



Every Student
Future Ready:

*Prepared for
College*

*Prepared for the
Global Workplace*

*Prepared for
Personal Success*



Continuous Improvement Process

EL-7: Academic Program

*ER-1: Mission and Vision of Lake Washington
School District*

*AFE & AFE-R: Evaluation of the Instructional
Program*

Connecting Ends (ERs) and Means (ELs)

- **End Results** specify the results that we want for our students and we expect them to know and be able to do

- **Executive Limitations** specify the strategies and methods that we use to achieve End Results

ER 1: Mission and Vision	ER 2: Content Knowledge	ER 3: Interdisciplinary Skills and Attributes
<p>Mission Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.</p> <p>Vision Every Student Future Ready:</p> <ul style="list-style-type: none"> • Prepared for College • Prepared for the Global Workplace • Prepared for Personal Success 	<ul style="list-style-type: none"> • Literacy & Language • Mathematical & Scientific Reasoning • Social Studies • Information & Communication Technology • Culture & the Arts • Career Planning & Life Management 	<ul style="list-style-type: none"> • Academic Thinking Skills & Strategies • Communication & Collaboration Skills • Local & Global Citizenship Skills • Personal Attributes

1. Global Executive Constraint
2. Emergency CEO Succession
3. Communication and Counsel to the Board
4. Annual Report and District Calendar
5. Parents and Community
6. Student Learning Environment
7. Academic Program
8. Instructional Materials Selection
9. District Staff
10. Budgeting/Financial Planning
11. Financial Administration
12. Asset Protection
13. Facilities
14. Technology

Connecting Ends and Means at the Building Level

3

Ends

- **Academic Goals** specify the results that we want for our students and what we expect them to know and be able to do.

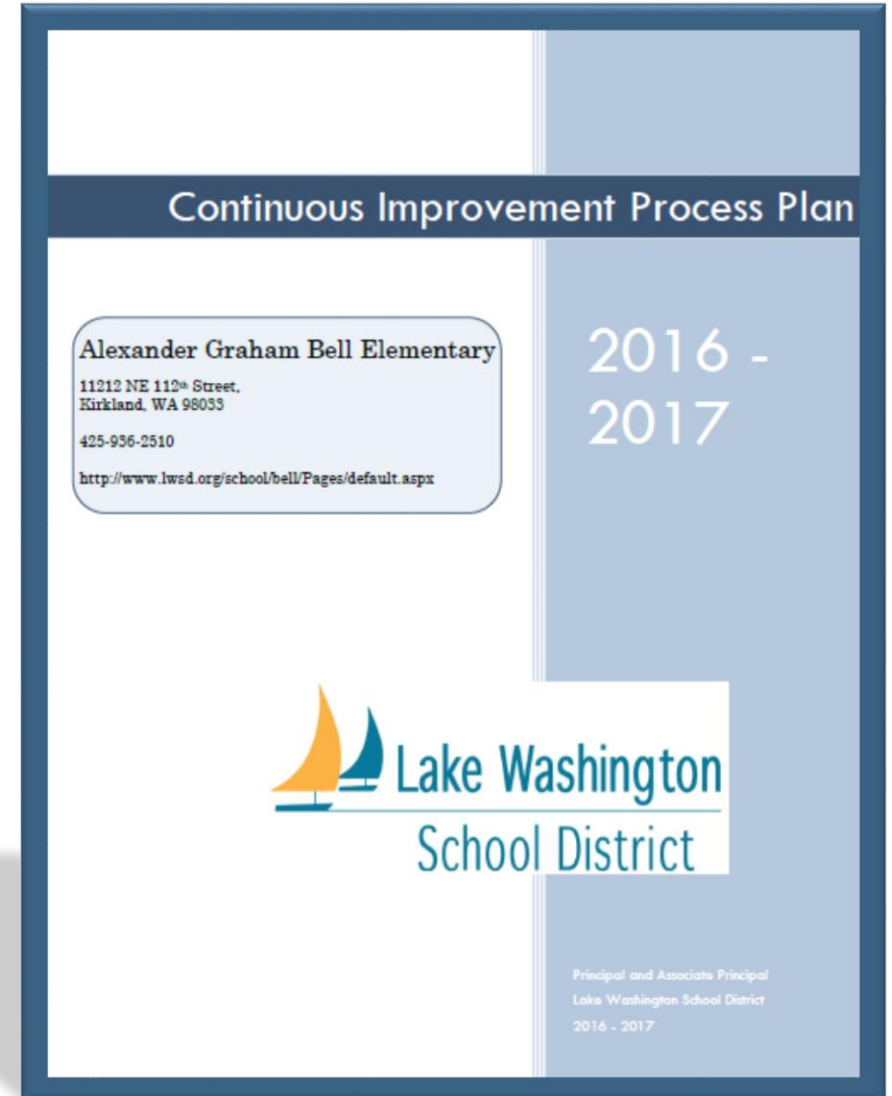
Means

- **Non-Academic goals and Instructional Strategies & Required Resources** specify the strategies and methods focused on to accomplish the Academic Achievement and Outcome Goals.

Presentation Outline

4

- Requirements for School Improvement Planning
- Processes used to implement a Continuous Improvement Process
- Components of the Continuous Improvement Process Plan
 - ▣ Annual School Goals
 - ▣ Achievement Gap Goals
- Parent and Family Engagement



Requirements for School Improvement Planning

- ❑ Washington Administrative Code (WAC)
- ❑ Board Governance Policy
- ❑ District Administrative Policy
- ❑ Central Leadership Criteria
- ❑ Principal Evaluation Criteria: Leadership Framework
- ❑ Teacher Evaluation Criteria: Framework for Teaching

State Law

□ WAC 180-16-220

Supplemental basic education program approval requirements.

(2) Annual school building approval.

(a) Each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

(b) At a minimum the annual approval shall **require each school to have a school improvement plan** that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.

Board Governance Policy

7

□ **EL-7: Academic Program**

The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessment to determine student progress toward achieving the standards, and an instructional program targeted to meet the need of all students.

Accordingly, the CEO shall:

(3) **Develop and implement a process for continuous improvement of every school, classroom, and individual student.**

Board Governance Policy

8

□ **ER-1: Mission and Vision of Lake Washington School District**

As a result of our efforts:

Mission: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.

Vision: Every student will be Future Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Accordingly, the CEO shall:

(7) **Monitor and assure that each school's Continuous Improvement Process Plan** supports the accomplishment of the performance targets for the indicators associated with the Student Learning Milestone: High School Students Graduating Future Ready.

District Administrative Policy

9

□ AFE: Evaluation of the Instructional Program

...In compliance with State Board of Education requirements, **each school shall develop a School Improvement Plan.** The Superintendent shall develop criteria and procedures to be used for plan review, and shall be responsible to make annual recommendations to the board regarding plan approvals.

District Administrative Policy

□ **AFE-R: Evaluation of the Instructional Program - Regulation**

Each school shall develop a School Improvement Plan in compliance with State Board requirements. The School Improvement Plan shall be developed through a planning process which is data driven and promotes a positive impact on student learning. The plan shall:

1. Be reviewed annually for implementation progress and possible changes;
2. Be based on a self-review of the school's program, which shall include active participation and input by building staff, students, parents, and community members; and
3. Address the characteristics of successful schools as identified by OSPI, educational equity factors, the use of technology to facilitate instruction, and parent and community involvement as these factors relate to having a positive impact on student learning.

The School Improvement Planning Process is intended to be a continuous improvement process which incorporates the review and analysis of school performance data, the elaboration of appropriate goals, and the development of a plan to address identified areas of improvement in order to enhance student learning.

Each school improvement plan will include the following components and be based on the following criteria:

1. Introduction – shall include a description of the school and identify how staff, students, parents, and community participated in the self-review process as well as provide a description of the planning process.
2. Data Analysis – shall reflect the analysis of qualitative and quantitative data incorporating sub-group performance characteristics and specific skill area needs. The analysis shall identify the trends, projections, strengths and areas of growth, as well as conclusions.
3. Measurable Building Goals – shall include State Accountability Goals and may include additional priority building level goals developed to address needs identified as a result of data analysis. All goals shall be measurable and identify the current and desired levels of performance and time frame for accomplishment.
4. Measurable Objectives for Goal Attainment – shall delineate specific objectives to be undertaken which are anticipated to lead toward goal attainment. Identified objectives will delineate the strategies to be employed, resources needed, person(s) responsible, checkpoints for periodic review, measurement and evaluation that will be used to monitor progress, and the professional development needed to accomplish the objective.

Annually, schools shall submit current plans for review. The superintendent shall develop a process for plan review and complete a recommendation for Board Approval of school plans based on the above criteria.

Central Leadership Evaluation Criteria

Criterion 4 Rubric Leading Initiatives and Continuous Improvement Efforts Developing, implementing and evaluating data-informed plans for strategic work and division or department improvement.
Element
4.1 Seeking, analyzing, and interpreting multiple data sources to inform needs and direction
Element
4.2 Seeking, analyzing, and interpreting multiple data sources to inform planning and learning

Principal Evaluation Criteria

12

Criterion 3

Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements

3.1: Recognizes and seeks out multiple data sources

3.2: Analyzes and interprets multiple data sources to inform school-level improvement efforts

3.3: Implements data driven plan for improved teaching and learning

3.4: Assists staff to use data to guide, modify and improve classroom teaching and student learning

3.5 (SG 3): Provides evidence of student growth that results from the school improvement planning process

Teacher Evaluation Criteria

Criterion 3

Recognizing individual student learning needs and developing strategies to address those needs.

Domain 1: Planning and Preparation

1b: Demonstrating Knowledge of Students

Domain 3: Instruction

3e: Demonstrating Flexibility And Responsiveness

Student Growth

SG 3.1: Establish Student Growth Goal(s)

SG 3.2: Achievement of Student Growth Goal(s)

Criterion 6

Using multiple student data elements to modify instruction and improve student learning.

Domain 1: Planning and Preparation

1f: Designing Student Assessments

Domain 3: Instruction

3d: Using Assessment in Instruction

Domain 4: Professional Responsibilities

4b: Maintaining Accurate Records

Student Growth

SG 6.1: Establish Student Growth Goal(s)

SG 6.2: Achievement of Student Growth Goal(s)

Criterion 8

Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Domain 4: Professional Responsibilities

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

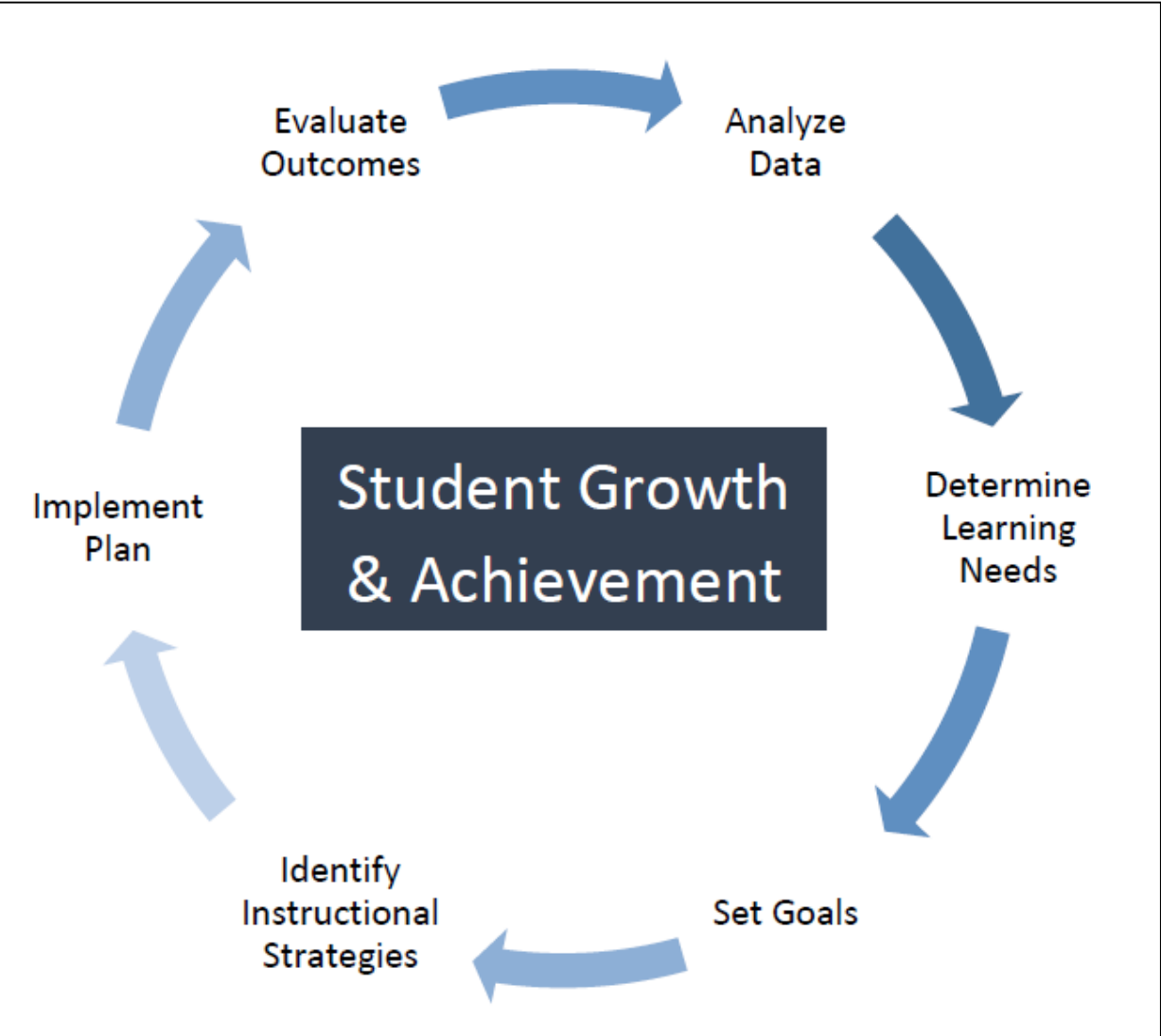
Student Growth

SG 8.1: Establish Team Student Growth Goal(s)

14

Processes used to implement a Continuous Improvement Process

Continuous Improvement Process – Cycle of Inquiry and Implementation



Steps of the CIP Plan Process

16

Evaluate Outcomes &
Analyze Data

August-September

- Review testing results
- Evaluate data
- Reflect on goal attainment

Determine Learning
Needs, Set Goals, &
Identify Strategies

October-November

- Develop goals based on current student performance
- Identify instructional strategies, resources, and professional learning needed to accomplish goals

Implement Plan &
Evaluate Outcomes

November-June

- Implement plans
- Progress monitor to ensure appropriate growth in goal areas

17

Components of the Continuous Improvement Process Plan

Components of the CIP Plan

18

Introduction to the Continuous Improvement Process Plan:

- School Description
- Performance Targets
- School Performance over Time

CIP Part I:

- CIP Reflection: Evaluate Outcomes

CIP Part 2:

- Annual School Goals
- Instructional Strategies and Required Resources
- Parent, Family, and Community Involvement

Annual School Goals

- Academic areas
 - Math
 - Literacy
 - Science
- Achievement Gap
- School Effectiveness
- Attendance
- Discipline
- College and Career Readiness (Secondary)

2016-17 Annual School Goals:

SMART Goals	
Literacy:	90% of 10 th grade students will pass the ELA SBA exam by the end of the 2016-2017 school year.
Math:	90% of students who take the SBA, regardless of grade level, will pass.
Science:	89% of students who will be taking the Biology EOC this year, regardless of grade level, will pass.
Achievement Gap	Raise the GPA of Hispanic and African-American students from the current averages of 2.8 and 2.6, respectively, to 3.0 and 2.8.
On-Track Credits:	85% of the class of 2020 will end the year on track; 90% of the class of 2019 will end the year on track; 90% of the class of 2018 will end the year on track
College and Career Readiness	Prior to high school graduation, 95% of students will take a college and/or career readiness course, including AP, UW in the classroom, STEM, Tech Prep, Cambridge, Running Start, and/or WANIC. After registration for the 2017-2018 school year in the fall, 95% of the class of 2018 will have taken or be registered for one of these classes.
School Effectiveness:	Increase the percentage of respondents who mostly agree or agree completely that "school work is meaningful for students" from 71% in the 2015-2016 school year to 85% in the 2016-2017 school year.
Attendance:	Reduce the % of absences in the Hispanic, FRL, and IEP populations by an average of 5%.
Discipline:	Reduce total number of suspensions, including in-school and out-of-school, from 30 in the 2015-2016 school year to 25 in the 2016-2017 school year.

Achievement Gap Goal Areas

20

- ELL
- Safety Net
- Students with IEP services passing their co-taught classes and improving proficiency on state assessments
- Reducing class failure for students with IEP services
- Low Income
- Hispanic/Latino
 - ▣ Reducing class failure
 - ▣ Increased on-track with credits
 - ▣ Increased participation in high school credit courses (MS) and AP/Honors courses (HS)

Achievement Gap Strategies

21

- Increased and targeted collaboration between general education and instructional specialists to improve K-2 Literacy
- Sheltered Instruction Observation Protocol (SIOP) training for staff
- Professional Learning on Differentiation (differentiating instruction with equity and cultural responsiveness in mind)
- Targeted scheduling to ensure identified group receives core instruction and intervention instruction
- Co-teaching core academic courses targeted at students qualified for: ELL & Special Education
- Increased communication and engagement for parents of students that are failing
- Latino Mentor Program
- Use of common instructional strategies to support ELL in general education classrooms
- Use of specific curriculum: Wonder Works, BURST
- Data processes to progress monitor

22

Parent, Family, and Community Engagement

Parent, Family, and Community Involvement

23

Universal Practices

- CIP Plan available on school website and in hard copy at the school starting in February
- Written communication to families about CIP efforts
- Information provided to PTSA

Targeted Practices

- Families from under-represented populations are specifically invited to participate in activities and information sharing
- Use of interpreters and interpreter services to provide information about Continuous Improvement efforts
- Written communication to families about CIP efforts
- Information provided to PTSA

Future Practices

- Collaboration with external stakeholders regarding data analysis
- Gather targeted feedback from external stakeholders to help inform goal development
- Clear systems to ensure broader access and understanding of Continuous Improvement efforts