



**Lake Washington**

**School District**

**Continuous Improvement Plans**

# **Summaries**

**2018-2019**

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

**Eastlake Learning Community  
CIP Summary January 2019**

**CIP Outcomes, Reflections, Goals & Strategies**

***Eastlake Learning Community: Elementary***

**Elementary 2017-18 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: K-2 Reading</b>	83.5% to 96.6% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	75.3% to 95.1% met or exceeded standard
<b>Math: 3-5 Math</b>	66.5% to 95.1% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	79.7% to 94.4% met or exceeded standard
<b>Achievement Gap</b>	ELC elementary schools set goals for 2017-18 in the areas of improving student achievement for subgroups of students who received services in ELL and Safety Net. Most schools achieved growth in these subgroups, ranging from small growth to significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2018-19 school year.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, ELC elementary schools set goals for 2017-18 focusing on: <ul style="list-style-type: none"> <li>• Staff feels free to express their ideas and opinions with each other (goal not met)</li> <li>• Student discipline management is handled well (exceeded goal)</li> <li>• Staff members trust one another (goal not met)</li> <li>• Staff works in teams across grade levels to help increase student learning (goal not met)</li> <li>• Teachers provide feedback to each other to help improve instructional practices (goal met)</li> <li>• Teachers receive regular feedback on how they are doing (goal not met)</li> <li>• Staff routinely work together to plan what will be taught (goal met)</li> </ul>
<b>Attendance and Discipline</b>	ELC elementary schools set Attendance goals for 2017-18 focusing on: <ul style="list-style-type: none"> <li>• Decreasing tardies (1 school, slight progress)</li> <li>• Decreasing unexcused absences (7 schools, zero to slight progress)</li> </ul> ELC elementary schools set Discipline goals for 2017-18 focusing on: <ul style="list-style-type: none"> <li>• Decreasing behavior referrals to office (7 schools, moderate to high progress)</li> </ul>

## Eastlake Learning Community CIP Summary January 2019

### Elementary Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the importance of designing the school's professional development and LEAP time intentionally to address the focus areas laid out in the CIP plans. Time being the most important resource, it was important to create and protect the time for data analysis and instructional planning by school teams both within grade level teams and in vertical alignment between grade levels. All schools continued to participate in the ELC PLC, the collaboration between all teachers across the learning community, on all-day LEAPs and selected Wednesday LEAPs. Several schools found success in decreasing attendance issues by collaborating with families and using incentive systems for students.

### Elementary 2018-19 Annual School Goals

	Range of goals
<b>Literacy: K-2 Reading</b>	84% to 96% meet or exceed standard
<b>Literacy: 3-5 ELA</b>	78% to 95% meet or exceed standard
<b>Math: 3-5 Math</b>	80% to 95% meet or exceed standard
<b>Science: 5<sup>th</sup> Science</b>	74% to 100% meet or exceed standard
<b>Achievement Gap</b>	ELC elementary schools set Achievement Gap goals for 2018-19 focusing on increased student achievement for ELL students, students in Safety Net, and students underperforming on SBA, DIBELS and in math.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, ELC elementary schools set goals for 2018-19 focusing on: <ul style="list-style-type: none"> <li>• Professional development activities are consistent with school goals (1 school)</li> <li>• Students respect those who are different from them (1 school)</li> <li>• I believe all students can learn complex concepts (1 school)</li> <li>• Staff works in teams across grade levels to help increase student learning (3 schools)</li> <li>• Student discipline problems are managed well (2 schools)</li> <li>• The staff feels free to express their ideas and opinions with one another (1 school)</li> </ul>
<b>Attendance</b>	ELC elementary schools set Attendance goals for 2018-19 focusing on: <ul style="list-style-type: none"> <li>• Decreasing tardies (3 schools)</li> <li>• Decreasing unexcused absences (5 schools)</li> </ul>
<b>Discipline</b>	ELC elementary schools set Discipline goals for 2018-19 focusing on: <ul style="list-style-type: none"> <li>• Decreasing behavior referrals to office (6 schools)</li> <li>• Continued professional learning in PBIS practices (2 schools)</li> </ul>

# Eastlake Learning Community

## CIP Summary January 2019

### Elementary Strategies

To support their CIP goals, ELC elementary schools identified a variety of strategies. Some common themes were an emphasis on instructional differentiation strategies, focusing on equity, higher level questioning strategies, flexible grouping of students to allow for targeted intervention, book studies, teacher learning walks and vertical meeting time to support professional collaboration.

### Elementary Parent, Family and Community Involvement Strategies

ELC elementary schools identified a variety of strategies to increase parent, family and community involvement, including intentional collaboration with families to support student success in academics, behavior and attendance, inviting input on school CIP plans, providing multiple ways to access CIP information (website, in the school, email). The ELC schools also plan to continue to foster their thriving partnerships with the PTSA around parent volunteers, parent education nights, Watch DOGS, and collaborating around how to procure resources to support the school initiatives designed to achieve their CIP goals.

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### *Eastlake Learning Community: Middle School*

### Middle School 2017-18 CIP Goal Outcomes

	Range of scores
<b>Literacy: 6-8 ELA</b>	84.3% to 87% met or exceeded standard
<b>Math: 6-8 Math</b>	75% to 83.5% met or exceeded standard
<b>Science: 8 Science</b>	83.3% to 84.5% met or exceeded standard
<b>Achievement Gap</b>	ELC middle schools set goals for 2017-18 in the areas of improving student achievement in math for students who are on a 504 plan and for ELL students, and also for low income students, and made some progress toward those goals.
<b>College and Career Readiness</b>	ELC middle schools set College and Career Readiness goals for 2017-18 in the areas of students completing the self-assessment in the Career Cruising system, as well as partnering with parents around educating students/parents on preparing for high school and postsecondary education. Significant progress was made toward those goals.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, ELC middle schools set goals for 2017-18 focusing on “Staff members work together to solve problems related to school issues” and “Teachers provide feedback to each other to help improve instructional practices.” Significant progress was made toward those goals.
<b>Attendance and Discipline</b>	ELC middle schools set an attendance goal for 2017-18 of focusing on decreasing absences with significant progress

## Eastlake Learning Community CIP Summary January 2019

	reported, and set a discipline goal for 2017-18 of decreasing suspensions with some progress.
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### Middle School Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effectiveness of using technology to impact student success (Accelerated Reader, ALEKS, IXL), strategic intervention time during the day (FLEX), the collaboration of teachers in a variety of formats (department meetings, schoolwide professional learning) and the creative use of in/after-school tutoring and supports.

### Middle School 2018-19 Annual School Goals

	Range of goals
<b>Literacy: 6-8 ELA</b>	89% to 90% meet or exceed standard
<b>Math: 6-8 Math</b>	82.5% to 88% meet or exceed standard
<b>Science: 8 Science</b>	84.5 to 90% meet or exceed standard
<b>Achievement Gap</b>	ELC middle schools set Achievement Gap goals for 2018-19 focusing on all students who are currently Level 1 or 2 in any SBA subject, students who are low income, and students who are on an IEP or 504 plan.
<b>College and Career Readiness</b>	ELC middle schools set College and Career Readiness goals for 2018-19 in the areas of all students completing the Xello Matchmaker self-assessment at all grades 6-8.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, ELC middle schools set goals for 2018-19 focusing on: The staff works in teams across grade levels to help increase student learning.
<b>Attendance</b>	ELC middle schools set Attendance goals for 2018-19 in the areas of reducing both excused and unexcused absences.
<b>Discipline</b>	ELC middle schools set Discipline goals for 2018-19 in the areas of reducing suspensions and referrals.

### Middle School Strategies

To support their CIP goals, ELC middle schools identified a variety of strategies. Some common themes were using technology to support learning (ALEKS, Excel) and continuing to support students before/after school with individual support (FLEX, RAP sessions, STAT time). The staffs are committed to implementing the new district curriculum in math and science, and will continue their focus on leveraging their PCC/PGE teams to improve instruction.

## Eastlake Learning Community CIP Summary January 2019

### Middle School Parent, Family and Community Involvement Strategies:

ELC middle schools identified a variety of strategies to increase parent, family and community involvement, including increasing communications with families about the goals of the schools, soliciting input from the parents/community, and maintaining an open discussion throughout the year.

### *Eastlake Learning Community: High School*

#### High School 2017-18 CIP Goal Outcomes

	<b>Achievement</b>
<b>Literacy</b>	92.6 to 93.5% met or exceeded standard
<b>Math</b>	77.6 to 89% met or exceeded standard
<b>Science</b>	29.8% met or exceeded standard
<b>Achievement Gap</b>	The ELC high schools set goals for 2017-18 in the areas of improving student achievement for students on an IEP/504 and low-income students passing their classes. Both efforts achieved some results.
<b>On-Track Credits</b>	The ELC high schools set goals for 2017-18 to increase the number of student with On-Track credits. There was some progress towards this goal.
<b>College and Career Readiness</b>	The ELC high schools set College and Career Readiness goals for 2017-18 in the areas of having students enrolled in AP and UW courses who are low income, Hispanic or Black/African American (not achieved), and having all juniors demonstrate the 21 <sup>st</sup> century skill of collaboration by successfully participating in multiple group projects in their signature lab (achieved).
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, the ELC high schools set a goal 2017-18 focusing on “Teachers use effective strategies to help low-performing students meet high academic standards.” There was no growth in this area.
<b>Attendance and Discipline</b>	The ELC high schools set the Attendance goal for 2017-18 of focusing on decreasing unexcused absences and made some progress.  The ELC high schools set the Discipline goal for 2017-18 of focusing on the percentage of suspended students who will be able to maintain/increase their GPA during the semester in which they are suspended, and saw some progress.

#### High School Reflections:

The ELC high schools analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were

## Eastlake Learning Community CIP Summary January 2019

used and reflected on their effectiveness. Some themes in their reflections were the need for continued collaboration and coordination of strategies and supports for timely interventions, the positive impact of close monitoring of students for credit retrieval support, and the importance of ongoing relevant professional development for teachers.

### High School 2018-19 Annual School Goals

	Goals
<b>Literacy</b>	Class of 2019: 95% proficiency
<b>Math</b>	Class of 2019: 85 to 95% proficiency
<b>Science</b>	Class of 2019: 85% proficiency
<b>Achievement Gap</b>	The ELC high schools set an Achievement Gap goal for 2018-19 focusing on reducing the percentage of students with an IEP and low-income students who earn an F in one or more classes.
<b>On-Track Credits:</b>	The ELC high schools set an On-Track Credit goal for 2018-19 focusing on using intentional interventions and supports to increase the number of 9 <sup>th</sup> graders earning at least six credits, and 10 <sup>th</sup> graders earning at least 12 credits.
<b>College and Career Readiness</b>	The ELC high schools set a College and Career Readiness goal for 2018-19 focusing on increasing the number of Low SES/L/AA students who enroll in dual credit courses, and all juniors will demonstrate the 21 <sup>st</sup> century skill of collaboration by successfully participating in a group project in their signature lab.
<b>School Effectiveness:</b>	The ELC high schools set a School Effectiveness goal for 2018-19 focusing on increasing the number of teachers who agree mostly or completely with the statement that “Teachers use effective strategies to help low-performing students meet academic standards.”
<b>Attendance:</b>	The ELC high schools set an Attendance goal for 2018-19 focusing on reducing the number of unexcused absences, including a specific focus on low income students.
<b>Discipline:</b>	The ELC high schools set a Discipline goal for 2018-19 focusing on decreasing the number of students who are suspended; and they are focusing on reducing plagiarism.

### High School Strategies

To support their CIP goals, The ELC high schools identified a variety of strategies. Some themes were supporting teacher professional learning through a cycle of inquiry model, ensuring student equity and access to honors and AP courses, collaborating to provide effective intervention for all students and to provide individual focus on the underlying causes of attendance problems.

### High School Parent, Family and Community Involvement Strategies:

The ELC high schools are working with families to solicit input from all stakeholders and involve them in the process of continuous improvement. The schools really appreciate the

## **Eastlake Learning Community CIP Summary January 2019**

support of our community, and the parent partnerships we have developed to support all students. We have worked to improve both our communication and collaboration with the community. We work closely with the PTSA and its leadership to support the achievement of the goals in the CIP.



**Juanita Learning Community  
CIP Summary January 2019**

**CIP Outcomes, Reflections, Goals & Strategies**

**Juanita Learning Community: Elementary**

**Elementary 2017-18 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: K-2 Reading</b>	76% to 90% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	67% to 92% met or exceeded standard
<b>Math: 3-5 Math</b>	60% to 92% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	63% to 100% met or exceeded standard
<b>Achievement Gap</b>	<p>JLC elementary schools had set goals for improving student achievement for these subgroups of students:</p> <ul style="list-style-type: none"> <li>• Low income</li> <li>• Hispanic/Latino</li> <li>• ELL</li> <li>• Students who received Special Education services</li> </ul> <p>Most schools achieved growth in these subgroups, ranging from small growth to moderate growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2018-19 school year.</p>
<b>School Effectiveness</b>	<p>Based on data from their Nine Characteristics surveys, JLC elementary schools had set goals in the following areas:</p> <ul style="list-style-type: none"> <li>• Teachers providing feedback to one another (1 school- no progress toward goal)</li> <li>• All students expected to achieve high standards (1 school – exceeded goal)</li> <li>• Increasing parent engagement (1 school, little progress toward goal)</li> <li>• Staff believing students can learn complex concepts (2 schools, exceeded goal)</li> <li>• Teachers use effective strategies to help low-performing students meet high academic standards (2 school, exceeded goal)</li> <li>• Staff trust one another (1 school, little progress toward goal)</li> <li>• Discipline problems are handled well (1 school, exceeded goal)</li> </ul>
<b>Attendance and Discipline</b>	<p>JLC elementary schools had set goals for Attendance in the following areas:</p> <ul style="list-style-type: none"> <li>• Decreasing tardies (3 schools, all schools exceeded their goal)</li> <li>• Increase average daily attendance rate (6 schools, 3 schools exceeded their goal, 3 schools made little progress)</li> </ul>

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	<p>JLC elementary schools set goals for Discipline in the following areas:</p> <ul style="list-style-type: none"> <li>• Decreasing behavior referrals to office (1 school, little progress)</li> <li>• Decreasing student suspensions (2 schools, very good progress)</li> <li>• Staff feel discipline is handled well (3 schools, moderate to very good progress)</li> <li>• Implementation of discipline tracking system (1 school, met goal)</li> <li>• Year 2 of PBIS implementation (1 school, very good progress)</li> </ul>
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### Elementary Reflections

Schools used August LEAP, staff meeting time, and designated Wednesday LEAP Team time as structures to reflect on the results of their school improvement planning goals. These PCC's used multiple data points with the use of Power Bi that include DIBELS, SBA, and attendance. They also used curricular assessment data, and common formative assessment to inform instruction and plan for student growth.

Given the socio-economic and ethnic diversity in the JLC, schools continue to identify the need to further their work on ELA instruction and closing the achievement gaps in their schools. This includes improving in whole group and small group instruction practices. Multiple schools utilized CORE as part of their professional development and their reflection is that the training is having a positive impact on their ELA instruction. The JLC has spent significant time engaging in professional development around equity, race, bias, personal reflection and leadership in the area of closing the achievement gap. Schools have identified their sub-group work with Hispanic, low income, and special education populations as important. Schools have identified improved strategies with SIOP, culturally responsive instruction, and strategically planning intervention time during the school day.

Schools are seeing some success in their focus on attendance and discipline. Many schools are reaching out to their community relating the importance of attendance and staff are personally reaching out to families more when students are late or absent. Training in restorative practices, and implementation of PBIS are being reported as having a positive effect on discipline. Also, putting in management systems that allow for better tracking of data is having success.

### Elementary 2018-19 Annual School Goals

	Range of goals
<b>Literacy:</b> <b>K-2 Reading</b>	78% to 90% meet or exceed standard
<b>Literacy:</b> <b>3-5 ELA</b>	68% to 89% meet or exceed standard
<b>Math:</b> <b>3-5 Math</b>	67% to 86% meet or exceed standard
<b>Science:</b>	63% to 90% meet or exceed standard

## Juanita Learning Community CIP Summary January 2019

<b>5<sup>th</sup> Science</b>	
<b>Achievement Gap</b>	JLC elementary schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Special education (2 schools)</li> <li>• ELL (2 schools)</li> <li>• Exited EL (1 school)</li> <li>• Hispanic students (1 schools)</li> <li>• Black and Hispanic students (1 school)</li> </ul>
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, JLC elementary schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Families will feel welcome</li> <li>• Frequent monitoring of teaching and learning</li> <li>• All students can learn complex concepts</li> <li>• Students respect those who are different from them</li> <li>• Staff work in teams across grade levels to help increase student learning</li> <li>• Focused professional development</li> <li>• High levels of collaboration and communication</li> <li>• Students can learn complex concepts</li> <li>• All students are expected to achieve high standards</li> </ul>
<b>Attendance</b>	JLC elementary schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Improving average daily attendance (6 schools)</li> <li>• Decreasing tardies (2 schools)</li> </ul>
<b>Discipline</b>	JLC elementary schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Decreasing behavior referrals to office (3 schools)</li> <li>• Decreasing student suspensions (2 schools)</li> <li>• Continued professional learning in Restorative Justice practices (2 schools)</li> </ul>

### Elementary Strategies

Each school identified a variety of strategies to support their CIP. The following are general themes across the JLC:

- To support ELA instruction schools are implementing the new writing curriculum, improving small group instruction to further develop differentiation strategies in literacy instruction, and developing learning walks within the building.
- Schools are intentional about unpacking math standards and developing of success criteria to improve math instruction. Schools are also utilizing Dreambox and IXL.
- Alignment of intervention schedules with core reading in support of balanced push-in / pull-out models.
- Training in SIOP and culturally responsive teaching.
- Implementation of Building Equity Teams to address issues of race, equity, and opportunity for all students.
- Training and implementation of PBIS and other restorative practices as a way to improve discipline.

# Juanita Learning Community CIP Summary January 2019

## Elementary Parent, Family and Community Involvement Strategies

The following are examples of strategies used across the JLC:

- Focus on parent/home strategies to support student progress towards CIP goals.
- Specific home strategies and resources provided to parents via classroom PowerSchool, Safety Net Reading Connections Newsletter, Bulletins, and parent information nights.
- Key resources translated into Spanish.
- Feedback, planning, and participation through PTSA and Natural Leaders.
- Community surveys to determine specific needs and interests.
- Parent education opportunities provided to develop skills for home academic support.
- Resources targeted to Spanish speaking/underrepresented families.
- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs.
- Inviting parents to join PBIS team.
- Information about goals, strategies, and interventions communicated through Website, Classroom PowerSchool sites, Safety Net Reading Connections Newsletter, and weekly Bulletins.
- Information shared/distributed during annual Meet & Greet, Curriculum Night, PTSA and Natural Leader meetings, Safety Net/ELL evening parent events, and Conferences.

## Juanita Learning Community: Middle School

### Middle School 2017-18 CIP Goal Outcomes

	<b>Range of scores</b>
<b>Literacy: 6-8 ELA</b>	65% to 89% met or exceeded standard
<b>Math: 6-8 Math</b>	53% to 80% met or exceeded standard
<b>Science: 8 Science</b>	56% to 86% met or exceeded standard
<b>Achievement Gap</b>	JLC middle schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Improving student achievement for Hispanic students on the ELA/Math SBA (good progress)</li> <li>• Students who received Special Education services on the ELA/Math SBA (moderate progress)</li> <li>• Black and Hispanic students on the Math SBA (moderate progress)</li> </ul>
	JLC middle schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Reducing the number of students earning an 'F' in a core course (little change)</li> <li>• Completion of the LWSD HBSC for all 8<sup>th</sup> grade students (met goal)</li> </ul>

## Juanita Learning Community CIP Summary January 2019

	<ul style="list-style-type: none"> <li>15% of black/Hispanic students participate in a high school course during 2018-19. (significant progress 42%)</li> </ul>
<b>School Effectiveness</b>	<p>Based on data from their Nine Characteristics surveys, JLC middle schools had set goals in the following areas:</p> <ul style="list-style-type: none"> <li>Staff routinely work together and plan what will be taught (decreased in this percentage)</li> <li>Show increased agreement in all Nine characteristic questions (met goal)</li> <li>Staff receive time to collaborate (met goal)</li> </ul>
<b>Attendance and Discipline</b>	<p>JLC middle schools had set goals in the following areas:</p> <ul style="list-style-type: none"> <li>Decreasing unexcused absence with little to good progress reported</li> <li>Discipline goal of decreasing suspensions, with both schools reporting little improvement</li> </ul>

### Middle School Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Some common themes in their reflections were the effectiveness of using school-wide common AVID strategies to impact student success, the collaboration of teachers in a variety of formats (department meetings, job alike meetings, schoolwide LEAP professional learning), and the use of during school intervention time.

### Middle School 2018-19 Annual School Goals

	Range of goals
<b>Literacy: 6-8 ELA</b>	70% to 90% meet or exceed standard
<b>Math: 6-8 Math</b>	58% to 86% meet or exceed standard
<b>Science: 8 Science</b>	65% to 95% meet or exceed standard
<b>Achievement Gap</b>	<p>JLC middle schools set goals in the following areas:</p> <ul style="list-style-type: none"> <li>Increased student achievement for Hispanic, African American, and Special Education students</li> </ul>
<b>College and Career Readiness</b>	<p>JLC middle schools set goals in the following areas:</p> <ul style="list-style-type: none"> <li>100% registration of College Bound students</li> <li>Completion of required Xello components</li> </ul>
<b>School Effectiveness</b>	<p>Based on data from their Nine Characteristics surveys, JLC middle schools set goals in the following areas:</p> <ul style="list-style-type: none"> <li>Keeping school goals in mind when making decisions</li> <li>Staff routinely working together to plan what is taught</li> </ul>
<b>Attendance</b>	<p>JLC middle schools set goals in the following areas:</p> <ul style="list-style-type: none"> <li>Reducing unexcused absences.</li> </ul>
<b>Discipline</b>	<p>JLC middle schools set goals in the following areas:</p> <ul style="list-style-type: none"> <li>Reducing suspensions</li> </ul>

## Juanita Learning Community CIP Summary January 2019

	<ul style="list-style-type: none"> <li>• Tier 1 interventions to include restorative practices</li> </ul>
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### **Middle School Strategies**

To support their CIP goals, JLC middle schools identified a variety of strategies. Some common themes were implementing the use of SBA interim assessments as a measure of student progress, working on culturally responsive instruction, implementing AVID strategies schoolwide, and continuing to develop and implement alternative forms of discipline other than out of school suspension along with further developing tier 1 interventions and restorative practices.

### **Middle School Parent, Family and Community Involvement Strategies**

The JLC middle schools identified the following strategies to increase parent, family and community involvement – Presentations to PTSA and student leadership, bolstering parent partnerships to involve them in classrooms, monthly tea’s, coordinating a family diversity event to deepen the involvement of families in our schools.

## *Juanita Learning Community: High School*

### **High School 2017-18 CIP Goal Outcomes**

	<b>Achievement</b>
<b>Literacy</b>	82% to 95% met or exceeded standard
<b>Math</b>	59% to 92%.
<b>Science</b>	48% to 90%.
<b>Achievement Gap</b>	JLC high schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Improving the passing rates and attendance for ELL students</li> <li>• Decreasing the number of students receiving failing grades.</li> <li>• Both schools made minimal progress.</li> </ul>
<b>On-Track Credits</b>	JLC high schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Increasing the number of 10<sup>th</sup> grade students who are on track to graduate (went from 96% to 98%)</li> <li>• 90% of 9<sup>th</sup> grade students will be on track for graduation by end of 9<sup>th</sup> grade year (80% were on track).</li> </ul>
<b>College and Career Readiness</b>	JLC high schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• 90% of the class of 2019 will be enrolled in a college and/or career course (did not define what the course are so had inaccurate measure)</li> <li>• Train teachers to facilitate classroom-based career exploration using Career Cruising (completed)</li> </ul>

## Juanita Learning Community CIP Summary January 2019

<b>School Effectiveness</b>	JLC high schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• Increase response rate to “school work is meaningful for students” from 47 to 55% (the result was 58%)</li> <li>• Analyze and modify the block document (successful)</li> </ul>
<b>Attendance and Discipline</b>	JLC high schools had set goals in the following areas: <ul style="list-style-type: none"> <li>• ICS set a goal to educate students and families to the impact of absences over time (result was 92% satisfactory attendance)</li> <li>• JHS set a goal for reducing the number of chronic absenteeism (positive results)</li> </ul>

### High School Reflections:

Both high schools analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. The use of PCC’s and time provided was positive. Some themes in their reflections were the need for improving the use of intervention time during the school day, continuing to utilize the SBA interim assessments as a tool to successfully prepare students, and identifying social-economic and ethnic groups that could use more targeted interventions.

### High School 2018-19 Annual School Goals

	Goals
<b>Literacy</b>	85% of students will meet proficiency 86% of students with IEP’s will meet proficiency
<b>Math</b>	70% of students will demonstrate proficiency 100% of students with IEP’s will demonstrate proficiency
<b>Science</b>	80% to 100% meeting standard on the WCAS
<b>Achievement Gap</b>	The JLC high schools set in the following areas: <ul style="list-style-type: none"> <li>• Improving passing rates and attendance rates of ELL students from 62.5% to 80%</li> <li>• Increase the number of under-represented students attending</li> </ul>
<b>On-Track Credits:</b>	The JLC high schools set goals in the following areas: <ul style="list-style-type: none"> <li>• 85% of 9<sup>th</sup> graders and 85% of 10<sup>th</sup> and 11<sup>th</sup> graders will not be credit deficient</li> <li>• Have zero credit deficient students</li> </ul>
<b>College and Career Readiness</b>	The JLC high schools set goals in the following areas: <ul style="list-style-type: none"> <li>• 100% of seniors complete the HSBP</li> <li>• 100% of students complete grade level requirements 90%</li> </ul>
<b>School Effectiveness:</b>	The JLC high schools set goals in the following areas: <ul style="list-style-type: none"> <li>• 90% of respondents agree or mostly agree that school work is meaningful for students</li> </ul>
<b>Attendance:</b>	The JLC high schools set goals in the following areas: <ul style="list-style-type: none"> <li>• Improve percentage of 9<sup>th</sup> graders having satisfactory attendance from 65% to 85%</li> <li>• Decrease number of chronically absent from 16 to 0</li> </ul>

# Juanita Learning Community

## CIP Summary January 2019

<b>Discipline:</b>	The JLC high schools set goals in the following areas: <ul style="list-style-type: none"><li>• Reduce number of exclusionary discipline from 138 to under 100</li><li>• Form Threat Assessment Team</li></ul>
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### High School Strategies

To support their CIP goals, JLC high schools identified a variety of strategies. Some themes were focusing on teaching academic language (vocabulary), and strong study skills. Teach, model, and reinforce behavior expectations across the campus. Utilize student assessment data more intentionally in PCC's to inform instruction. Implementation of SIOP and other culturally responsive teaching practices.

### High School Parent, Family and Community Involvement Strategies:

JLC high school identified a variety of strategies to increase parent, family, and community involvement including discussion and communication regarding restorative justice practices to support discipline goals; the opportunity to participate in the school effectiveness (Nine characteristics survey); and the regular inclusion of parents and families in developing appropriate educational plans that include appropriate college and career access opportunities for students.

Parents, families and the community will have access to the Continuous Improvement Process through the school website, the presentation to the PTSA, and references in the Principal e-mail and other forms of mass communication



**Lake Washington Learning Community  
CIP Summary January 2019**

**CIP Outcomes, Reflections, Goals & Strategies**

***Lake Washington Learning Community: Elementary***

**Elementary 2017-18 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: K-2 Reading</b>	79% to 88% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	71% to 87% met or exceeded standard
<b>Math: 3-5 Math</b>	65% to 85% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	74% to 100% met or exceeded standard
<b>Achievement Gap</b>	<p>LWLC elementary schools set goals for 2017-18 in the areas of improving student achievement for subgroups of students who received services in:</p> <ul style="list-style-type: none"> <li>• ELL (3 schools)</li> <li>• Safety Net/SPED (3 schools)</li> <li>• Low SES (1 school)</li> </ul> <p>6/7 schools achieved growth in these subgroups, ranging from one school with decreased growth in ELA proficiency in 3-5<sup>th</sup> grade low SES from 33- 30%, to all others showing small to significant growth. Reflection on these subgroup outcomes helped each school to set new goals for the 2018-19 school year.</p>
<b>School Effectiveness</b>	<p>Based primarily on data from their Nine Characteristics surveys, LWLC elementary schools set goals for 2017-18 focusing on:</p> <ul style="list-style-type: none"> <li>• Staff members work together to solve problems (1 school, continued growth)</li> <li>• Staff receiving feedback (2 schools, one some progress; one declined)</li> <li>• Staff members trust one another (1 school, showed growth)</li> <li>• Teachers provide feedback to one another (1 school, maintained moderate-high agreement)</li> <li>• Staff working across grade levels (2 schools- one showed significant growth; one slight growth)</li> <li>• Staff members get help in the areas they need to improve (1 school, some growth)</li> <li>• Discipline is managed well (2 schools; one showed growth, 1 declined slightly)</li> <li>• Increase parent participation in feedback surveys (1 school did not meet goal, but moderate progress)</li> </ul>

## Lake Washington Learning Community CIP Summary January 2019

<b>Attendance</b>	<p>LWLC elementary schools set Attendance goals for 2017-18 focusing on:</p> <ul style="list-style-type: none"> <li>• Decreasing absences/tardies (7 schools, all had slight to moderate progress for targeted groups)</li> <li>• Decrease students who are chronically absent (1 school, significant growth)</li> <li>• Increase attendance of identified “at-risk” students (2 schools, 1 showed moderate growth; 1 slightly declined)</li> <li>• Decreasing unexcused absences (1 school, moderate progress)</li> </ul>
<b>Discipline</b>	<p>LWLC elementary schools set Discipline goals for 2017-18 focusing on:</p> <ul style="list-style-type: none"> <li>• Decreasing behavior referrals to office (5 schools, moderate to high progress)</li> <li>• Increase Positive Classroom Recognition (2 schools, 1 moderate progress, 1 moderate to high)</li> </ul>

### Elementary Reflections

Staff at each LWLC elementary school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Strategies that impacted outcomes included:

- importance of focusing on collaboration within the staff from all programs (general education, ELL, Safety Net, Special Education)
- implementation of behavior/restorative justice strategies and staff professional learning in that area
- continuing professional learning and effective implementation of cycle of inquiry (common assessments, data analysis, flexible grouping and instructional planning by school teams)
- vertical alignment between grade levels
- implementation of a co-teaching model (ELL/Gen Ed)
- push-in services (ELL/SPED/Safety Net)
- school-wide training and implementation of SIOP and other culturally responsive teaching strategies
- aligning CIP goals with teacher professional growth goals

### Elementary 2018-19 Annual School Goals

	Range of goals
<b>Literacy: K-2 Reading</b>	84% to 90% meet or exceed standard
<b>Literacy: 3-5 ELA</b>	73% to 88% meet or exceed standard
<b>Math: 3-5 Math</b>	70% to 88% meet or exceed standard

## Lake Washington Learning Community CIP Summary January 2019

<b>Science: 5<sup>th</sup> Science</b>	65% to 92% meet or exceed standard
<b>Achievement Gap</b>	LWLC elementary schools set Achievement Gap goals for 2018-19 focusing on increased student achievement for: <ul style="list-style-type: none"> <li>• ELL students (<i>2 schools</i>)</li> <li>• IEP students (<i>2 schools</i>)</li> <li>• SES – (<i>1 school</i>)</li> <li>• Safety Net (<i>2 schools</i>)</li> <li>• Gender gap in 3-5 math (<i>1 school</i>)</li> </ul>
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, LWLC elementary schools set goals for 2018-19 focusing on: <ul style="list-style-type: none"> <li>• Staff members work together to solve problems related to school issues (<i>1 school</i>)</li> <li>• Families strongly agree that there is frequent two-way communication (<i>1 school</i>)</li> <li>• The school provides ample information to families about how to help students succeed in school (<i>1 school</i>)</li> <li>• Staff working across grade levels (<i>1 school</i>)</li> <li>• Teachers receiving feedback from admin (<i>2 schools</i>)</li> <li>• High quality work is expected of all adults (<i>1 school</i>)</li> <li>• Discipline is managed well (<i>1 school</i>)</li> <li>• Improve parent compliance with WA State Learning Plans (<i>1 school</i>)</li> </ul>
<b>Attendance</b>	LWLC elementary schools set Attendance goals for 2018-19 focusing on: <ul style="list-style-type: none"> <li>• Improve attendance for students identified as “at-risk” (<i>3 schools</i>)</li> <li>• Decrease students with severe chronic absences/tardies (<i>3 schools</i>)</li> <li>• Decrease tardies (<i>2 schools</i>)</li> </ul>
<b>Discipline</b>	LWLC elementary schools set Discipline goals for 2018-19 focusing on: <ul style="list-style-type: none"> <li>• Decreasing behavior referrals to office (<i>4 schools</i>)</li> <li>• Decrease behavior referrals for non-SPED/504 (<i>1 school</i>)</li> <li>• Decrease recess referrals for boys (<i>1 school</i>)</li> <li>• Increase the number of students who can state school’s behavior expectations (<i>1 school</i>)</li> </ul>

### Elementary Strategies

To support their CIP goals, LWLC elementary schools identified a variety of strategies. Strategies that impacted outcomes included:

- cycle of inquiry- common assessments/planning, data analysis, instructional differentiation strategies, flexible grouping of students to allow for targeted intervention
- training and integration of SIOP and other culturally responsive strategies
- training and implementation of co-teaching

## Lake Washington Learning Community CIP Summary January 2019

- vertical meeting time to support professional collaboration across grade levels
- school-wide focus on positive behavioral interventions
- push-in of ELL/SPED/Safety net services
- scaffolding through small group instruction
- use of graphic organizers to support literacy instruction
- use of SBA interim assessments
- use of Dreambox math program
- use of critical thinking/cognitive routines
- peer to peer learning walks

### Elementary Parent, Family and Community Involvement Strategies

LWLC elementary schools identified a variety of strategies to increase parent, family and community involvement, including:

- intentional collaboration with families to support student success in academics, behavior and attendance
- sharing CIP data/goals and requesting input at PTSA meetings and informal chats (Coffee with the Principal)
- inviting input on school improvement (focus groups, surveys)
- providing multiple ways to access school information (website, in the school, email)
- seek ways to intentionally communicate with and involve families who are under-represented in school activities (natural leaders, under-represented focus group activities)
- home visits

### Lake Washington Learning Community: Middle School

#### Middle School 2017-18 CIP Goal Outcomes

	Range of scores
<b>Literacy: 6-8 ELA</b>	79% to 96% met or exceeded standard
<b>Math: 6-8 Math</b>	77% to 99% met or exceeded standard
<b>Science: 8 Science</b>	77% to 93% met or exceeded standard
<b>Achievement Gap</b>	<p>LWLC middle schools set goals for 2017-18 in the areas of improving student achievement for subgroups of students including:</p> <ul style="list-style-type: none"> <li>• ELA &amp; Math for Hispanic students (<i>1 school, met goals</i>)</li> <li>• 100% of 8<sup>th</sup> grade IEP students being proficient in ELA (<i>1 school, did not meet goal</i>)</li> <li>• Hispanic and African American students meeting standard on ELA (<i>1 school, slight growth</i>)</li> </ul>

## Lake Washington Learning Community CIP Summary January 2019

	<ul style="list-style-type: none"> <li>IEP students will meet standard on ELA SBA. <i>(1 school, did not meet goal)</i></li> </ul>
<b>College and Career Readiness</b>	<p>LWLC middle schools set/met College and Career Readiness goals for 2017-18 in the areas of:</p> <ul style="list-style-type: none"> <li>100% of 8<sup>th</sup> graders will identify at least 2 possible careers of interest <i>(2 schools set and met this goal)</i></li> <li>100% of 8<sup>th</sup> graders will complete their Career Cruising Activities in preparation for 9<sup>th</sup> grade <i>(all schools met this goal)</i></li> </ul>
<b>School Effectiveness</b>	<p>Based on data from their Nine Characteristics surveys, LWLC middle schools set goals for 2017-18 focusing on:</p> <ul style="list-style-type: none"> <li>Teachers provide feedback to each other to help improve instructional practices <i>(1 school, did not meet goal)</i></li> <li>Increase the number of staff who provide leadership <i>(1 school, goal met)</i></li> <li>New staff feel integrated into the team <i>(1 school, goal met)</i></li> <li>Staff will work with parent organization to develop an efficient grant proposal process. <i>(1 school, goal met)</i></li> </ul>
<b>Attendance and Discipline</b>	<p>LWLC middle schools set the attendance goals for 2017-18 including:</p> <ul style="list-style-type: none"> <li>Decrease the number of students who are chronically absent <i>(1 school, did not meet goal)</i></li> <li>Improved proactive timely communication with parents regarding unexcused absences <i>(1 school, met goal)</i></li> <li>Decrease out of school suspensions. <i>(1 school, goal not met)</i></li> <li>No out-of-school suspensions <i>(1 school, this goal was met)</i></li> </ul>

### Middle School Reflections

Each school analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Strategies that impacted outcomes included:

- school-wide common strategies (focused intervention times, reading comp strategies across content areas)
- teacher collaboration in a variety of formats (department meetings, job alike meetings, schoolwide LEAP professional learning)
- after-school tutoring and supports
- peer to peer learning walks
- training and implementation of culturally responsive teaching strategies
- effective teaming of ELL/gen ed
- ALEKS software for math

### Middle School 2018-19 Annual School Goals

	<b>Range of goals</b>
<b>Literacy:</b>	80% to 100% meet or exceed standard

## Lake Washington Learning Community CIP Summary January 2019

<b>6-8 ELA</b>	
<b>Math: 6-8 Math</b>	80% to 100% meet or exceed standard
<b>Science: 8 Science</b>	80% to 100% meet or exceed standard
<b>Achievement Gap</b>	<p>LWLC middle schools set Achievement Gap goals for 2018-19 focusing on:</p> <ul style="list-style-type: none"> <li>• ELL students will all increase proficiency in ELA portion of the SBA (<i>1 school</i>)</li> <li>• Increased student achievement for Black/African American &amp; Hispanic students in ELA Math and Science (<i>1 school</i>)</li> <li>• Increased student achievement for IEP students in ELA &amp; Math SBA (<i>1 school</i>)</li> <li>• 100% of students at standard on all SBA (<i>1 school</i>)</li> </ul>
<b>College and Career Readiness</b>	<p>LWLC middle schools set College and Career Readiness goals for 2018-19 in the areas of:</p> <ul style="list-style-type: none"> <li>• 100% completion rate of Xello requirements by all 8th grade students (<i>4 schools</i>)</li> <li>• 100% of students will identify at least 2 career choices (<i>1 schools</i>)</li> </ul>
<b>School Effectiveness</b>	<p>Based on data from their Nine Characteristics surveys, LWLC middle schools set goals for 2018-19 focusing on:</p> <ul style="list-style-type: none"> <li>• Increase teachers who agree that they provide feedback to each other to improve instructional practices (<i>1 school</i>)</li> <li>• Increase the perception that staff provide leadership (<i>1 school</i>)</li> <li>• Continue to work with parent advisory group to formalize and clarify protocols for allocating donated funds to support curricular and extracurricular programs (<i>1 school</i>)</li> <li>• All staff feel valued and heard (<i>1 school</i>)</li> </ul>
<b>Attendance</b>	<p>LWLC middle schools set attendance goals for 2018-19 in the areas of:</p> <ul style="list-style-type: none"> <li>• Maintain excellent attendance rate (<i>2 schools</i>)</li> <li>• Increase overall attendance rate (<i>1 school</i>)</li> <li>• Increase on time attendance (<i>1 schools</i>)</li> </ul>
<b>Discipline</b>	<p>LWLC middle schools set Discipline goals for 2018-19 in the areas of:</p> <ul style="list-style-type: none"> <li>• reducing suspensions (<i>1 school</i>)</li> <li>• increasing attendance of students with chronic absences/tardies (<i>2 schools</i>)</li> </ul>

### Middle School Strategies

To support their CIP goals, LWLC middle schools identified a variety of strategies, including:

## **Lake Washington Learning Community CIP Summary January 2019**

- cycle of inquiry- common assessments/planning, data analysis, instructional differentiation strategies, flexible grouping of students to allow for targeted intervention
- building stronger, positive relationships with students and families (particularly students of color)
- continued training and work on equity, bias, relationship building
- continued training and implementation of culturally responsive teaching strategies
- creating systemic processes that support and facilitate intentional connections between general education staff, ELL, Special Education, Intervention staff and counselors as they focus on individual student needs
- continuing to focus on schoolwide strategies and integrating positive behavior systems to support student success
- regularly scheduled intervention sessions for individual student support and challenge
- Equity Team work
- deliberate, consistent monitoring, opportunities and interventions for under-represented students
- increased training and implementation of culturally responsive teaching strategies
- Aleks math program
- develop and implement Ambitious Science Teaching units
- have students develop model-based explanations for phenomenon in the units taught
- providing additional leadership opportunities to students

### **Middle School Parent, Family and Community Involvement Strategies:**

LWLC middle schools identified a variety of strategies to increase parent, family and community involvement, which included:

- sharing CIP data/goals and requesting input at PTSA meetings and informal chats (Coffee with the Principal)
- focus on families of under-represented groups
- increasing parent volunteers for participation in academics and clubs
- maintain regular communications about school business and work through website, newsletters, PTSA meetings and other events
- communicating more with families about the importance of regular attendance
- finding ways to involve families in participating in school activities
- providing more opportunities for parent-admin face to face chats
- providing input to the CIP (surveys, focus groups)

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### ***Lake Washington Learning Community: High School***

#### **High School 2017-18 CIP Goal Outcomes**

	<b>Achievement</b>
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## Lake Washington Learning Community CIP Summary January 2019

<b>Literacy</b>	45% to 89% met or exceeded standard on SBA
<b>Math</b>	18% to 94% met or exceeded standard on SBA or EOC
<b>Science</b>	89% of those who tested met or exceeded standard
<b>Achievement Gap</b>	<p>LWHS- 83% of 10<sup>th</sup> grade Hispanic students will meet Literacy standard as measured by SBA; Outcome was 76%, slight increase over each of the last 4 years.</p> <p>EmHS- 70% of our special education students (10<sup>th</sup> &amp; 11<sup>th</sup> graders) will meet/exceed standard on one or more state exam; Outcome-40% passed ELA; 20% passed Math; None took the WCAS.</p>
<b>On-Track Credits</b>	<p>Schools set goals for 2017-18 to increase the number of students with On-Track credits.</p> <ul style="list-style-type: none"> <li>• LWHS set goal of 95% of freshman will be on track (did not meet goal, 89% achieved)</li> <li>• EmHS set goal of providing opportunities to All students for credit retrieval. Goal met however, a significant number of students come to EmHS credit deficient and remain so.</li> </ul>
<b>College and Career Readiness</b>	<p>Schools set College and Career Readiness goals for 2017-18 in the area of increased student completion of High School and Beyond Plan requirements.</p> <ul style="list-style-type: none"> <li>• LWHS 85% completion rate (juniors)</li> <li>• EmHS 100% completion rate</li> </ul>
<b>School Effectiveness</b>	<p>LWHS: Improve perception of school has a clear sense of purpose from 86% agree to 95% agree. Outcome: 81% agree.</p> <p>EMHS: Staff will work with Youth Eastside Services to develop strategies to support students with anxiety and/or toxic/traumatic stress. Outcome: The onsite YES counselor and LWSD counselor provided both individual and group coaching to teachers on best practices.</p>
<b>Attendance and Discipline</b>	<p>LWHS: Decrease moderate chronic unexcused absence rate from 14.8% to 10%. Outcome: 14.2 % were moderate chronic absences in 2018.</p> <p>EMHS: Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session. Outcome: This goal was met, however data does not support that the intervention improved attendance.</p> <p>LWHS: Increase restorative justice practices to decrease suspensions. Outcome: In-school suspensions increased from 38 to 44 incidents.</p> <p>EmHS: All certificated staff will continue working on strategies related to restorative practice. Staff was provided professional</p>



## Lake Washington Learning Community CIP Summary January 2019

	development on restorative practices. 80% of staff participated in a summer book study re: working with trauma impacted students.
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### Lake Washington & Emerson High School Reflections:

Schools analyzed their assessment results and reflected as a staff on the possible reasons for their outcomes. They reviewed the strategies and supports that were used and reflected on their effectiveness. Strategies included:

- training and work toward providing an environment that is responsive to the needs of ALL students, particularly students of color (Equity Team, Diversity Forum, focus groups)
- collaboration and coordination of strategies and supports for ELL and at-risk students (AVID, trauma informed interventions)
- monitoring of targeted students/subgroups by counselors for credit retrieval and attendance support
- training and implementation of culturally responsive instruction strategies
- wraparound support and restorative intervention for at-risk students and those with mental health and behavioral issues
- training and implementation of NGSS in Biology
- implementation restorative discipline practices
- imbedded intervention support sessions (individual support & challenge)

### Lake Washington Learning Community-High Schools 2018-19 Annual School Goals

	Goals
<b>Literacy</b>	LWHS: 93% of students will meet literacy standard as measured by SBA. EmHS: 80% of students who take the ELA SBA will meet/exceed standard in Research and Inquiry subsection (Students will demonstrate an improved ability to identify appropriate sources of information).
<b>Math</b>	LWHS: 95% of students will meet math standard as measured by SBA. EmHS: 75% of 11 <sup>th</sup> graders who do not qualify for SDI in math will meet/exceed standard on the Math SBA.
<b>Science</b>	LWHS: 80% of students will demonstrate proficiency on the new Science SBA. EMHS: 70% of 11 <sup>th</sup> graders who take the WCAS will meet/exceed standard.
<b>Achievement Gap</b>	LWHS: Improve 9 <sup>th</sup> grade Black/African American students who are on track with credits from 55.6% to 65%

## Lake Washington Learning Community CIP Summary January 2019

	EMHS: 75% of students who qualify for SDI in reading and/or writing and take the ELA SBA will meet/exceed standard in Research and Inquiry subsection.
<b>On-Track Credits:</b>	LWHS: Increase all students 9 <sup>th</sup> and 10 <sup>th</sup> grade on track credits from 88.5 (9th) 76% (10th) to 90% for 9 <sup>th</sup> grade and 85% for 10 <sup>th</sup> grade EMHS: All students who enroll at EmHS credit deficient will have access to credit retrieval options.
<b>College and Career Readiness</b>	LWHS: Increase the number of Black/African American students enrolled in Dual Credit classes in 11/12 grades from 58.3% to 73%. EMHS: 100% of students will complete their grade level HSBP requirements.
<b>School Effectiveness:</b>	LWHS: 95% of staff will agree mostly they have a clear understanding of what the school is trying to achieve. EMHS: Staff will work with YES to increase/improve strategies to support students with anxiety and/or toxic/traumatic stress.
<b>Attendance:</b>	LWHS: Decrease students in the “at risk” category from 23.72% to less than 10%. EMHS: Communicate with parents by phone, email and during conferences regarding the importance of regular and timely attendance.
<b>Discipline:</b>	LWHS: Decrease the number of students who receive exclusionary discipline from 52 incidents to 40 incidents. EmHS: All certificated staff will participate in a book study about brain science and obstacles/enhancements to learning.

### Lake Washington Learning Community High School Strategies

To support their CIP goals, LWLC HS’s identified a variety of strategies, which included:

- collaborating to provide effective intervention (i.e., imbedded intervention period) for all students and to provide individual attention
- improve wraparound support and restorative practices for at-risk students and those with mental health and behavioral issues
- training and implementation of NGSS in Biology and expand to Chemistry, Physics
- implementation of Ambitious Science Teaching strategies
- increased training and implementation of restorative justice practices
- continued focus on the underlying causes of attendance problems
- increasing awareness and skills to provide support to those students whose post-graduate course may not be immediate entry into a four-year college
- professional learning and implementation of SIOP and AVID instructional strategies
- student creation of Honors portfolios
- individual student action plans for targeted students/subgroups
- recruit/encourage students for AVID courses
- Staff training and implementation Webb’s Depth of Knowledge strategies

### Lake Washington Learning Community High School Parent, Family and Community Involvement Strategies:

## **Lake Washington Learning Community CIP Summary January 2019**

- administer parent and student surveys to determine perception and feedback from parents and students on our current practices.
- parents will be informed of the CIP process through a presentation at PTSA meetings and PTSA newsletter with Link on the website to the document.
- parents are invited into the school quarterly for coffees to ask questions and hear about a variety of programs. These are in addition to the PTSA meetings. More effective and timely communication with parents (e-mail, phone, parent meetings) re: attendance and credit retrieval options.

**Redmond Learning Community  
CIP Summary January 2019**

**CIP Outcomes, Reflections, Goals & Strategies**

**Redmond Learning Community: Elementary**

**Elementary 2017-18 CIP Goal Outcomes**

	<b>Range of scores</b>
<b>Literacy: K-2 Reading</b>	87.1 to 95.5% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	75.2% to 93% met or exceeded standard
<b>Math: 3-5 Math</b>	61% to 88% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	53.7% to 93% met or exceeded standard
<b>Achievement Gap</b>	RLC elementary schools set goals for 2017-18 school year in the areas of improving student achievement for a variety of subgroups of students: English Learners, Hispanic/Latino students, and African American students. Most RLC schools met or exceeded their goals for these subgroups, ranging from small growth to significant growth. Reflection on the growth achieved by these subgroups helped each school set goals and develop strategies for the 2018-19 school year.
<b>School Effectiveness</b>	Based on data from their Nine Characteristics surveys, RLC elementary schools set goals for 2017-18 focusing on improvement in the following areas: <ul style="list-style-type: none"> <li>• Students will respect those who are different from them <i>(2 schools - almost met goals)</i></li> <li>• Staff members agree mostly or completely that they get help in the areas they need to improve <i>(1 school - exceeded goal)</i></li> <li>• Staff work in teams across grade levels to help increase students learning <i>(1 school- made progress, did not meet goal)</i></li> <li>• Staff agree that many parents are involved as volunteers at school <i>(1 school- made progress, did not meet goal)</i></li> <li>• 92% of staff agree or strongly agree that professional development activities are aligned with school goals. <i>(1 school -met goal)</i></li> </ul>
<b>Attendance</b>	RLC elementary schools set the following Attendance goals for 2017-18: <ul style="list-style-type: none"> <li>• Decrease chronically absent students <i>(2 schools – met goal)</i></li> <li>• Decrease unexcused absences</li> </ul>

## Redmond Learning Community CIP Summary January 2019

	<p><i>(1 school- did not meet goal)</i></p> <ul style="list-style-type: none"> <li>• Decrease tardies <i>(1 school- met goal; 1 school - did not meet goal)</i></li> <li>• Decrease lengthy (5+ days) family trip absences <i>(1 school- met goal)</i></li> </ul>
<b>Discipline</b>	<p>RLC elementary schools set the following Discipline goals for 2017-18:</p> <ul style="list-style-type: none"> <li>• Reduce playground referrals <i>(1 school – did not meet goal)</i></li> <li>• Decrease recess referrals <i>(1 school – progress but did not meet goal)</i></li> <li>• Reduce office referrals <i>(1 school- goal met)</i></li> <li>• Reduce physical aggression office referrals <i>(2 schools – progress but did not meet goal)</i></li> <li>• Decrease communication slips <i>(1 school – did not meet goal)</i></li> </ul>

### Elementary Reflections

The staff of each RLC elementary school collaboratively analyzed their assessment results and reflected on the possible reasons for the outcomes achieved. Staff reviewed outcomes along with strategies and supports that were used during the 2017-18 school year and reflected on their effectiveness in meeting their goals. Data from the 2017-18 school year and from early Fall 2018 was analyzed.

Reflections from RLC elementary schools noted some strategies that were considered to be particularly effective in supporting student growth:

- ongoing professional development in instructional delivery
  - school grade level teams using a continuous cycle of data analysis to design instruction
  - regular CIP progress monitoring by grade level teams and administration
  - student self-tracking of academic progress
  - differentiated instruction in small groups and within larger group
  - utilization of a “push-in” model for service delivery of Safety Net and ELL services
  - staff development in SIOP strategies
  - peer-to-peer teacher observations
  - individual tutoring after school
  - vertical grade level alignment staff work sessions
- 
- use of interim assessments to inform instructional decisions
  - utilization of parent volunteers to work with individual students and small groups

### Elementary 2018-19 Annual School Goals

	Range of goals
<b>Literacy: K-2 Reading</b>	81% to 95% will meet or exceed standard

## Redmond Learning Community CIP Summary January 2019

<b>Literacy: 3-5 ELA</b>	80%-92% will meet or exceed standard
<b>Math: 3-5 Math</b>	75% to 91% will meet or exceed standard
<b>Science: 5<sup>th</sup> Science</b>	75%-94% will meet or exceed standard
<b>Achievement Gap</b>	<p>RLC elementary schools set Achievement Gap goals in the following areas for 2018-19:</p> <ul style="list-style-type: none"> <li>• Increase student achievement of English Language Learners in ELA <i>(4 schools)</i></li> <li>• Increase overall student achievement of Hispanic/Latino students <i>(1 school)</i></li> <li>• Increase overall student achievement of Hispanic/Latino and Black students <i>(1 school)</i></li> <li>• Increase number of students who exit ELL program <i>(1 school)</i></li> <li>• Increase number of newcomer ELL students who are progressing <i>(1 school)</i></li> </ul>
<b>School Effectiveness</b>	<p>Based on data from Nine Characteristics surveys, RLC elementary schools set the following School Effectiveness goals for 2018-19:</p> <ul style="list-style-type: none"> <li>• Increase number of staff who report a high level of mutual trust <i>(2 schools)</i></li> <li>• Increase number of staff who perceive that family involvement is high <i>(1 school)</i></li> <li>• Increase number of staff who report they receive regular feedback <i>(1 school)</i></li> <li>• Increase number of staff who agree staff work together in grade level teams <i>(1 school)</i></li> <li>• Increase number of staff who rate information provided to families as high <i>(1 school)</i></li> <li>• Increase the number of staff who report that school leadership cares about them <i>(1 school)</i></li> <li>• Increase the number of teachers who agree that they experience consistently respectful adult behavior <i>(1 school)</i></li> </ul>
<b>Attendance</b>	<p>RLC elementary schools set Attendance goals for 2018-19 in the following areas:</p> <ul style="list-style-type: none"> <li>• Decrease number of tardies <i>(2 schools)</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• Decrease absences <i>(4 schools)</i></li> <li>• Decrease number of unexcused absences <i>(2 schools)</i></li> </ul>
<b>Discipline</b>	<p>RLC elementary schools set Discipline goals for 2018-19 in the following areas:</p> <ul style="list-style-type: none"> <li>• Decrease playground/recess referrals to office <i>(2 schools)</i></li> <li>• Decrease referrals for physical aggression at recess <i>(1 school)</i></li> <li>• Decrease referrals for students who receive Special Education services <i>(1 school)</i></li> <li>• Decrease physically aggressive recess incidents <i>(1 school)</i></li> <li>• Decrease number of office referrals <i>(3 schools)</i></li> </ul>

### Elementary Strategies

In order to support their CIP goals, RLC elementary schools identified many strategies and resources they will be using during the 2018-19 school year, including:

- continuous cycles of data analysis to inform instruction
- flexible grouping and differentiation strategies to target student needs
- collaboration in delivering instructional support with Safety Net, Special Education and ELL
- use of parent volunteers to support differentiation
- frequent administrative communication with parents regarding CIP and school goals
- grade level and vertical team planning in math
- release time for teacher-to-teacher learning walks
- professional development for teachers to support writing instruction and technology integration
- professional learning in the areas of Culturally Responsive Teaching and SIOP strategies
- school-wide focus on behavioral expectations
- education of and communication with families regarding attendance
- building student leadership for positive behavior at recess and lunch

### Elementary Strategies to Involve and Inform Parents, Family and Community:

RLC elementary schools employ a number of strategies to involve and inform parents, family and community, including:

- regular collaboration with PTSA leadership
- sharing with the parents the school plans for continuous improvements processes in both academic and non-academic areas
- revising CIP with parent advisory and input
- involve families in strategies to meet attendance goals

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- partnering with PTSA to fund professional development
- holding informational nights for those new to the US school system
- specifically seeking the involvement of parents less typically involved in school using Natural Leaders, parent representative from diverse groups including income, parents of students receiving special services, parents from diverse cultures
- make parent events meet the needs of families by offering flexible meetings times, including childcare and offering interpreters
- provide multiple opportunities and ways to volunteer
- ensuring that all parents feel welcome to share their culture
- supporting online home access to communication and newsletters

### *Redmond Learning Community: Middle School*

#### Redmond Middle School 2017-18 CIP Goal Outcomes

	Scores
<b>Literacy: 6-8 ELA</b>	80% met or exceeded standard
<b>Math: 6-8 Math</b>	75.8% met or exceeded standard
<b>Science: 8 Science</b>	73.8% met or exceeded standard
<b>Achievement Gap</b>	RMS set goals for 2017-18 in the areas of improving student achievement for two subgroups of students: Increase the number of students who identify as Hispanic/Latino who reach standard in ELA, Math and Science. The goal was met in Math. There was good progress in ELA and Science.
<b>College and Career Readiness</b>	RMS set the following goal for 2017-18: Increase the number of Hispanic/Latino students participating in Algebra/Geometry classes by the end of 8 <sup>th</sup> grade. This goal was not met. Enrollment decreased.
<b>School Effectiveness</b>	Based on data from Nine Characteristics survey, RMS set the goal of better engaging their Hispanic/Latino parent community and increasing two-way communication. The number of interpreters provided was doubled and Curriculum Night invitations were expanded to hard copy invitations. However, RMS feels their goal has not yet been met as Hispanic/Latino parent participation in the school survey was 0%.
<b>Attendance</b>	RMS set the following goal for 2017-18: Reduce the number of chronically absent Hispanic/Latino students This goal was not met. There was not significant difference in the number of absences.



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<b>Discipline</b>	RMS set the following goal for 2017-18: Reduce the number of discipline incidents for Hispanic/Latino students. Goal was met. Suspension decreased from 56 in 2016-17 to 13 suspension in 2017-18.
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### Redmond Middle School Reflections

RMS reflected on strategies that impacted their outcomes:

- differentiated instruction
- re-teaching
- frequent check-ins for understanding
- the widespread use of Cornell notetaking
- online assignments that allow for immediate feedback
- co-taught safety net/general education and special education/general education classes
- use of SIOP strategies
- use of restorative discipline practices
- promotion and implementation of the AVID program
- intensive staff development and implementation of PBIS strategies
- implementation of attendance intervention protocol

### Redmond Middle School 2018-19 Annual School Goals

	Goals
<b>Literacy: 6-8 ELA</b>	82% will meet or exceed standard
<b>Math: 6-8 Math</b>	78% will meet or exceed standard
<b>Science: 8 Science</b>	75% will meet or exceed standard
<b>Achievement Gap</b>	Increase the number of students who identify as Hispanic/Latino who reach standard in ELA (58%), Math (50%) and Science (55%).
<b>College and Career Readiness</b>	Increase the number of Hispanic/Latino students enrolled in credit bearing classes, such as math and foreign language, from 4.2% of students enrolled in Algebra/Geometry to 7% by the start of next school year.
<b>School Effectiveness</b>	Better engage our Spanish speaking parent community and increase our two-way communication; by the end of the school year, we will increase the number of Spanish speaking families completing our School of Excellence Survey from 2.3% to 10% by the end of the school year.
<b>Attendance</b>	Reduce the number of chronically absent Hispanic/Latino students from 13.89% last school year to 10% at the end of this school year.

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<b>Discipline</b>	Reduce the number of discipline incidents for our Hispanic/Latino students from 192 incidents last school year to 140 at the end of this school year.
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### **Redmond Middle School Strategies:**

In order to support their CIP goals, RMS identified many strategies and resources they will be using during the 2018-19 school year, including:

- use of assistive technology
- use of AVID strategies
- implementation of specific writing strategies
- peer partnerships
- provision of a variety of assessment models
- student-teacher conferences for improved understanding
- co-teaching
- vertical alignment between grade levels within content areas

### **Redmond Middle School Strategies to Involve and Inform Parents, Family and Community:**

RMS employs a number of strategies to increase parent, family and community involvement, including:

- sharing CIP data/goals and requesting input at PTSA meetings and informal chats (Coffee with the Principal)
- survey of families to determine needs
- focus on reaching Hispanic/Latino families
- working with PTSA to continue PTSA School of Excellence status
- maintain regular communications about school business and work through website, newsletters, PTSA meetings and other events

### *Redmond Learning Community: High School*

### **Redmond High School 2017-18 CIP Goal Outcomes**

	<b>Achievement</b>
<b>Literacy</b>	Class of 2018: 89.1% of students met or exceeded standard
<b>Math</b>	Class of 2018: 76.5% of students met or exceeded standard
<b>Science</b>	Of the students from the class of 2019 who sat for the WCAS, 15% met or exceeded standard
<b>Achievement Gap</b>	72% of Hispanic/Latino students met or exceeded standard on the SBA ELA. 51% of Hispanic/Latino students met or exceeded standard on the SBA Math. Progress toward goal was made.
<b>On-Track Credits</b>	79.9% of students from the class of 2020 are on track with credits. Goal not met.

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<b>College and Career Readiness</b>	84% of all students completed their grade level HSBP requirements. Goal not met.
<b>School Effectiveness</b>	Responses to this question in March 2018: 15% (n 5) Agree completely; 33% (n 11) Agree mostly; 30% (n 10) Agree slightly; and 21% (n 7) Do not agree at all. This makes the total 2.42 agreement. Goal not met.
<b>Attendance</b>	There were 48 Becca Truancy petitions in 2017-18 at RHS. Goal not met.
<b>Discipline</b>	Reduce discipline incidents for top-referred student from each grade level Two of three grade levels decreased, one stayed the same.

### Redmond High School Reflections:

RMS reflected on strategies that impacted their outcomes:

- targeted instruction with practice for students
- professional learning in use of Depth of Knowledge strategies
- implementation of SBA interim assessments
- training for staff in curriculum- math, science
- emphasize student engagement and connection to school
- Latino parent night with strategies for supporting students at home
- individual student monitoring by counselors in College and Career Readiness
- informal and formal instructional feedback
- beginning to implement more restorative justice practices

### Redmond High School 2018-19 Annual School Goals

	Goals
<b>Literacy</b>	Increase the percentage of students meeting or exceeding standard on the SBA ELA from 89.1% to 93%.
<b>Math</b>	Increase the percentage of students meeting or exceeding standard on the SBA Math from 76.5% to 80%.
<b>Science</b>	Increase the percentage of students meeting or exceeding standard on the WCAS from 15.4% to 40%.
<b>Achievement Gap</b>	Increase the percentage of ELL students meeting or exceeding standard on the SBA Math from 5.0% to 25%, and from 28.6% to 50% on the SBA ELA.
<b>On-Track Credits:</b>	Increase the percentage of students with on-track credits at the end of the 9 <sup>th</sup> grade from 84.8% to 92%, and the 10 <sup>th</sup> grade from 79.9% to 88%.
<b>College and Career Readiness</b>	95% of all grade levels will have met completion of their HSBP requirement.
<b>School Effectiveness:</b>	Improve feedback to staff as measured by the Nine Characteristics Survey from a 2.42 to 3.1; and improve student discipline follow up to

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	staff from not having a tracking system to using a tracking with 100% follow up.
<b>Attendance:</b>	Reduce the number of BECCA Truancy Petitions filed from 48 to 38 by increasing early intervention methods with students.
<b>Discipline:</b>	Reduce number of low-level classroom referrals and improve performance and reduce absenteeism among a subgroup of 21 students to 13 students as measured by Skyward discipline reports.

### Redmond High School Strategies

To support their CIP goals, RHS identified a variety of strategies:

- implementation of specific instructional strategies in reading and writing including critical supporting claims with evidence, providing contextualization when writing a thesis and application across content areas
- implementation of specific instructional strategies in mathematics to model problems by identifying important data, construct viable arguments and reason abstractly
- implementation of NGSS standards, with emphasis on developing scientific reasoning through use of Claim-Evidence-Response protocol
- engage students in science and engineering practices through creating arguments from evidence, analyzing and interpreting data through creating of graphs.
- use of classroom-based assessments to guide instruction
- collaboration in PGE teams for use of effective strategies
- allow multiple ways for students to show mastery of skill
- professional learning on SIOP instructional strategies to specifically increase ELL language capacity with a focus on implementing language objectives
- counselors meeting with each individual student on caseload
- continuation of homeroom for academic intervention
- increased course options related to student interest. Use of in-school credit retrieval period in student schedules
- teachers, counselors, and administrators will work with the student and families to create plans to re-engage students who are falling off track in credits
- timeline created to meet with each student in every grade level and to go over their HSBP requirements, grade level presentations during homeroom
- searchable Microsoft Form created for students to fill in post-high school planning for use when counselors meet with individual students
- PBIS strategies implemented throughout the year with monthly feedback from teacher advisory committee and monthly reports from Dean of Students
- individual attendance plans created with chronically absent students

### Redmond High School Strategies to Involve and Inform Parents, Family and Community:

RHS employs a number of strategies to increase parent, family and community involvement, including:

- monthly PTSA meetings where school updates are given

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- adjusting communication goals based on parent feedback
- survey families about overall school performance
- posting final version of the CIP to the school website in a parent-friendly forward-facing document
- this document will also be shared to all parents through email with a brief description of the CIP process.