSP SMART Goal			
2019- 8 th	22/30 at standard or higher	25/30 proficient or higher			
2020-7 th	22/30 at standard or higher				
2021- 6 th	22/30 at standard or higher				
“Class of”	Math SBA SMART Goal	Algebra EOC		Geometry EOC	
2019- 8 th	22/30 at standard or higher	From: N/A	To: N/A	From: N/A	To: N/A
2020- 7 th	22/30 at standard or higher	From: N/A	To: N/A		
2021- 6 th	22/30 at standard or higher				

Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, Low Income, Sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: (i.e. African American students will go from 67.3% proficiency in Reading to 77.5% proficiency by June of 2015 as measured by the AMO)

Action Plan: (Describe your anticipated school's efforts in this area)

Subgroup and Goal: Improve 6th grade writing skills in the areas of organization and persuasive theme-writing.

Action Plan: Multiple school-wide leveled writing assessments over the course of the academic year

2014-15 Challenge Goal: Please list your school's Challenge Goal for 2014-15; 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
Developing clear and logically supported writing will be the focus for Northstar this year. CHALLENGE GOAL: The majority of our students meeting or exceeding standards in writing	N/A	N/A

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

AREA OF NEED: Writing across the curriculum

ANTICIPATED EFFORTS: Multiple school-wide leveled writing assessments over the course of the academic year

Perception Goals: You may select 1 or 2 goals in this area		
Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: Increase level of parental involvement on perception surveys	Goal: 12% of students indicated a desire for more after school activities; this year we have added numerous new activities
	From: 14% To: 75%	From: 12% To: 8%
School Process Summary		
Highlight strategies to meet goals in reading:		
<ul style="list-style-type: none"> • Promoting school-wide culture of academic excellence • Utilizing enrichment programming (field trips, guest speakers, activities) that support content area goals. (author visits, scientists presenting on relevant topics, etc). • School-wide reading time each day and analysis/theme-based papers on books read. • Writing across the curriculum – writing instruction and assignments are utilized in all academic courses as well as in art. 		
Highlight strategies to meet goals in math:		
<ul style="list-style-type: none"> • Promoting school-wide culture of academic excellence • Utilizing enrichment programming (field trips, guest speakers, activities) that support content area goals. (Author visits, scientists presenting on relevant topics, etc). • School-wide reading time each day and analysis/theme-based papers on books read. • Writing across the curriculum – writing instruction and assignments are utilized in all academic courses as well as in art. 		
Highlight strategies to meet goals in science:		
<ul style="list-style-type: none"> • Promoting school-wide culture of academic excellence • Utilizing enrichment programming (field trips, guest speakers, activities) that support content area goals. (author visits, scientists presenting on relevant topics, etc). • School-wide reading time each day and analysis/theme-based papers on books read. • Writing across the curriculum – writing instruction and assignments are utilized in all academic courses as well as in art. 		
Highlight strategies to meet goals in writing:		
<ul style="list-style-type: none"> • Promoting school-wide culture of academic excellence • Utilizing enrichment programming (field trips, guest speakers, activities) that support content area goals. (author visits, scientists presenting on relevant topics, etc). • School-wide reading time each day and analysis/theme-based papers on books read. • Writing across the curriculum – writing instruction and assignments are utilized in all academic courses as well as in art. 		

Highlight use of technology to improve student learning:

- 1 to 1 use of netbooks.
- Incorporating netbooks into all academic classes (goal: technology integration is fluid and authentic).
- Developing students' abilities to be savvy assessors of source information.
- Developing usage of netbooks as a research and presentation tool.

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

- Presentations to parent group at regular monthly meetings.
- Student newspaper published to parent community
- Utilizing enrichment programming (field trips, guest speakers, activities) that support content area goals.
- Use of Standard Score, email, and Haiku.
- Regularly scheduled conferences with parents before each semester and upon exiting.
- Additional meetings with parents as necessary.

**LWSD Continuous Improvement Process
Middle School CIP 2014-2015**

Stella Schola Middle School

Part 1: 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.

2013-2014 Reflection Goals: Due to DSS by October 10, 2014

Data Summary, Reflection, and Analysis

<u>Class of 2018- current 9th graders</u>
2013-2014 SMART Goals
Reading Goal: From 97% of students meeting standard on the 2013 MSP to 100% meeting standard on the 2014 MSP.
Using these prompts please respond by content teams: <ol style="list-style-type: none">1. We are most proud of critical thinking in reading as we worked on using evidence and logical thinking to support comprehension.2. We continue to work on supporting text by citing page numbers.3. We are impressed and proud of the students with IEP and 504's who passed the reading portion. We worked many hours afterschool as well as in class with these students.
Math Goal: From 90% of students meeting standard on the 2013 MSP to 93% meeting standard on the 2014 MSP.
Using these prompts please respond by content teams: <ol style="list-style-type: none">1. As a team we are proud that all students, including a previously homeschooled student, except one, passed. The student who did not pass was on an IEP and scored a 389 which is very close to passing and was great growth for that student.2. We continue to work on problem solving skills and encouraging students to do their own work, persevering on their own!3. We were impressed that several students who had struggled with math all year were able to show their skills so successfully.
Science Goal: From 93.3% of students meeting standard on the 2011 MSP to 96% meeting standard on the 2014 MSP.
Using these prompts please respond by content teams: <ol style="list-style-type: none">1. As a team we are really proud that all students passed!2. We continue to adjust the flow of curriculum from 6th to 8th grade to reflect appropriate cognitive development.3. We are impressed that students were able to retain what they had learned over the past three years and were able to apply their knowledge to science questions and scenarios.

Results:						
Year	Reading			Math MSP		
2014	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	2	28	100%	4	24	28
2013-7 th	6.7%	90%	96.7%	33.3%	56.7%	90%
2012-6 th	30%	66.7%	96.7%	53%	37%	90%
Year	Geometry EOC			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-8 th	N/A			7	21	28
2013-7 th						
Year	Science MSP					
	Proficient	Exceeds Proficient	Total Proficient			
2014-8 th	7	23	30			

<u>Class of 2019- current 8th graders</u>
2013-2014 SMART Goals:
Reading Goal: From 94% of students meeting standard on the 2013 MSP to 96% meeting standard on the 2014 MSP.
Using these prompts please respond by content teams: <ol style="list-style-type: none"> 1. We are most proud of critical thinking in reading as we worked on using evidence and critical thinking to support comprehension. 2. We continue to work on supporting text by citing page numbers. 3. We are impressed that all students passed successfully including a student who does not speak English at home, 400!
Math Goal: From 90% of students meeting standard on the 2013 MSP to 93% meeting standard on the 2014 MSP.
Using these prompts please respond by content teams: <ol style="list-style-type: none"> 1. We are proud that the scores improved and that one more student passed than last year. 2. We continue to work on problem solving skills and encouraging students to do their own work, persevering on their own! We will continue to attend to the three students who did not pass in math, as well as challenge those who did very well. 3. We are impressed that a few of the students scored above 500.
Writing Goal: From 87% of students meeting standard on the 2011 MSP to 96% meeting standard on the 2014 MSP.
Using these prompts please respond by content teams: <ol style="list-style-type: none"> 1. We are proud that the goal was met. 2. We continue to work on clarity of writing, writing for a specific purpose, and making a claim and supporting it. 3. As a team we are impressed that students who came to us in 7th grade (rather than 6th grade) from another school were able exceed expectations so quickly.

Results:						
Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	8	22	30	9	18	27
2013-6 th	36.7%	60%	96.7%	50%	43%	93.3%
Year	Writing			Algebra EOC		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-7 th	9	20	29			

Class of 2020- current 7th graders

2013-2014 SMART Goals:

Reading Goal: From 97% of students meeting standard on the 2013 MSP to 100% meeting standard on the 2014 MSP.

Using these prompts please respond by content teams:

1. We are most proud of critical thinking in reading as we worked on using evidence and critical thinking to support comprehension.
2. We continue to create opportunities for students to interact with various texts, and support their answers with evidence.
3. We are impressed that a particular student passed, as she struggled with anxiety over testing situations.

Math Goal: From 90% of students meeting standard on the 2013 MSP to 93% meeting standard on the 2014 MSP.

Using these prompts please respond by content teams:

1. As a team we are really proud that all students passed!
2. We continue to work on Math-a-tude!
3. We are impressed that one student, who was sick and absent for much of the school year, was able to catch up and pass.

Results:

Year	Reading			Math		
	Proficient	Exceeds Proficient	Total Proficient	Proficient	Exceeds Proficient	Total Proficient
2014-6 th	8	21	29	8	22	30
2013-5 th						

Sub-Group Analysis:

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

One sub-group that we have explicitly worked with to close the achievement gap was students with special needs (IEPs, 504s, ELL, anxiety disorders, and Asperger's syndrome).

Successes

School-wide, all students in this sub-group (except for one) passed as a result of differentiated instruction, individual help (both during and after the school day), and lessons specifically developed for their needs.

Challenges

A significant challenge has been, and continues to be, balancing our time outside of the school day with the needs of our students. Our other challenge is helping parents to understand the difference between helping and enabling their children.

2013-14 Challenge Goal Review: Please list your school's Challenge Goal from 2013-14. 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	53.3%	65%
Reading	77.7%	85%

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

In math, our school worked on providing logical thinking and persevering opportunities which included having students work on their own to solve complex story problems and basic arithmetic calculations without the use of a calculator. Math vocabulary was specifically taught and emphasized. We specifically addressed, at Curriculum Night, the difference between helping and enabling and discussed the benefits of allowing students to make their own mistakes and learn from them.

In reading, our school provided direct instruction on how to cite textual evidence to support student analysis as well as opportunities for guided and independent practice.

Perception Data Summary, Reflection, and Analysis

Year	Perception Goal #1 <input type="checkbox"/> Continued from previous year	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2013-14	Curriculum and instruction are aligned with state standards. Our school's curriculum follows a historical continuum, therefore, not all curricular units align perfectly with state standards at each grade level, but by the end of eighth grade all standards will have been met.	Professional development is focused in areas of most need. For professional development, teachers make time to observe each other once per semester for the purpose of improving our craft.
	From: 75% To: 100%	From: 75% 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?

The first goal was selected because our curriculum is in a different sequence than the rest of the district (Choice School), but we want to be sure that we are covering all the state and district requirements within the three year period. As there have been changes across the district, for example reconfiguration of grade levels, it has been important to be aware of the new alignments. This year we will continue to make progress as we align our curriculum to Common Core, create standards based assessments, and familiarize ourselves with the SBAC testing format.

The second goal was put into place to assist a struggling teacher with examples of solid teaching practice as well as to allow all teachers to gain insight into their own teaching. This goal was not met due to conflicts beyond our control. This year we hope to be able to observe one another on a more consistent basis.

Stella Schola MS 2014-2015:

Part 2: The 2014-15 CIP will have a one year revision to help us transition to Smarter Balanced Assessments. The revision for our current school year will not require the traditional 'from – to' goal setting activity. This revision is based on the understanding that MSP and Smarter Balanced do not measure the same learning outcomes. Therefore in those areas with Smarter Balanced measurements you will be required to set 1 goal for this current school year. We will return to the typical goal setting process (from – to) for the 2015-16 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.

Goals for 2014-2015: Due to DSS by November 14, 2014

School Performance Goals for 2014-15					
"Class of"	English Language Arts SBA SMART Goal	Science MSP SMART Goal			
2019- 8 th	Eighth graders will work on critical thinking in reading and backing up their claims with evidence. The goal is to achieve a 90 % passing rate on the SBAC test.	The goal is to move current class from 93% passing to 100% passing.			
2020-7 th	Students will support claims with evidence from text. The goal is to achieve a 90 % passing rate on the SBAC test.				
2021- 6 th	Students will be able to summarize in their own words. The goal is to achieve a 90 % passing rate on the SBAC test.				
"Class of"	Math SBA SMART Goal	Algebra EOC		Geometry EOC	
2019- 8 th	We will work on understanding and application of linear equations, functions, and beginning quadratics.	From:	To: The goal is to achieve a 90 % passing rate on the SBAC test.	From:	To:
2020- 7 th	Students will improve their skills in the areas of probability, statistics, and measurement.	From:	To: The goal is to achieve a 90 % passing rate on the SBAC test.		
2021- 6 th	Students will improve their critical thinking and perseverance				

	skills through MRE's on their own. The goal is to achieve a 90 % passing rate on the SBAC test.			
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Closing the Achievement Gap - Sub-Group Goal(s):

Based on your AMO (Annual Measurable Objectives) data which school-wide sub-group/s have you identified to close the achievement gap? (e.g. American Indian, African American, Hispanic, Low Income, Sped)? Choose **no more than 1-2 subgroups**.

Subgroup and Goal: (i.e. African American students will go from 67.3% proficiency in Reading to 77.5% proficiency by June of 2015 as measured by the AMO)

Students who speak a language other than English at home will demonstrate an 80% passing rate on the new SBAC Reading test.

Action Plan: (Describe your anticipated school's efforts in this area)

Our school will work to provide opportunities for close reading activities in class and at home. We will provide opportunities for reading aloud and discussion in class. We plan to give examples and non-examples of using evidence from text to support a claim, and we will structure opportunities to discuss and interpret figurative language throughout the curriculum.

Subgroup and Goal:

Students who were not at standard on the unit one math test will move to be at standard by May of this year.

Action Plan:

Teachers will work with targeted individuals after school and in-class on specific areas of weakness. Teachers will provide opportunities to retake exams, quizzes and homework in order to show proficiency. Lessons will be structured to engage multiple learning styles, which will improve retention.

2014-15 Challenge Goal: Please list your school’s Challenge Goal for 2014-15; 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 and Reading		

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

In math, our school is promoting logical thinking skills and persevering on their own to solve complex story problems and basic arithmetic calculations without the use of a calculator. Math vocabulary will be specifically taught and emphasized. We are also working to develop Standards Based assignments and assessments in math.

In reading, our school will provide direct instruction on how to cite textual evidence to support student analysis as well as opportunities for guided and independent practice.

Perception Goals: You may select 1 or 2 goals in this area

Year	Perception Goal #1	Perception Goal #2 <input type="checkbox"/> Continued from previous year
2014-15	Goal: TBD, based on survey results-coming on November 15, 2014	Goal:
	From: To:	From: To:

School Process Summary

Highlight strategies to meet goals in reading:

We will accomplish our reading goals by using read-aloud strategies guided by the teacher in class. Specifically designing group activities will foster student discussions of literary text, with an emphasis on note taking skills and inferential conclusions. AMO data, individual student assessments, standards-based project assessments, teacher observations, and various in-class assessments are used systematically to guide our teaching.

Highlight strategies to meet goals in math:

We will teach and provide problem solving strategies and opportunities for the purpose of improving logical thinking across the curriculum. We will promote a good “math-a-tude” (math attitude) and integrate mathematics into other subject areas so students can see the value of their math learning. AMO data, individual student assessments, standards-based project assessments, teacher observations, and various in class assessments are used systematically to guide our teaching.

Highlight strategies to meet goals in science:

Science lessons target basic science knowledge and inquiry method/skills, with ample opportunities for hands-on lab work and use of the scientific method. MSP, individual student assessments, standards-based project assessments, teacher observations, and various in class assessments are used systematically to guide our teaching. The eighth grade teacher will attend a STEM summit to enhance her knowledge of physics and STEM opportunities which she will share with the staff.

Highlight strategies to meet goals in writing:

Students are given opportunities to respond to writing prompts using the writing process after completing research. Position papers, compare/contrast essays, expository/persuasive, and report writing are also a part of the curriculum. Teachers give timely and specific feedback to help students continuously improve their skills. AMO data, individual student assessments, standards-based project assessments, teacher observations, and various in class assessments are used systematically to guide our teaching.

Highlight use of technology to improve student learning:

Students will be accessing discussion boards, wikis, virtual tours, and learning games via Haiku. Teachers will monitor and clarify student questions/work through use of Dyknow. Students are taught how to use available databases and appropriately cite their sources.

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

Teachers send a monthly letter home; this letter outlines class progress and on-going projects. Parents are invited to participate in the classroom by assisting, driving on field trips, observing and/or guest speaking as well as being invited to participate in student presentations. Teachers also take one release day twice a year to conference personally with each student/parent (November & March) in regards to student progress. Additionally, we highlight the positive aspects of public schools by inviting legislators to participate as co-teachers in specifically designed lessons. Honor Society community outreach promotes civil responsibilities and service. School-wide survey data is used to improve instruction, communication and relationships.