



Continuous Improvement Plans

REDMOND LEARNING COMMUNITY

2015-2016

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

Continuous Improvement Process Plan

Emily Dickinson Elementary

7040 208 Avenue NE
Redmond, WA 98053

425-936-2530

<http://www.lwsd.org/school/dickinson>

2015-16



Karen Barker, Principal
Jef Lingelbach, Associate Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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

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

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

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

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

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

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

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	91%						
		1 st	85%						
		2 nd	85%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		83%						
	% of 3 rd graders meeting or exceeding state standards in Math		84%						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		81%						
	% of 4 th graders meeting or exceeding state standards in Math		76%						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		83%						
	% of 5 th graders meeting or exceeding state standards in Science		86%						
	% of 5 th graders meeting or exceeding state standards in Math		64%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement (Achievement Level Descriptor)
3rd Grade ELA	77% met or exceeded standard	83% met or exceeded standard
3rd Grade Math	75% met or exceeded standard	84% met or exceeded standard
4th Grade ELA	83% met or exceeded standard	81% met or exceeded standard
4th Grade Math	81% met or exceeded standard	76% met or exceeded standard
5th Grade ELA	85% met or exceeded standard	83% met or exceeded standard
5th Grade Math	76% met or exceeded standard	64% met or exceeded standard
5th Grade Science	94% met or exceeded standard	86% met or exceeded standard
Sub-Group	48% met or exceeded standard	31% met or exceeded standard
Challenge:	3 rd Grade Math: 75% 4 th Grade Math: 45% 5 th Grade Math: 40%	3 rd Grade Math: 61% 4 th Grade Math: 49% 5 th Grade Math: 44%
Perception:	Staff works in teams across grade levels to help increase student learning: 88% Teachers provide feedback to each other to inform instructional practices: 88%	90% of teachers agree completely or mostly 70% of teachers agree completely or mostly

Narrative Reflection

ELA	ELA is an area of strength at Dickinson. Using the Wonders curriculum to align with CCSS has been successfully implemented throughout the school. SBA performance data indicates balanced performance on all claims. We attribute this to the highly effective teaming strategies at all grade levels. Our current area of focus is within strengthening a consistent writing process for students throughout the grades.
Math	Performance in grades 3-5 on the math SBA was lower than in past years, as students were unaccustomed to the testing protocol. Student performance in assessments throughout the year continue to indicate that math performance was a strong content area school wide. Additionally, a high percentage of students are able to demonstrate a Level 4 proficiency
Science	Students performed lower than expected on the Science MSP. We believe that the focus of transitioning to the SBA last year diverted time and energy away from preparing for the science assessment.
Sub-Group	Students receiving Special Education services continue to perform well compared to district and state averages. Students that are English

	<p>language learners continue to underperform in all assessed areas. We are providing professional development for all teachers in SIOP as well as providing early intervention in the KISN program. Grades 1-5 are using the Data Teams protocol on a weekly basis to target student deficits with high leverage instructional strategies.</p>
Challenge:	<p>Our challenge goal was to increase the number of students that were able to meet Level 4 proficiency in math. We met our target in two of the three grade levels, the greatest celebration being that 44% of 5th grade students met Level 4 although only 64% of students met standard overall. We feel that the number of students that are demonstrating knowledge and skills beyond standard is one of the strengths of Dickinson.</p>
Perception:	<p>Our school effectiveness data continues to improve annually. With 30 respondents, teachers agreed 100% positively on the following statements:</p> <ul style="list-style-type: none">8. I have a clear understanding of what our school is trying to achieve.9. All staff are committed to achieving the school's goals.11. The school's primary emphasis is student learning.12. All students are expected to achieve high standards.24. Teachers discuss teaching issues on a regular basis.29. Staff members trust one another. <p>All of these components have been areas of challenge that have been targeted over the past four years.</p> <p>The area of continued attention and focus is #42: teachers get regular feedback on how they are doing. School administrators have developed new systems to address this need to use this school year.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	93% of students in grades K-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2016.
Literacy: 3-5 ELA	75% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2016.
Math: 3-5 Math	75% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2016.
Science: 5th Science	61% of students in grade 5 will meet grade level standard as measured by MSP Assessment by May 2016.
Achievement Gap	70% of students in grades K-5 that are identified as ELL will meet grade level standard in reading/ELA as measured by the end of year DIBELS and Smarter Balanced Assessments by May 2016.
School Effectiveness:	Highly Effective Schools Survey #44: Teachers provide feedback to each other to help improve instructional practice. Goal is to improve from 70% agreement to 87% agreement by May 2016.
Attendance and Discipline:	<p>The number of students reporting to the school past the start of the school day will decrease from 126 tardies in September 2015 to less than 100 per month by June 2016 as measured by Skyward attendance reports.</p> <p>The number of minor negative recess behavior incidents will decrease from 55 per week in November 2015 to less than 40 per week as measured by data tracked by recess teachers on four identified target behaviors (<i>student conflict, aggressive play, name calling, disrespect to others</i>) by May 2016.</p>

Annual School Goals: Academic

Academic goals were set by grade level teams using baseline data from September 2015 in all academic areas. Members of the intervention programs (ELL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are also involved in self assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Annual School Goals: Achievement Gap

The Instructional Leadership Team selected students that are English Language Learners as our continuing focus this year. Data indicates that this is our most significant gap at all grade levels, and the number of students that are ELL continues to grow annually. Grade level teams used baseline data to set a goal of moving individual students to meet or exceed standard in reading, using the DIBELS or SBA as measurement. Students will receive support through the ELL teachers providing pull-out and push-in models as appropriate daily. ELL Teachers will also collaborate with grade level teachers to provide strategies and coaching to support students throughout their school day. Student progress will be monitored through the Data Teams protocol and professional growth and evaluation meetings.

Annual School Goals: School Effectiveness

The Instructional Leadership Team analyzed our results from the 2015 Highly Effective Schools Survey and found that #44 (Teachers provide feedback to each other to help improve instructional practice) to be our lowest positive response overall. Additionally, we feel that this is our next area for growth as past goals focused on school culture have been met and exceeded. The ILT will develop plans and protocols to address this need throughout the year and we will assess progress towards this goal through the 2016 spring survey.

Annual School Goals: Attendance and Discipline

School Administrators selected punctuality as our attendance goal for the year. We have noticed a trend of continual tardiness at both Dickinson & Explorer, and want to increase awareness of both parents and students on the importance of attending school on time. Administration will monitor student tardiness monthly and add increased support to families with frequent attendance issues.

School Administrators selected negative behaviors at recess as our goal for the year. These minor behavior issues have an impact in the classroom and are important for students to feel safe and happy at school. Instructional Assistants took baseline data on four high frequency issues at recess (*student conflict, aggressive play, name calling, disrespect to others*). The school Virtue Team is planning multiple interventions to decrease negative behaviors and increase recognition of positive recess behaviors. Data will be taken on the same behaviors in May 2016 to determine effectiveness of these interventions.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
<i>Professional Learning needed</i>	Continued learning about highly effective Data Teams and new professional learning to support the writing process.
<i>Resources needed</i>	Additional resources for the writing program
<i>Responsible individual or team</i>	Grade level teams and the Instructional Leadership Team

Goal Area	Math
<i>Strategy to support goals</i>	Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.
<i>Professional Learning needed</i>	Continued learning about highly effective Data Teams.
<i>Resources needed</i>	Additional extension materials for students in need of challenge beyond what is offered in Envision.
<i>Responsible individual or team</i>	Grade level teams and the Instructional Leadership Team

Goal Area	Science
<i>Strategy to support goals</i>	5 th grade team is focusing on integrating informational text and writing within the science program to improve performance on the science MSP.
<i>Professional Learning needed</i>	Continued learning about the writing process and resources
<i>Resources needed</i>	Additional resources for the writing program
<i>Responsible individual or team</i>	5 th grade team and the Instructional Leadership Team

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Plan for increased teacher collaboration time within the LEAP calendar. Additionally, staff have agreed to exchange all staff meeting time for weekly 30 minute meetings focused on student learning.
<i>Professional Learning needed</i>	Continued learning about highly effective Data Teams.
<i>Resources needed</i>	Time to focus on facilitating highly effective teacher collaborative processes.

<i>Responsible individual or team</i>	Administrators and the Instructional Leadership Team
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Goal Area	Attendance
<i>Strategy to support goals</i>	Administrators will analyze student attendance monthly & plan support interventions for families with multiple tardies per month.
<i>Professional Learning needed</i>	Effective strategies and supports for families that struggle with attendance.
<i>Resources needed</i>	Connection with external community resources, if available.
<i>Responsible individual or team</i>	School Administrators.

Goal Area	Discipline
<i>Strategy to support goals</i>	Teacher-led Virtues Team will facilitate a student Virtues Patrol to increase focus on positive behaviors at recess. Team will continue their work supporting School-Wide Positive Behavior in all aspects of the school.
<i>Professional Learning needed</i>	Best practices in SWPBS.
<i>Resources needed</i>	Funds to support the work of the Virtues Team
<i>Responsible individual or team</i>	Virtues Team and School Instructional Assistants

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Administrator meets with PTSA leadership and Executive Board monthly to get input on school performance and shares school plans for continual improvement processes in academic and non-academic areas.

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

Administrator will post the plan to the school website and provide a link to families in the school newsletter.

Continuous Improvement Process Plan

Albert Einstein Elementary School

18025 116th St.
Redmond, WA 98052

425-936-2540

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

2015-16



Robin Imai, Principal
Leslie Elmer, Associate Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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

Einstein is a unique community with over 30 language groups represented within our student body and families from all socio-economic backgrounds. This diversity provides the unique opportunity to educate students on how to respect, appreciate and celebrate differences and to learn about many cultures. Through common expectations and celebrating successes, students at Einstein learn to value the perspective of others, developing skills for real-world application and future success.

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

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	88%						
		1 st	83%						
		2 nd	71%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		62%						
	% of 3 rd graders meeting or exceeding state standards in Math		55%						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		65%						
	% of 4 th graders meeting or exceeding state standards in Math		62%						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		72%						
	% of 5 th graders meeting or exceeding state standards in Science		71%						
	% of 5 th graders meeting or exceeding state standards in Math		56%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	60% met or exceeded standard	62% met or exceeded standard
3rd Grade Math	65% met or exceeded standard	55% met or exceeded standard
4th Grade ELA	70% met or exceeded standard	65% met or exceeded standard
4th Grade Math	70% met or exceeded standard	62% met or exceeded standard
5th Grade ELA	76% met or exceeded standard	72% met or exceeded standard
5th Grade Math	76% met or exceeded standard	56% met or exceeded standard
5th Grade Science	60% met or exceeded standard	71% met or exceeded standard
Sub-Group	62% met or exceeded standard	43% met or exceeded standard
Challenge:	50% exceeded standard	36% exceeded standard
Perception:	Many parents are involved at the school. 70% Agree	Many parents are involved at the school. 62.5% Agree

Narrative Reflection

ELA

Kindergarten-Second Grade: We exceeded our goal, which shows that we dedicated daily time to literacy instruction. We used strategies and groupings to improve instruction. We used strategies like: flash card, guided reading, flexible grouping, reading technology (Hedsprout), reading at home (take home reading), safety net pull out groups, KISN, push in IA's, whole group instruction, read aloud, and parent volunteers.

Third-Fifth Grade: We noticed that our achievement was close to what we predicted. We are proud of having 28 students exceed standards in ELA. To ensure growth, we assessed frequently and adjusted our instruction. We developed unit plans based on feedback from formative assessments. Our data team goal was for students to determine main idea of a text and recount key details and explain how they support the main idea. This goal was integrated across reading units, social studies, and science. It also helped increase student achievement in writing informational text. We used the data team process to assess, reflect, and adjust our instruction. We also used Writer's Workshop to systematically teach the writing process.

Some scores didn't reflect what we know our students are capable of. We were above the state percent proficiency, but below Lake Washington's percentage. We were strongest in Reading Claim. Claim to focus on is Writing. We used Writer's Workshop to each the different genres in writing. We used a specific strategy to teach finding and using Text Evidence to support answers. We used released items to practice strategies and skills.

	<p>The majority of students were at or near standard or above standard. Many students were only at or near standard for listening and speaking, so this would be a good focus for instruction this year. Students were especially strong in research/inquiry.</p>
<p>Math</p>	<p>Kindergarten-Second Grade: The data showed high and clear growth within the second grade. Students gained a clear understanding of: place value, properties of operations, and/or the relationship between addition and subtraction. Students that did not reach the goal were very close (many earning a 82%). I believe this may be because students felt rushed by the time limit or they forgot strategies as they moved on to their next goal.</p> <p>Third-Fifth Grade: Our math achievement was lower than we expected. We're proud of having 28 students above standard and many others near standard. We would like to see continued growth in problem solving and reasoning. We'd like students to be more confident in writing responses about math. We used flexible groupings to ensure we reached all students. We also had the support of safety net teachers to work with small groups of students. We did extra math enrichment once a week with all students.</p> <p>Above Washington's percent of proficiency, but below Lake Washington's percentage. Over 50% of our student were above standard in Concepts and Procedures. Communicating and Reasoning is an area of continued focus. Our ELL students scored lower in Communicating and Reasoning. In Math we used differentiated instruction for all student. We targeted Math foundational skills for our Data Team goal. We also taught two 45 minute differentiated skills groups to support, reinforce, or challenge students learning. We had students practice the SBA using the released tests online.</p> <p>The students performed above the state average, but below the district average. The majority of students were at, near, or above standard. The students were stronger in problem solving and modeling & data analysis and communicating reasoning. They still need to grow in the area of concepts and procedures.</p>
<p>Science</p>	<p>Most students were at or above standard. Of the students below standard, almost twice as many were just below than well below.</p>
<p>Sub-Group</p>	<p>Almost half of our low-income students met or exceeded standard. This is due to the multiple supports put in place school-wide. Students are able to receive instruction in their general education classroom, as well as, intervention small groups and parent/community volunteers which resulted in closing the achievement gap.</p>
<p>Challenge:</p>	<p>Kindergarten-Second Grade: Our data stayed the same and showed no growth. We believe this is because many students were already at the benchmark of 90 wpm and continued with that same result. We used wonders curriculum, safety net, and nightly reading to support this fluency goal.</p> <p>Third-Fifth Grade: Parent involvement is essential to supporting our student population. We all had many volunteers within our classrooms. Additionally, there were several school-wide programs such as curriculum night, Redmond Library nights, Science Expo, Green Team, Family Math Night, International Night, PTSA programming, Community Serve Day, and Lunch Buddies. We also met with parents twice a year for conferences and communicated home often.</p>

	<p>4th grade had 44% of students at a Level 4. The majority of students that did pass were above standard. We used a specific strategy to teach finding and using Text Evidence to support answers. We used released items to practice strategies and skills.</p>
Perception:	<p>Our goal was to increase parent involvement at the school. We wanted to go from 63% to 70% and we achieved our goal with 86%. Parent involvement is essential to supporting our student population. Every teacher had many volunteers within the classrooms daily. Additionally, there were several school-wide programs such as curriculum nights, Redmond Library nights, Science Expo, Green Team, Family Math Night, International Night, PTSA programming, Community Serve Day, and Lunch Buddies. Teachers also met with parents twice a year for conferences and communicated home on a weekly basis. Steps were also put in place to begin implementation of the Watch D.O.G.S. program and Natural Leaders for the following school year.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	By June 2016, 86% of our K-2 students will be at benchmark in reading as measured by DIBELS.
Literacy: 3-5 ELA	By June 2016, 67% of our 3-5 students will be at benchmark in reading as measured by the SBA.
Math: 3-5 Math	By June 2016, 63% of our 3-5 students will be at benchmark in math as measured by the SBA.
Science: 5th Science	By June 2016, 72% of our 5 th grade students will be at benchmark in science as measured by the SBA.
Achievement Gap	By June of 2016, 47% of our low income students will be at benchmark in Reading as measured by the SBA.
School Effectiveness:	By May of 2016, the percentage of staff who report that the school successfully keeps unruly behavior to a minimum will increase from 12.5% to 60% as measured by the nine-characteristics survey (Question 4a).
Attendance and Discipline:	<p>Attendance: By May of 2016, the number of students reporting to the school tardy will decrease from 262 tardies in September 2015 by around 25% to less than 200 per month by June 2016 as measured by Skyward attendance reports.</p> <p>Discipline: Based on a three month average, Einstein Elementary School will reduce the average number of referrals per day per month from 2.53 to 2 per day.</p>

Annual School Goals: Academic

At Einstein Elementary School, our grade level teams met to determine PGE student growth goals and SBA/common assessment target scores. We analyzed last year's assessment data and individual student data to determine assessment goals which were subsequently shared with staff.

In order to ensure all students are receiving challenging and rigorous instruction, many grade levels participate in a walk to math instructional format. In addition, instruction is differentiated based on student need.

For students who are struggling, teachers use a variety of differentiation strategies. Also, Einstein Elementary School's five safety net teachers provide additional support and instruction.

Our academic annual school goals are monitored on a monthly basis to discuss progress towards goals. Common assessments are given to accurately assess student achievement.

Annual School Goals: Achievement Gap

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

Based on assessment data collected on an ongoing basis, our students performing at a level one or two receive intensive push in or pull out instruction. Staff meet regularly to discuss student progress and needs.

Annual School Goals: School Effectiveness

Upon examination of nine-characteristics data, 87.5% of teachers did not feel that the school successfully kept unruly behavior to a minimum in the 2014-2015 school year. Because a safe environment is key to student learning success, we selected this measure of school effectiveness.

A school discipline committee will be formed to develop a positive and comprehensive student management plan. This team will meet monthly to develop common learning expectations, common positive incentives for students, and study ongoing discipline data to make adjustments according to the needs of students.

Annual School Goals: Attendance and Discipline

Attendance:

For the month of September, 262 students were tardy. Of these students, 71% (187/262) arrived within the first fifteen minutes of the day. Unfortunately, this means that these tardy students missed key routines, instructions, and introductory teaching, all of which affects student learning. We will monitor tardies on a monthly basis, notifying parents in writing about tardy concerns, communicate tardiness trends with staff, and develop plans with students to encourage attendance improvement.

Discipline:

For the months of September, October, and November, an average of 2.53 students received a write up per day. In order to increase student safety, participation in class, and learning, we will work to reduce behavior warranting discipline. Steps we will take include collecting discipline data, analyzing and responding to data on a monthly basis, developing and teaching schoolwide expectations, and developing incentive systems.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	-Differentiated Instruction -RTI/Safety Net, -District ELA Curriculum -Grade level collaboration -CORE Strategies
<i>Professional Learning needed</i>	-CORE Training -LEAP Training -PLC -District CEL Writing Training
<i>Resources needed</i>	-Wonders -Burst -WonderWorks -CORE Training
<i>Responsible individual or team</i>	-Principal, Associate Principal, Staff, Volunteers

Goal Area	Math
<i>Strategy to support goals</i>	-Differentiated Instruction -RTI/Safety Net -Walk to Math -District Math Curriculum -Grade level collaboration
<i>Professional Learning needed</i>	-LEAP Training -CCS Review -PLC
<i>Resources needed</i>	-enVision Math Curriculum -STAR Math
<i>Responsible individual or team</i>	-Principal, Associate Principal, Staff, Volunteers

Goal Area	Attendance
<i>Strategy to support goals</i>	-Clear processes for monitoring attendance on a weekly basis -Inform families and staff about student absences through safe arrival calls and attendance letters -Developing plans with students and families
<i>Professional Learning needed</i>	-Newsletter Articles for Parents -Copies of attendance letters to parents
<i>Resources needed</i>	-Monthly Attendance Reports -LWSD Attendance Policies

<i>Responsible individual or team</i>	-Principal, Associate Principal, Staff, Registrar
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Goal Area	Discipline
<i>Strategy to support goals</i>	-Schoolwide Behavior Expectations -Clearly defining expected behaviors for students -Process or Recognizing students making a good choices -Standardized Discipline Documents -Track discipline data to discover patterns in data
<i>Professional Learning needed</i>	-PBIS Training for Staff -LEAP Training
<i>Resources needed</i>	-PBIS Materials -SWIS Subscription
<i>Responsible individual or team</i>	Principal, Associate Principal, PBIS Committee including parents and students

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

We will present the CIP at a PTSA board meeting in the winter. Parents will be included in our PBIS Committee and Dress Code committees. We will also have the CIP available online.

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

We will present the CIP at a PTSA board meeting in the winter. Parents will be included in our PBIS Committee and Dress Code committees. We will also have the CIP available online.

Continuous Improvement Process Plan

Horace Mann Elementary

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

2015-16



Megan Spaulding, Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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

As a community we are continually looking towards improvement. At Mann, teachers work collaboratively in teams to look at student work, and results from common assessments in order to make stronger instructional decisions for their students. Every year we analyze data, write goals and collect data for our Continuous Improvement Plan (CIP). Often staff and community members look at MSP and/or SBA scores, since they offer a standardized look at student progress. State and nationwide assessments, like the MSP and SBA, also allow us to see how we are doing in comparison to other schools. The results from this assessment show that Mann continues to out-perform the state average. In every content area, and at every grade level an average of 50% or more of our student body earned a Level 4 (Exceeding Standard). In some areas more than 70% of our students are at Level 4. This type of success is not new news. For the past 7 years Mann Elementary has been honored with the Washington State Achievement Award or the School of Distinction Award for the improvement and achievement in MSP scores. Staff continues to make their focus on student learning and understand that effective teaching strategies are critical in our students' growth and progress.

SCHOOL PERFORMANCE OVER TIME

			2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79						
		1 st	90						
		2 nd	97						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		75						
	% of 3 rd graders meeting or exceeding state standards in Math		83						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		80						
	% of 4 th graders meeting or exceeding state standards in Math		83						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		91						
	% of 5 th graders meeting or exceeding state standards in Science		94.3						
	% of 5 th graders meeting or exceeding state standards in Math		84						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	75% met or exceeded standard	80% met or exceeded standard
3rd Grade Math	83% met or exceeded standard	85% met or exceeded standard
4th Grade ELA	80% met or exceeded standard	85% met or exceeded standard
4th Grade Math	83% met or exceeded standard	87% met or exceeded standard
5th Grade ELA	91% met or exceeded standard	93% met or exceeded standard
5th Grade Math	84% met or exceeded standard	88% met or exceeded standard
5th Grade Science	88% met or exceeded standard	92% met or exceeded standard
Sub-Group	94% met or exceeded standard	96% met or exceeded standard
Challenge:	92% met or exceeded standard	94% met or exceeded standard
Perception:	87% met or exceeded standard	95% met or exceeded standard

Narrative Reflection

ELA	<p>In almost all grade levels we exceeded all of our ELA goals for the 2014-15 school year. Here are some highlights that summarize our work:</p> <p>1st Grade: We exceeded our reading goal of 83.75% by 9.25%. We had 93% of students at benchmark by the end of the year. This progress was due in large part to team collaboration and working closely with reading volunteers and Safety Net. We met on a consistent basis to analyze data and monitor and adjust intervention strategies.</p> <p>3rd Grade: We are most proud that a full 97% of our students are already at benchmark or above as determined by DIBELS ORF. We'd like to see the remaining 3% of our third grade students improve on oral reading fluency. A high percentage of students met benchmark and above. We believe that it reflects on good instruction and support in the previous grades. We will monitor reading fluency through district fluency tests, Star, AR reading and records. 2014-15 in reading, 75% of students met or exceeded standard as determined by the SBA ELA test. We would like to strive for 80% of students to meet or exceed standard. In writing, 75% of students met or exceeded standard as determined by the SBA ELA test. We would like to strive for 80% of students to meet or exceed standard.</p> <p>4th Grade: We were happy to see that 80% of students performed at a level 3 or higher on the SBA. Our students performed in the district's average and well above the state average. To increase student success</p>
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	<p>we taught technology skills so they can better interface the SBA, built stamina, and knowledge of assessment vocabulary while giving enough attention to the ELA Common Core Standards. We will focused on comprehension skills like sequencing, analyzing text structures, author’s point of view, and using evidence to support written responses. We will focus on these claims by using our adopted curriculum, incorporating interactive journals, small differentiated groups, practice assessments, and formal assessments. Incoming 4th graders did not have MSP writing data because they did not take the writing portion.</p>
Math	<p>In almost all grade levels we exceeded all of our math goals for the 2014-15 school year. Here are some highlights that summarize our work: In 3rd Grade math, 83% of students met or exceeded standard as determined by the SBA Math test. We would like to strive for 85% of students to meet or exceed standard. In 4th Grade data provided was old MSP scoring so it was not effective in helping teachers monitor or analyze CIP goals. Although the MSP and the SBA are separate assessments which assess different standards, we are happy to see that 83% of students performed at a level 3 or higher on the SBA. Our students performed above the district’s average and well above the state average. We taught technology skills so they can better interface the SBA, built stamina, and knowledge of assessment vocabulary while giving enough attention to the Math Common Core Standards. We will adjusted our current curriculum to support all Math Common Core Standards prior to administering the SBA. We focused on deepening understanding of elapsed time, measurement conversions, fractions and decimals, and geometry. In 5th Grade our work in our PGE model truly demonstrated a high level of success with our students. We felt like we were able to provide high quality interventions based on common assessments from each classroom. All interventions were data based decisions.</p>
Science	<p>We had great success in the area of science as measured by the science MSP. Our success on this year’s MSP is attributed to each teacher sharing results on common assessments and planning a multi-level intervention with all students based on needs as a result of common assessments.</p>
Sub-Group	<p>Some teams selected ELL as their subgroup and they were able to show what they knew as they gained an understanding of what the test expectations were. Other teams selected Safety Net students as their sub-group. These students made growth because of the interventions we put in place. Many of the students who received Safety Net services, doubled their reading instruction. Volunteers worked with focus students daily to improve oral reading fluency using leveled passages from Read Naturally. In small primary groups we used sound strips to target phonics. Students received additional weekly support with high frequency words and sight words. Focus students also used Raz-Kids and some used Head Sprout. Another team selected IEP and ELL students. They worked to improve the students’ math fact fluency. We</p>

	<p>can celebrate that 94% of all third grade students demonstrated clear or high growth in this area. We found was the students that demonstrated the least amount of growth were the ones had the least amount of room to grow.</p>
Challenge:	<p>Primary grades exceeded our goal by over ten percent. This was due to the supports and intervention strategies we had in place. Monthly progress monitoring allowed us to see if our intervention strategies were working and which students needed more support. Each student faced personal roadblocks to their learning. Navigating these individual learning plans can be difficult at times. The students in questions tended to move up and down on the intensive, strategic, core levels. Scheduling was difficult with safety net times and our half time kindergarten. Resources were difficult to uncover at times. Third grade found that fact fluency is still an issue with many of our students. It slows down their computation and confuses them when applying their fluency to word problems or more complicated math problems. In 5th grade, our challenge goal was to move as many students from meeting to exceeding standard on the SBA. Our frustration came from the fact that our Math SBA test was the last test that we took and we noticed a lot of students not using their best efforts on the final math assessment.</p>
Perception:	<p>We believe that all students can understand complex concepts and we practiced giving teacher-to-teacher feedback. We focused on differentiating instruction to ensure all students could understand complex concepts. We focused on small groups in subject areas and differentiated learning so that most students could understand complex concepts. As a team, we set times to meet weekly to discuss student progress, lesson ideas and provide feedback on our instruction. We met with a planned agenda and shared lesson ideas and feedback on how our instruction went.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	83% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2016.
Literacy: 3-5 ELA	82% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2016.
Math: 3-5 Math	81% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2016
Science: 5th Science	86% of students in grade 5 will score at standard in or above in science as measured by the MSP assessment in May 2016
Achievement Gap	80% of students qualifying for English Language Learner services will move up one or more levels as measured by the Spring 2016 language assessment.
School Effectiveness:	Horace Mann Elementary will improve from 37% to 70% “agree completely” in the area of “staff members work in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey.
Attendance and Discipline:	<u>Attendance:</u> Horace Mann Elementary will improve from 9.3 tardies per day to 5.0 or less tardies per day as measured by our daily attendance done by teachers through skyward. <u>Discipline:</u> Horace Mann Elementary will improve from 120 male student office referrals from September to June to 90 or fewer male student office referrals September to June.

Annual School Goals: Academic

Teachers examined DIBELS, SBA, and MSP results to determine school goals. Goal areas were selected as a result of state requirements. Specific strands within goal areas were selected by teachers as a result of close examination of data.

Teachers met with grade bands (K-2 and 3-5) to discuss strategies to be used to increase performance in academic areas. Grade level teams then met to refine strategies, design interventions, and create challenge opportunities for students.

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

Goals will be monitored regularly. Grade level teams have tied their school goals to teacher Professional Goals and will monitor them throughout the year during regular team meetings. Formal meetings with the building principal to look at data/results will take place three times throughout the year.

Annual School Goals: Achievement Gap

Staff met in November 2015 to look at areas of need, which resulted in a discussion about the changing demographics of our school. It was identified that 25 of our 480 students have moved to the United States within the last 3 years. This has resulted in 25 students qualifying for English Language Learner (ELL) services, which is a large increase for our school. As a result, the sub group of ELL was selected to ensure the academic and social success/growth of these students.

Students qualifying for ELL services will receive support from certificated and classified staff. ELL staff and Special Education worked with our general education teachers to create an intentional support schedule that provides both push-in and pull-out support and use district language curriculum.

Additional strategies to be used to support ELL students include: parents, homework and test preparation sent home in advance, professional development for teachers provided by our ELL teacher and administration, vertical articulation meetings and learning walks.

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

Annual School Goals: School Effectiveness

Our effectiveness goal was selected as a result of conversations with both classified and certificated staff. The principal met with each group to examine data and identify areas of need. The area of need chosen, "Question 26: Work across Grade Level teams", was the preferred area by both groups. This area was selected because it could be positively impacted by all staff members, both certificated and classified. In addition, this area will have a positive impact on both school culture and student learning.

This goal will be monitored/addressed via the following strategies: a classified staff member will be added to our building leadership team, classified staff will be included in pertinent LEAP PD opportunities, notes from classified meetings will be shared with certificated staff, certificated staff will participate in vertical articulation meetings, and PLC data teams.

Annual School Goals: Attendance and Discipline

Attendance:

Our staff decided to choose “tardies” as our focus. The reason this was chosen was because students who are routinely late for school are missing important instruction and falling behind their classmates. Tardies are recorded daily and will be reported out to staff during staff meetings and LEAP times.

An initial check in with families will be given for students that are late more than 10 days in a row. This will be followed up by staff members with students in order to ensure that all students are aware of their tardiness.

Discipline:

All office referrals will be recorded by student name, time of day, teacher, and male or female in an excel spreadsheet.

Our staff decided to do research on school wide discipline programs that can be implemented and adopted by the staff. Administration will lead a team of representatives through research of existing programs used in other schools across the district, state, and nation. This was chosen due to the great impact that a consistent discipline procedure would provide for all stakeholders involved in our school and community.

This goal will be monitored through our “Discipline Research Committee.” The Discipline Research Committee will report out to staff during staff meetings and LEAP times about what school wide programs we are looking at and what decisions have been made with evidence and data to support. Once a decision is made the staff will use our decision making model in order to officially choose and implement the school wide discipline policies and procedures.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>Grades K-2 will use the following strategies:</p> <ul style="list-style-type: none"> • Safety Net support (small group and push-in models) • Extra Fluency practice (Read Naturally) • Parent volunteers • Targeted phonics and phonemic awareness • Nightly reading homework • Books Bags • Sight words • Small group instruction (leveled reading) • Accelerated Reader and Stars testing • Know the different between their instruction, independent and frustration reading level
<i>Professional Learning needed</i>	<p>Grades K-2 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Data team training • District literacy training • Growing Readers • LWLC trainings • New Teachers Support Program (CTs.)
<i>Resources needed</i>	<p>Grades K-2 need the following resources:</p> <ul style="list-style-type: none"> • Read Naturally • Raz Kids • Parent volunteers • Technology • Safety net • Headsprout • AR/Star • Classroom libraries • Decodable readers • Small group/leveled readers • IAs • Time to organize and plan • Phonics curriculum (need)
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress towards their goal.</p>

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>Grades 3-5 will use the following strategies:</p> <ul style="list-style-type: none"> • Small group • Differentiated instruction • One on one conferencing • Visual supports, graphic organizers, and anchor charts

	<ul style="list-style-type: none"> • Use of reading journal to track student growth • Variety of complex texts • Safety Net
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Vertical articulation meetings • PD provided by building writing lead teachers • Learning Walks • Workshop Styles
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • District-provided rubrics that are specific to each grade level (grades 3-5 currently use the same rubric) • District-adopted writing curriculum • Increase in Netbook allocation to provide for 1:1 ratio in grades 3-5 • DATA team times built into LEAP schedule.
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress towards their goal.</p>

Goal Area	Math
<i>Strategy to support goals</i>	<p>Grades 3-5 will use the following strategies:</p> <ul style="list-style-type: none"> • Differentiated math groups • Parent run small groups for math review • Math workshop model • Timed tests • IXL online resource • Weekly math packets with review questions covering content from the entire year • Brain exercises for enrichment • Enrichment projects • Graphic organizers • Anchor charts • Problem solving strategies.
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Opportunities to use LEAP time to share strategies in the area of math • Vertical Articulations • Learning Walks <p>Professional Development with use of Technology</p>
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • Newest envision curriculum (fully aligned to Common Core) • Topic assessments that match unit learning • Balanced assessments that include additional Level 4 questions • DATA team time built into LEAP schedule
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress towards their goal.</p>

Goal Area	Science
<i>Strategy to support goals</i>	Grade 5 will use the following strategies: <ul style="list-style-type: none">• “Teacher Experts” – teachers in fifth grade teach different content, rotate students• Weekly science experiments• Science fair and related research/projects• Focus on teaching scientific process• Science Journals to capture scientific processes and common procedures
<i>Professional Learning needed</i>	Grade 5 will need the following Professional Learning Opportunities: <ul style="list-style-type: none">• Extension project ideas and materials
<i>Resources needed</i>	Grade 5 will need the following resources: <ul style="list-style-type: none">• Use of adopted curriculum that aligns with standards• DATA team time built into LEAP schedule
<i>Responsible individual or team</i>	The fifth grade team will be responsible for monitoring and tracking progress towards our science goal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Horace Mann Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent, Redmond Middle and Redmond High school student, and LINKS volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities that support CIP goals
- Add communication processes to further involve/inform parents in the areas of attendance and discipline
- Provide parent education in conjunction with PTSA-coordinated events

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

The building principal will inform parents, families, and the community about the continuous improvement process at the November 2015 PTSA meetings (board and general membership). Parents will also be informed of this process via the December 2015 monthly newsletter from the principal. In addition, parents the PTSA and community will be provided with regular updates throughout the year, both in PTSA meetings and the monthly principal newsletter.

Continuous Improvement Process Plan

Redmond Elementary

16800 N.E. 80th St.
Redmond, WA 98052

425-936-2660

<http://www.lwsd.org/school/redmond>

2015-16



Jen Jarta, Principal
Taylor Davis, Associate Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

As one of the original schools in the area, Redmond Elementary School is rich in history. We are located in downtown Redmond and proud of our partnerships with the City of Redmond, its police and parks departments, businesses and the larger community. Our diverse population and school programs reflect the global society in which we live. Our students represent many countries and speak over 35 languages.

Our highly qualified team of teachers and staff are strongly committed to the learning and achievements of our students. With a growing population of approximately 550 students, our faculty is comprised of almost 70 members. We collaborate with one another and are knowledgeable about students and their individual learning needs. Both intermediate and primary social and behavioral programs are taught and implemented to foster respect for one another, responsible behaviors, and well-rounded, polite, confident and capable citizens.

The Redmond PTSA and parent community are integral partners and share common goals for our children's education. They support our students through school and family activities, providing resources for school programs, equipment, and supplies. Their connections bridge between home and school.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	98%						
		1 st	83%						
		2 nd	87%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.5%							
	% of 3 rd graders meeting or exceeding state standards in Math	80.7%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	84.5%							
	% of 4 th graders meeting or exceeding state standards in Math	76.4%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	83.7%							
	% of 5 th graders meeting or exceeding state standards in Science	80.4%							
	% of 5 th graders meeting or exceeding state standards in Math	66.3%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement (Achievement Level Descriptor)
3rd Grade ELA	70% meet or exceed standard	78.5% met or exceeded standard
3rd Grade Math	75% meet or exceed standard	80.7% met or exceeded standard
4th Grade ELA	58% meet or exceed standard	84.5% met or exceeded standard
4th Grade Math	54% meet or exceed standard	76.4% met or exceeded standard
5th Grade ELA	54% meet or exceed standard	83.7% met or exceeded standard
5th Grade Math	59% meet or exceed standard	66.3% met or exceeded standard
5th Grade Science	85% meet or exceed standard	80.4% met or exceeded standard
Sub-Group	24% of Safety Net students meet or exceed standard	63.75% of Safety Net students met or exceeded standard
Challenge:	<p><u>Math:</u> 3rd Grade – 45% at Level 4 4th Grade – 53% at Level 4</p> <p><u>Reading:</u> 4th Grade – 52% at Level 4</p> <p><u>Writing:</u> 4th Grade – 60% at Level 4</p>	<p><u>Math:</u> 3rd Grade – 61.4% at Level 4 4th Grade – 61.1% at Level 4</p> <p><u>Reading:</u> 4th Grade – 66.2% at Level 4</p> <p><u>Writing:</u> 4th Grade – 66.2% at Level 4 <small>*SBA Assessment does not separate Reading & Writing scores.</small></p>
Perception:	<p>Many parents are involved as volunteers at the school. From 83% to 90%</p> <p>Teachers provide feedback to each other to help improve instructional practices. From 90% to 95%</p>	<p>87.87% of staff indicated they agree slightly, agree mostly, and agree completely.</p> <p>93.93% of staff indicated they agree slightly, agree mostly, and agree completely.</p>

Narrative Reflection

ELA	<p>Last year marked the second year of our CCSS supporting Wonders curriculum. Teachers aligned their instructional practice to these new standards using this robust curriculum and best practice instructional strategies. Consistent use of leveled reading, one-on-one or small group differentiation, supplemental instructional resources (i.e. Read Naturally, Words Their Way), parent volunteers, and CORE training were examples of some of the resources and strategies used by our teachers and support</p>
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	<p>staff to support our ELA instruction. These strategies, combined with frequent professional collaboration in-building as well as with the greater Redmond Learning Community, provided our students with the opportunities to meet or master the rigorous standards in all grade levels. Redmond EL experienced large class sizes in all grade levels. In addition, there was a high transient population who arrived to Redmond EL below benchmark, so catching them up with the current classroom momentum was difficult. Finally, identifying & getting support for students, who weren't previously identified as special needs students, deemed challenging last year.</p>
Math	<p>This year marked the first time students were tested against the Common Core State Standards. These standards are more rigorous than that of the previous Washington State math standards. Over the past two years, our staff at Redmond EL worked to understand the new standards while implementing the revised EnVision math curriculum. In grades 3-5, there was an increased focus on "Writing to Explain" within the EnVision curriculum. Grade level professional collaboration and planning, mixed ability grouping, student celebration of math fluency success, math game time across grade levels, the use of enrichment activities to support high achieving students, and constant evaluation of student progress by all teachers and students themselves helped us reach the high level of math achievements, even considering 1st year of SBA assessments. In the upcoming year, we would like to focus more on using more examples of mathematics-based performance tasks to increase student comfort and familiarity with this type of task.</p>
Science	<p>The fifth grade team focused on inquiry and prediction during their instructional science blocks. Student use of science journaling, in accompaniment to their instruction, proved to be a useful strategy in helping students understand the scientific process and work toward reaching their grade level goal. Students who were pulled out for various reasons (i.e. ELL, SPED, Safety Net services) during science instructional time presented a challenge.</p>
Sub-Group	<p>Kindergarten and first grade are showing high levels of growth and achievement. The second grade cohort now in third grade would likely benefit from additional support. Many of the students who struggled were new to our school this year. A number of the students receiving high levels of support this year were successful with the state testing, which is a great cause for celebration.</p>
Challenge:	<p>Challenge goals were realized at nearly every curricular content area in the 3rd and 4th grade levels. Our goals of significantly moving more students from level three to level four in Reading, Writing, and Math were accomplished by specifically targeting students and using best practice strategies. In Math, teachers believe this success is due to the increased focus on writing about math, and about demonstrating deep understand of the "why," rather than just the "how," in our math work. To successfully move students to level 4, third and fourth grade teachers collaborated to increase the focus on "Writing to Explain" within the EnVision math curriculum instruction. They utilized the same skills that</p>

	<p>were taught during ELA: restating the question, answering the question (in this case using mathematical strategies in addition to careful reading strategies), and justifying why the response answered the question or addressed the task being presented. Reading and Writing strategies used were leveled readers, fully implementing the use of Writer’s Workshop Curriculum Units for expository, persuasive, and narrative units, and the Accelerated Reading program.</p>
Perception:	<p>Redmond Elementary focused on two perception goals in 2014-15. Our perception goals were not quite realized as evident from the spring Nine Characteristics of Effective Schools data. Our biggest obstacle was having less parent volunteers than the year before (due to a high volume of working parents and high ELL community). However, we feel there was success in getting parents to support their students from home. Finally, we are continuing to work toward finding ways to provide common training to teachers who weren’t part of our staff during major professional development initiatives.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	83% of students will be at or above benchmark as measured by the DIBELS assessment.
Literacy: 3-5 ELA	83% of students will be at or above standard as measured by the Smarter Balanced Assessment.
Math: 3-5 Math	85% of students will be at or above standard as measured by the Smarter Balanced Assessment.
Science: 5th Science	75% of students will be at or above standard as measured by the Measure of Student Progress Assessment.
Achievement Gap	There will be 15% more Hispanic or Latino students at or above standard in math at the end of the 2015-16 school year than at the end of the 2014-15 school year as measured by the Smarter Balanced Assessment.
School Effectiveness:	100% of staff agree mostly or completely that teachers (staff) receive regular feedback on how they are doing.
Attendance and Discipline:	Attendance: At the end of the school year we will have decreased the number of unexcused absences from 456 in the 2014-15 school year to 350 or fewer. Discipline: The number of Making It Right slips used to support a student through the process of correcting and learning from a behavioral mistake will decrease from an average of 16 a month during September and October 2014 to an average seven or fewer a month across the 2015-16 school year.

Annual School Goals: Academic

Grade-level teams reflected on previous academic assessments to make projections as to expectations of meeting standard for individual students. Then they rolled those projections up into a percentage across the grade levels.

These goals were selected because they are the areas that best reflect a student's overall academic success. Teachers are designing lessons with differentiation for students ready for challenge and setting objectives with high expectations for all students. This is also an area of focus in teachers' regular meetings in data teams. Teachers are designing lessons with differentiation for students in need of support. This is also an area of focus in teachers' regular meetings in data teams. Targeted support is provided by Safety Net, English Language Learners (ELL), and Special Education teachers. If a teacher feels a student may need more

support than they're currently receiving, the teacher signs them up for a Guidance Team meeting that occurs each week to come up with additional supports. Our academic goals will be monitored as teaching teams go through data team cycles throughout the school year.

Annual School Goals: Achievement Gap

The school principal gathered data from 2014-15 state test results, shared them with the Building Advisory Team and together the goal was selected. This goal was selected because the data shows a difference in rates of meeting standard between the school as a whole and our Hispanic or Latino students. We will ensure students in this population receive needed supports by discussing this goal in data team meetings and reaching out to Safety Net, ELL, and Special Education supports as needed. We will work to add this goal's monitoring into our regular data team meetings.

Annual School Goals: School Effectiveness

This goal was selected because it is a goal the school administration feels is important both to staff and student success. A survey will be collected twice before the end of the school year to monitor progress.

Annual School Goals: Attendance and Discipline

Attendance:

This goal was selected based on the belief that school attendance directly impacts student success. The number of unexcused absences has also kept the school from making Adequate Yearly Progress according to the state in past so we are making it a priority this year. This will be monitored through regular monitoring of students' attendance rates.

Discipline:

This goal was selected by school administration with the belief that less time spent addressing behavioral mistakes will keep students in classroom learning academics and will increase the overall level of school safety on a daily basis.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Safety Net support for K-2 students below benchmark
<i>Professional Learning needed</i>	Best practices in supportive instruction provided through Safety Net professional development meetings
<i>Resources needed</i>	Related materials and meeting attendance for all Safety Net Teachers
<i>Responsible individual or team</i>	Safety Net and K-2 Teachers

Goal Area	Science
<i>Strategy to support goals</i>	Ample practice using netbooks in science, support from ELL and Special Education teachers
<i>Professional Learning needed</i>	Best practices incorporating student use of netbooks into science instruction
<i>Resources needed</i>	Access to netbooks
<i>Responsible individual or team</i>	Fifth Grade, ELL, and Special Education Teachers

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Scheduling regular time out in the building during the school day
<i>Professional Learning needed</i>	Research on best practices for providing feedback
<i>Resources needed</i>	Articles for review
<i>Responsible individual or team</i>	Principal and Associate Principal

Goal Area	Attendance
<i>Strategy to support goals</i>	Monthly reviews of unexcused absence rates, Letters sent home to families with more than 10% absent or tardy, Follow-up meetings with Becca Coordinator and School Counselor as needed, Staff member bilingual in Spanish and English following up on unexcused absences daily
<i>Professional Learning needed</i>	Research on best practices for decreasing student absences
<i>Resources needed</i>	Bilingual staff member, Office Instructional Assistant time
<i>Responsible individual or team</i>	Associate Principal, Registrar, Bilingual Instructional Assistant

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

We plan to engage families in the CIP by keeping them apprised of our goals, particularly the attendance goal, through principal letters to the community. Teachers will be sharing individual student goals at parent conferences and we'll seek feedback from the school community through the annual survey.

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

We plan to share this document with the whole school community through the school website.

Continuous Improvement Process Plan

Norman Rockwell Elementary

11125 162nd Ave N.E.
Redmond, WA 98052

425-936-2670

<http://www.lwsd.org/school/rockwell>

2015-16



Kirsten Gometz, Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Norman Rockwell Elementary School is a highly successful school, supported by an active parent community. Our students come to us from all over the world, and more than 30 languages are spoken by the students and families we serve. All students benefit from the thoughtful instruction provided from our world class teachers, and the ongoing exposure to cultures and customs from all over the world gives them an understanding of what it means to be part of a global culture. Students in grades 4 and 5 work to create a safe and welcoming environment for all students through the Rockwell Student Anti-Bullying Committee, and extend their leadership opportunities through Student Council as well as Environmental Education in grade 5.

Our PTA is constantly working to enrich the students' experiences through academic enrichment grants, and by offering a wide variety of after school programs including Coding for Kids, Lego Engineering, Spelling Bee, and Aspiring Authors clubs. Parents can be seen throughout the school all day long working with individual students to increase fluency in reading and math facts.

Our school uses a positive behavior model, teaching students how to be "Safe, Respectful, Responsible, and Kind" in classrooms as well as other settings around the school. Students from every class are celebrated for their positive actions. Together, the students, teachers, staff, and families at Rockwell form a close-knit community of learners. This year, with the changes brought by the recent district-wide boundary adjustment, Rockwell has the opportunity to welcome new families into our community. Welcome to Rockwell; we are so happy you're here!

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	91						
		1 st	91						
		2 nd	91						
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	91							
	% of 3 rd graders meeting or exceeding state standards in Math	89							
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	93							
	% of 4 th graders meeting or exceeding state standards in Math	90							
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	95							
	% of 5 th graders meeting or exceeding state standards in Science	96							
	% of 5 th graders meeting or exceeding state standards in Math	90							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	ELA: 86% met or exceeded standard	ELA: 91% met or exceeded standard
3rd Grade Math	Math: 86% Met or exceeded standard	Math: 89% met or exceeded standard
4th Grade ELA	ELA: 94% met or exceeded standard	ELA: 93% met or exceeded standard
4th Grade Math	Math: 90% met or exceeded standard	Math: 90% met or exceeded standard
5th Grade ELA	ELA: 92% met or exceeded standard	ELA: 95% met or exceeded standard
5th Grade Math	Math: 93% met or exceeded standard	Math: 90% met or exceeded standard
5th Grade Science	Science: 87% met or exceeded standard	Science: 96% met or exceeded standard
Sub-Group	ELL students will increase proficiency.	68% of ELL students met or exceeded standard in ELA, 78% of ELL students met or exceeded standard in Math.
Challenge:	ELA: 69% of students exceeding standard to 75% exceeding standard	76% of grade 3 students exceeded standard, 68% of grade 4 students exceeded standard, 67% of grade 5 students exceeded standard. (70% total)
Perception:	Staff members have opportunities to grow professionally 71% to 80%	Not met: 65%

Narrative Reflection

ELA	<p>The school team met in September to analyze end of year data from the 2013-2014 school year. Through the end of September and October, teams gathered Beginning of year data on their current students to determine what need areas to target in designing instruction and interventions. On October 29, we shared this information with one another and developed a draft plan. During PCC (Professional Community and Collaboration) LEAP Wednesdays our teacher teams worked to analyze data and design instruction to meet the learning targets for each grade. We had a school wide check in regarding CIP progress again on December 17, and again on February 18. Additionally, with the transition to the SBA assessments last year, we</p>
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trained all staff in the SBA, to ensure that all grades were building the skills, in both content and technology, that students would need to succeed.

We used some of our building's professional development funds to pay for release time for grade level teams in grades 3, 4, and 5 to analyze released SBA items and modify classroom materials and assessments to resemble the kinds of items students would encounter on the SBA.

Additionally, we had two trainings from our ELL teacher to help teachers better support ELL learners in class, with ELL learners being our targeted subgroup.

Students whose end of year assessment data and beginning of year DIBELS data indicated the need for additional support received this in the form of Safety Net services, small group or 1:1 support, and differentiated instruction. Data was analyzed throughout the year and instruction was modified in response to student results. The previous year's MSP scores for students in grades 4 and 5 were examined to determine need areas, as well as baseline assessments in grades 3, 4, and 5 given in September and October.

In kindergarten and grades 1 and 2, the Beginning of Year DIBELS scores helped set targets for both classes and individuals. In Kindergarten, teacher specifically identified the need to develop phonemic awareness and designed assessments and scoring rubrics to specifically target these skills. In grade 1, End of Year DIBELS scores from kindergarten was analyzed, and appropriate supports were put into place, including ELL and Safety Net services. Grade 1 and 2 teachers collaborated regularly with the ELL teacher to ensure consistency in instruction and support through the general education and ELL classroom settings.

Since we did not know what the transition to the SBA would bring, teachers in grades 3, 4, and 5 focused instead on individual skills and specifically being able to identify main ideas, key details, and to provide text evidence to support their claims. We used baseline data from CDSAs and classroom assessments to set school goals.

Teams met regularly, every 4 to 6 weeks, to analyze student data and track progress. These results were shared with the principal and if needed, assessments were modified, new interventions were tried, and new instructional and assessment materials that resembled the formats and tasks students would encounter on the SBA were developed.

In kindergarten, the team realized that the scoring they were using on the dictations were creating higher student scores than were warranted, as they allowed short vowels to be scored for long vowel words. The team revised the rubrics accordingly to provide a more

accurate measure of student growth. In grade 1, teams found that coordinating to ensure a cohesive team between home and school was a small factor in student progress. Grade 2 found that using DIBELS as a measure for student progress was somewhat limiting, as DIBELS measures fluency and rate, but not whether students understand what they have read.

In grades 3, 4, and 5, the major challenge was in not knowing what the SBA would entail, as it was brand new to us. The teams worked to increase students' ability to problem solve and demonstrate their thinking using technology, but technology was inconsistent in terms of ongoing problems accessing the network. Additionally, the limited access to technology for kids led to it taking longer than desired for students to reach keyboarding and technology proficiency levels. Also, the released items indicated that students may have been asked to demonstrate their knowledge in terms or with questions that were unfamiliar to them, so teachers spent a significant amount of time ensuring students were fluent in the language needed to accurately answer any testing items.

Rockwell displayed strong results across all content areas and all grades. All literacy scores in grades 3, 4, and 5 are in the 90s – In ELA, 91% of grade 3 students performed at or above standard, 93% of grade 4 students performed at or above standard, and 95% of grade 5 students performed at or above standard.

Based on the goals teams set at the beginning of the year, not every grade level met goals, but most did. Students in grade 3 exceeded the ELA goal of 86%. Students in grade 4 fell just short of the ELA goal of 94% and students in grade 5 exceeded the ELA goal of 92%.

It was difficult to set goals this past year since we were using a different measure than we had in the past, so had no corresponding baseline data, and no students or teachers had seen the actual format of the SBA before, so we were largely setting goals using guesswork.

Math

In Math, 89% of grade 3 students performed at or above standard, 90% of grade 4 students performed at or above standard, and 90% of grade 5 students performed at or above standard. This was higher than the goal of 86% set by the third grade team, right at the target set by the 4th grade team, and 3 percentage points shy of the goal set by the 5th grade team. As a school, we see areas to grow in math processes, reading questions carefully, and problem solving skills. Additionally, teachers discovered that the way many questions were worded and the answers sought were in different terms than our students were accustomed to using, so there was specific attention given to ensuring all students understood the language and expectations they would encounter on the new assessments.

Science	<p>In grade 5, students were also administered baseline assessments at the beginning of the year to determine their proficiency in writing Science investigations, specifically in the area of writing conclusions. The entire 5th grade team focused on writing scientific investigations, especially conclusions, all year long, and gathered focused data on this as part of their professional goal. The results were astounding: 96% of grade 5 students performed at or above standard. This is reason for celebration. They demonstrated high growth in Science knowledge, as well as writing Science conclusions.</p>
Sub-Group	<p>For our sub-group, we focused specifically on increasing the achievement of our ELL students, and as a school focused some of our PD specifically on ways to engage new ELL students as well as how to make instruction meaningful. Our ELL teacher designed and delivered two trainings for teachers and staff in late August and also mid-year, to help teachers develop strategies to engage new ELL learners and help them succeed and access meaningful work in all settings. There is not data available for every ELL student in every area, as scores for students who are New/Non-English Proficient are not always available; however, in grade 3, of the 15 students designated as having Limited English Proficiency for whom we have testing data, 73% scored at or above standard. In grade 4, of the 6 students designated as having Limited English Proficiency, 33% scored at or above standard. In Grade 5, of the 10 students designated as having Limited English Proficiency, 80% scored at or above standard.</p> <p>In Math, of the 16 students designated as having Limited English Proficiency, 75% scored at or above standard, with 83% of the 6 LEP students in grade 4 scoring at or above standard, and 80% of the 10 grade 5 students with Limited English Proficiency scoring at or above standard.</p> <p>We do not yet have ELL data available for students who tested in Science in grade 5.</p>
Challenge:	<p>While we did not reach the goal we set for ourselves in our Challenge goal, we did see growth, from 69% to 70% of students in grades 3, 4, and 5 overall. With the change to a new assessment system this year, we are very pleased with the performance of our students overall, as statewide and districtwide trends exhibited a dip in scores. We are extremely proud of the Grade 3 students, who surpassed our goal of 75% performing above standard.</p>
Perception:	<p>The Nine Characteristics of Effective Schools Survey gave us positive points to celebrate, as well as areas in which we may grow. 96% of Teachers and staff who answered the survey agreed that the school has a clear sense of purpose, and that all staff are committed to reaching toe school’s goals. 96% of Teachers and Staff surveyed also agreed that the school’s primary emphasis is improving student learning. 100% of</p>

those who completed the survey indicated that leaders advocate for instruction for all students, and that leaders hold staff accountable for improving student learning. There is still room for growth in areas pertaining to inter-staff dynamics, including whether staff members work together to solve problems relating to school issues (83%) and whether the staff feels free to express their ideas and opinions with one another (61%).

We did not meet our designated goal: Staff Members will have opportunities to grow professionally. This may be due to various reasons – some grade levels did see their requests met, while others who received the same training had not requested it and thus found it less meaningful. It was difficult for some teams to come to consensus on needs and thus difficult to meet all needs – additionally, only 23 staff members in a school of 60 completed the end of year survey. We had some challenges with staffing combinations and personality conflicts which improved after changes in staffing.

As a staff, we have had conversations through the spring and now in fall 2015 about engagement, and how to ensure that everyone participates when weighing in on decisions to ensure that all voices are heard. As a result, we have again administered the school perception survey in the fall of 2015, in an effort to get more opinions heard and so that we may accurately set goals using the perspectives of the people who are in the building now.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	87% (253 of 290 students) will be at or above standard using End of Year DIBELS data.
Literacy: 3-5 ELA	90% (308 of 341 students) will be at or above standard using SBA data measurements.
Math: 3-5 Math	89% (305 of 341 students) will be at or above standard using SBA data measurements.
Science: 5th Science	90% (109 of 121 students) will be at or above standard on the Science MSP.
Achievement Gap	75% of ELL students (from 68% in 2015) who take the ELA SBA will be at or above standard.
School Effectiveness:	Teachers receive regular feedback on how they are doing (from 72% to 80% agreement). Professional development activities are aligned with school goals (from 57% to 75% agreement).
Attendance and Discipline:	Tardy arrivals to school will decrease from 2.3% (average of 14-15 out of 635 students tardy in the months of November and December, 2015) to 1.5% in April and May, 2015. Office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, threatening, taunting) will reduce from 27 in November 2015 to 15 or fewer in May 2015.

Annual School Goals: Academic

In August and throughout the fall, the teachers analyze data from the previous year as well as the beginning of this year to determine areas of strength and areas for growth. We look at End of Year DIBELS scores for students exiting Kindergarten, first, and second grade, and SBA scores in Math and English/Language Arts for students exiting grades 3 and 4. We also use classroom assessment data gathered in September and October, as well as Beginning of Year DIBELS scores. This information helps us set target scores for our students in this school year.

Last year, we did not know what to expect in the assessments, as the SBA was all new to us. This year, as the assessments will remain the same, we used the data we had and stretched it, allowing for why certain gaps existed, and what supports students are receiving. We also set challenge goals for ourselves, since many students do not only meet standard, but exceed it, so we are increasing the number of students we predict will score at

a level 4. The teams and the principal meet regularly and monitor individual student progress towards goals at least 4 times a year, and if any students are not progressing as they should, further interventions including Safety Net, Guidance Team, or increased classroom interventions are determined.

Annual School Goals: Achievement Gap

As a building, we decided to focus on closing the achievement gap for ELL learners again this year. Last year we benefitted from professional development sessions on strategies for engaging new ELLs, led by our ELL teacher, and as we have an increasing number of new ELL students this year it is a continuing need. Teachers are working closely within teams and with our new ELL teacher this year to learn more about SIOP strategies and how to make learning meaningful while still addressing core content. The ELL teacher, in turn, designs instruction to scaffold classroom activities and introduce and reinforce skills and concepts learned in the general education setting. Data on team goals will be assessed at least three times throughout the year, within teams, and progress on Language Proficiency will be assessed in the spring on the WELPA. Last year, we saw great progress, as 68% of ELL students who took the ELA SBA met or exceeded standard. We are hoping to meet or increase that percentage this year.

Annual School Goals: School Effectiveness

We administered a second nine characteristics survey this fall, as the numbers we had from the spring indicated a very low number of staff had actually completed the survey, and with the added factor of staff turnover, we were uncertain as to whether the data gathered was valid. After again administering the nine characteristics survey this fall, with much greater participation, we identified the areas of “Staff receive regular feedback on how they are doing” and “Professional Development aligns with school goals” as need areas. Teachers need to know what they are doing well at as well as what needs adjustment, so they can meet the needs of all learners or seek the support they need to improve. Professional development is an identified desire of staff, and we are working in our BLT to identify specific areas in which to grow, and are arranging training sessions and classes to meet those needs. Surveys after each session will gauge satisfaction as well as determine future needs.

Annual School Goals: Attendance and Discipline

We have almost no unexcused absences at Rockwell, and most absences are either due to illness or family trips abroad. However, we have had a significant impact from tardy students this year – most of the time, students are not more than a few minutes late, but there are several of them each day and this presents an impact to the start of their day, and disrupts classrooms as late students come in. Much of this seems to be due to parents who drive students who are designated as walkers, which creates a significant traffic backup and makes it extremely difficult to get all students out of cars and into classrooms between 8:15 and 8:30. We have gathered tardies by day and by month, and will be communicating with parents and students about the impact of tardiness, as well as setting goals to reach each month.

Since last year, we have seen a significant reduction in aggressive recess behaviors being referred to the office; however, we would like to erase them completely. Our building is in its second year of using a student anti-bullying committee; these students seek out lonely students or students in need of support at recess and attempt to engage them in activities, or to help them in conflict resolution if needed. We still have students who will engage in verbal or physical aggression during unstructured times, and are tracking these behaviors through office referrals for “think papers” and support in restorative practices.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Small group interventions, Safety Net, ELL services, visual aids and GLAD strategies, 1:1 teacher support, daily literacy practice, teacher/parent communication, frequent call-ons/check-ins, IA support, practice materials that mirror SBA format, keyboarding practice, emphasis on text types and purposes, themed units, lessons targeting fluency, guided reading, choral reading, “Just Right” books, word work and “words their way”, phonemic awareness activities,
<i>Professional Learning needed</i>	Writer’s workshop training time, team collaboration time to create together, Spelling/Grammar resources, Best use of IA and Parent support, adult support for writing/reading workshop models, RTI training/support, Wonderworks training and support, learning walks/peer observations
<i>Resources needed</i>	Time, Wonders curricular support, Step Up/Units of Study curriculum support, IXL grammar, encyclopedias,
<i>Responsible individual or team</i>	Principal, Building Leadership Team, Writing Leads, grade level teams

Goal Area	Math
<i>Strategy to support goals</i>	Small groups, 1:1 support, teacher feedback and parental contact, IA support, frequent call-ons/check-ins, focus on breaking down and analyzing word problems to increase problem solving skills,
<i>Professional Learning needed</i>	Ways to challenge Level 4 students, differentiation training, peer observation time focusing on differentiation
<i>Resources needed</i>	Differentiation materials and resources, IXL Math, Xtramath, release/planning time to develop instructional materials
<i>Responsible individual or team</i>	Building Leadership team, principal, grade level teams

Goal Area	Science
<i>Strategy to support goals</i>	Conclusion practice, Sci-Fri experiments, Small group, 1:1 support
<i>Professional Learning needed</i>	Grade level collaboration time
<i>Resources needed</i>	Time, stopwatches, Possible Science Resource materials
<i>Responsible individual or team</i>	Principal, grade level team

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Agreement in definition of “regular feedback” between principal and teachers, gathering of PD desires and regular feedback loop through

	Building Leadership Team to report on calendared activities, already three sessions calendared during LEAP time
<i>Professional Learning needed</i>	Outside support and instruction in positive behavior strategies, math enrichment, and RTI
<i>Resources needed</i>	RTI literature
<i>Responsible individual or team</i>	Principal, BLT

Goal Area	Attendance
<i>Strategy to support goals</i>	Parent communication, goal setting and tracking with students. Emphasis on car-pooling and allowing walkers to walk. Use of SchoolPool to support car-pooling.
<i>Professional Learning needed</i>	Parent and student education and outreach.
<i>Resources needed</i>	Additional traffic support and planning with risk management and transportation department.
<i>Responsible individual or team</i>	Principal, Building Leadership Team, teachers, parents

Goal Area	Discipline
<i>Strategy to support goals</i>	Track and report data to kids, use of student PEACE Ambassadors program, recess buddies, recess materials
<i>Professional Learning needed</i>	Time for students to model and coach peers
<i>Resources needed</i>	Classroom time for skits, grant money to fund small group activities at recess
<i>Responsible individual or team</i>	Principal, student anti-bullying group

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Parents are involved in conferences twice a year where we share their students' progress towards our academic goals and set individual goals that they can help us support. Parent survey input informs our perception goals.

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

Goals are shared and discussed with PTA at board and general membership meetings, and shared through school newsletter communications. We are partnering with our PTA to develop strategies to track and reduce tardies, including encouraging carpooling and developing new morning routines schoolwide.

Continuous Improvement Process Plan

Rosa Parks Elementary

22845 NE Cedar Park Crescent
Redmond, WA 98053

425-936-2650

<http://www.lwsd.org/school/rosaparks>

2015-16



Kim Bilanko, Principal
Leslie Elmer, Associate Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Rosa Parks' outstanding staff continually improves their classroom instructional skills. All of our teachers are committed to integrating curriculum and to infusing the arts into the academic life of our school. A generous grant from the PTSA supports this work. Summer of 2015, our drama teacher attended a multiweek theater course in New York City. The lessons learned will be applied to this year's course offerings. In August, nationally renowned literacy instructor, Jan Hasbrouck, spent the day with our staff teaching research based reading and writing instructional strategies. Many thanks to the supportive community.

During the 2014-15 school year, Rosa Parks offered an intervention program in math and reading. Students needing extra support in either of the curricular areas were recommended by their teacher. The instruction was provided by a team of teachers and instructional assistants. Monthly training of staff and quarterly assessments of students were essential in monitoring the effectiveness of the new program. Noted was a 39% decrease in referrals for special education and a higher success rate for students involved in the classes.

The daily schedule allowed for an hour of team planning weekly for each grade level team. This year all specialists joined forces with first grade to support their academic goals. The joint effort paid off as 83% of students made clear to high growth in using expressions and phrasing while reading at an age appropriate rate of speed. Teachers also noted a significant increase in comprehension.

Fall 2014, MSP scores along with classroom and district assessments were used to create our Continuous Improvement Plan (CIP). Grade level teams identified goals and specific instructional strategies to deliver effective instruction based on the needs of our students. Monthly teachers reviewed student data together. Weekly staff planned response lessons which included both intervention and enhancement learning opportunities. Spring of 2015, Smarter Balanced Assessments replaced the MSP.

Rosa Parks Elementary

Results indicate: 71% of our third graders scored a level 4 in literacy, 65% of fourth graders rated a level 4 in math as did 72% of fifth graders.

Rosa Parks was honored for the fifth year in a row by the State of Washington. This year's awards included: Overall Excellence with Special Recognition in Reading Growth and Math Growth.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	Enter score	95%					
		1 st	Enter score	96%					
		2 nd	Enter score	97%					
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	Enter score	84%						
	% of 3 rd graders meeting or exceeding state standards in Math	Enter score	86%						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	Enter score	84%						
	% of 4 th graders meeting or exceeding state standards in Math	Enter score	90%						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	Enter score	90%						
	% of 5 th graders meeting or exceeding state standards in Science	Enter score	96%						
	% of 5 th graders meeting or exceeding state standards in Math	Enter score	94%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	94% met or exceeded standard	ELA: 83% met or exceeded standard
3rd Grade Math	90% met or exceeded standard	Math: 86% met or exceeded
4th Grade ELA	98% met or exceeded standard	ELA: 84% met or exceeded
4th Grade Math	98% met or exceeded standard	Math: 90% met or exceeded
5th Grade ELA	100% met or exceeded standard	ELA: 90% met or exceeded
5th Grade Math	96% met or exceeded standard	Math: 94% met or exceeded
5th Grade Science	98% met or exceeded standard	Science: 95% met or exceeded
Sub-Group	4 th grade Special Education from 56% meeting standard to 75% meeting standard	44% met or exceeded standard
Challenge:	Fifth grade math from 70% to 77% Fourth grade math from 74% to 77% Third grade math from 50% to 55%	Fifth: 74% Fourth: 59.2% Third: 72%
Perception:	1. Collaborate in cross-grade level teams from 87% to 100% 2. Receive performance feedback from peers from 87% to 100%	86% 86%

Narrative Reflection

ELA

Grade level teams met monthly with the principal to look at student growth. Kindergarten: We set attainable goals and achieved them. Our kindergarteners reading assessment score was 95%. We will continue to move our level 3 student to a level 4 while still focusing on our students below standard. We use common consistent data to guide our teaching. We also met monthly to review and reflect on student learning and plan next steps for teaching. We also incorporated this in our PGE goals. First Grade: We noticed student growth. We are proud of our collaboration within our grade level as well as with our specialist team. We were very intentional in how we educated parents around our fluency targets. Our grade level team met regularly to reflect on ongoing fluency assessments and to plan targeted instruction in reading fluency to move all students forward. We worked with specialists to integrate literacy learning targets into all parts of our students' day. We shared resources via our grade level Haiku site. Some areas of continued growth are making the students growth goals more appropriate for the individual students' stage of reading. Second grade: We collaborated to synthesize reading comprehension data. We planned strategies, whole-grade-level lessons and units to address student needs. We modified our teaching according to our common assessments for reading comprehension. We focused on our level 4s to challenge them, and we also focused on our Safety Net, ELL and SIT groups to ensure proper accommodations were

made to move to at or above standard. We collaborated with Safety Net, ELL and SIT teachers to make sure student small group instruction aligned well with student growth goals. We are proud of how we collaborated as a team that ensured growth for students at every level. For our grade level Novel Study we worked hard to make sure our curriculum helped our lower readers fall in love with reading and comprehending chapter books, while meeting the needs of at-standard students and challenging our level 4 students. An area of continued growth may be improving on targeting specific subgroups of students and applying the perfect strategy for them

Third Grade: We are proud of how well students did overall on a new test of such a high magnitude. One area of growth to work on is using our targeted areas to guide instruction as a team this year. To ensure student growth we met regularly to plan. We looked intentionally into the Wonders curriculum and used it to ensure we taught all the standards and used supplemental materials to fill any gaps we noticed. In 4th/5th grade: We didn't meet our goal for the year. However, we are proud of how many students were able to achieve a Level 4 on the test. We had 74% of our students at a Level 4. We all have strengths in different claim areas that we can help and teach each other about. Based on the specific data on each claim, we can improve on the speaking and listening claim. That seemed to be the weakest area in all three classes for ELA. We collaborated with each other regularly to ensure student growth and success. We met weekly as a team to discuss

	<p>instructional strategies as well as plan units of study for the whole year. We also shared student work and data and discussed ways to support the specific needs of our students.</p>
<p>Math</p>	<p>We are proud of the fact that 86% of 3rd grade students met or exceeded standard on a new test of a high magnitude. To ensure student growth we met regularly as a team to plan. We were intentional with our usage of the enVision curriculum and at times moved the order of topics around to best reach all students and teach it in a logical sequence. Our PGE goal was focused on concepts of multiplication and division. Through this goal we tracked student progress through the entire year to help guide our instruction. We implemented the use of the Rocket Math program to assist with the mastery of fact fluency. Looking at our SBA data an area of growth is in representing and interpreting data. In 4th/5th grade, we did not meet our goal for the year. However, we are proud of how many students were able to achieve a Level 4 on the test. We had 67% of our students at a Level 4. Based on the specific data on each claim, we can improve on teaching students around communicating reasoning. We collaborated with each other regularly to ensure student growth and success. We met weekly as a team to discuss instructional strategies as well as plan units of study for the whole year. In 5th grade, we switch students throughout the whole grade level to better differentiate our instruction of the math lessons. We also met with our principal monthly to reflect, report and discuss our progress towards our grade level goal in this area. We also shared student work and data and discussed ways to support the specific needs of our students</p>
<p>Science</p>	<p>We did not meet our goal for the year, but we were very close to our goal. We can continue to grow in providing students with general, science content knowledge as well as how to conduct both investigative and design processes. We collaborated with each other regularly to ensure student growth and success. We met weekly as a team to discuss instructional strategies as well as plan units of study for the whole year.</p>
<p>Sub-Group</p>	<p>Strengths: (3-5th grade SBA ELA and Math) 7 Black/African American students 100% met or exceeded standard. 115 Asian students between 93-100% met or exceeded standard.</p>
	<p>3rd and 4th grade Hispanic students performed higher than “all students” 4th grade White Students performed higher than “all students” 5th grade ELL students 100% met or exceeded standard. Ares of Growth: (3-5th grade SBA ELA and Math) 3rd and 5th grade White students, 3rd and 4th grade ELL students, and our special education students continue to perform below “all students.” Out of our 17 students on IEPs, 8 met standard in ELA and 7 met standard in math. Our 15 ELL students in 3rd and 4th grade performed between 43%-73% at standard. Our ELL population will need to be an area of focus for us this year.</p>

Challenge:	We are proud of the fact that we exceeded our goal in 3 rd grade. To ensure student growth we met regularly as a team and used the envision curriculum and challenge materials provided by the curriculum to provide students with a challenge. We focused on providing students who needed a challenge with extension materials. We did not meet our goal in 5 th grade, but it is still a large amount of students moved from a Level 3 to Level 4. We are proud of the growth of our student in math. We can continue to set a high goal of transitioning as many kids as possible from a Level 3 to a Level 4. We carefully tracked student growth monthly and shared that evidence with our team members as well as the principal. This ensured our whole team knew who to challenge and who to keep a careful eye on. We differentiated instruction by switching students for math throughout the whole grade level to better address this issue.
Perception:	We met and included cross grade level discussions regarding student achievement and teaching approaches. In our team meetings we had conversations around best practices in classrooms, areas of growth and how we could support one another in areas of need to increase student achievement.

ANNUAL SCHOOL GOALS

SMART Goals	
Literacy: K-2 Reading	By June 2016, 96% of our K-2 students will be at benchmark in reading as measured by DIBELS.
Literacy: 3-5 ELA	By June 2016, 92% of our 3-5 students will be at benchmark in reading as measured by SBA.
Math: 3-5 Math	By June 2016, 94% of our 3-5 students will be at benchmark in math as measured by SBA.
Science: 5th Science	By June 2016, 92% of our 5 th grade students will be at benchmark in science as measured by MSP.
Achievement Gap	By June 2016, 7 out of the 9 (88%) 4 th and 5 th grade students who are on IEPs for ELA will meet standard in ELA as measured by the SBA.
School Effectiveness:	By May 2016, the percentage of staff who report that they receive regular feedback will go from 83% (mostly/completely agree) to 90% as measured by the nine-characteristics survey (Question 42)
Attendance and Discipline:	During the first month of the 2015-16 school year, we had 269 students who were tardy. By May 2016, we will decrease the number of tardy students to 100 per month. Rosa Parks will have fewer than 5 students suspended during the 2015-16 school year.

Annual School Goals: Academic

Our teacher leadership met around our PGE student growth goals and our state/district scores. We analyzed the data and looked at individual kids to determine the number of students we felt would be proficient at the end of the school year. We used both state and district assessments along with our beginning of year school assessments. We then shared our goals with the staff.

Teachers regularly use small group instruction in order to meet the needs of individual students. Due to the fact that most students at Rosa Parks are performing above standard, teachers use a variety of differentiation strategies: workshop model, small group, technology, collaborating with grade-level team, Ixl, Math Adventures, Extra Math, math journals, and integrating curriculum. Students are regularly engaged in research and project-based learning.

For students who are struggling, teachers use a variety of differentiation strategies: Scaffolded lessons, small group instruction, technology and on-going monitoring. Students are regularly assessed. For any student at risk, we have developed an RtI model. Teachers are able to qualify for extra support in reading and math. These students get small group support during the school day. Grade-level teams also regularly collaborate to discuss how to support all students.

Grade-level teams will regularly (monthly) meet with their team to assess progress. Teams will also meet quarterly with administration to discuss progress

towards student growth goals and CIP goals. We will use common assessments in order to analyze data.

Annual School Goals: Achievement Gap

In analyzing our sub-groups, we looked at the difference between each sub-group and the whole group. We found that our students on IEPs are showing the largest gap between the whole group. We then looked at our current caseload and each student's SBA scores. We selected our nine 4th and 5th grade students on IEPs for ELA.

All of these students receive pull-out/push-in, individual/small group/larger group specially designed instruction. Our Special Education team will regularly meet on these students to plan and implement instruction based on specific needs. The special education teacher will take monthly data for all areas of ELA to ensure interventions are working. Special Education teacher administers a yearly assessment and screening tool.

Annual School Goals: School Effectiveness

We analyzed our Nine Characteristics data. Overall, the staff reported positively in the nine components. We looked at the components in which 6 or more staff members did not show positive agreement. Sixteen percent of our staff did not feel that they received regular feedback. We chose to focus on regular feedback to staff because this is critical in our work with kids.

The principal and Associate principal will meet monthly to review our time in classrooms, feedback we have given and set goals for the upcoming month. We will track our time in classrooms and our feedback on OneNote. We will also poll staff on the amount and type of feedback using K-12 Insight survey.

Annual School Goals: Attendance and Discipline

During the first month of the 2015-16 school year, we had 269 students who were tardy. 185 of these students arrived within the first 5 minutes of school but still missed more than 10 minutes of instruction at time. 84 students were tardy more than 5 minutes. We chose this goal because it is important for students to be at school on time. We are a walking school so late busses are not the issue. We will monitor the tardies on a monthly basis using Skyward reports. We will communicate monthly reports with staff.

Rosa Parks is in the process of reviewing current discipline practices and procedures. We currently do not have any data on office referrals of communication slips. We will be developing systems for this. In the meantime, the only data we can track is our suspension data. This year, we suspended a student the first month of school. We would like to minimize the amount of time students are out of school. Therefore, we chose a suspension goal. We will monitor our progress by reviewing our monthly discipline reports. Less than one suspension a month will keep us on track to meet our year-long goal.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Differentiation of instruction and use of technology: Headsprout, Small group instruction, Leveled reading/writing groups, Daily 5 -Curriculum: Lucy Calkins unit of study, Read Naturally, Phonics for Reading, Sound Partners, BUSRT -Grade level collaboration -Intervention groups -Parent communication: update parents on student progress regularly
<i>Professional Learning needed</i>	-LEAP training -PLC -Cross grade level sharing -District writing training -Drama training: integration of arts in literacy Jan Hasbrouck
<i>Resources needed</i>	-Wonders -Sound partners -Burst -Headsprout -Technology
<i>Responsible individual or team</i>	Principal, Associate Principal, Staff , Volunteers

Goal Area	Math
<i>Strategy to support goals</i>	Grade level collaboration, support intervention to meet needs of students struggling to master grade level concepts, regular feedback to students and their families, small group instruction, IXL practice, Math Adventures, differentiated instruction
<i>Professional Learning needed</i>	Opportunities to discuss and unpack the standards with grade level team as well as across grade levels
<i>Resources needed</i>	enVision curriculum, Focus Math, IXL
<i>Responsible individual or team</i>	Principal, Associate Principal, Certified Staff, Support Staff

Goal Area	Attendance
<i>Strategy to support goals</i>	School will send regular attendance letters home. Implementing new systems for tardy students: parents must bring students into the building and sign them in. Analyze attendance on a monthly basis and make contact with families of students who are tardy.
<i>Professional Learning needed</i>	Ensure families and staff are aware of attendance policies.

<i>Resources needed</i>	Monthly Attendance reports LWSD attendance policies
<i>Responsible individual or team</i>	Principal, Associate Principal, Registrar, staff

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	PGE meetings Staff meetings PLC meetings LEAP meetings CIP meetings Social activities Teacher observations – formal/informal
<i>Professional Learning needed</i>	Expectations for feedback Defining “regular feedback”
<i>Resources needed</i>	Time Professional Development
<i>Responsible individual or team</i>	Principal Associate principal Staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

We will present the CIP at our PTSA board meeting in the winter. We will also include families in strategizing how to improve our tardy rate. We will have the CIP available online as well. Our team is going to begin creating action steps on how to get families involved in our CIP process.

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

We will present the CIP at our PTSA board meeting in the winter. We will also include families in strategizing how to improve our tardy rate. We will have the CIP available online as well. Our team is going to begin creating action steps on how to get families involved in our CIP process.

Continuous Improvement Process Plan School Goals

Laura Ingalls Wilder Elementary

22130 NE 133rd ST
Woodinville, WA 98077

425-936-2740

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

2015-16



Steve Roetcisoender, Principal
Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Above the main entrance to Wilder is a beautiful stained glass window, which incorporates color and design with our school mission statement: Every Learner a Powerful Mathematician, Effective Writer, Responsible Citizen and Confident Reader. As a staff, we feel our motto helps us to do our part in accomplishing both the Lake Washington School District mission and Vision: Every student Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success.

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

PTSA enrichment programs continue to compliment the work of our teachers. Student's participation in drama, art, chess, debate, photography, language programs, choir, movement class, Watershed, salmon projects, Math Adventures and other programs enrich the education experience for our students. All of these opportunities demonstrate a strong commitment to our community for student success and make a Wilder education something special.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90%						
		1 st	93%						
		2 nd	94%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		85%						
	% of 3 rd graders meeting or exceeding state standards in Math		83%						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		95%						
	% of 4 th graders meeting or exceeding state standards in Math		95%						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		91%						
	% of 5 th graders meeting or exceeding state standards in Science		93%						
	% of 5 th graders meeting or exceeding state standards in Math		83%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3 rd Grade ELA	90% met or exceeded standard	ELA: 84% met or exceeded standard
3 rd Grade Math	88% met or exceeded standard	ELA: 83% met or exceeded standard
4 th Grade ELA	89% met or exceeded standard	ELA: 95% met or exceeded standard
4 th Grade Math	88% met or exceeded standard	ELA: 95% met or exceeded standard
5 th Grade ELA	91% met or exceeded standard	ELA: 91% met or exceeded standard
5 th Grade Math	95% met or exceeded standard	ELA: 83% met or exceeded standard
5 th Grade Science	86% met or exceeded standard	ELA: 93% met or exceeded standard
Sub-Group	75% met or exceeded standard	ELA: 75% met or exceeded standard
Challenge:	95% met or exceeded standard	ELA: 83% met or exceeded standard
Perception:	100%	ELA: 83% met or exceeded standard

Narrative Reflection

Academic	As a staff we set our goals in the fall of 2014. Our main strategy was for teams to focus on growth goals set as required by PGE in 3.1, 6.1 and 8.1 criterions. Each team set cohort goals as well as sub group and classroom level goals. Teams developed strategies to respond to ongoing assessment data. Some teams created remediation/enrichment opportunities. All teams utilized Safety Net, ELL and resource Room programs. Our belief was that if we focused on growth goals, our building achievement goals set in the 2014-2015 CIP would reflect this work. Overall we were pleased with our results. Not knowing the SBA format made establishing achievement goals challenging. Two of our grade levels met or exceeded their goals. Our third grade scores were lower than hoped. We feel partly this was because our third grade students were asked to test in early March. The team felt they had not adequately taught all the required third grade forms of writing and were disappointed to learn some of their students were being asked to write to prompt they had not fully been instructed in. This coming year the third grade team intends to change the sequence of writing instruction in order to better prepared students for the writing portion of the SBA.
Sub-Group	We chose our special education students in grade 3-5 as our sub group. A goal was set to have 75% of be proficient or better on SBA testing opportunities. To calculate this goal we determined the number of testing opportunities there would be four our IEP students. We have 26 students with IEP's in 3rd, 4th and 5th grades. Our ten third graders had 20 opportunities for testing, our 4th seen 4the grad IEP students had 14 opportunities and nine 5th graders had 27 opportunities (ELA,

	<p>Math, and Science). The total opportunities to be proficient or better is 61. We were pleased to have 46 proficient of better results for our IEP students. We calculated our proficient or better rate for our IEP students to be 75%</p>
Challenge:	<p>We were pleased to see that our percentage of students in 4th grade at level 3 or above as measured by the SBA met our goal substantially. 95% of students were proficient or above in mathematics as measured by the spring 2015 SBA. The cause of growth- Teaching staff utilized envisions curriculum along with enrichment materials. As a building we invested in a site license for IXL math. We participated in on line training webinars to learn how to use the product. Our PTSA provide enrichment opportunities aligned with grade level CCSS. The main PTSA math enrichment opportunity for students I our Math Adventures program. This program features mathematical games designed to develop high level thinking skills. The 4th grade team created a summer math programs for students to work on in July and August.</p>
Perception:	<p>We chose our first perception goal because the 2014-2015 school year would be our second in implementing CCSS. Most of our staff development was focused on learning the CCSS and planning appropriate instructional order for students to become proficient in them. Our survey results showed 100% agreement that our teaching was aligned with CCSS.</p> <p>Our second goal was selected as we still wanted to continue to grow our capacity to collaborate. This was a continuation from the 2013-2014 school year. We participated in PLC worked shop conducted by Ken Williams in early August of that year. During the workshop Ken highlighted some of the foundation pieces necessary for effective teaming. We did have each team develop team norms at the start of the 2014-2015 year and teams met on a regular basis to first write student achievement goals, then establish baseline assessment data and plan instruction to reach their goals. These act ivies also dovetailed nicely with PGE requirements of criterions 3.1, 3.2, 6.1, 6.2 and 8.1. Our survey results showed 100% agreement that our capacity to collaborate is growing</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	90% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2016.
Literacy: 3-5 ELA	89% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2016.
Math: 3-5 Math	87% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2016
Science: 5th Science	90% of students in grade 5 will score at standard in or above in science as measured by the MSP assessment in May 2016
Achievement Gap	80% of students who qualify for ELL will improve on the spring 2016 ELPA test, compared to their previous WELPA test. NOTE: this will also be a year to gather baseline data due to the new leveling system and new test.
School Effectiveness:	Laura Ingalls Wilder Elementary will achieve 100% on “agree completely” in the area of “Respectful Behavior” as measured by question #23 on the Spring 9 Characteristics of Effective Schools Survey.
Attendance and Discipline:	<u>Attendance:</u> Laura Ingalls Wilder Elementary will reduce unexcused absences from 123 in 2015 to 61 in 2016 as measured by June 2016 attendance figures. <u>Discipline:</u> Laura Ingalls Wilder Elementary will have 100% of staff trained in restorative justice practices by June 2016.

Annual School Goals: Academic

Teachers examined DIBELS, SBA, and MSP results to determine school goals. Goal areas were selected as a result of state requirements.

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

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

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

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

Annual School Goals: Achievement Gap

Over the past two years, our English Language Learner (ELL) population has grown significantly, with an influx of students new to the United States. In fact, of our 608 students, 56 students qualify for ELL services. Thus, the sub group of ELL was selected to ensure the academic and social success/growth of these students.

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

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

Annual School Goals: School Effectiveness

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

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

Annual School Goals: Attendance and Discipline

Attendance:

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

Discipline:

As a staff, we believe in natural consequences. We want to educate the whole child, including behavior. We strive to avoid suspensions, and we want to maintain this record by training all staff in restorative justice practices. Our school counselor will take the lead in this staff development, and we will monitor its effectiveness throughout the school year. We will use the restorative justice strategies to work with students as inappropriate behaviors occur, keeping them in school as often as possible.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Grades K-2 will use the following strategies: <ul style="list-style-type: none"> • Phonemic Awareness • Word Work • Sight Word Practice • Letter-Sound Activities • Direct Instruction • Reading Workshop • Small Groups • 1-1 Instruction • Multi-Sensory Activities • ELL • Safety Net • Differentiated Instruction • IA/Para Support • Wonders Curriculum • Resource Room
<i>Professional Learning needed</i>	Grades K-2 need the following Professional Learning Opportunities: <ul style="list-style-type: none"> • Self-Directed research • Team work time to plan for cross grade level support
<i>Resources needed</i>	Grades K-2 need the following resources: <ul style="list-style-type: none"> • Time to Plan and Prepare For Instruction • Lesson Resources for Walk to Read • Headsprout for students struggling with reading
<i>Responsible individual or team</i>	Each grade level team will be responsible for monitoring and tracking progress towards their goal.

Goal Area	Literacy
<i>Strategy to support goals</i>	Grades 3-5 will use the following strategies: <ul style="list-style-type: none"> • Reading and Writing Workshop: peer editing, conferencing, mini-lessons, whole and small group instruction • Notetaking • Responding to Literature • Resource Room • Safety Net • ELL Small group • Use of mentor texts • Non-stop writing and quiet writing • Responding to reading with RAC method • Use of district-provided curriculum

	<ul style="list-style-type: none"> • Book chats and literature studies • Use of National Geographic, and Time for Kids • ELA Reading Responses • Book Club • SIOP strategies
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Writing conferences • Listening practices – content, informational
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • Wonders/District Assessments • Mapping out reading standards on yearly calendar • Time For Kids • Engage New York • Increase in Netbook allocation to provide for 1:1 ratio in grades 3-5 • Time to collaborate
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress towards their goal.</p>

Goal Area	Math
<i>Strategy to support goals</i>	<p>Grades 3-5 will use the following strategies:</p> <ul style="list-style-type: none"> • Differentiated math groups • Math workshop model • Timed tests • IXL online resource • Brain exercises for enrichment • Enrichment projects • Xtra Math • Math Stations • Manipulatives • Common Core problem solving strategies
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning Opportunities:</p> <ul style="list-style-type: none"> • Hands-on, higher level math ideas • Destination Imagination
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> • Newest envision curriculum (fully aligned to Common Core) • Time • Resources to push students in math
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress towards their goal.</p>

Goal Area	Science
<i>Strategy to support goals</i>	Grade 5 will use the following strategies: <ul style="list-style-type: none">• Egg Drop project• Teacher-created science packets• Science fair and related research/projects• Focus on teaching scientific process
<i>Professional Learning needed</i>	Grade 5 will need the following Professional Learning Opportunities: <ul style="list-style-type: none">• There are no learning opportunities needed at this time
<i>Resources needed</i>	Grade 5 will need the following resources: <ul style="list-style-type: none">• Use of adopted curriculum that aligns with standards
<i>Responsible individual or team</i>	The fifth grade team will be responsible for monitoring and tracking progress towards our science goal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Laura Ingalls Wilder Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent and LINKS volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities that support CIP goals
- Add communication processes to further involve/inform parents in the areas of attendance and discipline
- Offer parent enrichment events that support CIP goals (ex: Beginning Readers night offered in December 2015)

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

The community will be informed about the CIP goals through communication in the PTSA newsletter, as well as the CIP being presented at a future PTSA meeting.

Continuous Improvement Process Plan

Evergreen Middle School

6900 208th Ave. NE
Redmond, WA 98053

425-936-2320

<http://www.lwsd.org/school/ems>

2015-16



Lake Washington
School District

Robert Johnson, Principal
Anne Balicki, Associate Principal
Katy Rudolph, Associate Principal
Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

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

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

We are proud we have a very collaborative staff committed to supporting the whole child. Because of our collaboration and commitment to excellence, we received a School of Distinction Award as well as a Washington Achievement Award. This is a testament to the hard work of both our students and staff. Our teachers focused on critical thinking and comprehension skills as it relates to informational text last year. This work included directly teaching pre-reading skills, using context clues to decipher informational text, Cornell notes, Marking the Text, and breaking down vocabulary. Student improvement in writing was targeted on expository, narrative, and persuasive writing through multiple strategies.

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

Our professional development focused on the Common Core State Standards in Language Arts and Math, preparation for the Smarter Balanced Assessment, as well as preparation for Standards-Based Grading and Reporting, using the Haiku Learning Management System and individual student laptop use. Additional time has been provided each month for teachers to work on essentials for teaching and learning that include planning, analysis, and implementation of content standards and assessments with their instructional peers.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	89.5%						
	% of 6 th graders meeting or exceeding state standards in Math	86.9%						
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	89.1%						
	% of 7 th graders meeting or exceeding state standards in Math	82.6%						
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	74.3%						
	% of 8 th graders meeting or exceeding state standards in Science	85.8%						
	% of 8 th graders meeting or exceeding state standards in Math	75.7%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA: 6th	92% meet or exceed standard	ELA: 89% met or exceeded standard
ELA: 7th	92% meet or exceed standard	ELA: 89.1% met or exceeded standard
ELA: 8th	92% meet or exceed standard	ELA: 74.3% met or exceeded standard
Math: 6th	Increase the number of students who score a 4 from 65% to 67%	MATH: 64.6% of 6 th graders scored a 4 on the Math SBA
Math: 7th	Increase the number of students who score a 4 from 69% to 71%	MATH: 71.9% of 7 th graders scored a 4 on the Math SBA
Math: 8th	Increase the number of students who score a 4 from 72% to 74%	MATH: 58.8% of 8 th graders scored a 4 on the Math SBA
Science: 8th	Increase the number of students who score a 3 to a 4	SCIENCE: 57% of students scored a 4 on the Science MSP in 2014/2015. 46.9% of students scored a 4 on the Science MSP in 2013/2014.
Sub-Group:	<p>Hispanic students will go from a 65.2% proficiency in Reading to a 72.7% proficiency</p> <p>Special Education students will go from 44.8% proficiency in Reading to 51.4% proficiency</p> <p>Low income students will go from 57.8% proficiency in Reading to 65.5% proficiency</p>	<p>63.1% of 6th Grade Hispanic students scored proficient on the ELA assessment.</p> <p>61.9% of 7th Grade Hispanic students scored proficient on the ELA assessment.</p> <p>72.2% of 8th Grade Hispanic students scored proficient on the ELA assessment.</p> <p>62.1% of 6th Grade Special Education students scored proficient on the ELA assessment.</p> <p>41.2% of 7th Grade Special Education students scored proficient on the ELA assessment.</p> <p>38.3% of 8th Grade Special Education students scored proficient on the ELA assessment.</p>

		<p>39.1% of 6th Grade Low Income students scored proficient on the ELA Reading assessment</p> <p>60% of 7th Grade Low Income students scored proficient on the ELA Reading assessment</p> <p>50% of 8th Grade Low Income students scored proficient on the ELA Reading assessment</p>
Challenge:	<p>Math 6th Grade: increase proficiency from 68% to 70%</p> <p>Math 7th Grade: increase proficiency from 56% to 58%</p> <p>Math 8th Grade: increase proficiency from 64% to 66%</p> <p>ELA 6th Grade: Have 92% of 6th graders meeting standard</p> <p>ELA 7th Grade: Have 92% of 7th graders meeting standard</p> <p>ELA 8th Grade: Have 92% of 8th graders meeting standard</p>	<p>MATH: 86.9% of 6th grade students scored proficient</p> <p>MATH: 82.6% of 7th grade students scored proficient</p> <p>MATH: 75.7% of 8th grade students scored proficient</p> <p>ELA: 89.5% of 6th grade students scored proficient</p> <p>ELA: 89.1% of 7th grade students scored proficient</p> <p>ELA: 74.3% of 8th grade students scored proficient</p>
Perception:	<p>Increase parents who are involved as volunteers at the school from 72.97% to 83%</p> <p>Increase the number of students who respect those that are different around them from 91.2% to 100%</p>	<p>63.79% of participants selected strongly agree or somewhat agree to the statement, “Many parents and adults from the community come and help at school.”</p> <p>80.7% of participants selected somewhat agree or strongly agree to the statement, “Students respect those who are different from them.”</p>

Narrative Reflection	
ELA	<p>As a school, we are committed to weekly meeting time with our job-alike teams, where we were able to plan curriculum, instruction, and assessments with our teams, resolve issues, and decide how best to accommodate and intervene for our Level 2 students. Our department used test data from previous years (MSP data) as well as early baseline tests to determine what our goals should be for our classes. The biggest</p>

	<p>challenge that we faced was that the SBA test format was new for our school. We have 44 common core standards to cover and we didn't quite know what to expect on the test. It is not a true standardized test when all of our students are being tested on different writing prompts. This also makes it difficult to prepare all students for the test. We found out very late about what the test was going to even look like. The dates of the test continued to change throughout the year. Taking time to teach students how to use technology took away from instruction time. Most practice tests were not online and students were not as prepared for the online test. LA/SS teachers are divided across multiple teams with lack of common prep time making it difficult to align as closely as it is expected of us. As a school, we are very proud of our results, especially in light of the fact that we scored highest in the district on 6th and 7th grade ELA SBA.</p>
Math	<p>Scheduled activities include: HoWL, IXL, weekly collaboration meetings, individual support during homeroom/before school/after school. Department and job-alike meeting times were used to monitor progress and analyze goals based on standards. The fact that a new assessment (SBA) was used makes comparing our results to our goals based on the previous assessment (MSP) irrelevant. We are pleased with our results, especially if you consider the number of students who refused to take the SBA. Supposing that the students who refused to take the SBA would have been proficient, over 85% of our students would have met or exceeded standard in all three grades. Pro-So Fridays will continue to help our already-proficient students achieve advanced status.</p>
Science	<p>Scheduled activities to support implementation of student learning were job-alike collaboration to design labs and content around engineering. Our department created 6-10 engineering labs and assessments to support student learning within the MSP Strand of Critical Thinking. In the MSP data last year we looked at individual strands and targeted the lowest performing strand which was critical thinking skills. The science department meets to analyze the MSP strand data to find out how the students are performing. Generally we develop an improvement plan for the strand where the students are showing their lowest performance. We brainstormed potential test questions on the MSPs based on the Power Standard 11: Explains the role of technology and science in solving human problems. Summative and formative assessments were developed first to outline learning target expectations and establish what we want students to know. We also developed a "Steps in Engineering" template that vertically aligned our department from 6th grade to 8th grade.</p>
Sub-Group	<p>As a Special Education Team, we meet regularly as a department, with job alike teams, parent meetings to collaborate on student progress and achievement, sharing strategies for success. We collect baseline measures using SBA data, ARIs, Aimsweb, Moby Max, IXL, Read Naturally, Edmark, Interdisciplinary Skills and Attribute rating scales, behavior rating scales, and other curriculum based measures. The team</p>

	<p>analyzed the data that was collected and measures progress quarterly to assess students' progress and set, measure, and update IEP goals. The challenges the Special Education Team faces are student retention, students' mental health, inconsistent home support, and other significant factors outside of our control. The special education students scored overall higher than the teachers anticipated based on the measures that teachers used for classroom based assessments. Most students reading, writing, and math problem solving were below grade level on curriculum based measures if they qualify for that academic area; however, many of these students were at or near standard on the SBA. All growth is cause for celebration because of the significant impact of their disability on their learning progress. We will continue to focus on all academic areas for students who qualify for special services to make growth in their academic achievement. The sub-group of special education demonstrated higher levels of growth than was initially expected based on their performance in the classroom. There continues to be an achievement gap in this subgroup due to multiple learning disabilities and health impairments. As mentioned before, all growth is cause for celebration because of the significant impact of their disability on their learning progress. As previously stated, we will continue to focus on all academic areas for students who qualify for special services to make growth in their academic achievement.</p>
<p>Challenge</p>	<p>The ELA Challenge Goal was created based on MSP data so any comparison is not 100% accurate. We decided to increase our overall proficiency level by 2% from the previous MSP data. We believe there is still cause for celebration because it was a new test and we were only 3% away from our goal. Math: Our goal was to raise the number of Level 4 students to 74%, 71% and 67% for 6th, 7th, and 8th graders respectively. The actual results for these grades were 73%, 60% and 62%. Our 8th grade results were harshly impacted by the 10% refusal rate. Also, our goals were based on the students who were in these grades previously, so the goals were based on different students than the results. The Science Department faced challenges in meeting our goals in the form of lack of appropriate middle school engineering curriculum, creating accommodations and modifications for engineering projects and developing a unit outline that aligns with district standards and goals in terms of curriculum pace and content. The special education department is working hard to keep the students at grade level or above to continue to succeed in their general education classes by providing them the accommodations and enrichment opportunities for success and continued growth.</p>
<p>Perception</p>	<p>We will continue helping students by building a positive, inclusive climate and giving them multiple opportunities to be successful through homeroom, clubs, leadership, AVID, HOWL, Safety Net, ELL, athletics, Where Everybody Belongs (WEB), and other activities. We deliver a student needs assessment and last Fall's results indicated that 82% of students polled felt that other students were frequently or always friendly at school. 79% felt respected and cared about by other students.</p>

86% of students felt respected and cared for by staff; and 56% of students looked forward to coming to school frequently or always

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	6 th Grade’s ELA goal is to have 92% of 6 th grade students meet or exceed standard, 7 th grade’s ELA goal is to have 92% of 7 th grade students meet or exceed standard and 8 th grade’s ELA goal is to have 85% of 8 th grade students meet or exceed standard.
Math: 6-8 Math	Increase students meeting or exceeding state standards in math as follows: 6 th grade from 86.9% to 88.9%, 7 th grade from 82.6% to 84.6%, 8 th grade from 75.7% to 77.7%.
Science: 8 Science	Increase number of students passing the science MSP to 90% of 8 th grade students meeting or exceeding standard
Achievement Gap	By June 2016, the low income students will increase proficiency from 40% in ELA and 60% in Math to 50% in ELA and 70% in Math. By June 2016, the SPED students will increase proficiency from 40% in ELA and 56.7% in Math to 50% in ELA and 66% in Math. By June 2016, minority students will increase proficiency from 27.3% in ELA and 33.3% in Math to 37% in ELA and 43% in Math.
College and Career Readiness	Increase the number of students in at least one high school credit courses (Algebra, Geometry, French and Spanish) from 336 students (38%) to approximately 410 students (40%-Numbers depend on enrollment).
School Effectiveness:	Increased the number of “somewhat agree and strongly agree” responses from a combined 87.93% to 100% for the statement “My child feels safe at school.”
Attendance and Discipline:	Attendance: Increase our overall attendance percentage from 95.17% (2014-2015) to 95.5% (2015-2016) by focusing on attendance and tardies in first period. Improvement will be made by incorporating a positive reinforcement system. Discipline: Decrease the amount of suspensions specifically around disruptive conduct, from 21 to 15 by identifying the top five students who present disruptive behavior and implement positive supports for identified students as well as other students who demonstrate similar behavior.

Annual School Goals: Academic

The processes we used to determine the annual school goals were:

ELA: The EMS LA/SS teachers reviewed last year's SBA scores as well as used several baseline tests to determine the annual school goals

MATH: We looked at the percentages of students in each grade who were at or above standard last year on the SBA and increased them.

SCIENCE: We looked at our MSP data from last year and used this to determine our goal.

Why we selected our goals:

ELA: These goals/percentages were selected because though students did well last year (6th grade- 89.5 %, 7th grade 89.1% and 8th grade 74.3 % met standard) there is room for improvement. 8th grade teachers realized that many students in 8th grade last year, opted out of taking the test, so this is partly why we believe the percentage of 8th graders that met standard was under 75%.

MATH: The district places high value on the SBA scores, and it is a pretty consistent assessment since it is given to all grade levels.

SCIENCE: This is an incremental goal in our big picture goal to have all of our students at standard.

How we are ensuring that all students are receiving challenge and rigor:

ELA: The LA/SS teams meet regularly (at least weekly) to plan the most challenging, yet attainable lessons for our grade content. We also work with our special education team to ensure that even the students who struggle in our classes, are getting aligned support while outside our classrooms.

MATH: Our teaching is aligned to the Common Core standards, which are quite rigorous. In-class assessments are leveled and include challenging questions. In-class work includes problem-solving. Strong 6th grade students are involved with the "Problem-Solving Fridays" group.

SCIENCE: We include level 4 activities in our units to help students go above and beyond. We also integrate QUEST materials into our other classes. We focus on life skills and helping students find intrinsic motivation to improve and be the best they can be.

How we are ensuring students receive necessary intervention:

ELA: The LA/SS teams work closely with our special education teams and 504 coordinators to make sure that students who need interventions are getting the help they need. We also attend the monthly Students of Concern meetings to discuss students that may also need some other types of interventions and figure out ways to address this (parent contact, guidance team, etc.)

MATH: HoWL, homeroom help with teachers or 8th grade tutors, IXL for skill practice, before and/or after school help with teachers. Collaboration in job alike teams for intervention strategies, cooperation with parents and special ed teachers.

SCIENCE: Teachers provide homeroom, before, and after school help. Teachers use HOWL and Wednesday tutoring. We have formed a science club for students to extend their love of science. We modify labs, assignments and assessments. We meet regularly as grade level teams to strategize and review assessment data.

How we are monitoring student progress:

ELA: Through continuous formative and summative assessments.

MATH: Frequent formative assessments, unit tests, quizzes. Observing student work during class. Reviewing standards.

SCIENCE: Teachers collaborate with data from formative and summative assessments and their misconception prompts.

Annual School Goals: Achievement Gap

The process used to determine the annual school goals for the students within the achievement gap was reviewing current SBA data, identifying percentages in each subcategory, and determining an appropriate level of growth. These subgroups were selected because they represent a minority population which underachieves in comparison to the majority population. Evergreen Middle School ensures that students receive necessary interventions by holding weekly student of concern meetings, student intervention team meetings, and frequent guidance team meetings. At these meetings, student achievement levels are evaluated and discussed and appropriate interventions are put into place. Additional interventions that are implemented at Evergreen include AVID elective class, Safety Net Math and English classes, Wednesday after school help sessions, Homeroom and Homework Lunch (Howl). The data collected to monitor progress includes SOC logs, SIT team meeting notes, Guidance Team notes, attendance records, gradebook data, baseline assessments, summative assessments, formative assessments, parent contact logs, Howl attendance, and weekly AVID agenda checks.

Annual School Goals: College and Career Readiness

Increase the number of students in at least one high school credit courses (Algebra, Geometry, French and Spanish) from 336 students (38%) to approximately 410 students (40%-Numbers depend on enrollment)

Evergreen Middle chose to work on increasing student selection of high school credit courses in order to better prepare students for their high school experience thus providing them with supports for college and career readiness.

We will establish a set of requirements or suggestions for students to start considering the possibility of selecting a high school credit course. Information will be presented at the beginning of second semester for 6th, 7th and 8th grade students in order for them to understand the rigor and requirements. Providing information early on to students and parents will help families plan accordingly. We will also track enrollment in courses each semester.

Annual School Goals: School Effectiveness

Evergreen Middle decided to focus on the perception survey statement, “My student feels safe at school.” We believe all students should feel safe at school.

We will progress monitor the school effectiveness goal by revisiting student statements regarding bullying or unsafe behaviors and ask for updates.

Annual School Goals: Attendance and Discipline

Attendance

Evergreen Middle decided to focus on tardies in first period due to having what is predicted as the most impact over the overall attendance percentage. By implementing a positive reinforcement goal and reviewing our tardy policies with staff, we hope to improve our attendance percentage.

We will progress monitor the attendance goal by running a 1st period attendance report weekly and running an overall attendance report monthly. Students and staff will be made aware of 1st period class' progress during those checkpoints.

Discipline

Evergreen Middle decided to focus on disruptive conduct because it has presented as the most occurring type of discipline resulting in suspensions. By identifying our most at-risk students, we will determine what supports need to be put in place to help our students be more successful during the school day.

We will progress monitor the discipline of the identified students by establishing goals for them to work on during the school year. Students will be asked to self-assess their progress 3-4 times during each quarter.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
<i>Strategy to support goals</i>	Use of IXL to support skills, continued use of standards based assessments, formative assessments leading to interventions, HoWL, weekly collaboration meetings, Students of Concern meetings, individual student support during homeroom, before and after school, Pro-So Fridays for capable sixth grade students who are not in Quest, encouraging students to take the SBA, rather than opting out.
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	More district-provided time for job-alike collaboration.
<i>Responsible individual or team</i>	Jo Anne Peterson, Shevaun Hale, Lee Martineau, Bettina Berton, Ryan Geddes, Kayla Johnson, Amy Monson, Jessica Stroud, MaryEllen Olafson

Goal Area	Literacy
<i>Strategy to support goals</i>	Meet collaboratively, use baseline assessments to see the strengths and weaknesses of students, SBA practice, formative assessments and research various strategies to help our students
<i>Professional Learning needed</i>	My Access training, for 6 th grade teachers in particular, any new information or formats for the SBA
<i>Resources needed</i>	Time, SBA materials, trainer for MyAccess
<i>Responsible individual or team</i>	To attend planned collaborative meetings, respond to emails with effective feedback and input and reflect on success and mishaps for next year.

Goal Area	Science
<i>Strategy to support goals</i>	Collaboration as a department and at job-alike teams. Quality assessments and reflecting on those strategies. .
<i>Professional Learning needed</i>	More classes that support science for struggling learners (IEP, ELL, SpED, 504). Specialized training for classes like science that have a wide range of learners in the same class. Up to date, research based articles about science learning and education.
<i>Resources needed</i>	Time, more quality equipment and supplies, more assistance to handle our overloaded classrooms, more aides/IA's in the classroom.
<i>Responsible individual or team</i>	Team observations and positive feedback. Individual self-reflection.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Listen to students and respond to student statements accordingly regarding student safety. Survey students and use data to meet the response
<i>Professional Learning needed</i>	Ongoing safety learning, climate work
<i>Resources needed</i>	Student statements; survey results
<i>Responsible individual or team</i>	Katy Rudolph, Anne Balicki, Robert Johnson, Denise Ozeri, Christy Walter and Sarah Parnell
Goal Area	Attendance
<i>Strategy to support goals</i>	Review tardy policy with staff. Incorporate positive reinforce to encourage being on time and ready to learn when the bell rings. Create incentives for 1 st period classes with best attendance and most improved attendance. Identify students with chronic tardiness/absent rate and conference with families
<i>Professional Learning needed</i>	None at this time
<i>Resources needed</i>	Skyward report for 1 st period attendance
<i>Responsible individual or team</i>	Katy Rudolph, Anne Balicki, Robert Johnson, Alicia Melton and 1 st period teachers
Goal Area	Discipline
<i>Strategy to support goals</i>	Identify students who are sent to the office for disruptive behavior. Create a system to identify cause of behavior and motivators for student to reduce unexpected behavior. Identify students with highest disruptive behavior and create goals to support them with making better choices. Goals will be set by student and administrator, follow-up with students periodically.
<i>Professional Learning needed</i>	Training on PBIS and similar positive behavior programs
<i>Resources needed</i>	Discipline record
<i>Responsible individual or team</i>	Katy Rudolph, Anne Balicki, Robert Johnson

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Start a focus group encouraging parents and families to contribute towards our continuous improvement.

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

Multiple methods of communication go out encouraging parents to participate. Email, Eagle Express, face-to-face and phone conversations are methods of communication.

Continuous Improvement Process Plan

Redmond Middle School

10055 166th Ave NE

425-936-2440

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

2015-16



Lake Washington
School District

Kelly Clapp, Principal

Karen Belshaw, Associate Principal

Michael Clark, Associate Principal

Lake Washington School District

2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Last year we continued our work in trying to create a more personalized school environment for a large school. We increased student voice by implementing activities developed by students during the year via their PACE classes. We continued and improved upon our after-school program through the City of Redmond by adding guest speakers and more tutors to support student learning. We began the work to implement the AVID program in our school. AVID is a nationwide program designed to support students who are in the academic middle to ensure they are ready for college. AVID is also about incorporating best practices in instruction school-wide. All the AVID strategies are based on WICOR (writing, inquiry, organization, collaboration and reading) and the mission is to "...close the achievement gap by preparing all students for college readiness and success."

This year we have a theme that "All means all." Staff began their work this year by hearing from 3 parent guest speakers who told of their childrens' experiences in the school system. Our focus will be to ensure that we are using strategies to help all our students show growth in learning from the beginning of the year to the end, We are also learning how to use the information from the SBA results to help us inform us of next steps to increase student achievement.

SCHOOL PERFORMANCE OVER TIME

		2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21
6th Graders' on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy	70.5%						
	% of 6 th graders meeting or exceeding state standards in Math	60.7%						
7th Graders' on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	71.4%						
	% of 7 th graders meeting or exceeding state standards in Math	66.0%						
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	76.9%						
	% of 8 th graders meeting or exceeding state standards in Science	79.6%						
	% of 8 th graders meeting or exceeding state standards in Math	68.1%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA: 6th	85% meet or exceed standard	70.5% met or exceeded standard
ELA: 7th	86% meet or exceed standard	71.4% met or exceeded standard
ELA: 8th	83% meet or exceed standard	76.9% met or exceeded standard
Math: 6th	70% meet or exceed standard	60.7% met or exceeded standard
Math: 7th	83% meet or exceed standard	66.0% met or exceeded standard
Math: 8th	76% meet or exceed standard	68.1% met or exceeded standard
Science: 8th	84.4% meet or exceed standard	79.6 met or exceeded standard
Sub-Group:	Our low income students will gain proficiency in ELA <ul style="list-style-type: none"> • 6th grade will move from 65% to 70% • 7th grade will move from 50% to 55% • 8th grade will move from 52% to 57% 	<ul style="list-style-type: none"> • 29.6% of 6th graders met or exceeded standard • 33.3% of 7th graders met or exceeded standard • 38.1% of 8th graders met or exceeded standard
Challenge:	Move at least 10 students in each grade level from level 3 to level 4	Click here to enter text.
Perception:	We will move from 75% Agreement to 85% Agreement (mostly and completely agree combined) on the item, "Teachers have frequent two-way communication with students' parents.	63.3% of parents were in agreement that we have frequent two-way communication.

Narrative Reflection	
ELA	<ul style="list-style-type: none"> • The ELA team had scheduled activities to support the implementation of the CIP plan: <ul style="list-style-type: none"> ○ SBA preparation and practice ○ Pre-made district CDSAs ○ Standards-based CCSS Learning Targets ○ PGE data collection ○ Each team used PCC and collaboration time to build Common Core-driven goals including common agreements, rubrics, assessments

- Text evidence, academic verbiage, MLA citations
 - Critical reading skills (Marking the Text and other AVID skills) of complex non-fiction texts
 - Using multiple media formats to teach note-taking and listening skills
 - Providing accommodations and modifications to support all students
 - Follow CCSS and district proficiency scales for curriculum and assessment
- As teams, we reviewed and discussed the following:
 - PGE & MSP data
 - Common formative assessments to guide instruction
 - Last year we based our goals on we based the goals on MSP trend data and originally estimated lower percentage CIP goals, as we knew the SBA was a new test with higher standards compared to the MSP.
 - We used common formative and summative assessments to monitor progress as well as grades, student growth and SBA practice (including student reflection on content and process).
 - The challenges the team faced implementing the CIP included:
 - Scheduling time for students to practice SBA test-taking
 - Technology issues with SBA interface (both during practice tests and actual test)
 - The organized student/parent SBA refusal process affected student motivation and morale (the number of students who refused to take the test were scored as 0, reducing the school's overall score).
 - OSPI and SBA did not release adequate preparatory information/samples in a timely manner for teachers and students to prepare properly.
 - District resources for accommodating student test taking needs (e.g. providing paper copies of test, scribes).
 - In analyzing the data we noticed the following:
 - We expected our Special Ed and ELL students to perform below standard, and this was seen in our data.
 - We were unaware of the number of students who opted out of the test, and thus counted as a 0 in our overall scores.
 - Students performed lower than expected on the reading comprehension and listening/speaking skills.
 - We had some areas for celebration:
 - Students demonstrated their knowledge of supporting key ideas with textual evidence.
 - Students showed stronger scores in Writing and Inquiry/Research. We focused on these skills throughout the year.
 - In order to improve overall school growth we will be focusing on the following:

	<ul style="list-style-type: none"> ○ CCSS ELA academic language transferring between grade level ○ Content between disciplines (e.g. reading a Science text) ○ Keyboarding skills need to be taught in all content classes
Math	<ul style="list-style-type: none"> ● Our data was lower than expected in each grade level: <ul style="list-style-type: none"> ○ 9.3% lower in 6th graders ○ 17% lower in 7th graders ○ 7.9% lower in 8th graders ● Previous year goal was created using MSP data. Goal was assessed using SBA data. ● SBA data includes students who were given a score of 0 due to refusals (13.7% for 7th grade and 7.4 % refused for 8th grade). ● The 6th graders had gaps in the standards they were exposed to during their 5th grade year due to the transition of the elementary schools to the CCSS. ● To prepare our students for success on the SBA, staff will focus on teaching, modeling, and monitoring students' ability to: <ul style="list-style-type: none"> ○ express mathematical processes both verbally and symbolically ○ multi-step problem solving ○ use technology tools that are available on the online assessment platform
Science	<ul style="list-style-type: none"> ● In looking at 8th grade 2014-2015 MSP scores it appears that our classroom grades are in line with assessment scores. We are confident that our grades seem to reflect high expectations for all students: <ul style="list-style-type: none"> ○ For example, of the students who took the MSP 70% of RMS 8th graders achieved level 4 (exceeding standard) on the MSP while 38% were level 4 in the classroom. ○ Additionally, of the students who took the science MSP, 91% of the students were at standard or higher. ● In reviewing the 8th grade MSP scores we also notice that we can no longer see stranded data in our results. This makes it difficult to pinpoint areas in concern throughout our curriculum. ● Science believes that continuing to focus on the shift toward NGSS with embedded CCSS is the right direction for our students and it is reflecting in the positive student data. We will continue to look for opportunities for students to express claims in writing with evidence and reasoning as supported by the CCSS.
Sub-Group	<ul style="list-style-type: none"> ● We did not come close to our goal of moving the percentage of our low income students to proficiency or exceeding standard in ELA

	<ul style="list-style-type: none"> • To help improve this we began the process of implementing the AVID program which will provide a school-wide focus on best practices in writing, reading, inquiry and collaboration • The counselor and administrative teams are working closely this year to identify and monitor issues in equity of access to remove the barriers for students in their learning so they can improve in both ELA and math
<p>Challenge</p>	<ul style="list-style-type: none"> • This was a poorly written goal as we did not identify exactly who the students were we would focus on, so we didn't monitor the progress. We wanted to move at least 10 students, at each grade level in the area of reading. • We do know that we experienced an overall decline in the number of students who were at a level 4. <ul style="list-style-type: none"> ○ 6th grade moved from 58.3% to 40.7 % ○ 7th grade moved from 69.1% to 44% ○ 8th grade moved from 71.6% to 41.2% • Teachers in all content areas are working this year to try to find ways to address the needs of the students who need more challenge.
<p>Perception</p>	<ul style="list-style-type: none"> • Many, staff, students, and parents have positive comments about our school. • Many students expressed concerns about over-crowding in our schools. – • Survey free comments did not match scale responses. Scale responses were very positive where as both the student and parent comment section were extremely negative. • The survey data does not reflect the entire school population seeing as very few people responded (55 parents, 174 students and 14 staff). It seems that people with negative agendas were the ones that responded. • Board games at school dances are appreciated. -Many students and parents took the time to praise various staff members and programs that are doing well. -Students felt that teachers cared about them. • We see few comments regarding bullying and one reporting of a sexual assault. We need to take steps to investigate these issues and return to active, school wide bullying prevention. • We see that many families expressed concerns about the math program. • Some families expressed concern about the technology not working as well as it could. Parents were concerned about communication with teachers being little or too late when it comes to students who are struggling.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: 6-8 ELA	The overall goal for 6-8 ELA will be 79% of our students will be proficient on the 2016 Smarter Balanced Assessment (SBA). This is based on the total number of students by grade level we think will be proficient. 6 th grade: 246 students (343 total) 7 th grade: 250 students (309 total) 8 th grade: 300 students (358 total)
Math: 6-8 Math	The overall goal for 6-8 math will be 68% of our students will be proficient on the 2016 Smarter Balanced Assessment (SBA). This is based on the total number of students by grade level we think will be proficient. 6 th grade: 216 students (343 total) 7 th grade: 210 students (309 total) 8 th grade: 250 students (358 total)
Science: 8 Science	The overall goal for 6-8 science will be 71% of our students will be proficient on the 2016 MSP.
Achievement Gap	Our goal is to increase the percentage of all free/reduced students who demonstrate proficiency on the math Smarter Balanced Assessment from 34% to 50%.
College and Career Readiness	We will work to increase the number of free/reduced students we have enrolled in high school level math courses for the 2016-17 school year. Currently only 17 seats out 311 are filled by students who qualify for free/reduced lunch.
School Effectiveness:	In 2015-2016 we will increase the percentage of parents who agree (somewhat/strongly) that there is frequent 2 way communication between the school and parents from 63% to 73%.
Attendance and Discipline:	The overall goal for discipline is to reduce the number of office referrals from 150 to 100 by the spring of 2016, with a particular emphasis on physical aggression and willful disobedience reasons. The overall goal for attendance is to track and reduce the number of students of who are staying in the office frequently for school refusal (due to a variety of reasons).

Annual School Goals: Academic

ELA

- ✓ Process the school used to determine the annual school goal
 - We looked at the 2014-15 SBA results (with no 0's/refusals factored in) and our goal for each grade level is several percentage points higher.
 - 2014-15 was the very first year of the SBA and this is our first year being able to review SBA data, and make goals based on comparable data. With this new set of information on our students' proficiency guiding our decision, we decided to adjust the 2014-15 CIP goal just a bit.
- ✓ Challenge and rigor
 - We created and adapted reading and writing assignments to align to Common Core State Standards and to the SBA models.
 - We offer challenge opportunities on select assignments and assessments for Level 4 "Exceeding Proficiency".
 - We scaffold and modify assignments so all students can attempt to achieve proficiency/reach standard on essential Common Core standards.
- ✓ Intervention
 - Formative assessments establish baseline data to show students' prior knowledge and skills at the beginning of new learning.
 - Formative assessments during units monitor student progress so we can adjust our instruction accordingly.
 - Collaboration with SPED staff, ELL staff, and specialists allow teachers to follow students IEP goals and 504 goals with necessary accommodations and modifications.
 - Staff uses PACE (homeroom)intervention time twice a week to give students extra time and extra assistance, and they meet with students before/after school.
 - Staff use counselors and guidance team to refer students who may need extra help and evaluations beyond what is already offered.
- ✓ Progress Monitoring
 - We have 3 scheduled 2015-16 days to review the CIP as a staff
 - Formative assessments establish baseline data to show students' prior knowledge and skills at the beginning of new learning.
 - Formative assessments during units monitor student progress so we can adjust our instruction accordingly.
 - Staff works with their PGE team to work on their professional learning goals which are tied to Common Core State Standards.
 - PCC and PGE collaboration is used to reflect and adjust our lessons, assessments, rubrics, etc. to be as successful as possible.
- ✓ Instructional Strategies to support the goal
 - Mini-lessons based on specific skills and standards
 - Socratic seminars

- SBA preparation and practice
- WICOR responses to texts (writing, inquiry, collaboration, organization, and reading-to-learn)
- Using critical reading strategies such as “marking the text”
- Using multiple media formats to teach note-taking and listening skills
- Providing accommodations and modifications to support all students.
- Using Sheltered Instruction Observation Protocol (SIOP), which is a strategy to help teachers address the academic and linguistic needs of students. All teachers received training in the fall of 2015.
- Jigsaw
- Fishbowl
- Differentiating for students
- ✓ Identify professional learning to help you help students improve and achieve this goal
 - PGE team meetings
 - PCC team time
 - District-supported trainings (e.g. SIOP)
 - SBA preparation meetings
 - Professional development opportunities (ProTeach, National Boards, LWSD Literacy Council, Administrative Internship)

Math

- ✓ Process the school used to determine the annual school goal
 - After analyzing the previous year’s SBA data, we decided that our current goal was realistic, aggressive and attainable.
- ✓ Challenge and rigor
 - We want to push our students to strive for excellence and meet high expectations.
 - Students are required to communicate their mathematical thinking.
 - We will challenge them through the use of common levelled assessments that include level 4 extension questions.
- ✓ Intervention
 - Students are assessed daily via formative assessment strategies, both formal and informal. This allows us to make instructional decisions based on the information from the assessments.
 - Students get the opportunity to continue to show their learning after summative assessments by offering retakes at each level.
- ✓ Progress Monitoring
 - We will monitor progress through the summative assessments, which assess student performance against individual standards.
- ✓ Instructional Strategies to support the goal
 - Differentiation of student activities.
 - Implementation of AVID strategies. Specifically, we will use the resources for inquiry and collaboration from the *Write Path* resource.

Science

- ✓ Process the school used to determine the annual school goal
 - We reviewed available data on Data Dashboard from the class of 2019 and then used that data to create a goal for the class of 2020.
 - We created a student growth goal that is attainable and provides room for growth.
- ✓ Challenge and rigor
 - The science department provides differentiation within our curriculum. On all major assignments and assessments there is an opportunity for students to attempt level 4 work related to each standard. Assignments are modified to accommodate IEP and 504's.
- ✓ Intervention
 - Any student needing additional help or modifications are given the opportunity to complete modified assignments or assessments. Additionally, the science department regularly consults with members of the guidance team and other staff.
 - Students are allowed to retake assessments when needed.
- ✓ Progress Monitoring
 - Students are assessed in a variety of modalities. These assessments are aligned to the state science standards tested on the MSP.
- ✓ Instructional Strategies to support the goal
 - Students are able to be assessed in a variety of ways (performance, extended response and project-based learning).

Annual School Goals: College and Career Readiness

- ✓ Why we selected this goal
 - Currently, out of the total number of students we have enrolled in high level math classes (algebra and geometry), only 5.5% of them are free and reduced.
 - We know that completion of algebra by the 8th grade is one indicator of college readiness.
- ✓ How we will progress monitor our goals throughout the school year
 - We will monitor the grades of our free/reduced students at progress report time and determine necessary interventions to get them on track.
 - We are working to implement AVID strategies school-wide. AVID is all about making all students ready for college.

Annual School Goals: School Effectiveness

- ✓ Why we selected this goal
 - We selected this goal because based on the survey data, this seemed to be an area that we could directly focus on.
 - Communication was also brought up in the free response comments as being an area of concern. We are continuing to focus on the communication from the CIP 2014-2015 school year.

- We also noted that there was a low number (32%) of parents who agreed (somewhat/strongly) that the school contacts the families of students who are struggling academically.
- ✓ How we will progress monitor our goals throughout the school year
 - We will take a first, mid and post survey of teachers for how they are having 2 way communication with parents. After the first survey we can share ideas/strategies for communication with parents during a staff meeting.
- ✓ Strategies and Required Resources
 - Continue drop in training sessions “strategies for communicating effectively with parents”
 - Share out of current successful strategies among staff
 - Informational resources for parents on using Skyward and Haiku

Annual School Goals: Attendance and Discipline

- ✓ Why we selected this goal
 - We selected this goal because we saw a disproportionate number of Hispanic and/or male students with IEPs being referred to the office and/or suspended from school.
- ✓ How we will progress monitor our goals throughout the school year
 - We will monitor the data 3 times per year to determine who the students are, what happened and why they were referred.
- ✓ Strategies and Required Resources
 - We are implementing the Safe-School Ambassadors program in our school
 - We are working on developing school-wide incentives for behavior
 - Implement professional learning for teachers:
 - Develop a tool box for teachers to help them address behavior proactively
 - Provide de-escalation training for the “in-the-moment” situations
 - Understanding the why behind willful disobedience
 - How to recognize antecedent behavior
 - Positive behavior intervention and support
 - Develop a school-wide system for discipline that is more streamlined that staff can refer to and we can teach to incoming staff from year to year.

Attendance

- ✓ Why we selected this goal
 - We have had an increasing number of students who have been refusing to come to school and/or refusing to attend class due to anxiety and other mental health issues.
- ✓ How we will progress monitor our goals throughout the school year
 - We will consult with counselors about and look at the attendance history to see which students are not attending due to school refusal and then determine action steps for each student.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Select one
<i>Strategy to support goals</i>	Critical reading strategies
<i>Professional Learning needed</i>	Time during LEAP to discuss and share strategies teachers are using
<i>Resources needed</i>	AVID library
<i>Responsible individual or team</i>	All staff

Goal Area	Select one
<i>Strategy to support goals</i>	Differentiation
<i>Professional Learning needed</i>	AVID and SIOP training
<i>Resources needed</i>	Additional collaboration with other middle schools
<i>Responsible individual or team</i>	All staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

- RMS Curriculum Night
- Skyward communication
- Parent e-mails and phone calls
- Haiku class websites
- Students' 2014-15 SBA scores were mailed home
- Most student assignments have clear CCSS-aligned rubrics attached so parents clearly see standards/skills, grading criteria, and expectations
- Individual teacher conferences and team staffings with parents and families as needed
- Class assignments, texts, and textbooks are available for parents and families on class Haiku sites
- Principal will solicit feedback from parents at a general PTSA meeting after sharing the CIP and relevant data

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

- Students' 2014-15 SBA scores were mailed home
- ELA syllabus sent home to all families in September and are available all year on Haiku
- The CIP will be posted on our school website.
- Principal sends progress updates to parents via SchoolMessenger

Continuous Improvement Process Plan

Redmond High School

17272 NE 104th St.
Redmond, WA 98052

425-936-1800

<http://www.lwsd.org/school/rhs>

2015-16



Jane Todd , Principal

Margaret Kinney, Lindsay Schilaty,
and Jill Vandever, Associate

Principals:

Lake Washington School District

2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

In 2014-15, Redmond High School continued its history of excellence in academics and its attention to helping every student be successful. We continued our work on staff collaboration and using student work as evidence of the effectiveness of our instruction. Our staff explicitly focused on aligning their instruction and assessments with Common Core State Standards. We continued using data to make placement decisions and to assist us in our efforts to provide comprehensive support systems for our students. These support systems range from academic intervention classes to financial support through RHS Help, Pantry Packs and our Farm to Table garden project. They include social-emotional support through our partnership with Y.E.S., our student empowerment through co-curricular activities and leadership and the efforts we make to create a safe and warm school climate.

We made a special effort to identify and support students who traditionally struggle to meet standard on state standardized tests. That population of students, in general, showed growth in all tests, some as much as 25%. We believe that the focus of several department collaborative teams on citing evidence from the text to support a position and on elaboration has contributed to growth in both reading and writing. In addition, we are pleased that the majority of students who were placed in content-specific intervention classes were successful on state tests.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	82.6%	Attempt					
	% of 10 th graders accumulating 12.0 credits	78.3%	82.6%					
	% of 10 th graders meeting or exceeding state standards in Literacy	79.8%	0%					
	% of 10 th graders meeting or exceeding state standards in Math	88.5%	85.3%					
	% of 10 th graders meeting or exceeding state standards in science	83.5%	3.2%					
High School Students Graduating Future Ready	Graduation rates	On time	92.1%					
		Extended	95%					
	% of graduates passing a dual credit course	73 Running Start; 266 AP courses; 7/7-100% Global health						
	% of graduates enrolling in post-secondary institution within 2 years of graduation	87%						

Key Indicators for On-Track to Graduate:

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
12th Grade Students	On Track: Literacy	N/A	90.2%					
	On Track: Math	N/A	92.1%					
	On Track: Science	N/A	N/A					
	On Track: Grad Req's	N/A						
	On Track: Credits	N/A	90.6%					
11th Grade Students	On Track: Literacy	90.2%	79.8%					
	On Track: Math	92.1%	88.5%					
	On Track: Science	86.9%	83.5%					
	On Track: Credits	78.3%	90.4%					

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2014 Outcomes:

Data

	Goal	Achievement
12th Grade: Reading	HSPE- From 95% to 100%	98% pass
12th Grade: Writing	HSPE- From 95% to 100%	98% pass
12th Grade: Geometry and Algebra	EOC- From 87% to 100%	Geometry- 90% pass Algebra- 92% pass
12th Grade: Biology	From 83% to 100%	83% pass
12th Grade: Graduation Requirements	From 56% to 100%	100% pass
12th Grade: Credits	From 88% to 100%	89% pass
12th Grade: On Time Graduation	From 92% to 95%	89% pass
11th Grade: Reading	HSPE- From 88% to 95%	94% pass
11th Grade: Writing	HSPE- From 92% to 95%	94% pass
11th Grade: Geometry and Algebra	EOC- From 91% to 95%	Geometry- 96% Algebra- 92%
11th Grade: Biology	EOC- From 92% to 95%	93% pass
11th Grade: Graduation Requirements	From 30% to 80%	N/A
11th Grade: Credits	From 89% to 100%	93.7% on track
10th Grade: ELA	95%	79.8% pass
10th Grade: Math	Alg. EOC- From 88% to 95% Geo EOC- From 95% to 100%	88.5% pass
10th Grade: Biology	Bio EOC- From N/A to 92%	83.5% pass
9th Grade: ELA	N/A	N/A
9th Grade: Math	Alg. EOC- From 84% to 95% Geo EOC- From N/A to N/A	85.3% for Class of 2018

9th Grade: Credits	From 87% to 95%	91.6%
9th Grade: Biology	Bio EOC- From N/A to N/A	N/A
Sub-Group:	Hispanic students- Class of 2017. Math, from 25 students below or far below standard on Alg. EOC to 10 students below or far below.	Alg. 1 EOC- 77.8% passed Geo EOC- 100%
Challenge:	Class of 2017, Reading From 65% at Level 4 on the MSP 8 to 72% at Level 4 on the ELA Exit Exam	ELA- Smarter Summative Level 4- 268/503 = 53.2%
Perception:	From 45% to 60% agreement on the Perception Goal “Teachers receive regular feedback on how they are doing.” From 69% to 80% agreement on the Perception Goal “Teaching and Learning are the focus of staff observations and evaluations.”	Feedback- 36.5% agreement Teaching and Learning- 72.29% agreement

Narrative Reflection	
9-12 English Reading/Writing	<ul style="list-style-type: none"> • Incorporating textual evidence to support a claim with supported analysis. • According to the SBA data, students performed at or near standard. This level of performance was on par with "the test as a whole." We are pleased. • The fact that students are performing at expected levels is cause for celebration. Furthermore, students performed beyond expectation in writing full information texts. Yay! • Our sub-groups were formed for our PGE teams. The above responses are from our department as a whole. Thus, there is no correlation.
9-12 Math	<ul style="list-style-type: none"> • Combining all three PGE team goals creates the following goal from last year: Students will follow a defined, explicitly taught problem solving process that emphasizes communication (explanation, diagrams), perseverance, and justification of solutions. • The Algebra 1 team focused on an explicit problem solving process, and resulted in greater than 80% of our students showing

improvement in their ability to persevere through a problem. The Geometry team focused on communication and clear evidence of that including explanations, diagrams, and labels. Most students either achieved proficiency or made significant progress towards this goal. Algebra 2 worked with a communication rubric and set a goal of raising student achievement one level on the rubric. Over 90% of the students met this goal by the end of the school year.

- Celebrations:
 - All teams showed significant growth on their goals, and this was reflected in the number of students who scored a 3 or 4 on the SBA.
 - Department collaboration increased as a result of common goals focused on problem solving regardless of content area.
- Challenges:
 - Developing assessments and rubrics that allow us to assess students' ability to communicate mathematically.
 - Student retention remains a concern.
 - Transfer of knowledge across curriculum and content areas remains a struggle.
- All teams focused on sub groups in Safety Net classes, students identified as 504, IEP or ELL students. All sub groups baseline tests were very low, and many of these students were not successful on previous EOC attempts. While not many students achieved proficiency on state tests, all students showed measurable gains in their progress towards proficiency on the goal.

9-12 Science

- Goals:
 - Chemistry - writing of abstracts (helps with writing)
 - Biology - conclusion writing (helps with writing)
 - Physics(al) Science- algebraic problem solving (helps with critical thinking/writing)
 - Comp Science - science of the electronics (helps with critical thinking around problem solving/writing)
- Progress:
 - Chemistry - 50% grew to 85% of students correctly doing Abstracts
 - Biology - exceeded goal, over 80% of students receiving a 8/10 or more on conclusion writing rubric
 - Physics(al) Science - up to 60% of students used problem solving/critical thinking strategies provided in class without being prompted. We have expanded this year to all students.

	<p>Comp Science - Modestly successful, 40% growth towards students understanding the "language of computers"</p> <ul style="list-style-type: none">• Celebrations Saw growth across multiple metrics established in different PGE groups. Overall the target number of students improved their critical thinking and writing goals. In most cases our students exceeded expectations. Students who submitted their COE for Biology were exceedingly successful thanks to structured support mechanisms provided at school• Our subgroups were mainly composed of students who fell within IEP, 504, ELL and low performing on the first assessment students. These represented a cross-section of all classes in all cohorts. All four of our cohorts found growth and positive correlation within these subgroups.• In order to make further and stronger improvements we would like to understand how to make better use of IAs and Paras within our day-to-day classroom instruction. Additionally we want to work closer with our Special Education and ELL teachers to help students access the standards and achieve to succeed.
<p>9-12 Social Studies</p>	<ul style="list-style-type: none">• Our goal was to use strategies to increase reading and writing skills, better incorporate technology into lessons/curriculum for the sake of improving student learning, and make ourselves and our classes more readily available for students, parents, and other staff. <p>* Particular focus on thesis statement, transitions. Eg - examples and "sentence starters" provided</p> <p>* Identifying and incorporating textual evidence to support arguments</p> <p>* Pre-writing/outlining/graphic organizers prior to writing essay. Eg – categorizing/organizing evidence prior to writing</p> <p>* Peer Editing/Revising as part of the formal writing process</p> <p>Technology:</p> <p>* Utilizing online simulations and surveys to enhance learning. Eg – Pyramid Challenge</p>

- * Utilizing geography and history review sites
- * Accessing, using online History Sourcebooks (primary source compilations) and district's online databases
- * Using Data Dashboard actively
- * Utilizing online resources to enhance contemporary context of historical topics for students

Community:

- * Haiku, Skyward, e-mail- Ensuring that all staff, students, parents etc. understand how to access and utilize
- * Utilize family and community members as guest speakers or to assist with PBL projects
- Over 90% of our students met standard on the CBA, APUSH average was 4.3, every student passed the world history AP exam, AP psych average was 4.1, student reading levels improved, student writing better incorporated evidence, increased student interactions regarding academic intervention.
- Our team could identify several sub groups who struggle with social studies content: ELL, IEP, 504, survey, low test scores, etc. Collectively, we saw improvement for all groups in our classes. These are more difficult to measure because there are no data points to draw from that are social studies specific. Standardized test scores could indicate our growth indirectly.

**9-12 World Languages:
Spanish, French,
Japanese, ASB**

- The ASL, French and Spanish PGE teams set goals to improve student writing. The Japanese PGE team set a goal to improve student reading of basic characters.
- In Japanese the students improved one level of proficiency as based on LWSD proficiency scales for Japanese. In French/ASL the students improved across the board in writing, as anticipated. In Spanish the students had solid improvement in their writing. Data was as projected.
- Celebration:

Everybody showed some improvement.

French was able to see students improve over a two-year span due to having a longitudinal goal.

Challenge:

	<p>Every time you introduced a new grammatical structure the students would overgeneralize the rule by repeating the new structure throughout.</p> <p>Assessments were not streamlined, making data comparison difficult.</p> <ul style="list-style-type: none">• Some teachers selected a sub-group based on lowest scores on the baseline assessment. These students demonstrated achievement by reaching the set goal. We also discovered that the sub-group needs additional attention and support which we will take into account for this year's PGE goal.
<p>CTE, Business and Marketing, Family and Consumer Sciences</p>	<ul style="list-style-type: none">• Goals focused around Collaboration and 21st Century Skills• Multiple assessments were given to students based on 21st Century lesson designed rubrics using a five point scale (1- does not see value of group work and 5- actively engaged in group work). All teacher saw progress of students' collaborative efforts and understanding.• Celebration: The majority of students showed growth through embedded lesson plans in collaboration, communication, and leadership.• Challenges arose in educating ourselves on 21st Century lesson design.• Sub groups were selected based on a low score (1 or 2) on the 21st Century rubric. They showed signs of resistance to group work. Other students were chosen based upon academic intervention needs. All sub groups showed some growth moving up on the rubric.
<p>Health and Physical Education</p>	<ul style="list-style-type: none">• Increase in muscular endurance, specifically core strength.• We created a department wide warm-up routine along with having our classes do some type of core/abdominal activity prior to beginning our lesson.• Celebration: The majority of our students showed growth in their core strength through our testing/data collection.• Challenge: Sophomore students taking a Physical Education class. We found that measuring strength gains through repetitions proved difficult over time to guarantee a student's maximum effort. We chose to measure a student's growth through core endurance and use time as the measurement.• We found that as a student population there was a benefit to continuing this on a regular basis across all P.E. classes.
<p>Visual and Performing Arts</p>	<ul style="list-style-type: none">• Goals: Performing Arts- Andy: Improving Rhythmic Literacy; Visual Arts- Amy, Jordan, Misty, Ari, Steve; Measuring and increasing creativity

	<ul style="list-style-type: none">• Rhythmic literacy did improve as measured by pre-assessment, formative assessment, and final assessment leading to a unified sound.• Creativity was measurable using our tools and did improve as measured by pre-assessment, formative assessment, and final assessment. In the end, student responses to assignments were more varied and demonstrated more personal voice.• Students who struggled with rhythmic literacy responded well to the interventions offered and made better than normal progress leading to a better sound for the band as a whole. The biggest challenge was that assessment took time out of the regular class day and decreased the time for other teaching.• For the creativity goal, we noticed that creativity thrives best when there are some parameters that are strict and some that are flexible. You cannot think outside the box until you have the box. Teachers cannot just say, "Be creative!" You also need to have a clear understanding with students what those parameters are so that they know what they are trying to do. We celebrated the variety of responses that were a demonstration of personal voice. Students are not accustomed to seeing personal voice at school because many classes such as math are really not looking for diverse responses to the prompt. We also noticed that at the beginning of this year, we were better able to identify the challenges that students were facing starting from scratch. Our biggest challenge was that measuring creativity narrows the concept of creativity to measurable parameters.• Our sub-groups were the students who were weakest during the pre-assessment. All demonstrated higher levels of achievement. We had no areas that required further attention.
<p>Special Education Resource</p>	<ul style="list-style-type: none">• Special education math PGE team worked with the entire math department to set an overall goal: to use direct instruction to increase perseverance and communication in problem solving.• In math, greater than 80% of our students showed a significant growth of over 5 points or more on the problem solving and communication rubric.• The great thing that the math department discussed was the collaboration that occurred because of the shared goals. Another celebration for the SPED math team was the amount of progress demonstrated by the students (80% showing significant growth).• The SPED math teams mentioned absenteeism as a challenge, and student transiency and attrition.• The SPED students were the selected sub group. One sub-sub group were ELL students that had difficulty articulating the steps for problem solving. They required even more focused and scaffolded instruction surrounding language in mathematics.

Special Education/Safety Net ELA Team

- More than 75% of students who participated in both the baseline and summative tests will improve their holistic writing score by 1 point on the MyAccess 6 point rubric.
- A total of 112 students completed both the baseline and summative assessments.

Clear growth (+ .01 – 0.9) = 25/112 (22%)

Strong Growth (+1 or more) = 42/112 (37.5%)

No growth (score remained constant or score regressed) = 45/112 (40%)

Clear growth + strong growth = 25+42 = 67/112 (59.8% of students made some growth from the baseline assessment to the summative assessment).

- We were happy to see that 67% of the students made either clear or strong growth.
- Throughout our group meetings, we discussed student make up, prompt appeal/relevancy, and test behavior. In particular, our group was concerned with ensuring students provided their best efforts. Additional concerns included: pre-writes, use of graphic organizers, as well as the appropriate application of editing and revision strategies.
- As the year progressed, our group also honed in on problem identification and problem solving including: student engagement, participation, test behavior, and writing performance. In sum, our focus centered on increasing student efficacy around writing assessments.
- Regarding the assessment process using MyAccess.com: as a team we should continue to refine our testing parameters. We had trouble orchestrating the testing time window because many of our students overlapped teachers.
- Students that had lower reading ability (lower than 4th grade reading level) scored lower on average than all of the other SPED students, requiring more scaffolding.

Sub-Group

Subgroup and Goal: Hispanic students in the Class of 2017: Math, from 25 students below or far below standard on the Algebra EOC, to 10 students below or far below.

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

	<p>Students are appropriately placed in intervention math classes or SDI math.</p> <p>Emphasis in the collaborative team on problem-solving and communicating reasoning. Use of CCSS math practice standards routinely throughout the instruction.</p>
Challenge	<ul style="list-style-type: none"> • Collaborative teams focusing on identification of the main idea and supporting details in text. • Collaborative teams focusing on text features, including literary devices. • Collaborative teams focusing on summarization, supporting opinions with textual substantiation.
9th-10th On Track: Credits	<ul style="list-style-type: none"> • Increased opportunities for credit retrieval • Increased opportunities for intervention • Intensive monitoring of those who are not meeting standards and who are falling behind
12th Grade: On Time Graduation	<ul style="list-style-type: none"> • Increased opportunities for credit retrieval • Increased opportunities for intervention • Intensive monitoring of those who are not meeting standards and who are falling behind
Perception:	<p>Overall, RHS staff perceive that the school is a safe place for students, that teachers, students and parents are focused on achievement, and that the school enjoys the support of the community.</p> <p>Causes for celebration:</p> <ul style="list-style-type: none"> • The school’s curriculum is aligned with state and district standards: 91.57% agreement • Teachers use a variety of approaches and activities to help students learn: 90.36% agreement • Classroom activities are intellectually stimulating: 90.36% agreement • Students receive extra help when they need it: 90.36% agreement • Students feel safe on school property during school hours: 93.98% agreement • The school environment is conducive to teaching: 90.36% agreement • Teachers show they care about all of their students: 93.98% agreement

- Students respect those who are different from them: 92.78% agreement

Areas requiring further attention and focus:

- The staff share a common understanding of what the school wants to achieve: 42.17% disagreement;
- The school uses a system to obtain a variety of perspectives when making decisions: 44.58% disagreement
- Teachers receive regular feedback on how they are doing: 62.65% disagreement
- Teachers provide feedback to each other to help improve instructional practices: 46.98% disagreement
- Assessment results are used to determine professional learning activities: 53.01% disagreement
- Staff members get help in the areas they need to improve: 51.81% disagreement
- Professional development activities are consistent with school goals: 40.96% disagreement
- Teachers have frequent contact with their student's parents: 44.58% disagreement
- Many parents are involved as volunteers at the school: 63.86% disagreement

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy:	Based on Class of 2018 data Reading (MSP data)- 89% to 93% proficiency Writing (MSP data)- 89% to 93% proficiency
Math:	Based on Class of 2018 data Math (MSP data)- 85% to 90% proficiency
Science:	Based on Class of 2018 data Science (EOC data)- 90% to 93% proficiency
Achievement Gap	All students placed in Safety Net math and English classes (Algebra, Geometry, English 10) to achieve a passing score on the associated Smarter Balanced Assessment.
On-Track Credits:	Class of 2016 on track data- 90.6% to 94% Class of 2017 on track data- 90.4% to 94% Class of 2018 on track data- 85.6% to 90%
College and Career Readiness	Enrollment in advanced courses (AP, honors, college in the high school, accelerated): 882 to 900 students enrolled in advanced courses. Completion of 9 th grade required High School and Beyond Plan.
School Effectiveness:	9 Characteristics Survey Data Question 42: Teachers receive regular feedback on how they are doing. Weighted scores- from 2.23 to 3.0 Question 46: Assessment results are used to determine professional learning activities. Weighted scores- from 2.43 to 3.0
Attendance and Discipline:	Discipline: Decrease from 27 disruptive conduct/willful disobedience referrals in 2014-2015 to 23 referrals of the same type in 2015-2015.

Attendance: 3% GPA and attendance increase for suspended D/F students.

Goal is a 1% decrease in overall absences (excused and unexcused across all periods, not including school-related absences) from 10,419 (June 2015 data) to 10,314. Several strategies have been initiated this year to increase student awareness and ameliorate the impact that absences have on their success:

- Attendance workshop
- Wednesday school
- Block schedule
- BECCA monitoring
- Homeroom academic intervention time
- Counseling intervention
- Targeted staff professional development

Annual School Goals: Academic

The school used the following processes to determine the annual school goals:

- Analysis of MSP, EOC, and other state data
- Synthesis of PGE team goals and data
- Review of 9 Characteristics Survey data
- Review of May 2015 and current attendance data.

These goals were selected because:

- State testing data can provide an overview on student achievement as compared to state/district standards over time
- Consideration of goals were selected due to change from MSP to SBA testing
- Science EOC data is available for current 10th grade students on ORS/Data Dashboard
- 9 Characteristics Survey provides least biased, anonymous response from most staff members

We are ensuring all students are receiving challenge and rigor through:

- Accessibility to pathways with natural increased course content rigor (ex. Algebra I to Calculus)
- Focus on increasingly complex questioning, thinking and discussion strategies within instruction at all levels
- Standards-based PGE team goals centered around continuous improvement in instruction using quantitative data
- Increased support (academic intervention time, homeroom tutoring via LINKS, Wednesday school, after school mentoring) for students in need

We are ensuring students receive necessary intervention through:

- Analysis of student demographic and academic history for placement in appropriately challenging classes (ex. AP, SDI, Survey, ELL courses)

- Staff collaboration around student intervention strategies via PGE and PLC groupings
- One-on-one or small group differentiation within the classroom
- Guidance team meetings to identify and make plans for students in need
- Special Education IEP meetings to plan and review education program received by student
- Prescriptive academic intervention for assigned students with teachers and with partnership of LINKS services offered by the district

We will progress monitor our Academic Annual School Goals through

- Analysis of academic and intervention data in multiple forms

Annual School Goals: Achievement Gap

The school used the following processes to determine the annual school goals:

After analysis of student ethnicity, grades, academic history, free and reduced lunch access, special education or ELL status, there was not one specific and notable trend that could explain the passing scores for math and reading MSPs. Many students who did not pass these MSPs do need to pass the Smarter Balanced assessments and had been placed in Safety Net classes.

This sub group was selected because it is composed of students who are receiving targeted instruction within Safety Net courses: English 10, Algebra, and Geometry. These students did not pass or take the MSP math and/or MSP reading.

Focus on math and reading instruction within Safety Net courses to support students who will be taking the Smarter Balanced Assessment tests this year.

We are ensuring students receive necessary intervention by:

- Students are identified and placed in Safety Net courses
- Staff are trained to use the digital library for SBA support
- Staff professional training in SBA score interpretation and analysis as well as in interim-based assessments
- Use of state-standardized curriculum within Safety Net course (ie. Engage NY, Common Core)
- Smaller class sizes
- Use of Instructional Assistants for support
- Adapted materials, organization, and scaffolding individualized to students
- Frequent use of standards-based assessments (SBAs) to provide formative and summative feedback for teachers and students
- Use of team-teaching model for Safety Net instruction

We will progress monitor this sub group by:

Analysis of quarterly and semester data for subgroup.

Analysis of state testing data.

Annual School Goals: On-Track Credits

This goal was based on maximum credits from a 6.0 credit/year basis for each grade level. For example 11th graders are on target as defined by having met 12/12 credits their 10th grade year. The class of 2019 will be impacted by the Core 24 credit requirements

We will progress monitor goals throughout the school year through:

- Analysis of quarterly and semester data by administration, counseling
- Coursework planning by staff and administration to begin meeting the needs of Core 24-impacted students.

Annual School Goals: College and Career Readiness

This goal was selected to increase student participation in higher level courses. And to engage 9th graders (class of 2019) in preparation for post-high school life through the High School and Beyond Plan.

We will progress monitor goals throughout the school year through:

Analysis of first and second semester enrollment and retention for students in all four grade levels.

Use CAMS to monitor and ensure that all 9th grade students complete the High School and Beyond Plan/Career Cruising lessons and activities.

Annual School Goals: School Effectiveness

This goal was selected due to low staff agreement scores on anonymous Nine Characteristics Survey. Scores are generally over 80% in all other categories.

We will progress monitor goals throughout the school year by:

Building in opportunities that promote more intentional cycles of teacher feedback and decision making.

Monitoring progress and ensuring alignment of staff PGE goals to larger assessments. Structure activities that build a sense of purpose and connectedness in assessment and curriculum within those PGE goals.

Annual School Goals: Attendance and Discipline

Discipline:

Students who are being referred for disruptive conduct/willful disobedience may be better served by having a student behavior intervention plans in place. Staff members, specifically in the Special Education department, will receive training on the qualifying conditions required to provide students with a Behavioral Intervention Plan.

Additionally, staff members will receive training in providing more responsive, targeted behavioral approaches as an alternative or intervention to use before making a referral.

Attendance:

Past building practices around suspension may impact student attendance and GPA. By changing the strategy around suspension (ie. in-house versus house suspension), and providing some possible parent training strategies, we may be able to reduce the impact suspensions have on student academic achievement – as measured by GPA - and attendance.

Attendance data is neither consistent nor easy to obtain, but the school is building in interventions to serve those who need academic support and also have a high rate of absences. Goals will be progress monitored by:

- Periodic attendance and grade reports around suspensions and referrals
- Check-ins with students
- Staff professional development and possible parent training
- Attendance workshop
- Wednesday school (assigned)
- Homeroom academic intervention time
- After school mentoring
- BECCA monitoring
- Counseling referrals
- Guidance team

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • English <ul style="list-style-type: none"> ○ Collaboration around designing a common pre-assessment using speeches ○ Sharing and discussion of data for evidence, calibration of scoring methods ○ Analysis of student data ○ Development of intervention strategies to specifically address learning needs ○ Use of multiple formative assessments through semester to include activities such as close reading, annotation skills, text-based questioning, Socratic seminars ○ Multiple grading and scoring opportunities on students' short answer responses ○ Collaboration on creation and norming of short answer prompts (SAQs) ○ Use of ELA assessment models to create SAQs and SAQ presentations/lessons that give students reliable preparation • ELL <ul style="list-style-type: none"> ○ Activities that will demonstrate improvement in students' ability to write arguments that support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence ○ Creation of and assessment with on-demand text-based argument writing prompts (pre-assessments) • Social Studies <ul style="list-style-type: none"> ○ Use a rubric in line with common core ELA-Literacy standards to measure student achievement over time ○ Monitor progress multiple times throughout the year ○ Norming of student responses, sharing of common strategies across classrooms ○ Continuous collection and data analysis on student progress ○ Additional focus work and strategies to achieve proficient scores for sub-group students ○ Implement activities around writing information/explanatory text, topic development, and development, support, and articulation of arguments ○ Use of formative (homework and classroom assignments, classroom discussion) and summative assessments (written essays answering unit's guiding questions) ○ Implementation of writing tasks that draw from multiple complex texts

	<ul style="list-style-type: none"> ○ Implementation of formative assessments such as fishbowl discussions ● Special Education <ul style="list-style-type: none"> ○ Pre and post assessment data ○ Administration of periodic Six Way Paragraphs probes ○ Formative assessments of student knowledge of central ideas and themes ○ Activities around speech adaptation (grades 9-10 Language standards)
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> ● Common Core standards overview ● SBA and ORS access/data analysis training
<i>Resources needed</i>	<ul style="list-style-type: none"> ● Common Core ELA standards ● Six Way Paragraphs books ● Practice items from WASL, AP SAQs ● Scholastic Action prompts ● Student assessment data on SBAC, AP scores, previous academic history ● Multi-year team progress documents
<i>Responsible individual or team</i>	<p>English PGE teams ELL PGE team Social Studies PGE teams Special Education PGE team</p>

Goal Area	Math
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> ● Math <ul style="list-style-type: none"> ○ Development of a rubric among math teachers to assess students' progress- "Progression Toward Modeling." Expectation is for students to move up at least one level on the rubric. ○ Activities that increase students' ability to analyze givens, constraints, relationships, and goals of a problem; draw and identify concrete objects or diagrams that help conceptualize and solve problems; and list their steps to justify their solutions. ○ Provide accommodations and modifications to attempt prompts that will raise or maintain special education scores at level 3 or 4 on SBAC math tests. ○ Design activities that help students use mathematics to model problems, draw mathematical relationships between the quantities through tables, graphs, equations ○ Focus on mathematical communication- engage students in reflection, clarification and expansion of ideas and understanding of math relationships and arguments ○ Assess students after teaching math module using teacher-created rubrics aligned to CCSS for math

<i>Professional Learning needed</i>	Time for collaboration to understand materials and align material to instruction Time to create scope and sequence pacing guides
<i>Resources needed</i>	State-testing data Common Core math curriculum- Engage New York
<i>Responsible individual or team</i>	Math teams

Goal Area	Science
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Science <ul style="list-style-type: none"> ○ Design activities around critical analysis of scientific articles in life science-based content areas. ○ Compose a rubric in line with common core ELA standards to measure student achievement over time. ○ Additional focus work and strategies to achieve proficient scores for sub-group students ○ Create data-collection rubric and use early and end-of-year lab experience to obtain baseline and ending formative assessment data ○ Analysis of submission attempts to track student performance data ○ Tracking student progress on test corrections and improvement ○ Collaboration on unit assessment design
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • New textbook adoption training (district) • NGSS training, if applicable
<i>Resources needed</i>	<ul style="list-style-type: none"> • Common core ELA – Literacy standards • Next Generation Science Standards (NGSS) • Online texts (ex. textbooks, articles) • Library access to online materials
<i>Responsible individual or team</i>	Science PGE teams

Goal Area	Attendance
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Collaboration among administration, counseling, attendance secretary, BECCA specialist, data processor, and staff to build and maintain attendance intervention process • Weekly attendance workshop designed to access students with specific attendance threshold values • Team weekly analysis and input of student data and personal situations which would excuse students from attending attendance workshop • Development of workshop presentation and questions to generate student input on cause of attendance issues

	<ul style="list-style-type: none"> • Work around setting parameters in Skyward to generate accurate reporting of student data • Development of Wednesday school for academic and organizational intervention with students who are struggling academically and have chronic absenteeism • Recruitment of district LINKS volunteers to help with student organization during Wednesday school intervention
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Skyward training
<i>Resources needed</i>	<ul style="list-style-type: none"> • Data processor access • Attendance secretary • Access to Career Center for workshop • Placement of Instructional Assistants and devoted IA time for variety of academic intervention related to absences • LINKS volunteers for organizational purposes
<i>Responsible individual or team</i>	<p>Administration Counseling Data processor Attendance secretary</p>

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

- Use of Learning Management System, Haiku, for parent communication
- Use of gradebook Skyward for attendance and academic communication
- Training for staff around variety of Skyward communication tools including mass emailing, missing assignments/emails to update parents
- Outreach to variety of ethnic communities
- Host activities such as Multicultural Parent Night- hosted by ELL and attended by administration, counseling, staff, students in order to provide systemic parent education, particularly for the Latino community, including use of district academic environments (Skyward webgrader, Haiku)
- Communications in parent newsletters, parent mailings, and through parent organizations like PTSA, to advertise career-centered activities like Career Cruising, and academic intervention opportunities for students such as LINKS homeroom tutoring
- Use of family and community members as guest speakers
- Collection and analysis of Community Perception Surveys

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

- Communications in parent newsletters, parent mailings, and through parent organizations like PTSA, to advertise career-centered activities like Career Cruising, and academic intervention opportunities for students such as LINKS homeroom tutoring

Continuous Improvement Process Plan

Explorer Community School

7040 208 Avenue NE
Redmond, WA 98053

425-936-2530

<http://www.lwsd.org/school/explorer>

2015-16



Karen Barker , Principal
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Lake Washington School District
2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Explorer Community School is a Choice elementary school in the Lake Washington School District, housed on the campus of Emily Dickinson Elementary School. Parent involvement is an integral asset of Explorer. There are 72 students and three teachers configured in three multiage classrooms serving children in grades one through five.

Although it operates independently, Explorer is part of the larger Dickinson community in many ways. Explorer staff members attend Dickinson staff meetings, join school committees and work teams and work collaboratively with Dickinson grade level teams. Explorer students have the same opportunities for specialists and extra-curricular activities as Dickinson children. They also have lunch and recess with Dickinson students. Explorer and Dickinson have a collaborative partnership that benefits all students and staff.

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

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

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

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

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	NA						
		1 st	92%						
		2 nd	100%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		83%						
	% of 3 rd graders meeting or exceeding state standards in Math		100%						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		80%						
	% of 4 th graders meeting or exceeding state standards in Math		93%						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		92%						
	% of 5 th graders meeting or exceeding state standards in Science		100%						
	% of 5 th graders meeting or exceeding state standards in Math		85%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	93% met or exceeded standard	80% met or exceeded standard
3rd Grade Math	94% met or exceeded standard	100% met or exceeded standard
4th Grade ELA	89% met or exceeded standard	80% met or exceeded standard
4th Grade Math	100% met or exceeded standard	93% met or exceeded standard
5th Grade ELA	92% met or exceeded standard	92% met or exceeded standard
5th Grade Math	86% met or exceeded standard	85% met or exceeded standard
5th Grade Science	94% met or exceeded standard	100% met or exceeded standard
Sub-Group	82% met or exceeded standard	100% met or exceeded standard
Challenge:	3 rd Grade ELA: 53% 4 th Grade ELA: 73% 5 th Grade ELA: 85%	3 rd Grade ELA: 87% 4 th Grade ELA: 85% 5 th Grade ELA: 85%
Perception:	Staff works in teams across grade levels to help increase student learning: 88% Teachers provide feedback to each other to inform instructional practices: 88%	90% of teachers agree completely or mostly 70% of teachers agree completely or mostly

Narrative Reflection	
ELA	ELA is an area of strength at Explorer. Using the Wonders curriculum to align with CCSS has been successfully implemented throughout the school. SBA performance data indicates balanced performance on all claims. We attribute this to the highly effective teaming strategies at all grade levels. Our current area of focus is within strengthening a consistent writing process for students throughout the grades.
Math	Performance in grades 3-5 on the math SBA was lower than in past years, as students were unaccustomed to the testing protocol. Student performance in assessments throughout the year continue to indicate that math performance was a strong content area school wide. Additionally, a high percentage of students are able to demonstrate a Level 4 proficiency
Science	Students performed lower than expected on the Science MSP. We believe that the focus of transitioning to the SBA last year diverted time and energy away from preparing for the science assessment.

Sub-Group	Male students were targeted in 5 th grade Science, as they were the lowest performing sub-group within the CIP. 100% of male students met standard on the MSP this year, and 86% of students achieved a Level 4. It is important to note that the small cohort sizes at Explorer results in a high degree of variability on assessment performance year to year, particularly in sub groups.
Challenge:	All three challenge goals were met or exceeded in the area of ELA. The high percentage of students achieving a Level 4 in ELA is a cause for celebration! Explorer students benefit not only from high quality instruction from exceptional teachers, but also from the unusually high amount of classroom volunteers that support student needs for support and challenge.
Perception:	<p>Explorer only has 3 teachers to survey, which results in 100% positive agreement with all questions within the 9 Characteristics of Highly Effective Schools survey. As a result, staff perception data is also measured in conjunction with the Dickinson staff, which continues to improve annually. With 30 respondents, teachers agreed 100 % positively on the following statements:</p> <ul style="list-style-type: none">8. I have a clear understanding of what our school is trying to achieve.9. All staff are committed to achieving the school's goals.11. The school's primary emphasis is student learning.12. All students are expected to achieve high standards.24. Teachers discuss teaching issues on a regular basis.29. Staff members trust one another. <p>All of these components have been areas of challenge that have been targeted over the past four years.</p> <p>The area of continued attention and focus is #42: teachers get regular feedback on how they are doing. School administrators have developed new systems to address this need to use this school year.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	83% of students in grades K-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2016.
Literacy: 3-5 ELA	84% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2016.
Math: 3-5 Math	75% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2016.
Science: 5th Science	91% of students in grade 5 will meet grade level standard as measured by MSP Assessment by May 2016.
Achievement Gap	75% of male students in grades K-5 will meet grade level standard in reading/ELA as measured by the end of year DIBELS and Smarter Balanced Assessments by May 2016.
School Effectiveness:	Highly Effective Schools Survey #44: Teachers provide feedback to each other to help improve instructional practice. Goal is to improve from 70% agreement to 87% agreement by May 2016.
Attendance and Discipline:	<p>The number of students reporting to the school past the start of the school day will decrease from 36 tardies in September 2015 to less than 25 per month by June 2016 as measured by Skyward attendance reports.</p> <p>The number of minor negative recess behavior incidents will decrease from 55 per week in November 2015 to less than 40 per week as measured by data tracked by recess teachers on four identified target behaviors (<i>student conflict, aggressive play, name calling, disrespect to others</i>) by May 2016.</p>

Annual School Goals: Academic

Academic goals were set by the Explorer teachers using baseline data from September 2015 in all academic areas. The team uses a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are also involved in self assessing their skills and tracking their progress towards end of year standards. Explorer team meets weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Annual School Goals: Achievement Gap

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

Annual School Goals: School Effectiveness

The Instructional Leadership Team analyzed our results from the 2015 Highly Effective Schools Survey and found that #44 (Teachers provide feedback to each other to help improve instructional practice) to be our lowest positive response overall. Additionally, we feel that this is our next area for growth as past goals focused on school culture have been met and exceeded. The ILT will develop plans and protocols to address this need throughout the year and we will assess progress towards this goal through the 2016 spring survey.

Annual School Goals: Attendance and Discipline

School Administrators selected punctuality as our attendance goal for the year. We have noticed a trend of continual tardiness at both Dickinson & Explorer, and want to increase awareness of both parents and students on the importance of attending school on time. Administration will monitor student tardiness monthly and add increased support to families with frequent attendance issues.

School Administrators selected negative behaviors at recess as our goal for the year. These minor behavior issues have an impact in the classroom and are important for students to feel safe and happy at school. Instructional Assistants took baseline data on 4 high frequency issues at recess (*student conflict, aggressive play, name calling, disrespect to others*). The school Virtue Team is planning multiple interventions to decrease negative behaviors and increase recognition of positive recess behaviors. Data will be taken on the same behaviors in May 2016 to determine effectiveness of these interventions.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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

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

Goal Area	Science
<i>Strategy to support goals</i>	5 th grade teacher is focusing on integrating informational text and writing within the science program to improve performance on the science MSP.
<i>Professional Learning needed</i>	Continued learning about the writing process and resources
<i>Resources needed</i>	Additional resources for the writing program
<i>Responsible individual or team</i>	5 th grade teacher and the Instructional Leadership Team

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Plan for increased teacher collaboration time within the LEAP calendar. Additionally, staff have agreed to exchange all staff meeting time for weekly 30 minute meetings focused on student learning.
<i>Professional Learning needed</i>	Continued learning about highly effective Data Teams.

<i>Resources needed</i>	Time to focus on facilitating highly effective teacher collaborative processes.
<i>Responsible individual or team</i>	Administrators and the Instructional Leadership Team
Goal Area	Attendance
<i>Strategy to support goals</i>	Administrators will analyze student attendance monthly & plan support interventions for families with multiple tardies per month.
<i>Professional Learning needed</i>	Effective strategies and supports for families that struggle with attendance.
<i>Resources needed</i>	Connection with external community resources, if available.
<i>Responsible individual or team</i>	School Administrators.

Goal Area	Discipline
<i>Strategy to support goals</i>	Teacher-led Virtues Team will facilitate a student Virtues Patrol to increase focus on positive behaviors at recess. Team will continue their work supporting School-Wide Positive Behavior in all aspects of the school.
<i>Professional Learning needed</i>	Best practices in SWPBS.
<i>Resources needed</i>	Funds to support the work of the Virtues Team
<i>Responsible individual or team</i>	Virtues Team and School Instructional Assistants

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Administrator meets with school Steering Committee monthly to get input on school performance and shares school plans for continual improvement processes in academic and non-academic areas.

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

Administrator will post the plan to the school website and provide a link to families in the school newsletter.