



**Continuous Improvement Plans**

# **EASTLAKE LEARNING COMMUNITY**

**2018-2019**

- Alcott Elementary School
- Blackwell Elementary School
- Carson Elementary School
- Dickinson Elementary School
- McAuliffe Elementary School
- Mead Elementary School
- Smith Elementary School
- Evergreen Middle School
- Inglewood Middle School
- Eastlake High School
- Explorer Elementary School
- Renaissance School
- Tesla STEM High School



# **Continuous Improvement Process Plan 2018-2019**

Louisa May Alcott Elementary

4213 228<sup>th</sup> Ave NE

Redmond, WA 98053

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

|                      |                |
|----------------------|----------------|
| Principal:           | Jon Hedin      |
| Associate Principal: | Barbara Deming |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

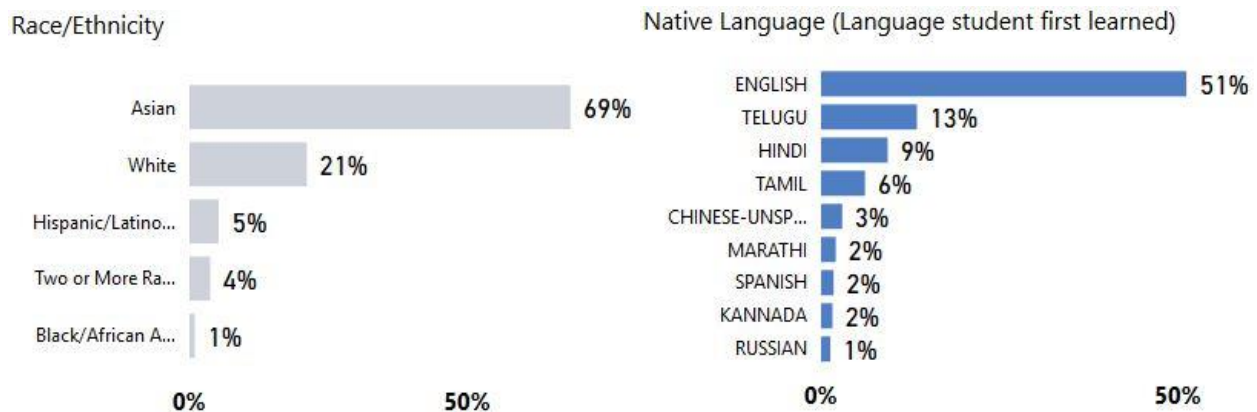
# I. Description of School

Louisa May Alcott said, “Educate yourself to take part in the world’s work...” At Alcott Elementary, we strive to prepare and challenge our students for tomorrow. Our mission aligns with the Lake Washington School District: Every student future ready; prepared for college, prepared for the global work place and prepared for personal success.

At Alcott we C.A.R.E., which stands for **Cooperation**, Responsibility for our **Actions**, **Respect** through kindness and compassion and **Effort** every day. This represents the way that both staff and students support and interact with one another Every Day.

We are part of a supportive community and PTSA. Family support is such a gift to our school and we know this has a positive impact on student learning.

Diversity is celebrated in our school community. We are proud of the way in which differences and similarities encourage relevant and authentic learning for everyone. We care about our world, our community, our school, and our children. An announcement each day reminds us all to show that Alcott C.A.R.E.s!



Students at Alcott continued with high achieving results in many areas of state testing last year. We believe that these results are consistent with our instructional efforts as we focus on success and rigor for all students. We also believe in an education that builds creativity and healthy living throughout our programs.

In 2018-19, we are further developing our professional learning community and focusing on top notch teaching practices that support our learners. Professional learning and discussions take place weekly and during LEAP opportunities. We understand our collective responsibility for all the children we serve. Our professional learning is extended through cross grade-level conversations with grade-alike colleagues at other area elementary schools. We are thriving as a team at Alcott Elementary and as a part of the Eastlake Learning Community!

## II. District Performance Targets

|   | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance<br/>2014-15</b> | <b>Current Performance<br/>2017-18</b> | <b>Target Performance<br/>2018</b> |
|---|---|---|--|------------------------------------|
|   |   | District                                | District                               | District                           |
| <b>Early Literacy Development</b>   | % of Kindergarteners at benchmark on End-of-Year Literacy assessment          | 87.2%                                   | 82.0%                                  | 95%                                |
| <b>3<sup>rd</sup> Graders on Track for Success</b>  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy | 78.6%                                   | 86.1%                                  | 95%                                |
|   | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     | 80.5%                                   | 86.8%                                  | 95%                                |
| <b>5<sup>th</sup> Graders on Track for Success</b>  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 84.1%                                   | 93.0%                                  | 95%                                |
|   | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     | 72.7%                                   | 88.1%                                  | 95%                                |
|   | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  | 86.9%                                   | 92.3%                                  | 95%                                |
| <ul style="list-style-type: none"> <li>Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.</li> <li>Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<a href="http://reportcard.ospi.k12.wa.us/">http://reportcard.ospi.k12.wa.us/</a>).</li> <li>Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<a href="http://reportcard.ospi.k12.wa.us/">http://reportcard.ospi.k12.wa.us/</a>).</li> </ul> |   |   |  |                                    |

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   |                 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|-----------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Early Literacy Development</b>                  | % of K-2 at benchmark on End-of-Year Literacy assessment                      | K               | 81.6    | 87.5    | 86.7    | 82.0    |         |         |         |
|  |   | 1 <sup>st</sup> | 90.7    | 95.0    | 88.2    | 84.6    |         |         |         |
|  |   | 2 <sup>nd</sup> | 95.0    | 94.4    | 91.7    | 91.0    |         |         |         |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy |                 | 90.0    | 94.9    | 87.0    | 86.1    |         |         |         |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     |                 | 93.7    | 93.7    | 87.8    | 86.8    |         |         |         |
| <b>4<sup>th</sup> Graders on Track for Success</b> | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 85.3    | 88.0    | 93.7    | 88.5    |         |         |         |
|  | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 83.6    | 88.0    | 93.7    | 88.6    |         |         |         |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 91.9    | 88.0    | 86.1    | 93.0    |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 84.6    | 79.0    | 86.0    | 88.1    |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  |                 | 91.1    | 92.8    | 91.5    | 92.3    |         |         |         |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Intentionality is critical as we aligned both our instructional and collaborative efforts to connect CIP goals with the PGE goal setting process. Teams developed a focused approach on strategies and instructional approaches to support achievement goals within each grade level. Common assessments were determined, administered and evaluated as staff monitored student progress throughout the year. Data and strategy focused conversations resulted as teams collaborated around meeting student needs. Conversations overlapped with student growth goals in which teams determined grade level, classroom and small group goals based upon a specific academic area. Goal selection, use of common assessments, monitoring progress and implementing/revising strategies are a part of this intentional cycle.

| 2017-2018 Goal   | Achievement Outcome   |
|--|---|
| Literacy: K-2 DIBELS Goal:<br><br>88.3% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.  | Outcome:<br><br>86.4% of students in grades K-2 scored at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018. |
| Narrative Reflection:<br><br><u>Kindergarten</u><br>-We noted improvement in Phoneme Segmentation Fluency between the middle of the year to the end of the year by 65%.<br>-We are celebrating growth in Phoneme Segmentation Fluency. We feel this is important because it is an essential skill to sound out words for both reading and writing.<br>-We will continue to provide support to our students by starting the year with “ABC Bootcamp”, which is an intense focus on letter names, sounds, and providing multisensory learning opportunities for all students.<br><br><u>First Grade</u><br>-We noticed improvement in the area of nonsense word fluency.<br>-We are celebrating growth in our students’ reading fluency as a result of intensive explicit instruction and nonsense word fluency with the use of phonics and automatic word recognition.<br>-We will continue to monitor student progress along with further focus in developing a strong foundation in reading fluency to support with student achievement.<br><br><u>Second Grade</u><br>-We noted improvement in the area of reading comprehension.<br>-We are celebrating growth in the improvement of reading comprehension as a result of our work with Wonders Leveled Readers and differentiated instruction.<br>-We will continue to work on reading fluency along with further focus in reading comprehension to support with growth in literacy. |   |

|  |   |
|--|---|
| <p>Literacy: 3-5 ELA Goal:</p> <p>90% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.</p>   | <p>Outcome:</p> <p>89.2% of students in grades 3-5 scored at standard or above in literacy as measured by the SBA assessment in May 2018.</p> |
| <p>Narrative Reflection:</p> <p><u>Third Grade</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in word meanings, specifically in literary and informational texts, as students were able to determine intended meaning of words.</li> <li>-We are celebrating growth in students' ability to use strategies as they read informational and literary texts to understand the meaning of unfamiliar words.</li> <li>-We will continue to expose students to a variety of texts, offering them opportunities to further apply strategies and develop their academic vocabulary.</li> </ul> <p><u>2/3 Quest</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in their ability to structure their prompt responses.</li> <li>-We are celebrating growth in the ability to restate and answer questions from reading passages as well as listening to literature.</li> <li>-We will continue to work on written explanations using RACE strategies and furthering their knowledge on citing text with explanations.</li> </ul> <p><u>Fourth Grade</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in word meanings, understanding central ideas in literary and informational text, and analyzing information.</li> <li>-We are celebrating growth in identifying main idea and key details, as we spent considerable time focusing and practicing this skill in the classroom with various texts and genres.</li> <li>-We will continue to focus on main idea and key details, and we are going to add additional focus on vocabulary and word meaning.</li> </ul> <p><u>4/5 Quest</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in listening. They could interpret information for informational data and gather central ideas.</li> <li>-We are celebrating growth in their ability to gather the central idea from informational texts. This shows they can listen for key ideas and build upon that knowledge to form a central idea.</li> <li>-We will continue to further their growth in this area by working on written explanations parts, practicing the RACE model, finding strong supportive evidence, and writing clear explanations.</li> </ul> <p><u>Fifth Grade</u></p> <ul style="list-style-type: none"> <li>-We noted improvement in using text evidence to justify answers to comprehension questions.</li> <li>-We are celebrating growth in students' stamina and ability to revise and edit their writing.</li> </ul> |   |



-We will continue to scaffold instruction for our diverse learners to teach comprehension strategies with a variety of informational and narrative texts. For example, going back in the text to find key details.

Math: 3-5 Math Goal:

90% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.

Outcome:

87.9% of students in grades 3-5 scored at standard or above in math as measured by the SBA assessment in May 2018.

Narrative Reflection:

### Third Grade

- We noted improvement in students' ability to solve problems involving four operations, as well as their ability to identify and explain patterns.
- We are celebrating growth in students' ability to apply their math facts in various problem-solving situations.
- We will continue to explicitly teach problem-solving strategies and tools, as well as expand our problem-solving practice to other math topics.

### 2/3 Quest

- We noted improvement in the structure of their explanations for math and ability to show more evidence.
- We are celebrating growth in their ability to explain their thinking in an organized manner from intentional practice of strategies.
- We will continue to develop our writing to explain skills by focusing on sharing our thinking process, using vocabulary and mathematical reasoning.

### Fourth Grade

- We noted improvement in place value understanding, understanding of fractions as numbers, as well as representing and interpreting data.
- We are celebrating growth in fractions as numbers as we had a grade level focus on fractions throughout the year.
- We will continue to focus on fractional understanding, as well as multiplication and division.

### 4/5 Quest

- We noted improvement in problem solving and explaining their thinking.
- We are celebrating growth in being able to represent and interpret data, understanding properties and operations, and analyzing patterns.
- We will continue to improve their problem-solving skills by working on accuracy and written explanations. We will do this by working to be more accurate on four operations, using strong math vocabulary, and using mathematical reasoning for explanations using the RACE model.

### Fifth Grade

- We noted improvement in students' ability to use story problem solving strategies to provide accurate answers.

|  |  |
|--|--|
| <p>-We are celebrating growth in students' ability to manipulate fractions within all four operations including story problems.</p> <p>-We will continue to emphasize checking answers for reasonableness and fixing mistakes. We will also continue to emphasize problem solving strategies.</p>  |  |
| <p>Science: 5<sup>th</sup> Science Goal:</p> <p>86.5% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018 based upon the new NGSS standards.</p>  | <p>Outcome:</p> <p>92.3% of students in grade 5 scored at standard or above in science as measured by the WCAS assessment in May 2018 based upon the new NGSS standards.</p> |
| <p>Narrative Reflection:</p> <p><u>4/5 Quest</u></p> <p>-We noted improvement in their ability to analyze data.</p> <p>-We are celebrating growth in using the scientific process and gathering the data to begin writing conclusions that sufficiently analyzed the data.</p> <p>-We will continue to work on improving their analysis by working on the engineering design process, learning further about Next Generation Science Standards for deeper understanding and revisiting the processes to write concluding thoughts.</p> <p><u>Fifth Grade</u></p> <p>-We noted improvement in students' ability to analyze a scientific question and use data to support their conclusion.</p> <p>-We are celebrating growth in students' ability to create and analyze controlled experiments.</p> <p>-We will continue to emphasize the scientific process and creating controlled experiments.</p> |  |
| <p>Achievement Gap Goal:</p> <p>75% of English Language Learners assessed on the Spring 2017 ELPA21 will move up one level as measured by the Spring 2018 ELPA21 assessment.</p>   | <p>Outcome:</p> <p>67% of English Language Learners assessed on the Spring 2018 ELPA21 moved up one level as measured by the Spring 2018 ELPA21 assessment.</p>              |
| <p>Narrative Reflection:</p> <p>In the past 2 years we have seen an increased amount of student enrollment movement in and out of Alcott. Upon further examination we had much smaller number of students who assessed with us in both 16/17 and 17/18 when compared to the overall number of students who are receiving ELL services. 67% of students moved up an average of one level and we also know that language acquisition and growth occurs over multiple years. We are proud of the efforts by ELL staff, Instructional Assistant staff and Classroom teachers. Efforts school wide will focus further on SIOP strategies in the 18/19 school year to support with language learning.</p>  |  |

|   |  |
|---|--|
| <p>School Effectiveness Goal:</p> <p>Alcott Elementary will improve from 66.7% to 75% “agree completely” or “agree mostly” in the area of “student discipline management” as measured by question #58 on the Nine Characteristics of Effective Schools Survey completed by staff in Spring 2018.</p>  | <p>Outcome:</p> <p>Alcott Elementary improved from 66.7% to 77% “agree completely” or “agree mostly” in the area of “student discipline management” as measured by question #58 on the Nine Characteristics of Effective Schools Survey completed by staff in Spring 2018.</p> |
| <p>Narrative Reflection:</p> <p>During our school mid-year check, 96% of respondents noted “agree completely” or “agree mostly” regarding student discipline. The 9 Characteristics year end survey noted 77.2%. Continued school wide intentionality and support with student needs will continue. We know that our continued community and PTSA partnership along with using positive reinforcement strategies will further our growth. We are excited to see that student data indicates another reduction in multiple CAREs Discipline Slips in 2017-18 from 2.6% to only 1.7%.</p> |  |
|   |  |
| <p>Attendance Goal:</p> <p>Only 1.8% of students (May 2018 student count) will receive a second 2017-18 attendance letter for 10% or more tardies during the school year.</p>   | <p>Outcome:</p> <p>.005% of students (May 2018 student count) received a second 2017-18 attendance letter for 10% or more tardies during the school year.</p>  |
| <p>Narrative Reflection:</p> <p>Messaging and a school wide emphasis of timeliness and regular attendance proved to be successful. Conversations and family contact continued as we prioritized on time arrival and in classrooms by the nine o'clock start time. We are excited by our growth achieved last year and we know that our families will continue to help us with on-time arrival at Alcott.</p>  |  |
|   |  |
| <p>Discipline Goal:</p> <p>Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2017-18 (May 2018 student count) will decrease from 2.6% in 2016-17 to 2.5% in 2017-18</p>  | <p>Outcome:</p> <p>Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2017-18 (May 2018 student count) decreased from 2.6% in 2016-17 to 1.7% in 2017-18</p>   |
| <p>Narrative Reflection:</p> <p>We believe that our low numbers reflect our continued efforts around CAREs positive behavior language and the use of restorative practices with students. In addition, all staff across the campus are using techniques to support with decision making. Counselor led sessions with district curriculum center around choices and problem solving. The PTSA funded YMCA “Play Coach” has been a great support with recess behaviors along with</p>   |  |

our Student CAREs team. Intermediate student leaders were trained to coach with problem solving and provided another positive addition to our primary student recesses. We are proud of the way everyone is contributing to a positive and safe school community.

#### Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

Louisa May Alcott staff will work with our PTSA and community to support our Continuous Improvement Process using the follows actions:

- Utilizing parent volunteers, community resources, and other district schools to support students and staff.
- Continued collaboration around school and PTSA goals to support success in learning with after school classes and school year enrichment experiences.
- Continuous Improvement Process Plan to be shared at a PTSA meeting.
- Continuous Improvement Process Plan will be posted on the Alcott website.

#### Reflection on Outcome:

Continuous improvement involves all of us to support with success. Staying connected with one another regarding needs through collaborative community efforts is the key to positive outcomes for learners. Parents supported community enrichment, technology funds, and materials for learning in all learning spaces. Alcott placed 3<sup>rd</sup> in the Google KITE STEM Project last year and funds will be allocated for additional STEM learning materials. The PTSA continued to provide significant financial support for school wide programs and activities. Their hard work and care has truly impacted students at Alcott.

2017-18 Strategies to inform parents, families and the community in the CIP process:

Communication with community using *Orca Tales* (office news memo) and PTSA meetings to highlight building CIP goals.

#### Reflection on Outcome:

Increased communication through school and PTSA messaging allowed for greater cohesion regarding school goals and collective needs. PTSA evening meetings provided a variety of opportunities throughout the year for members to communicate with PTSA leadership and building administration.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources   |
|---|
| <p>Literacy: K-2 Reading SMART Goal:</p> <p>87% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.</p>   |
| <p><u>Kindergarten Target Focus: Phoneme segmentation fluency</u></p> <p>Strategies that will be implemented to support goal:</p> <ul style="list-style-type: none"> <li>-ABC boot camp</li> <li>-reading groups</li> <li>-sight words and word family word wheels</li> <li>-continuing to support with the RTI system</li> <li>-sign language</li> </ul> <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> <li>-reading groups</li> <li>-guided readers</li> <li>-writers workshop</li> <li>-sight word challenge</li> </ul> <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none"> <li>-DIBELS scores</li> <li>-progress monitoring</li> <li>-ESGI</li> <li>-formative assessment</li> </ul> <p>Any professional learning needed:</p> <ul style="list-style-type: none"> <li>-attending a Kindergarten Smorgasbord Conference</li> </ul> <p>Any resources needed and plans to obtain them:</p> <ul style="list-style-type: none"> <li>-copies</li> <li>-Wonders</li> <li>-DIBELS progress monitoring</li> </ul> <p>Timelines and Progress Monitoring Plans:</p> <ul style="list-style-type: none"> <li>-2 team progress checks using DIBELS following BOY initial assessment</li> <li>-DIBELS 3x a year</li> <li>-ESGI monthly</li> <li>-running records</li> <li>-weekly guided reading comprehension checks</li> </ul> <p><u>1<sup>st</sup> Grade Target Focus: DIBELS Nonsense Word Fluency</u></p> |

Strategies that will be implemented to support goal:

- nonsense word flip binders
- close reads
- leveled reading groups
- explicit phonics instruction

How challenge and rigor will be ensured for all students:

- differentiated/leveled groups
- Safety Net, Highly Capable pull-out, Quest pull-out
- ongoing progress monitoring to support flexible grouping and identifying individual needs
- PCC meeting time to review common assessments

How necessary interventions will be determined:

- 3 team DIBELS progress checks at BOY, MOY, and EOY. Additional Progress Monitoring as needed, per student

Any professional learning needed:

- team/individual research on most effective practices

Any resources needed and plans to obtain them:

- relevant staff development

Timelines and Progress Monitoring Plans:

- two team progress checks using MOY and EOY DIBELS following initial assessment using BOY DIBELS

2<sup>nd</sup> Grade Target Focus: DIBELS comprehension

Strategies that will be implemented to support goal:

- differentiated/leveled groups
- close reading
- daily five
- IA support for individual students
- at home reading logs
- communication with parents regarding reading strategies to try at home

How challenge and rigor will be ensured for all students:

- differentiated/leveled groups
- Safety Net, Highly Capable pull-out, Quest pull-out
- ongoing progress monitoring to support flexible grouping and identifying individual needs
- PCC meeting time to review common assessments

How necessary interventions will be determined:

- ongoing progress monitoring to support flexible grouping and identifying individual needs

Any professional learning needed:  
-literacy based staff development

Any resources needed and plans to obtain them:  
-teacher created support materials

Timelines and Progress Monitoring Plans:  
-two team progress checks using MOY and EOY DIBELS following initial assessment using BOY DIBELS

Literacy: 3-5 ELA SMART Goal:

86% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2019.

3<sup>rd</sup> Grade & 2/3 Quest Target Focus: Relate knowledge of text features, (ex: maps, photographs) to demonstrate understanding of the text

Strategies that will be implemented to support goal:  
-explicitly teaching non-fiction text features and text structures (i.e. cause/effect, compare/contrast, description, problem and solution, sequence)  
-exposing children to appropriately leveled text

How challenge and rigor will be ensured for all students:  
-differentiating instruction in reading groups based off current ability levels

How necessary interventions will be determined:  
-formative assessments and reading group interactions/responses

Any professional learning needed:  
-not at this time

Any resources needed and plans to obtain them:  
-Wonders curriculum  
-district assessments

Timelines and Progress Monitoring Plans:  
-three team progress checks using three Wonders end-of-unit non-fiction assessments (Unit 1, Unit 2, and Unit 4)

4<sup>th</sup> Grade Target Focus: Identifying main ideas and key details in an informational text

Strategies that will be implemented to support goal:  
-focused instruction on the difference between a topic or theme vs. the main idea  
-focused instruction on the difference between a key detail that supports the main idea and other interesting details

- focused instruction on finding the main idea of an entire article of a story and just a paragraph within a story
- use of graphic organizers to take notes
- connect finding main ideas and key details to writing (topic sentences and reason/detail/facts)
- multiple opportunities for practice and feedback

How challenge and rigor will be ensured for all students:

- quick checks through daily work with graphic organizers
- scaffolded reading practice pages through Wonders
- identifying main ideas and key details in their own writing

How necessary interventions will be determined:

- quick checks through daily work with graphic organizers
- scaffolded reading practice pages through Wonders

Any professional learning needed:

- review of effective strategies and materials for teaching main ideas and key details

Any resources needed and plans to obtain them:

- leveled Wonders resources
- team created/selected supplemental materials

Timelines and Progress Monitoring Plans:

- two team progress checks (December and April) using team modified Wonders assessments following initial assessment using team modified Wonders assessments.

#### 4/5 Quest Target Focus: Writing to explain

Strategies that will be implemented to support goal:

- RACE strategy
- rereading text or re-listening
- taking sufficient note-taking skills

How challenge and rigor will be ensured for all students:

- working with text one to two grades above grade level

How necessary interventions will be determined:

- reflect on student assessments and data
- class participation

Any professional learning needed:

- help with creating rubrics
- further understanding of grade level appropriate expectations

Any resources needed and plans to obtain them:

- teacher resource books of samples and strategies



Timelines and Progress Monitoring Plans:

- two team progress checks using Time for Kids, re-reading worksheets, and Prentice Hall reader during January and April.

5<sup>th</sup> Grade ELA Target Focus: Text evidence

Strategies that will be implemented to support goal:

- RACER strategy
- analysis of student work

How challenge and rigor will be ensured for all students:

- students are challenged by improving the quality of their explanation within the RACER strategy

How necessary interventions will be determined:

- sentence stems will be provided to students who show need additional scaffolding and support

Any professional learning needed:

- not at this time

Any resources needed and plans to obtain them:

- team collaboration time

Timelines and Progress Monitoring Plans:

- two team progress checks using unit assessments and RACER quizzes following initial assessment using unit 1 assessment

Math: 3-5 Math SMART Goal:

85% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2019.

3<sup>rd</sup> Grade & 2/3 Quest Target Focus: Geometric measurement - understand concepts of area and relate area to multiplication and addition

Strategies that will be implemented to support goal:

- explicitly teaching arrays (columns/rows), and connection to multiplication
- explicitly teaching repeated addition to multiplication, and the area formula
- relating area to real-world contexts
- teaching and practicing for multiplication fact fluency

How challenge and rigor will be ensured for all students:

- small group instruction, Dreambox, Rocket Math, flash cards

How necessary interventions will be determined:

- beginning of unit preassessments

-formative assessments

Any professional learning needed:

-not at this time

Any resources needed and plans to obtain them:

-Dreambox, Rocket Math, Envision Curriculum, flash cards

Timelines and Progress Monitoring Plans:

-CDSA #3 as a pretest, topic 6 test (checkpoint), and CDSA #3 post-test

4<sup>th</sup> Grade Target Focus: Modeling, comparing, and ordering fractions

Strategies that will be implemented to support goal:

-re-work 4th grade pacing guide to include an intro to fractions unit earlier in the school year

-map out year-long fraction units

-differentiated instruction, including enrichment for students already successful with this topic

-hands on experiences with manipulatives representing fractions

-encourage multiple representations of fractions

-facilitate class discourse

How challenge and rigor will be ensured for all students:

-Dreambox Learning

-differentiated instruction, including enrichment for students already successful through story problems and application of fractions

How necessary interventions will be determined:

-Dreambox Learning

-quick checks and exit tickets

-informal observations

Any professional learning needed:

-review professional materials for strategies for effectively teaching fractions

Any resources needed and plans to obtain them:

-various fractions manipulatives

-Envision materials

Timelines and Progress Monitoring Plans:

-Three team progress checks using team created assessment following initial assessment using team created assessment (Oct, Dec, Mar)

4/5 Quest Target Focus: Writing to explain thinking using words and symbols.

Strategies that will be implemented to support goal:

-Use RACE strategy but using mathematical reasoning.

-Work on fluently orally telling what they've done and then put it in writing.

How challenge and rigor will be ensured for all students:

- using curriculum which is grade level above
- accelerated program
- have students create the problem and write the problem.

How necessary interventions will be determined:

- using pretest
- analyzing classwork and homework

Any professional learning needed:

- not at this time

Any resources needed and plans to obtain them:

- resource for higher level word problems.

Timelines and Progress Monitoring Plans:

- 2 team progress checks using team created word problems or quick checks following initial assessment using pretests on word problems.

5<sup>th</sup> Grade Math Target Focus: Story problems (identify the operation and accuracy)

Strategies that will be implemented to support goal:

- anchor charts
- problem of the day
- math talks

How challenge and rigor will be ensured for all students:

- we will provide 6<sup>th</sup> grade math problems for those who show mastery on 5<sup>th</sup> grade problems

How necessary interventions will be determined:

- analyzing errors found in work to determine if the mistake made was an error in identification of the operation or an error in calculation.

Any professional learning needed:

- not at this time

Any resources needed and plans to obtain them:

- team collaboration time

Timelines and Progress Monitoring Plans:

- two team progress checks using a team created quiz following initial assessment using the same quiz

Science: 5 Science SMART Goal:

89% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2019 based upon new NGSS standards.

4/5 Quest Target Focus: Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts

Strategies that will be implemented to support goal:

- teach structure
- model and practice

How challenge and rigor will be ensured for all students:

- shift toward NGSS
- inquiry approach
- STEM activities integrated into program

How necessary interventions will be determined:

- scaffolding when necessary

Any professional learning needed:

- NGSS training for teachers:
- training for teachers to enhance current FOSS kits to be more aligned with NGSS

Any resources needed and plans to obtain them:

- NGSS materials collaboration time and materials to help with the shift

Timelines and Progress Monitoring Plans:

- TBD as we gain knowledge about NGSS and using our FOSS kits in transition

5<sup>th</sup> Grade Science Target Focus: Processes - Elements of controlled experiments

Strategies that will be implemented to support goal:

- teach structure
- model and practice

How challenge and rigor will be ensured for all students:

- open ended inquiry

How necessary interventions will be determined:

- scaffolding learning with further directions, examples, and sentence starters

Any professional learning needed:

- not at this time

Any resources needed and plans to obtain them:

- team collaboration time

Timelines and Progress Monitoring Plans:

-2 team progress checks using Unit Assessments following initial assessment using the Variables Unit Assessment.

Achievement Gap SMART Goals:

Low Income K-2 DIBELS Goal:

The total number of low income students at standard or above on the 2018/19 DIBELS EOY assessment will increase from 61.5% to 70%.

Low Income 3-5 SBA Goal:

The average of 3<sup>rd</sup>-5<sup>th</sup> grade low income students at standard or above on the 2018/19 SBA (Literacy, Math, Science) will increase from 23.8% to 50%.

Process used to determine goal:

-exploring school assessment data and identifying lowest performance

Responsible individual or team:

-all staff

Strategies that will be implemented to support goal:

-focused and intentional efforts to support students  
-collaborating around strategies and successes while progress monitoring  
-creative thinking by staff to increase access  
-increasing connections for students with classroom and school community  
-school and district efforts to strengthen culturally responsive teaching practices and early implementation components of SIOP (Sheltered Instruction Observation Protocol).

How challenge and rigor will be ensured for all students:

-commitment by school staff to continue supporting all students with rigor

How necessary interventions will be determined:

-professional and collaborative determinations by staff based upon research and best practices

Any professional learning needed:

-district supported building learning along with teacher leads and administration

Any resources needed and plans to obtain them:

-wide range of resources utilized

Timelines and Progress Monitoring Plans:

-intentional data grid check ins and team progress monitoring

|   |
|---|
| <p>School Effectiveness SMART Goal:</p> <p>Alcott Elementary will improve from 56.1% to 75% “agree completely” or “agree mostly” in the area of “staff work in teams across grade levels to help increase student learning” as measured by question #26 on the Nine Characteristics of Effective Schools Survey completed by all staff in Spring 2019.</p>  |
| <p>Process used to determine goal:<br/>-review of survey data by school staff using collaborative decision making</p> <p>Responsible individual or team:<br/>-all staff</p> <p>Strategies that will be implemented to support goal:<br/>-ideas explored and shared within BLT and across teams to increase intentional cross grade level collaborative experiences</p> <p>How challenge and rigor will be ensured for all students:<br/>-not applicable</p> <p>How necessary interventions will be determined:<br/>-not applicable</p> <p>Any professional learning needed:<br/>-not at this time</p> <p>Any resources needed and plans to obtain them:<br/>-not at this time</p> <p>Timelines and Progress Monitoring Plans:<br/>-baseline data from 17/18 survey, a mid-year check and end of year 9 Characteristics Survey completed by all Alcott staff</p> |
| <p>Attendance SMART Goal:</p> <p>Only .002% of students (May 2019 student count) will receive a second 2018-19 attendance letter for 10% or more tardies during the school year.</p>  |
| <p>Process used to determine goal:<br/>-continue with school success for on-time arrival</p> <p>Responsible individual or team:<br/>-school staff</p>   |

Strategies that will be implemented to support goal; How challenge and rigor will be ensured for all students; How necessary interventions will be determined; Any professional learning needed; Any resources needed and plans to obtain them:

- continued communication with community regarding "Every Day Success" to include on-time arrival as families support with school readiness
- conversations and planning with parents
- Becca collaboration as necessary regarding state schooling requirements
- no further resources needed at this time

Timelines and Progress Monitoring Plans:

- letter distribution calculation 3 times during school year to determine progress for reducing number of second attendance letters

Discipline SMART Goal:

Percentage of students receiving multiple Alcott CAREs Discipline Slips in 2018-19 (May 2019 student count) will decrease from 1.7% in 2017-18 to 1.5% in 2018-19.

Process used to determine goal:

- reviewing incident numbers and ongoing evaluation of positive impact on student behavior

Responsible individual or team:

- school staff

Strategies that will be implemented to support goal:

- continued building efforts with discipline plans, PBIS components with Alcott CAREs and implementing CAREs monthly traits celebration, YMCA Play Coach, counselor collaborative efforts with classroom lessons and small groups, and family partnerships.

Strategies that will be implemented to support goal, How challenge and rigor will be ensured for all students, How necessary interventions will be determined, Any professional learning needed, Any resources needed and plans to obtain them:

- building wide systems support student with differing behavioral needs
- staff with utilize building plans and classroom management plans
- collaborative learning conversations will continue as we monitor and adjust for student needs.

Timelines and Progress Monitoring Plans:

- baseline of previous year data, mid-year check and end of year CAREs Discipline Slip counts using May 2019 student count numbers.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:

Louisa May Alcott staff will work with our PTSA and community to support our Continuous Improvement Process using the follows actions:

- Utilizing parent volunteers, community resources, and other district schools to support students and staff.
- Continued collaboration around school and PTSA goals to support success in learning with after school classes and school year enrichment experiences.

Timelines and Progress Monitoring Plans:

- Ongoing meetings with PTSA to discuss and review ways to meet student and community needs (18/19 school year).
- Upon plan completion it will be shared during PTSA meeting (Winter 18/19).

2018-19 Strategies to inform parents, families and the community in the CIP process:

Communication with community using Orca Tales (office news memo) and PTSA meetings to highlight building CIP goals.

Timelines and Progress Monitoring Plans:

- Upon plan completion it will be posted on school website (Winter 18/19)
- Upon plan completion it will be shared during PTSA meeting (Winter 18/19)





## **Continuous Improvement Process Plan 2018-2019**

Elizabeth Blackwell Elementary School

3225 205<sup>th</sup> Place Northeast

Sammamish, Washington 98074

<http://blackwell.lwsd.org>

|                      |                 |
|----------------------|-----------------|
| Principal:           | Jim Eaton       |
| Associate Principal: | Elizabeth Forba |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

As you approach our school, you will see a student-created mural depicting the sights and unique characteristics of our Puget Sound region. At the center of this mural is a simple schoolhouse. Blackwell is the center of the community. Elizabeth Blackwell Elementary is located on the northern side of the Sammamish Plateau. Our boundary includes homes between Lake Sammamish and Washington Highway 202, in addition to the residential neighborhoods in the Sahalee and Timberline communities. We are a member of the Eastlake Learning Community where our students move from Blackwell to Inglewood Middle School. Then they move to Eastlake High School where they realize they are prepared for college, the global workplace, and personal success.

Elizabeth Blackwell Elementary opened its doors in 1998. Over the years, we have been a small school of just over 360 students to a school bursting at the seams with over 750 students. In the past few years, we have hosted district preschool programs, one day/week highly capable programs, and been a public school choice site. Throughout our history, we have met the needs of our community and district to provide the highest level of service and education. Over the past twenty years, our student demographic has changed from a predominately Caucasian student body to a majority minority school. Our school community strives daily to create a learning community of limitless potential for our students.

This year, there were thirty-four unique languages spoken in our homes. Asian students are our largest demographic group, followed by White, Hispanic, Black, and multi-racial students. We host nineteen general education classrooms and four full time highly capable (Quest) classrooms. We provide an individualized educational experience for all our students by identifying each by their strengths and challenges. We align our resources to create the systems to meet our student need.

At Blackwell, our staff commits to actively engage students in their learning in classrooms where every student knows they are safe and respected. We teach standards-first curricula based on the rigorous Washington State and Common Core Standards.

Parent involvement is a key component to the success of our students. We have an active PTSA that supports many at school programs, provides general resources for teachers and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated teaching and support staff.

Our building goal in 2017-18 continued to focus on the success of our students in English Language Arts (ELA) and math. A core cadre of teachers focused on honing their writing instruction using new proven writing instructional ideas and pedagogy. These techniques provide a deeper support of our ELA Common Core State Standards. Our building Professional Learning Communities centered on the four critical questions: (1)What is it we want our students to learn? (2) How will we know if each student has learned it? (3)

How will we respond when some students do not learn it? And (4) how can we extend learning if students already know it? We focused our work on questions 3 and 4. This was the topic of many of our Professional Community and Collaboration team collaboration days and a full ELC LEAP days.

## II. District Performance Targets

|  | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance 2014-15</b> | <b>Current Performance 2017-18</b> | <b>Target Performance 2018</b> |
|--|---|-------------------------------------|------------------------------------|--------------------------------|
|  |   | District                            | District                           | District                       |
| <b>Early Literacy Development</b>                  | % of Kindergarteners at benchmark on End-of-Year Literacy assessment          | 87.2%                               | 86.4%                              | 95%                            |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy | 78.6%                               | 81.1%                              | 95%                            |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     | 80.5%                               | 79.9%                              | 95%                            |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 84.1%                               | 84.4%                              | 95%                            |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     | 72.7%                               | 75.7%                              | 95%                            |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  | 86.9%                               | 81.9%                              | 95%                            |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   |                 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|-----------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Early Literacy Development</b>                  | % of K-2 at benchmark on End-of-Year Literacy assessment                      | K               | 94.7%   | 95.3%   | 96.3%   | 95.8%   |         |         |         |
|  |   | 1 <sup>st</sup> | 87.7%   | 86.1%   | 93.7%   | 94%     |         |         |         |
|  |   | 2 <sup>nd</sup> | 100%    | 97.7%   | 92.3%   | 94.3%   |         |         |         |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy |                 | 90.1%   | 94.0%   | 83.6%   | 87.8%   |         |         |         |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     |                 | 87.3%   | ≥95%    | 83.8%   | 84.8%   |         |         |         |
| <b>4<sup>th</sup> Graders on Track for Success</b> | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 94.7%   | 88.1%   | ≥95%    | 89.2%   |         |         |         |
|  | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 94.7%   | 87.0%   | 90.9%   | 84.9%   |         |         |         |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | ≥95%    | ≥95%    | 93.5%   | ≥95%    |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 92.5%   | 91.5%   | 87%     | 89%     |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  |                 | ≥95%    | ≥95%    | ≥95%    | 94.4%   |         |         |         |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Last fall, the staff worked collaboratively to create the specific SMART goals for the 2017-18 CIP. These goals were progress monitored throughout the year by our staff. The content area goals were incorporated into the Professional Growth and Evaluation goals set by many of our grade level teachers and frequently part of Professional Community and Collaboration activities.

Monitoring of all the goals was completed by school staff in January, March, and June. The monitoring allowed for dipstick individual data to inform progress and allow for possible mid-year course correction.

The certificated staff at Blackwell Elementary met and shared the achievement results of each of our goals during our August LEAP days, staff and building leadership team meetings, and Wednesday LEAP days. Data from multiple sources (DIBELS, SBA, classroom assessments, and professional judgment) was considered in creating attainable goals in each area. Grade level teams met to set level goals and these goals were combined to set grade level band goals for the CIP. See the summary statements and reflection for each goal area.

Blackwell is well poised to continue to make progress toward reaching future goals. The dedication of our staff and families toward success is evident in the realization of our goals each year. Our biggest challenge continues to be the 100% alignment of resources toward this work. We have many competing interests for time and staffing to best meet our goals. Our overall high achievement and opportunity gaps will continue to be addressed through the target support of our most neediest students.

| <b>2017-2018 Goal</b><br><i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>  | <b>Achievement Outcome</b><br><i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i> |
|---|---|
| Literacy: K-2 Reading Goal:<br>91% of students in grades K-2 will score at benchmark in literacy as measured by the EOY DIBELS assessment in May 2018.  | Outcome:<br>94.6% benchmark or better (Spring EOY) as measured by the EOY DIBELS assessment in May 2018.                        |
| <p>Narrative Reflection:</p> <p><u>Summary:</u> Our K-2 students demonstrated excellent success on achieving the literacy goal. We exceeded our goal of 91% of students meeting standard by 3.6%. This success (94.6%) was due to the dedication of staff and parents in working with our students on specific literacy skills at school and at home.</p> <p><u>Successes:</u> Our kindergarten team used differentiated instruction (All Hands on Deck, Launch tutors, and individualized instruction) to teach and practice early literacy skills. Our first grade team created a sub group of students who received intensive resource supports. Our second grade team used phonemic awareness, phonics practice, progress monitoring, Read Naturally, and frequent professional collaboration to bolster success with our students.</p> |   |

Struggles: Despite our successes, we still regularly struggle with aligning resources to meet our changing needs throughout the year. The students who have yet to meet standard are students receiving ELL, IEP, or safety net services. Last year was atypical due to the increased number of students qualifying for special services during the year. Our resources were stressed in our ability to schedule and staff support time during times when core instruction would not be negatively impacted. Timely scheduling of services is challenging for Safety Net due to the limited number of times these services can be offered. Our ELL population continues to grow throughout the year and can create challenges for resource alignment.

Next Steps to Ensure Continued Success: We were able to identify individual students who needed literacy support early in the fall. We created Safety Net reading groups for intensive intervention instruction by our Safety Net teacher. Our teachers will also continue using the many strategies that have led to growth in the area of literacy. These strategies having included the use of IA support during literacy blocks, use of parent volunteers to support reading instruction, continued use of ELL support, use of Safety Net support in the area of primary literacy, Read Naturally, Kindergarten LAUNCH, Accelerated Reader, increased focus on nightly reading homework, and leveled books for take-home books.

Literacy: 3-5 ELA Goal:  
90% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.

Outcome:  
91.3% at or near standard or above on SBA assessment in May 2018.

Narrative Reflection:

Summary: Our 3-5 students demonstrated excellent success on achieving the literacy goal. We exceeded our goal of 90% of students meeting standard by 1.3%.

Successes: Teachers aligned their instructional practice to the standards using our robust curriculum and best practice instructional strategies. Consistent use of close reading, two column notes, citing text evidence, leveled reading, and preteaching strategies with our struggling learners were examples of some of the resources and strategies used by our teachers and support staff to support our ELA instruction.

Two teachers were selected as building writing leads to receive in-depth professional development in writing instructional strategies. These teachers lead the staff in a variety of professional learning activities to provide timely support in the continuation of the writing workshop approach to writing instruction. These activities, combined with frequent professional collaboration with the greater Eastlake Learning Community, provided our students with the opportunities to master our rigorous standards.

Blackwell experienced high achievement scores on the SBA assessment by meeting our ELA goals. Our fourth grade cohort increased their proficiency on the SBA by moving from 83.6% to 89.2% proficient. Our fifth grade maintained a higher than 95% proficiency. Our third grade students set a cohort base line of 87.8% proficiency. This is



an increase of over 4% from the previous 3<sup>rd</sup> grade cohort. Focused instruction and academic supports will be provided this year to students not quite meeting standard. This included an intensive phonics program for identified fifth graders to master this important reading skill.

Struggles: Time constraints led to many of the struggles experienced by our teachers. For example, teachers were unable to provide students with multiple opportunities to practice each genre of writing prior to the SBA. Changes to how SBA questions were presented also posed challenges.

Next Steps to Ensure Continued Growth: As teachers become more familiar with our new writing curriculum they will be able to plan instruction to ensure adequate exposure to each writing genre. Our teachers will also continue using strategies that have proven to be effective in the classroom. These strategies include using EduTyping.com for keyboarding practice, using STAR Reading resources to match students to appropriate reading levels, set Accelerated Reader goals to enrich Wonders curriculum, use SBA interim assessments to support test practice and familiarity, provide small group instruction opportunities, and use graphic organizers to assist with critical thinking and organizational skills.

We look forward to maintaining our high success and specifically targeting our instruction to increase our overall student growth. We are using the target detail information from the SBA to identify specific areas within ELA where we show relative weakness. Intentional instruction in these areas will be part of our focused work this year.

Math: 3-5 Math Goal:  
89% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.

Outcome:  
86.4% at or near standard or above on SBA assessment in May 2018.

Narrative Reflection:

Summary: Much like our ELA results, our Math results on the SBA continue to be strong. We did not meet overall goal of 89% proficient.

Successes: Our third grade cohort set a baseline score of 84.8% proficient. This is a 1.0% increase from the previous year. Our fourth grade cohort remained relatively flat in their progress growing by just more than one percentage points from their third grade results to 84.9% at/near standard. Our fifth grade student cohort scores decreased from 90.9% to 89%.

Struggles: Time constraints led to teachers being unable to fully cover all math topics prior to the May SBA testing window. Third grade students struggled with mastering multistep problems as they are also learning basic multiplication and division facts. Another factor was large class sizes in fourth and fifth grades which posed challenges to providing differentiated instruction due to the high student to teacher ratio.

Next Steps to Ensure Continued Growth: All students not yet at standard are known to

our teachers and professional staff. Specific, differentiated instruction and strategies will continue to be used to scaffold learning and to build the skills of these learners toward growth. Our third and fourth grade teachers will continue strengthening students' math computation skills. Our main fifth grade math instruction will be taught by one fifth grade teacher to all students every day, paired with the differentiation strategies used in the fifth grade TRACK class which will provide scaffolded support for students. This consistency of practice and method will support student learning. We plan to use the new tool of Dreambox Learning to provide individual differentiated math learning tools to all our students as a new wrinkle this year.

Science: 5<sup>th</sup> Science Goal:  
95% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.

Outcome:  
94.4% at or near standard or above on WCAS assessment in May 2018.

**Narrative Reflection:**

Summary: Our level of success this year continued to be impressive. Our students continued to outpace their peers at other schools even though the state assessment and standards changed for this year. This level of success is a direct tribute to the six years of excellent science instruction at Blackwell. Our 94.4% at/near standard is commendable.

Success: The fifth grade team committed to forty minutes of science instruction each day. One teacher taught all the science to the fifth grade general education students. This provided specialized instruction by an accomplished teacher vested deeply in teaching the fifth grade standards. The daily extended instructional time beyond the typical 1-2 times per week provided students more opportunities to practice the scientific method, learn content, and apply science in everyday situations.

Struggles: The main struggle our teachers and students faced was a lack of curriculum and materials related to the new science standards and WCAS. This will be addressed this year as our district science committee works to provide training on the Next Generation Science Standards and continues its work on the new curriculum adoption.

Next Steps to Ensure Continued Growth: This year our staff will participate in professional learning activities to fully understand the new NGSS and how to leverage our existing science resources to support our student learning. We look forward to using our new NGSS and future curricula materials to maintain our excellence.

Achievement Gap Goal:  
64% of English Language Learners will be proficient in the writing strand as measured by the Spring 2018 ELPA21 assessment.

Outcome:  
56% (27 of 48) of our ELL students were proficient in the writing strand as measured by the Spring 2018 ELPA21 assessment.

**Narrative Reflection:**

Summary: Our focus this year was to provide purposeful intervention, instruction, and support in writing for our grade 1-5 English Language Learners. As a subset of our

general education students, we noticed a need in writing that was not the same as our typical students. Our goal of 64% of our ELLs measuring as proficient was not fully realized with just 56% of our students scoring as proficient.

Successes: Through thoughtful collaboration with our ELL teacher and grade level staff, we focused attention on writing. Our ELL teacher consulted with grade level teachers, regularly co-taught writing lessons to first and second grades, and provided vocabulary and literacy support to our English Language Learning students in pull out sessions and push in support. Our teachers engaged in targeted professional learning around understanding English Language Proficiency Standards and learned more about considering Sheltered Instruction Observation Protocol (SIOP) as a tool to support our ELLs.

Struggles: Even though we were not able to meet our achievement gap goal this year, we did show growth overall by moving 11 of our students to standard. We needed four more students to reach standard to reach our goal of 64% proficient in writing. Our progress monitoring using January report card data and early spring gradebook data showed we were on track to reach our goal. The ELPA21 assessment taken in the winter left us a bit short of proficiency. More time to work with the identified students would be helpful. We are also increasing our co-taught classes this year to include one fourth grade class.

Next Steps to Ensure Continued Growth: We will continue to look for additional strategies and supports for our students in the coming year. As our staff becomes more proficient with the new writing curriculum and writing workshop model, our student learning should continue to grow. We will schedule our ELPA21 testing for these students toward the end of the assessment window.

|  |  |
|--|--|
| <p>School Effectiveness Goal:<br/>Elizabeth Blackwell Elementary will improve from 73% to 80% “agree completely/agree mostly” in the area of “Staff members trust one another” as measured by question #29 on the 2018 Nine Characteristics of Effective Schools Survey.</p> | <p>Outcome:<br/>76% of staff selected agree completely/agree mostly in the area of “Staff members trust one another” as measured by question #29 on the 2018 Nine Characteristics of Effective Schools Survey.</p> |
|--|--|

Narrative Reflection:

Summary: Our school selected the goal of “staff trust” and scored 76% agree completely/agree mostly. We fell short of our goal by 4% as measured on question #26 of the annual *Nine Characteristics of Effective Schools* survey.

Successes: Staff trust is a key component to positively influencing staff culture and collegiality. Trust is essential in risk taking, changing systems of support, and being able to nimbly adjust to meet school and student needs. Our staff recognized that we could improve in our overall trust. We purposefully included all our staff in professional learning, celebrations of success, and clear expectations over the past year. Specifically, we participated in professional learning about equity, having critical conversations when

in conflict, taking individual ownership to act in ways to increase trust, attending social events, and setting clear expectations for adult behaviors.

Struggles: : Time constraints continue to pose a challenge to both classified and certificated staff. Budget constraints make it difficult to bring classified staff in during non-work hours for the purpose of collaborating and maintaining relationships. Our LEAP calendar provides little flexibility to focus on school-specific goals. That being said, we have been able to provide some time to support our goals and increase our rate of “agree mostly/completely”.

Next Steps to Ensure Continued Growth: Even with purposeful professional learning and increased commitment by our staff, we still look to fully realize this goal. To continue this work, all staff need to work to live by our building norms and not accept negativity, and to cease non-productive behaviors. It is important that issues are addressed at the source using the norm of assuming positive intent. The results indicated growth in our trust score even though we did not reach our overall goal. We will continue to look for ways to address this issue again this year.

**Attendance Goal:**  
Elizabeth Blackwell Elementary will reduce the number of non-medical absences (code P) from 3,346 student absence days to less than 3,000 student absence days as measured by yearly attendance data (September 2017 – June 2018).

**Outcome:**  
3,690 student absent days were coded as non-medical absences as measured by yearly attendance data (September 2017 – June 2018).

**Narrative Reflection:**

Summary: Our goal of less than 3,000 non-medical absences was not met. In fact, our number of school day absences for this reason increased by nearly 10%.

Successes: Our focus last year included sharing our goal with our families, using the pre-arranged absence process, communicating attendance concerns when certain absence thresholds were triggered, and having conversations with families by staff. Families were receptive to the information and worked with staff to create Absence Plans in order to maintain learning while missing school for three or more days in a row.

Struggles: One of the areas of concern at Blackwell regarding attendance are the number of school days missed by students for non-medical reasons. These are often due to attendance at extracurricular activities, additional vacations scheduled by families on school days, extended trips, and taking days off. While many of these activities often are used to meet family and cultural obligations, they still negatively affect individual student attendance and learning.

Next Steps to Ensure Continued Growth: We will continue to work with our families and educate our community about regular school attendance. We will also provide resources to inform our families about the dangers of chronic absenteeism.

|   |  |
|---|--|
| <p>Discipline Goal:<br/>Elizabeth Blackwell will reduce the number of students being referred to the office 3 or more times per year from 1.5% of the students to 1.4% of the entire student body as measured by the principal discipline incident log by June 2018.</p>  | <p>Outcome:<br/>Four (4) students were referred to the office three or more times. This is a percentage of 0.7% of the student body as measured by the principal discipline incident log by June 2018.</p> |
| <p>Narrative Reflection:</p> <p>Summary: Our goal of reducing the number of students receiving three or more office referrals was realized. Four students (0.7%) of the Blackwell student body were referred three or more times. This was an overall reduction of 0.8% from the previous year.</p> <p><u>Successes:</u> Our staff selected school office discipline referrals as our focus area. This area was chosen due to the needed intervention for students demonstrating multiple discipline referrals throughout the year. Our goal is to further reduce the occurrence of multiple referrals for individual students as a percentage of our school population.</p> <p>This goal was monitored through our “Principal Incident Record” database. Parents of students who are referred 3 or more times were contacted by administration to discuss possible interventions with the goal of changing behaviors to avoid future referrals. The use of standardized communication forms at Blackwell streamlined reporting. This led to greater communication with families about discipline concerns.</p> <p><u>Struggles:</u> With any subjective data, we are not able to say with absolute certainty that chronic negative behaviors are decreasing with all students. This is just one indicator that less students are needing this level of behavioral support. Additional work is needed to ensure consistent practice of referring students to the office for this level of support.</p> <p><u>Next Steps to Ensure Continued Growth:</u> There are a variety of strategies that will be implemented to ensure continued growth in this area. These strategies include the following: (1) Continued use of counselor support; (2) Use of positive interventions to encourage students to make good choices at school (ex: student recognition, CARES stickers, etc.); (3) Use of tiered discipline system in classrooms and on the playground; (4) Regular communication with parents for the purpose of supporting student discipline (ex: emails, meetings, behavior charts, etc.); (5) Adjusting supports/programming for students with severe behaviors; and (6) Conversations with staff regarding communication slips and referrals for the purpose of calibration.</p> |  |

## Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

Elizabeth Blackwell Elementary worked with our PTSA and community to support our Continuous Improvement Process as follows:

- Used parent, Eastside Catholic, Eastlake High School, Links, Watch D.O.G.S. and Launch volunteers programs to support students in class through 1:1 and small group support
- Worked with the PTSA to fund materials, resources, and professional learning opportunities that support CIP goals
- Revised communication processes to further involve/inform parents in the areas of attendance
- Partnered with PTSA to provide parent education opportunities at Blackwell

Reflection on Outcome:

We worked as a school to provide a welcoming environment for our students, volunteers, and families. We promote monthly PTSA community events and school-base assemblies and programs. We strive to use all monies raised throughout the PTSA year on this year's students through restricted and need based grants and activities. The level of engagement, as measured in our PTSA and school-based activities, shows we have a supportive community and are successful at involving our community at Blackwell.

2017-18 Strategies to inform parents, families and the community in the CIP process:

The building principal informed parents, families, and the community about the continuous improvement process at the November 2017, February 2018, and May 2018 PTSA meetings (board and/or general membership). Parents were also informed of this process via the regular monthly newsletter from the principal. In addition, the PTSA and community were provided with regular updates throughout the year, both in PTSA meetings, Java with Jim, publication to our school website, and via the school newsletter.

Our PTSA partnered with us to support our academic CIP goals during our STEM night and Family reading night (during our book fair).

Reflection on Outcome:

We believe our CIP document is accessible to family and community members through our various communication structures. Parents trust the professionals to support their children and know that documents like the CIP are artifacts of the professional work we do to intentionally plan for school-wide success. Parents rarely ask about the CIP, but often talk about topics embedded in our goals (e.g. attendance, discipline, school climate, academic success/supports). All are rooted in the intentional practice of our staff.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources   |
|---|
| <p><b>Literacy: K-2 Reading SMART Goal:</b><br/>88.1% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.</p>   |
| <p><u>Process used to determine goal:</u> Teachers examined past assessment results, beginning of year DIBELS data, and classroom-based assessments for all students in grades K-2 to determine the K-2 Reading SMART Goal. This included looking at every individual child to determine reasonable growth as a result of planned interventions.</p>  |
| <p><u>Responsible individual or team:</u> Teachers in grades K-2 (including 2<sup>nd</sup> grade Quest), Safety Net, ELL, and Special Education.</p>  |
| <p><u>Strategies that will be implemented to support goal:</u> Our teacher teams will differentiate instruction in a variety of ways. This will include using specialized supplemental resources (Read Naturally, All Hands-on Deck, flexible grouping), adult volunteers (parent and launch helpers), and safety net services.</p>   |
| <p><u>How challenge and rigor will be ensured for all students:</u> Reading materials and homework assignments will be differentiated for students. Teachers will also design individualized instruction and appropriately challenge students and ensure growth.</p>  |
| <p><u>How necessary interventions will be determined:</u> Interventions will be determined based upon assessment data provided by DIBELS, formative assessments and summative assessments with the Wonders reading curriculum, and regular running records reading assessments.</p>   |
| <p><u>Any professional learning needed:</u> Additional professional development in the following areas would be helpful: (1) Dyslexia; and (2) Supporting students receiving ELL and SpEd services. (3) SIOP.</p>   |
| <p><u>Any resources needed and plans to obtain them:</u> Our main resource needed is time to effectively collaborate with teammates to plan lessons and differentiation strategies. We will schedule PCC and Team time throughout the year to do this work. We also are interested in seeking professional learning and resources for learning more about phonemic awareness resources and materials.</p> |
| <p><u>Timelines and Progress Monitoring Plans:</u> Progress will be monitored as follows: (1) Through regular DIBELS assessments (BOY, MOY, and EOY); (2) End of unit Wonders reading assessments (every 5-6 weeks); (3) Weekly spelling tests/checks; and (4) PGE meetings and check-ins with administrators.</p>  |

Literacy: 3-5 ELA SMART Goal:

88.7% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA in May 2019.

Process used to determine goal: Teachers examined past state assessment results and beginning of and classroom-based assessments for all students in grades 3-5 to determine the 3-5 ELA SMART Goal. This included looking at every individual child to determine reasonable growth as a result of planned interventions

Responsible individual or team: Teachers in grades 3-5 (including 3<sup>rd</sup> grade Quest), Safety Net, ELL, and Special Education.

Strategy/ies that will be implemented to support goal: Strategies to support our goal include the use of: (1) SBA Interim assessments; (2) Flexible reading groups; (3) Safety Net, co-teaching with ELL, and Special Education services (4) Supplemental reading support materials (STAR, Accelerated Reader); and (5) Targeted volunteer support.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use various supports including Accelerated Reader, peer mentorship, book projects, novel studies, differentiation, STAR, simulations, SRA, National Geographic, Scholastic News, whole class instruction, IA support with reading groups, and support from Special Education and ELL staff.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by Wonders curriculum and teacher created assessments.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) SMARTBoards; (2) Dyslexia; and (3) Supporting students exited from ELL and SPED services; and (4) SIOP.

Any resources needed and plans to obtain them: It would be helpful to have time for collaboration and IA support during literacy and classroom instructional time.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) Through use of district unit assessments; (2) Regular comprehension checks; (3) Stars reading assessments; (4) Progress on areas monitored within the report card; and (5) PGE meetings and check-ins with administrators.

Math: 3-5 Math SMART Goal:

87.7% of students in grades 3-5 will score at standard or above in math as measured by the SBA in May 2019.

Process used to determine goal: Teachers examined past assessment results (SBA), looked at current data related to progress in math, and used professional judgment to determine the 3-5 math SMART goal.



Responsible individual or team: Teachers in grades 3-5 (including 3<sup>rd</sup> grade Quest), ELL, and Special Education.

Strategy/ies that will be implemented to support goal: Strategies to support our goal include the use of: (1) SBA Interim assessments; (2) Supplemental Math programs (e.g. Xtra Math, Rocket Math, Medieval Math); (3) Targeted IA/Para support; (4) Timed tests on math facts; (5) Parent-led math groups; (6) Watch DOGS volunteer support during math instruction; (7) Supplemental materials (e.g. Engaged New York, Math Challenge); and (8) Dreambox.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of daily math instruction, 1:1 support (from IA, Para, parents), timed tests on math facts, enrichment projects, Dreambox online tool, and SBA Interim Assessments.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by enVision Math curriculum, SBA Interim Assessments, timed tests, and teacher created assessments.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) SMARTBoards; (2) Dreambox; and (3) Interim Assessments.

Any resources needed and plans to obtain them: It would be helpful to have time for collaboration and IA support during literacy and classroom instructional time.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) Through the use of District assessments; (2) SBA Interim Assessment data; (3) Quick checks; (4) Tracking time tests; and (5) PGE meetings and check-ins with administrators.

Science: 5 Science SMART Goal:  
89.4% of students in 5<sup>th</sup> grade will score at standard or above in science as measured by the WCAS in May 2019.

Process used to determine goal: Teachers looked at past trends/results in science on state assessments, examined current data, and used professional judgment to determine the 5<sup>th</sup> grade science SMART goal.

Responsible individual or team: Teachers in 5<sup>th</sup> grade (through years of support from Kindergarten – 4<sup>th</sup> grade instruction).

Strategy/ies that will be implemented to support goal: Strategies to support our goal will include the use of NGSS instructional strategies in science lessons and application to science curriculum. Fifth graders will receive nearly daily instruction in science content and application.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of district science curriculum and a variety of supplemental resources. Hands-on activities, online resources, Scholastic Superscience, Inquiry Cycle, Investigative process, EIE kits, writing procedures/conclusions, sharing students, science field trips (ToyMaker, Salmon, Outdoor Ed, etc.), Egg drop, Science Fair, group collaboration, Green Team, Mystery Science, and Salmon in Schools

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by the LWSB science curriculum and teacher created assessments and check-ins.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) Continued training and experiences with NGSS; and (2) Training and opportunities to infuse STEM experiences in the classroom.

Any resources needed and plans to obtain them: It will be helpful to have curriculum that aligns to the NGSS. The LWSB is currently in the process of adopting new science materials, which will address this area of need. Two of our intermediate teachers are receiving in-depth training on NGSS and will serve as building leaders and trainer for the rest of the staff this year.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) Through the use of District and teacher created assessments; and (2) PGE meetings and check-ins with administrators.

Achievement Gap SMART Goal:

25% of Elizabeth Blackwell Elementary students listed on the equity grid created in August 2018 will improve by one or more proficiency levels in either ELA or Math as measured by Spring 2019 state assessment data.

Process used to determine goal: Conversations with staff about how to meet the individual needs of students we recognize as needing additional support from a caring adult. Teachers were provided an equity grid to consider when looking at the whole child and getting to individual academic and personal stories. Students chosen often indicated an academic and/or attendance need in one or more areas. Teachers then purposefully planned for ways to address these needs for the student.

Responsible individual or team: Grade level teams are responsible for monitoring students listed within their grade level on the Equity Grid. The Associate Principal is responsible for supporting teachers and students in the area of attendance and academics. The principal is responsible for supporting teachers and students in the area of academics and school culture/programs.

Strategies that will be implemented to support goal: Teachers will use flexible instructional groupings, parent volunteer support, targeted homework, and individualized interventions and activities. Teachers will also collaborate with the Associate Principal and registrar to support student attendance.

How challenge and rigor will be ensured for all students: Students will be provided with differentiated instruction, intervention opportunities, and small group teacher support to address areas of focus.

How necessary interventions will be determined: Interventions will be determined based upon student academic assessment and attendance data. Teachers will also work with specialized staff, as needed, to support students. This may include collaborating with ELL, SpEd, and Safety Net teachers.

Any professional learning needed: Additional professional development in the area of Culturally Responsive Teaching and SIOP strategies will be provided to teachers this year to support student learning.

Any resources needed and plans to obtain them: All resources needed to achieve this goal are already in place and accessible. If additional resources are needed, students and teachers will be supported either through building budget or PTSA grants.

Timelines and Progress Monitoring Plans: Teachers will review students listed on the Equity Grid during PCC meetings. They will also meet with administrators three times during the year to provide progress updates.

School Effectiveness SMART Goal:

Elizabeth Blackwell Elementary will improve from 61% “agrees mostly/completely” to 80% “agrees mostly/completely” in the area of “Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2019).

Process used to determine goal: Our certificated staff reviewed the results of our Nine Characteristic survey from last year. This is one area that we focus on improving that will positively affect many areas of the survey. When staff are able to work collaboratively across grade levels, we can scaffold the learning for cohorts of students and build predictability for our education program. When our staff met, half thought this was an excellent area to focus on this year. Our building leadership reviewed this and determined the goal.

Responsible individual or team: Each grade level bands are responsible for meeting. Purposeful calendaring of PCC and TEAM days will be identified to meet in grade level bands at least three times this school year.

Strategy/ies that will be implemented to support goal: Advanced calendaring of days to ensure participation. Protocols determined to gather information and record the work and the decisions made by the teams.

How challenge and rigor will be ensured for all students: The nature of grade level teams working together to coordinate learning and scaffold learning for students will increase rigor and challenge. These will be part of the conversations and natural harvest from this

work together. By clarifying expectations and planning together, our overall program will improve. This will include the challenge and rigor of our classroom experiences.

How necessary interventions will be determined: The building leadership team will identify areas of focus based on current needs.

Any professional learning needed: Common understanding of grade level standards and expectations from the level below and the level above will give the current level teacher a better idea of the spiral and scaffolded nature of our students learning. The professional learning will be how each year intertwines with the next.

Any resources needed and plans to obtain them: Time during regularly scheduled Wednesday LEAP, all day LEAP, and PCC Tuesdays will be purposefully scheduled. Protocols for doing this work will be developed.

Timelines and Progress Monitoring Plans: This work is already underway. Calendaring of identified days and topics will be done by the end of November 2018. Monitoring will be done by school administration in coordination with our building leadership team.

Attendance SMART Goal:

Reduce the percentage of student tardies from 55% of students (316) with one or more tardies during the 2017-18 school year to 50% of students (268) with one or more tardies as measured by school attendance data in June 2019.

Process used to determine goal: Our building leadership team examined attendance data from the previous year, especially tardies. Arriving on time to school is an essential habit of good attendance practices. Reducing tardies will increase the learning opportunities of our students.

Responsible individual or team: Our administrative team, parents, and students are responsible for positively affecting this goal.

Strategy/ies that will be implemented to support goal: New strategies that will help reduce tardies include: (1) parent escort of tardy student to front office; (2) parent/student completing tardy slip paperwork; (3) notification to families of excessive tardies; (4) meeting and conferences with chronically tardy student to seek a plan for improvement

How challenge and rigor will be ensured for all students: By timely arrival at school, students will have the opportunity to participate in the entire school day experience.

Any professional learning needed: No additional professional learning is needed.

Any resources needed and plans to obtain them: We feel we will be able to decrease tardies within existing resources and communication systems.

Timelines and Progress Monitoring Plans: Monthly attendance reports will be run to identify and inform our progress on this goal.

**Discipline SMART Goal:**

Reduce the percentage of recess office referrals from 58.3% to 50% of all office referrals as measured by the student discipline data kept by the administrators.

Process used to determine goal: Our school's discipline data indicates a relatively low occurrence of behavior issues. The majority of referrals are from recesses. To help better understand the issues and provide targeted support, it was determined that we would develop a tracking system to better inform the support needed.

Responsible individual or team: The Blackwell administrative team will be responsible for recording and monitoring.

Strategy/ies that will be implemented to support goal: Blackwell will design a tracking system for playground referrals that identifies time of day, activity, and location for playground referrals. This data will be used to target instruction and support to decrease playground referrals. All playground reports requiring office intervention will be referred to administrators. Administrators will track occurrence. As themes emerge, strategies to address concerning behaviors will be used to make our playground safer for all students.

How necessary interventions will be determined: Administrators will progress monitor the reported and recorded incidences to look for themes and areas of concern. These will be addressed with target interventions designed to extinguish problems.

Any professional learning needed: Based on the data, professional learning may be needed to provide staff with additional support strategies for monitoring the playground and supporting student conflict.

Any resources needed and plans to obtain them: As needs become known, resources will be sought to address them. This could involve professional learning, increased supervision, and other needs identified.

Timelines and Progress Monitoring Plans: Data collection is already underway. Administrators will monitor the data regularly to inform next steps.

## VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process: Elizabeth Blackwell Elementary will work with our PTSA and community in 2018-2019 to support our Continuous Improvement Process as follows:

- Use parent, high school, Watch DOGS, and other volunteers to support students in class through 1:1 and small group support
- Work with the PTSA to fund materials and professional opportunities to support CIP goals
- Use communication processes that further involve/inform parents in the areas of attendance and discipline (e.g. school newsletters, teacher newsletters, PTSA meeting reports, etc.).
- Host principal talks (Java with Jim) to engage community members.
- Work with the school Equity Team to explore ways to more inclusively involve parents.

Timelines and Progress Monitoring Plans:

Various events and activities will take place throughout the school year to ensure our community is involved in and supportive of the CIP process. This includes having the school principal share updates on progress made towards CIP goals during monthly PTSA Board meetings. This includes updates on the monitoring of CIP/PGE goals, which happen a minimum of three times/year. The Principal and Associate Principal will also facilitate and encourage volunteer opportunities for community members and students.

The building principal will inform parents, families, and the community about the continuous improvement process at scheduled PTSA meetings (board and/or general membership). Parents will also be informed of this process via the school newsletters from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both in PTSA meetings, Java with Jim, and via the school newsletter.

2018-19 Strategies to inform parents, families and the community in the CIP process: Elizabeth Blackwell Elementary will use a variety of strategies to inform parents, families, and the community about the continuous improvement process. This will include the principal updating our community of the process at the November 2018 PTSA General Membership meeting. Parents will also be informed of this process via the school's newsletter from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both at PTSA meetings and in the monthly principal newsletter. Lastly, upon approval by the LWSD School Board, the CIP will be posted on the school's website.

Timelines and Progress Monitoring Plans:

The strategies listed to inform parents, families, and the community of the CIP process will take place throughout the school year based upon the dates provided within those strategies.



## **Continuous Improvement Process Plan 2018-2019**

Rachel Carson Elementary School

1035 244<sup>th</sup> Ave. NE

Sammamish, WA 98074

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

|                      |                 |
|----------------------|-----------------|
| Principal:           | Scott Power     |
| Associate Principal: | Elizabeth Forba |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies



# **I. Description of School**

Rachel Carson Elementary School is located on the Sammamish Plateau along 244<sup>th</sup> Ave. NE. As our students progress through the Eastlake Learning Community, they begin in elementary school as Rachel Carson Falcons, transition to middle school and become Inglewood Knights, and lastly end their time in the Lake Washington School District as an Eastlake High School Wolf. Carson's mission is to ensure that all students are empowered and inspired to learn, grow, and graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. Our staff provides students with an education that is academically rigorous while, at the same time, teaches students skills to be emotionally and physically ready for the global workplace. At Rachel Carson, we take pride in teaching our students character traits that are vital for success. Not only do we explain these traits but also put them into practice as kindness and compassion are seen every day in our classrooms, hallways, lunchroom, and at recess.

Rachel Carson is in its 11<sup>th</sup> year as a school community. On our campus, we are fortunate to have 481 students in preschool through fifth grade, who come from diverse backgrounds and a range of educational experiences. As we continue to grow, we become more diverse, which is a true asset. The diversity of our population provides rich opportunities to learn from other cultures, embrace our similarities, respect differences, and work together as Rachel Carson Falcons. At the end of the 2017-2018 school year, our student demographics represented 47% White, 38% Asian, 9% two or more races, 6% Hispanic/Latino, and 1% Black. Furthermore, 15% of our students receive special services, 8% are transitional bilingual, and 2% receive free or reduced-price meals.

For the 2018-2019 school year, we continue to be academically focused, especially in the areas of math and writing. Last year, the Lake Washington School District implemented a new, comprehensive writing curriculum, and teachers use a writer's workshop model of instruction. Carson will continue in this work for the current school year as well. During the last two years, Carson teachers engaged in professional learning around writing. Because of this learning and ongoing collaboration with fellow learning community teachers, we expect student achievement in writing to continue to grow in the coming years. Furthermore, we will intentionally focus on math this year to increase the capacity of our students as mathematicians. We plan to regularly analyze data and identify areas that require attention as our teachers plan high-quality math instruction for our students. We will also utilize the SBA interim assessments to find holes and gaps in our students learning so we can address them in a timely manner.

Our school culture focuses on growth mindset, which is key to achieving goals. We want our students to understand that we all make mistakes, and it is our responsibility to learn and grow from them. Our teachers continue to teach students that when they do not know a concept, they just don't know it yet. Through hard work, persistence, and a laser-like focus, they will accomplish their goals and achieve life-long learning.

Parent, family, and community engagement is essential to Rachel Carson's success. We highly encourage volunteers at our school, and we see our community as partners in learning for today and the future. At Rachel Carson, we have many volunteer programs, and one highlight is our Watch D.O.G.S. program. This program is nationally recognized for

involving father-figures in education. Our Watch D.O.G.S volunteers spend a full day at school, helping students grow both academically and socially. We currently have 87 father-figures signed up to volunteer for the 2018-2019 school year.

The process of developing our Continuous Improvement Plan enables us to set goals for student achievement, monitor our progress with the goals, and ensure that our students learn, grow, and benefit from the education they greatly deserve. Here at Rachel Carson, it truly is a great day to be a Falcon!

## II. District Performance Targets

|  | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance<br/>2014-15</b> | <b>Current Performance<br/>2017-18</b> | <b>Target Performance<br/>2018</b> |
|--|---|---|--|------------------------------------|
|  |   | District                                | District                               | District                           |
| <b>Early Literacy Development</b>                  | % of Kindergarteners at benchmark on End-of-Year Literacy assessment          | 87.2%                                   | 86.4%                                  | 95%                                |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy | 78.6%                                   | 81.1%                                  | 95%                                |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     | 80.5%                                   | 79.9%                                  | 95%                                |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 84.1%                                   | 84.4%                                  | 95%                                |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     | 72.7%                                   | 75.7%                                  | 95%                                |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  | 86.9%                                   | 81.9%                                  | 95%                                |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   |                 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|-----------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Early Literacy Development</b>                  | % of K-2 at benchmark on End-of-Year Literacy assessment                      | K               | 98.2    | 87.7    | 93.8    | 93.9    |         |         |         |
|  |   | 1 <sup>st</sup> | 85.1    | 95.3    | 93.6    | 91.5    |         |         |         |
|  |   | 2 <sup>nd</sup> | 91.9    | 81.9    | 95.4    | 92.7    |         |         |         |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy |                 | 83.5    | 84.7    | 83.7    | 92.8    |         |         |         |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     |                 | 87.6    | 86.3    | 85.2    | 94.2    |         |         |         |
| <b>4<sup>th</sup> Graders on Track for Success</b> | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 93.3    | 79.4    | 85      | 86.4    |         |         |         |
|  | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 85.3    | 82.1    | 82.7    | 83.6    |         |         |         |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 85      | 90.5    | 81.2    | 85.3    |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 72.4    | 78.3    | 69.1    | 79.7    |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  |                 | 87.3    | >95     | 89      | 84.2    |         |         |         |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

In the Fall of 2017, certificated and classified staff worked collaboratively to write SMART goals for the 2017-2018 Continuous Improvement Plan (CIP). Goal-setting is an essential practice as student achievement improves when specific goals are identified, monitored, and assessed. Not only were these goals used for the CIP, they were also nested within Professional Growth and Evaluation Goals, which are monitored many times throughout the year and discussed in depth in grade level teams and Professional Collaboration Communities. In these communities, teachers share data, discuss instructional strategies, and support each other in designing instruction that leads to student success. In addition to creating academic goals, the Carson staff identified goals for improving school culture and school effectiveness using the 9-characteristics data from the previous school year. To create these goals, staff worked in groups to analyze the data, discuss areas of strength and weakness, and ultimately decide on our school focus. This process ensured that all voices were heard, and we are united and committed to accomplishing our school effectiveness goal. Through partnership with our community and students, Carson's staff is dedicated to helping all students achieve success and accomplish their individual goals.

| <b>2017-2018 Goal</b><br><i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>   | <b>Achievement Outcome</b><br><i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i> |
|--|---|
| Literacy: K-2 Reading Goal:<br><br>89% of K-2 students will meet or exceed standard as measured by the End-of-Year DIBELS assessment in Spring 2018.   | Outcome:<br><br>92.7% met or exceeded standard as measured by the End-of-Year DIBELS assessment in Spring 2018.                 |
| Narrative Reflection:<br><br>Our K-2 students made impressive progress and exceeded the literacy goal by almost 4%, which is up 7% from the 2016-2017 school year. The Kindergarten team met monthly to discuss students' needs and progress. They used resources such as Wonder's curriculum, Safety Net, Headsprout, and Instructional Assistants to differentiate instruction and meet individual student needs. The team also created spreadsheets to collect ongoing data and to monitor student progress. The 1 <sup>st</sup> Grade team gave common assessments throughout the year, shared results at team meetings, and collectively determined next steps for students who were not meeting goals. Our 2 <sup>nd</sup> Grade team provided small group instruction and used Safety Net, the Read Naturally program, and Watch DOGS to support students that were below standard. |   |
| Literacy: 3-5 ELA Goal:<br><br>87% of 3-5 students will meet or exceed standard as measured by the ELA Smarter Balanced Assessment in Spring 2018.   | Outcome:<br><br>88% met or exceeded standard as measured by the ELA Smarter Balanced Assessment in Spring 2018.                 |

Narrative Reflection:

Our grades 3-5 exceeded our goal of having 88% of students meet or exceed standard on the ELA SBA. Carson was able to accomplish this through curriculum extension activities, Wonders Weekly and unit assessments, whole/small group novel studies, scholastic news, safety net, PLC meetings where data was frequently shared, district provided assessments where teachers were able to analyze data and SBA interim assessments where teachers could pinpoint exactly what they wanted to assess and could determine where the holes and gaps were in the students learning.

Math: 3-5 Math Goal:

87% of 3-5 students will meet or exceed standard as measured by the Math Smarter Balanced Assessment in Spring 2018.

Outcome:

86% met or exceeded standard as measured by the Math Smarter Balanced Assessment in Spring 2018.

Narrative Reflection:

While we did not meet our 3<sup>rd</sup>-5<sup>th</sup> grade level goal for math, Carson made significant improvements from the year before. In 2016-2017, 79% of Carson students met or exceeded standard in math. Last year we had 86% of students meet or exceed standard, which is a 7% improvement. This was accomplished through pinpointed work around math mindsets, engaging in learning around seeing math conceptually for both staff and students, and through the use of the SBA interim assessments. These assessments were able to give us real time data so that the staff could pinpoint exactly where the student's weakness were. Once identified, teachers were able to tailor their instruction to fully meet their student's individual needs. Lastly, math posters were also hung around the building to give the students many reminders about the importance of math in the real world.

Science: 5<sup>th</sup> Science Goal:

87% of 5<sup>th</sup> grade students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science.

Outcome:

84.2% met or exceeded standard as measured by the Washington Comprehensive Assessment of Science.

Narrative Reflection:

This year students took the Washington Comprehensive Assessment of Science online. While we did not meet our 5<sup>th</sup> grade science goal of 87%, we were very close at 84.2%. Last year was the first year that 5<sup>th</sup> grade students took the assessment online, which was a learning curve for our students. Once students and teachers gain familiarity with the platform and learn the NGSS standards, we believe that there will be continued growth in our science achievement. To work towards meeting our goal, teachers used

|  |   |
|--|---|
| FOSS science kits, enrolled students in Nature Vision classes, and took the 5 <sup>th</sup> graders to Camp Seymour which provided real life science experiences. Teachers used the district approved CDSA science assessments and utilized the Science NGSS training test as forms of assessment. Additionally, teachers met frequently at grade level team meetings to collect and compare data on a regular basis to ensure that students were making progress towards the goal.  |   |
| Achievement Gap Goal:  | Outcome:  |
| The number of low-income students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase from 33% to 66%.  | 70% met or exceeded standard on the ELA Smarter Balanced Assessment will increase from 33% to 66%.  |
| <p>Narrative Reflection:</p> <p>Carson was able to make a large improvement on our achievement gap goal by improving 37% in one year. We feel this was accomplished through pinpointed instruction in the area of ELA. Resources such as additional IA support, safety net support, interim assessments, and the equity grid played a large role. By using the equity grid we were able to determine which students needed extra support and were very intentional on the work that we did with those students. The biggest support was building relationships with these students. By gaining their trust, the students wanted to attend school more and wanted to learn from our teachers.</p> |   |
| School Effectiveness Goal:   | Outcome:  |
| Carson Elementary School will improve its score of “Agree Completely” from 35% to 50% in “The staff feels free to express their ideas and opinions with one another” as measured by question #59 on the Nine Characteristics of Effective Schools survey in Spring 2018.   | 43% of staff “agreed completely” that the staff feels free to express their ideas and opinions with one another as measured by the Nine Characteristics of Effective Schools survey in Spring 2018. |
| <p>Narrative Reflection:</p> <p>While we did not meet our goal in this area, we did improve by 8%. Carson did this through engaging in vertically aligned conversations around instruction and assessment. Furthermore, during each staff meeting Carson staff engaged in strategic conversations in order to improve relationships in terms of getting to know other staff members on a personal level. By building these relationships, trust was formed, and staff members felt more comfortable sharing thoughts and opinions with each other on educational topics.</p>   |   |
| Attendance Goal:   | Outcome:  |
| Carson Elementary School will decrease the number of student absences on   | Tuesday absences increased by 15% as measured by yearly attendance data.  |

|   |  |
|---|--|
| Tuesdays, the most frequently missed day of the week, by 5% as measured by yearly attendance data.  |  |
| <p>Narrative Reflection:</p> <p>Although our absences on Tuesday increased by 15%, there were many intentional strategies that were employed to reach our goal, which decreased our total absences throughout the week by 10%. Information about school attendance was shared at meet and greet, curriculum night, principal newsletters, teacher newsletters, principal coffee chats, and was posted on the website. Tardy and attendance letters were also sent home periodically to the families of students who were frequently absent.</p>   |  |
|   |  |
| <p>Discipline Goal:</p> <p>Carson Elementary School will reduce the number of discipline slips issued by 15%, from 110 in the 2016-17 school year to 93 as measured by the administrative team's discipline log.</p>  | <p>Outcome:</p> <p>Carson issued 96 discipline slips, reducing the number issued by 13% as measured by the administrative team's discipline log.</p> |
| <p>Narrative Reflection:</p> <p>Carson is proud to have reduced our number of discipline slips to under 100 for the first time in five years, and that we were able to reduce the percentage of slips by 13%. This was accomplished through intentional classroom-based character development, effective anti-bullying lessons from our counselor, thoughtful reflection if a discipline slip was given, instructional assistant training on conflict resolution, and strong parent communication. We will continue these strategies as we move forward in the 2018-2019 school year.</p> |  |

#### Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

|   |
|---|
| <p>2017-18 Strategies to involve parents, families and the community in the CIP process:</p> <p>Strategies include: Parent volunteers, Watch D.O.G.S., newsletters, open door policy, principal coffee chats</p>  |
| <p>Reflection on Outcome:</p> <p>Carson provides parents with many opportunities to be involved within the CIP process. We value our community and see them as partners in learning to help all of our students achieve their goals. With this being said, we feel as if we can do a better job of having community voice be heard within this process. Within the goal setting section, we will discuss further.</p> |



2017-18 Strategies to inform parents, families and the community in the CIP process:

Newsletters, website, coffee chats, PTSA board meetings, curriculum night, meet and greet, goal setting conferences

Reflection on Outcome:

While we provide many opportunities for parents to be involved in this process, we can always have more involvement. We would like to send a survey to our community asking what they think our goals should be based off of their knowledge of the Continuous Improvement Plan and of Rachel Carson as a school. With this being said, there has been positive feedback from our community about how transparent the school is with all processes, including the CIP.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources  |
|--|
| <p>Literacy: K-2 Reading SMART Goal:<br/>89% of K-2 students will meet or exceed standard as measured by the End-of-Year DIBELS assessment in Spring 2019.</p>   |
| <p>Process used to determine goal: To determine K-2 Literacy goals teachers met in teams to analyze DIBELS data. They looked closely at specific student results and determined their goal based on this data.</p> <p>Responsible individual or team: Kindergarten, First, Second, ELL, Safety Net, and Special Education teachers.</p> <p>Strategy/ies that will be implemented to support goal: To meet their goal, K-2 grade bands, teachers will use whole group instruction, direct teaching, small group, one-on-one teaching, and utilize instructional assistants within small groups. Additionally, support will be provided for students in need through Safety Net, just right leveled readers, Headsprout, guided reading groups, small group instruction, and Wonders technology games.</p> <p>How challenge and rigor will be ensured for all students: Students will be challenged through the use of, “just right books” which are at students’ individual level of decoding and comprehension. Interventions will be determined based on student data and team decision making procedures.</p> <p>How necessary interventions will be determined: Interventions will be determined based on student data and team decision making procedures.</p> <p>Any professional learning needed: In order for K-2 teachers to reach their goals they will collaborate with other grade levels supporting vertical alignment and further their own research and knowledge to support reading instruction in their classrooms. Additional support with SIOP strategies to support ELL learners.</p> <p>Any resources needed and plans to obtain them: Teachers will continue to utilize Wonders materials, just right reading books, informal reading inventories, and teacher read alouds to meet their goals. LEAP days for professional learning.</p> <p>Timelines and Progress Monitoring Plans: Progress will be monitored throughout the year through monthly phonics testing, DIBELS progress monitoring testing, informal writing conferencing, and formal writing assessments using district writing curriculum rubrics.</p> |

Literacy: 3-5 ELA SMART Goal:

90% of 3-5 students will meet or exceed standard as measured by the ELA Smarter Balanced Assessment in Spring 2019.

Process used to determine goal: To determine 3-5 Literacy goals teachers met in teams to analyze Smarter Balanced Assessment data. They looked closely at specific student results and determined their goal based on this data.

Responsible individual or team: Third grade, Fourth grade, Fifth grade, ELL, Safety Net, and Special Education teachers.

Strategy/ies that will be implemented to support goal: 3-5 teachers will use a variety of strategies to meet their goal. To begin they will implement the Wonders Curriculum and specifically focus on the listening components to improve student comprehension. They will use the practice of notetaking, bulleting and key words, and partner sharing to spread student knowledge among the classroom.

How challenge and rigor will be ensured for all students: Students will be challenged through curriculum extension activities that are related to the Wonders Curriculum and grade level standards through the use of novel studies, small group instruction, collaboration with the librarian with accessing online resources to enrich high achievers, and technology integration in literacy instruction and student learning.

How necessary interventions will be determined: Interventions will be based on student data through progress monitoring tools, such as Wonders weekly and unit assessments, fluency assessments that are used throughout the school year. Teachers will work collaboratively within their professional learning community to determine best practices to meet the needs of each student.

Any professional learning needed: Support in SIOP strategies, differentiating reading studies and reading groups, SMART board training.

Any resources needed and plans to obtain them: Teachers will continue to utilize Wonders materials, differentiated books for groups of students, time to plan with their grade level teams, and use of instructional assistants. LEAP days for professional learning.

Timelines and Progress Monitoring Plans: Teachers will meet regularly within a PCC in which they will analyze data and monitor student progress. They will check in at least three times this year monitoring Wonders, fluency, common and formative, and SBA interim assessments. They will compare data at their meetings and make decisions on their instruction based on the data that is collected.

Math: 3-5 Math SMART Goal:

89% of 3-5 students will meet or exceed standard as measured by the Math Smarter Balanced Assessment in Spring 2019.

Process used to determine goal: To determine 3-5 Math goals teachers met in teams to analyze Smarter Balanced Assessment data. They looked closely at specific student results and determined their goal based on this data.

Responsible individual or team: Third grade, Fourth grade, Fifth grade, ELL, Safety Net, and Special Education teachers.

Strategy/ies that will be implemented to support goal: 3-5 teachers will use a variety of strategies to meet their goal. They will utilize small ability grouping, parent, and instructional assistant support, student partnerships and collaboration strategies. Teachers will emphasize conceptual learning through writing to explain problems and multi-step problems in their math instruction.

How challenge and rigor will be ensured for all students: Students will be challenged through the Envision curriculum utilizing the enrichment as an option for students to complete. Additionally, teachers will use word problems to build critical thinking skills, performance tasks to create and solve real life math problems, math menus for student choice in math topics in which they want to explore and challenge their thinking, and Dreambox learning an adaptive computer application that creates individualized math experiences for all students.

How necessary interventions will be determined: Interventions will be based on student data through progress monitoring tools such as interim assessments, district created Envision assessments, and teacher created assessments. Teachers will work collaboratively within their professional learning community to determine best practices to meet the needs of each student. The data will be used to create small groups and utilize instructional assistant support, parent volunteers, for student growth and success.

Any professional learning needed: Support in SIOP strategies, differentiating math instruction, SMART board training. LEAP days for professional learning.

Any resources needed and plans to obtain them: Teachers will utilize the highly capable PowerSchool site for challenge and support, utilize Dreambox learning, and Marcy Cook resources.

Timelines and Progress Monitoring Plans: Teachers will meet regularly within a PCC in which they will analyze data and monitor student progress. They will check in at least three times this year monitoring Envision, teacher created, common and formative, and SBA interim assessments. They will compare data at their meetings and make decisions on their instruction based on the data that is collected.

Science: 5 Science SMART Goal:

85% of 5<sup>th</sup> grade students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science in Spring 2019.

Process used to determine goal: To determine the 5<sup>th</sup> grade science goal, 5<sup>th</sup> grade teachers looked at last year's goal and this year's assessment results. Teachers took into consideration that the standards are new to our district and we are still developing ways to align the standards to the curriculum.

Responsible individual or team: 5<sup>th</sup> grade teachers are responsible for reaching the goal.

Strategy/ies that will be implemented to support goal: To reach the goal this year the following strategies will be implemented to support the goal, Nature Vision-claim, evidence, reasoning, 5<sup>th</sup> grade camp to support standards, science field trip this school year in which students will learn about force, motion, and renewable energy, and using the FOSS curriculum.

How challenge and rigor will be ensured for all students: Challenge and rigor will be ensured for all students by providing one on one support through guided questioning while students are working through science investigations and supporting students in learning and using the new NGSS science standards.

How necessary interventions will be determined: Interventions will be determined by analyzing CDSA assessments and making determinations as a team based on student need.

Any professional learning needed: Teachers need further training on the NGSS standards and how to align the current district curriculum to the standards.

Any resources needed and plans to obtain them: Time for planning with 5<sup>th</sup> grade team and resources to supplement current district curriculum to meet the new science standards.

Timelines and Progress Monitoring Plans: LWSD CDSA assessments are given three times per year and formative assessments are given along the way to progress monitor student success. The team works together to analyze data and determine strategies that will be taught in the classroom to meet the needs of all students.

Achievement Gap SMART Goal:

Within Concepts and Procedures in 3<sup>rd</sup> grade students will increase from 50% meeting standard to 75% meeting standard as measured by the SBA.

Process used to determine goal: Power BI data tool used to analyze data and where the achievement gap lies.

Responsible individual or team: All individuals that have contact with the students that are not meeting standard.

Strategy/ies that will be implemented to support goal: Teachers will use a variety of strategies to meet their goal. They will utilize small ability grouping, parent and instructional assistant support, student partnerships and collaboration strategies. Teachers will emphasize conceptual learning through writing to explain problems and multi-step problems in their math instruction. Additionally, teachers will use a data grid to track student progress getting to know the student and his or her individual needs.

How challenge and rigor will be ensured for all students: Students will be challenged through the Envision curriculum. Additionally, Dreambox Learning is an adaptive computer application that creates individualized math experiences for all students. Teachers will identify areas in which students need further support and target their instruction based on student need.

How necessary interventions will be determined: LWSD CDSA assessments will be analyzed, interim assessments, formal and informal classroom assessments will be used to determine student need and possible interventions.

Any professional learning needed: Support in SIOP strategies, differentiating math instruction, SMART board training, LEAP days for professional learning, and continued support in how to best utilize Dreambox Learning.

Any resources needed and plans to obtain them: Time to plan with team for student interventions.

Timelines and Progress Monitoring Plans: Teachers will meet regularly within a PCC in which they will analyze data and monitor student progress. They will check in at least three times this year monitoring Envision, teacher created, common and formative, and SBA interim assessments. They will compare data at their meetings and make decisions on their instruction based on the data that is collected.

School Effectiveness SMART Goal:

Carson Elementary School will improve its score of “Agree Completely” from 43% to 53% in “The staff feels free to express their ideas and opinions with one another” as measured by question #59 on the Nine Characteristics of Effective Schools survey in Spring 2019.

Process used to determine goal: Analyzed last year’s Nine Characteristics of Effective Schools Survey and it was noted that this was still an area in which the staff needed to grow this school year.

Responsible individual or team: All staff members at Rachel Carson Elementary

Strategy/ies that will be implemented to support goal: Team building activities focused on getting to know more about each other, distributive leadership, providing opportunities for all to share during meetings.

How challenge and rigor will be ensured for all students: When all staff members feel free to express their ideas and opinions, then their instruction will improve because they will trust one another, which will empower them to take risks in changing their instruction through the professional dialogue that occurs which will in turn ensure that challenge and rigor is provided for all students.

How necessary interventions will be determined: Interventions to meeting the goal will be based on staff feedback.

Any professional learning needed: Continuing to empower staff members in taking on leadership roles within the school and at a district level.

Any resources needed and plans to obtain them: Providing time for vertical alignment, administration working with team leaders to plan for professional development.

Timelines and Progress Monitoring Plans: Nine Characteristics for Effective Schools will be analyzed at the beginning of the year and taken again at the end of the year.

Attendance SMART Goal:

Based upon 2017-2018 attendance data last year 8.6% of students were moderately/chronically absent. We will decrease the number of moderately/chronically absent students to 5% in the 2018-2019 school year.

Process used to determine goal: 2017-2018 attendance data analyzed.

Responsible individual or team: All Carson Staff members.

Strategy/ies that will be implemented to support goal: We will improve student attendance through parent communication, highlighting the importance of regular school attendance and its impact on academic achievement. We will inform parents of chronic absenteeism through district attendance letters. Extended pre-arranged absences will require a plan for maintaining academic progress. Lastly, staff members will work to build a positive school culture through student recognition of positive behavior.

How challenge and rigor will be ensured for all students: All students will be challenged within their classroom when they come to school daily. This will be ensured for every student by teachers regularly assessing and monitoring student progress.

How necessary interventions will be determined: Interventions will be determined based on attendance data and the needs of individual students.

Any professional learning needed: None at this time.

Any resources needed and plans to obtain them: Communication by office secretary, teachers, and administrators about regular attendance.

Timelines and Progress Monitoring Plans: Daily attendance will be recorded by teachers. Attendance letters will be sent to families that reach 10% or more absences within a month.

**Discipline SMART Goal:**

Carson Elementary School will reduce the number of discipline slips issued by 15% from 96 in the 2017-2018 school year to 82 as measured by the administrative team's discipline log.

Process used to determine goal: Data was analyzed from the previous school year's goal and determined to use the same goal decreasing it by 15% this school year.

Responsible individual or team: Teachers, Instructional Assistants, Counselor

Strategy/ies that will be implemented to support goal: Adults at Rachel Carson will promote strong, healthy relationships with students, they will emphasize academic learning while understanding students social and emotional needs. The counselor will utilize beginning of the year Panorama data to identify specific trends in which individual, classroom, and groups of students need support aligning second step lessons to teach students positive behaviors at school. Additionally, Kelso's choices, principal talk it over tool, reflection forms, parent communication and at home follow-up, social stories, recess plans, positive reinforcement, and character/leadership lessons will be utilized to ensure that the number of discipline slips are reduced.

How challenge and rigor will be ensured for all students: Students will be taught specific ways to cope with various situations that they occur through second step lessons that are supported through our school counseling program and then reinforced within the classroom, in the lunchroom, and on the playground.

How necessary interventions will be determined: Based on the discipline slips that are returned to the office, any individual that interacts with the student will be responsible for restorative justice practices.

Any professional learning needed: Faculty could use additional training on how to help students dealing with trauma and culturally responsive teaching practices.

Any resources needed and plans to obtain them: Staff members need the following resources, second step curriculum, Kelso's choices curriculum, visual aides reflection forms.

Timelines and Progress Monitoring Plans: One Note tracking tool will be utilized by school administration throughout the year to track discipline progress.



## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Curriculum Night
- Goal-setting conferences
- Sharing and soliciting ideas for ways to support student learning at home
- Volunteers supporting students in small groups
- Principal coffee chats with parents
- Providing channels for two-way communication
- Volunteers from Inglewood, Eastlake, and Eastside Catholic
- Working with PTSA on prioritizing and funding resources that support CIP goals
- Providing parent education opportunities
- Partnering with PTSA to hold community-building activities and events

Timelines and Progress Monitoring Plans:

- Monthly PTSA meetings
- Principal Coffee chats
- As needed meetings
- Newsletters

2018-19 Strategies to inform parents, families and the community in the CIP process:

- Classroom newsletters
- PowerSchool Learning site
- PTSA meetings
- Principal newsletters
- Principal coffee chat with parents
- Student journals
- Student created growth goals
- Carson website

Timelines and Progress Monitoring Plans:

- Monthly PTSA meetings
- Principal Coffee chats
- As needed meetings
- Newsletters



# **Continuous Improvement Process Plan 2018-2019**

Emily Dickinson Elementary School

7040 208<sup>th</sup> Ave N.E.

Redmond, WA 98053

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

|                      |                  |
|----------------------|------------------|
| Principal:           | Barbara Pridgeon |
| Associate Principal: | Ashley Boughton  |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

Emily Dickinson Elementary School is in Redmond, Washington and is part of the Eastlake Learning Community. We have a total enrollment of 449 students. As our students leave Dickinson Elementary, they attend Evergreen Middle School and then Eastlake High School. In addition to Dickinson Elementary our campus houses both Dickinson Preschool and Explorer Community School. Our main campus includes three Learning Center classrooms, one Safety Net classroom, a Resource classroom and an English Language Learners classroom. We currently serve 30.5% of our students through Special Education and 12.9% of our students through English Language Learner Services. Additionally, many of our students are served through our Highly Capable pullout program.

Our student population is rich with diversity. We speak 9 different languages with 64% of our students speaking English, 8% speaking Telugu, 8% speaking Hindi, and 7% speaking Spanish. Other languages spoken include Tamil, Arabic, Russian, Malayalam, and Marathi. Our students are 43% White, 37% Asian, 12% Hispanic/Latino, 6% two or more races, and 1% Black African American.

Education at Dickinson Elementary is enriched through orchestra and band, as well as music, physical education, and library. Our teachers integrate art into the curriculum through Deep Space Sparkle and our fourth and fifth grade students also complete each year in a Math Is Cool Competition.

We have high levels of parental participation through PTSA and they are highly involved in enhancing the learning of our students. They provide Art Smart, Math Club, Spanish tutoring, Big and Little Theater productions and International Night. We have amazing community volunteers who come to our school daily/weekly to support our students. It is not uncommon to see a volunteer reading in the back of the classroom with an individual student or working on math with a small group. Additionally, we benefit from our Watch D.O.G.S. Program. This program involves thirty volunteer hours per week by men in our community to support student learning and safety of our students. We have also partnered with King County Sheriff's Department through an Adopt a School program where Deputy Hicks serves our school through working with our students, being part of our Safety Team, and being a positive presence on our campus.

Our students learn about leadership through ASB. Students work in four teams including Virtues Project Television (VPTV); Publications, Service, and Spirit. Their focus this year is service to others. This year, our students are donating uneaten food to a local food bank and are learning how to give back to the community at large by being a giving citizen.

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

## II. District Performance Targets

|  | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance 2014-15</b> | <b>Current Performance 2017-18</b> | <b>Target Performance 2018</b> |
|--|---|-------------------------------------|------------------------------------|--------------------------------|
|  |   | District                            | District                           | District                       |
| <b>Early Literacy Development</b>                  | % of Kindergarteners at benchmark on End-of-Year Literacy assessment          | 87.2%                               | 86.4%                              | 95%                            |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy | 78.6%                               | 81.1%                              | 95%                            |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     | 80.5%                               | 79.9%                              | 95%                            |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 84.1%                               | 84.4%                              | 95%                            |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     | 72.7%                               | 75.7%                              | 95%                            |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  | 86.9%                               | 81.9%                              | 95%                            |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   |                 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|-----------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Early Literacy Development</b>                  | % of K-2 at benchmark on End-of-Year Literacy assessment                      | K               | 87.8%   | 89.5%   | 93.5%   | 84.6%   |         |         |         |
|  |   | 1 <sup>st</sup> | 83.7%   | 80.4%   | 89.5%   | 89.4%   |         |         |         |
|  |   | 2 <sup>nd</sup> | 81.0%   | 83.7%   | 79.3%   | 77.5%   |         |         |         |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy |                 | 81.2%   | 76.2%   | 71.2%   | 70.7%   |         |         |         |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     |                 | 84.1%   | 78.4%   | 74.0%   | 69.6%   |         |         |         |
| <b>4<sup>th</sup> Graders on Track for Success</b> | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 81.4%   | 81.1%   | 73.8%   | 77.5%   |         |         |         |
|  | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 78.7%   | 75.3%   | 68.6%   | 61.2%   |         |         |         |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 82.8%   | 80.5%   | 82.8%   | 78.2%   |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 64.9%   | 60.5%   | 70.0%   | 68.3%   |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  |                 | 85.5%   | 83.3%   | 87.1%   | 79.7%   |         |         |         |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Members of our intervention programs (ELL and Safety Net), as well as Special Education, partnered with our grade level teams analyzed the outcomes from last year, worked in PCC teams to reflect on what they did last year to determine what was most effective and what they wished to improve upon. They then shared it with the grade band team and integrated it for the CIP reflection.

| <b>2017-2018 Goal</b><br><i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>   | <b>Achievement Outcome</b><br><i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>                             |
|--|---|
| Literacy: K-2 Reading Goal:<br>89% of students in grades K-2 will score at or above benchmark according to the DIBELS assessment by May 2018.  | Outcome:<br>83.5% of students in grade K-2 scored at or above benchmark according to the DIBELS assessment by May 2018.                                     |
| Narrative Reflection:<br>While we didn't meet our overall grade band goal, we have great success. Our kindergarten students met their goals for the 2017-18 school year. Students studied sight words during literacy centers and sent home sight word rings for students to practice at home with family members. This helped launch our students into being readers. Our first graders also met their goal. Our first-grade team attributes their success to the "Walk to Read" model. Classroom teachers explicitly added extra decoding practice to increase fluency. Teachers created decodable lessons directly connected to the Wonders texts. We also have second-grade students who made great progress in fluency. Our second-grade teachers intentionally taught retell. Our teams noticed a need to directly teach phonics in the K-2 grade band, so we will incorporate more phonics instruction throughout the year. |   |
| Literacy: 3-5 ELA Goal:<br>77% of students in grade 3-5 will meet or exceed grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.   | Outcome:<br>75.3% of students in grade 3-5 met or exceeded grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018. |
| Narrative Reflection:<br>While we worked hard to increase reading achievement during the 2017-18 school year, our outcomes were lower than expected. Last year, we worked with students to improve spelling, grammar, vocabulary, and comprehension using our Wonders curriculum. We should have focused more on specific comprehension strategies that will help our students understand the content of the passages they read. We will incorporate and practice reading strategies for comprehension, teach students how to find main ideas and text-based evidence to support their ideas, and how to write detailed, complete sentences about the text.  |   |

|   |  |
|---|--|
| <p><b>Math: 3-5 Math Goal:</b><br/>72% of students in grades 3-5 will meet or exceed grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018.</p>   | <p><b>Outcome:</b><br/>66.5% of students in grades 3-5 met or exceeded grade level standard as measured by the end of the year Smarter Balanced Assessment by May 2018</p>                       |
| <p><b>Narrative Reflection:</b><br/>The outcome was lower than anticipated because both formative and summative assessments showed that a greater percentage of students were on track to pass the Smarter Balanced Assessment. Our students struggled with place value, basic facts, and problem-solving. We should have re-taught these concepts and given them more practice in these areas. This year, we will focus more on fundamental skills and concepts as well as working hard on place value and problem-solving.</p>  |  |
|   |  |
| <p><b>Science: 5<sup>th</sup> Science Goal:</b><br/>89% of students will meet or exceed grade level standard as measured by the end of the year WCAS Assessment by May 2018.</p>  | <p><b>Outcome:</b><br/>79.7% of students in 5<sup>th</sup> grade met or exceeded grade level standard as measured by the end of the year WCAS Assessment by May 2018.</p>                        |
| <p><b>Narrative Reflection:</b><br/>While we did not meet our Science goal this year, it was a "new" assessment for us and we are anxious for the new science curriculum that addresses our new standards. Our team is still in the process of learning the new NGSS standards and will continue to take professional development and training to learn more. With our new learning over the summer and during our fall LEAP trainings, we will focus more on the standards and will center our instruction on inquiry and design.</p>  |  |
|   |  |
| <p><b>Achievement Gap Goal:</b><br/>40% of students in grades 3-5 who qualify for free and reduced lunch will score at or above grade level standards on the Smarter Balanced Math Assessment by May 2018.</p>  | <p><b>Outcome:</b><br/>35.40% of students in grades 3-5 who qualify for free and reduced lunch scored at or above grade level standards on the Smarter Balanced Math Assessment by May 2018.</p> |
| <p><b>Narrative Reflection:</b><br/>We did not meet our goal last year for closing the equity gap in math for students in grades 3-5 who qualify for free and reduced lunch. A few of our focus areas are basic computation, number sense, problem-solving, and multi-step story problems. We will focus on how to help math come alive for students and how it is relevant by providing real-life problems that can be solved through math. We will also focus more tightly on the individual needs of our students and provide interventions in those areas. We will be looking at our students more closely, analyzing our data and determine areas in which to focus, strategically planning interventions, progress monitoring, refining our teaching, and working hard to close the equity gap.</p> |  |



|  |   |
|--|---|
|  |   |
|  |   |
| <p>School Effectiveness Goal:<br/>Highly Effective School Survey #42:<br/>Teachers receive regular feedback on how they are doing. The weighted score will increase from 3.39 to 3.54, demonstrating an increase in agreement with the statement by May 2018.</p>  | <p>Outcome:<br/>Highly Effective School Survey #42:<br/>Teachers receive regular feedback on how they are doing. The weighted score was 2.86, demonstrating a decrease in the agreement with the statement by May 2017.</p> |
| <p>Narrative Reflection:<br/>We did not meet our goal for School Effectiveness last year. We have a new administrative team this year and we are committed to giving teachers regular feedback on how they are doing. Our administrative team has carved out time everyday to visit classrooms and give regular feedback to teachers. We also provide feedback through our Instructional Framework and Evaluation process. We will be providing professional development throughout the year in writing, science, technology, Cultural Responsive Teaching, SIOP, and curriculum-based instruction. As we observe classrooms, we will continue to monitor and provide feedback in these areas.</p> |   |
|  |   |
| <p>Attendance Goal:<br/>By the end of the 2017-2018 school year, the total number of unexcused absence days will be 400 or less.</p>   | <p>Outcome:<br/>By the end of the 2017-18 school year, the total number of unexcused absence days was 452.</p>  |
| <p>Narrative Reflection:<br/>We did not meet our attendance goal last year for unexcused absences. We currently have an automatic phone system to reach out to families when their students are not at school. If the absence is considered unexcused, we will reach out to the family to see how we may provide support or more information about the importance of being at school on time, every day.</p>   |   |
|  |   |
| <p>Discipline Goal:<br/>Student referrals to the office during recess will decrease from an average of 27 weekly occurrences to less than 20 by May 2018.</p>  | <p>Outcome:<br/>We were unable to find data that was collected to determine if we met our discipline goal last year.</p>  |
| <p>Narrative Reflection:<br/>We are a new administrative team and were unable to find the data that was collected to determine if we met our discipline goal last year. This year, we are working hard to put systems into place that will proactively decrease our office referrals. We have formed a PBIS team and have joined the district PBIS pilot team. We are in the process of developing common expectations in common areas of our school such as in the hallway, lunchroom, restroom, playground, bus, and during assemblies. We will also re-teach when students are not exhibiting expected behavior.</p>  |   |

### Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process: Administrators will meet with PTSA leadership and PTSA Executive Board monthly to get input on school performance and share school plans for continual improvement processes in academic and non-academic areas. We will collaborate with the PTSA to fund teacher professional development seminars and teaching tools. We will continue to offer information nights to parents who are new to the U.S. school system and offer advice and opportunities to connect and to continue to build the Dickinson learning community.

#### Reflection on Outcome:

Administrators met with PTSA leaders and PTSA Executive Board members monthly to solicit input on school performance. We also offered information nights to parents who are new to the U.S. school system which was well attended.

2017-18 Strategies to inform parents, families and the community in the CIP process: Administrators will post the plan to the school website and provide a link to families in the school newsletter.

#### Reflection on Outcome:

Administrators posted the plan to the school website and provided a link to families in the school newsletter. This year, after our CIP is completed, we will meet with our families on a parent night and go through our plan. We think it is important for our families to be on board with the work that we are focusing on for the upcoming year.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources  |
|--|
| <p>Literacy: K-2 Reading SMART Goal:<br/>84% of students in grades K-2 will score at or above benchmark as measured by the DIBELS assessment by May 2019.</p>  |
| <p>Process used to determine goal:<br/>Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the K-2 goal.</p> <p>Responsible individual or team:<br/>Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.</p> <p>Strategy/ies that will be implemented to support goal:<br/>We will focus instruction in the following areas: Our students will practice letter identification, letter sounds, sight words, phonics, spelling, fluency, retell for both fiction and informational text, vocabulary and comprehension. We use literacy groups, Daily 5 (Reading workshop model) and Walk to Read flexible groupings to differentiate instruction, as well as pulling small groups in the moment to quickly teach a concept. We will use modeling with a special focus on decoding for some students, the dictation spelling model connected with Wonders, and will also incorporate SIOP strategies to increase vocabulary instruction. We will use leveled readers in small groups to focus on the needs of our students (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension). To progress monitor our effectiveness, we will use sight word pre and post assessments, monthly fluency testing, DIBELS, and Wonders curriculum assessments. We will also do formative assessments through teacher observations, turn and talk, small group conversations, sharing whole group, reading aloud, and daily practice.</p> <p>How challenge and rigor will be ensured for all students:<br/>All our students will receive core instruction using the Gradual Release of Instruction model: I do, we do, you do. During the "you do" portion of the lesson, some students will be challenged through enrichment activities. Our teachers received training over the summer on ways to challenge students who are above benchmark through our Highly Capable program. We will incorporate those strategies. Our students who are at benchmark will be challenged through fluency and retell using text-complexity that fits their reading level (through leveled readers). Students who need additional help, will be pulled in smaller flexible groups to receive scaffolding so that they have the tools to complete the assignment. Students will set goals, track and monitor their own progress, which increases engagement and accountability.</p> <p>How necessary interventions will be determined:</p> |

Formal intervention groups will be determined by looking at the previous years data, our current DIBELS data, sight word assessments (4x a year), sight word spelling tests (Wonders), and teacher created Running Records for Wonder texts. Additionally, our teachers will be collecting formative assessments in the classroom daily to determine in the moment re-teaching opportunities and other small group interventions.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching, SIOP and our writing teacher-leader, will be teaching us about Writer's Workshop. Additionally, we have partnered with a writing expert, who will be working with whole group, vertical teams, and grade-level teams to plan instruction. Our EL teacher has been working hard to train her paraeducators so that they are more effective in pulling small groups or pushing in for students who receive EL services. Our interventionists and special education teams are meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. Our teams meet weekly to plan and learn from one another. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through the pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have the resources we need. In addition to professional development, collaboration, and goal setting listed above, we will utilize Safety Net support, ELL support, parent/community volunteers, IA support, HeadSprout, learning coaches, and parent support with reading at home.

Timelines and Progress Monitoring Plans:

Kinder: DIBELS BOY, MOY, and EOY assessments, sight word assessments (September, December, March and May), end of unit sight word assessments/spelling tests, sight word fluency checks, and Reading Wonders assessment. Additionally, teachers will use formative assessment with their daily lessons (turn and talk, group discussions, student demonstrations).

First Grade: DIBELS passage Tap Dance as Part of PGE goal to show growth. September, January, May DIBELS Benchmark assessments. Unit Reading Wonders assessments, Safety Net monthly progress monitoring, and daily formative assessment.

Second grade: Part of PGE goal: September, January, May DIBELS Benchmark Assessment. Fall/Winter Reading Wonders assessment and monthly progress monitoring.

Literacy: 3-5 ELA SMART Goal:

78% of students in grades 3-5 will score at or above benchmark in English Language Arts measured by the Smarter Balanced Assessment in May 2019.

Process used to determine goal:

Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the 3-5 goal.

Responsible individual or team:

Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:

In grades 3-5 we will focus on the following areas for literacy instruction:

- Reading fluency – In addition to Reading Wonders, we will supplement instruction and assessment using Read Naturally to improve fluency. Our students will practice reading fluency through practicing reading with automaticity, phrase chunking, pausing appropriately for punctuation, and reading with inflection.
- Vocabulary – When implementing Reading Wonders curriculum, we will utilize SIOP strategies to improve our vocabulary instruction and student achievement.
- Comprehension – In order to improve comprehension, we will be using the reading workshop model. We will differentiate by using leveled readers during small group instruction, enrichment for students above grade level, and scaffolding to support students who may need extra help. We will explicitly teach and re-teach RACE strategies to provide text-based evidence to support answers, along with utilizing cross-cutting curriculum to support comprehension. We will also focus on inferencing. Our students will engage in novel studies and learn how to use mentor texts.
- Writing – We will be utilizing our newly adopted writing curriculum by using the Writer's Workshop Model to focus on opinion, narrative and information writing at each grade level.

How challenge and rigor will be ensured for all students:

All our students will receive core instruction using the Gradual Release of Instruction model: I do, we do, you do. Our students will practice reading different texts on the same topic and synthesizing their understanding and using both texts to support their answers with text-based evidence. Students will use the RACE strategy. During the "you do" portion of the lesson, some students will be challenged through enrichment activities and/or challenge questions or activities. Our teachers received training over the summer on ways to challenge students who are above benchmark through our Highly Capable program. We will incorporate those strategies. Our students who are at benchmark will be challenged through high level questioning and discussion strategies and requiring students to use RACE strategies to support their answers with text-based evidence. Students who need additional help, will be pulled in smaller flexible groups to receive scaffolding so that they have the tools to complete the assignment. Students will set goals, track and monitor their own progress, which increases engagement and accountability.

How necessary interventions will be determined:

Formal intervention groups will be determined by looking at the previous year Smarter Balanced Assessment data, fluency assessments, Reading Wonders unit assessments. Additionally, our teachers will be collecting formative assessment in the classroom daily through turn and talk, group discussions, observation, class discussions, oral reading, observation through small group instruction, and comprehension exit tickets. Formative assessments will be used to determine in the moment re-teaching opportunities and other small group interventions.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching, SIOP and our writing teacher-leader, will be teaching us about Writer's Workshop. Additionally, we have partnered with a writing expert, who will be working with whole group, vertical teams, and grade-level teams to plan instruction. Our EL teacher has been working hard to train her paraeducators so that they are more effective in pulling small groups or pushing in for students who receive EL services. Our interventionists and special education teams are meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. Our teams meet weekly to plan and learn from one another. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have the resources we need. In addition to professional development, collaboration, and goal setting listed above, we will utilize Safety Net support, ELL support, parent/community volunteers, IA support, learning coaches, and parent support with reading at home.

Timelines and Progress Monitoring Plans:

Our PCC teams will meet weekly to collaborate and evaluate their data and make plans to improve instruction and/or discuss and plan for intervention and enrichment. They also meet throughout the school year to analyze their Student Growth Goals and make adjustments to their teaching. Our Safety Net and ELL teachers provide regular progress monitoring throughout the year as well. In the winter, our teacher will use the IAB practice assessments to determine additional areas in which focused instruction is needed.

Math: 3-5 Math SMART Goal:

80% of students in grades 3-5 will score at or above benchmark in math as measured by the Smarter Balanced Assessment in May 2019.

Process used to determine goal:

Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers

should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the 3-5 math goal.

Responsible individual or team:

Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:

Strategies that we will use to implement to support our goal include the following:

- Differentiated Instruction – Utilize the differentiation activities within Envision Math, DreamBox, Xtra Math, small groups,
- Math Notebooks - We will utilize math notebooks for students to record learning targets, keep notes, list vocabulary with definitions, and reflect upon their learning,
- Practice – Math fact practice,
- Pacing Model – Using the grade-level Envision pacing model to address all learners,
- Manipulatives – Our teams will use various hands on manipulatives or pictures to help students understand the concepts that they are learning and to increase engagement. We use manipulatives to make learning relevant to students and to help those students who might have trouble understanding an abstract concept.
- Other support – Watch Dog, Instructional Assistants, and parent support for small group and fact practice.
- Assessment – Timed tests three times per week using mixed operations, pre-assessments to inform instruction. If students don't show mastery after the first assessment, students are re-taught and will re-test to show mastery.

How challenge and rigor will be ensured for all students:

Our teams differentiate their teaching so that students who are above standard are challenged and those who may need extra support receive the scaffolding that they need. Additionally, our teams use YouCubed.org, enrichment worksheets/packets, real-life problem solving, problem-solving groups, and pacing models.

How necessary interventions will be determined:

Our teams utilize both formative and summative assessments to determine what interventions are needed. This includes pre-assessments, fact drills, self-assessments and reflections, exit tickets, observation from small groups, post-assessments, observing turn and talks, class discussions, white board answers, group discussions, opportunities to explain their thinking to the class and add onto other's ideas.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching and SIOP. Our PCC teams will continue to meet to collaborate around their data, planning, and assessment. Our interventionists and special education teams will be meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into

their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have all the resources that we need. We will be using DreamBox, Xtra Math, MobyMax, IXL, Envision curriculum resources, Instructional Assistant and family/community support, learning coaches, learning walks, math notebooks, and various other manipulatives.

Timelines and Progress Monitoring Plans:

Our PCC teams will meet weekly to collaborate and evaluate their data and make plans to improve instruction and/or discuss and plan for intervention and enrichment. They also meet monthly throughout the school year to analyze their Student Growth Goals and make adjustments to their teaching. In the winter, our teachers will use the IAB practice assessments to determine additional areas in which focused instruction is needed.

Science: 5 Science SMART Goal:

74% of students in grade 5 will meet grade level standard as measured by the end of the year WCAS Science Assessment in May 2019.

Process used to determine goal:

Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. Our fifth-grade team set the final goal.

Responsible individual or team:

Although our fifth-grade team is directly responsible for this goal, all of our grade level teams are working on building knowledge so that our future students will also be successful.

Strategy/ies that will be implemented to support goal:

We will incorporate our knowledge of the NGSS and utilize strategies we learn from ongoing professional development. We will be using FOSS Kits and the Mystery Science Program. Our students will take the science practice assessment and we will use that information to inform our instruction and determine what our students need the most. We will try to bring science alive and make it relevant to our students.

How challenge and rigor will be ensured for all students:

To ensure challenge and rigor for our students, we will use inquiry-based learning, hands-on activities, will have students keep journals, and response sheets to record and reflect upon their learning. We will also provide enrichment activities for students who are already at standard.

How necessary interventions will be determined: Teams will analyze their assessment data on a regular basis to determine how to adjust their instruction to meet the needs of



their students. Some of the assessments will include observations, experiments, learning reflections, classroom discussions, journal checks, and summative assessments.

Any professional learning needed:

Our science leaders are providing ongoing professional development during our LEAP days to better understand the NGSS and increase rigor for our students. The team would also like continued support in FOSS and training within the ELC/PLC.

Any resources needed and plans to obtain them:

Continued professional development around the NGSS. The team would also like training called Ambitious Science Teaching (UW Developed), any workshops available through LWSD, and continued ELC collaboration.

Timelines and Progress Monitoring Plans:

Our fifth grade PCC team meets weekly to plan instruction, analyze student data, and make adjustments based on the needs of students.

Achievement Gap SMART Goal:

43% of students grade 3-5 who receive English Language services, will score at or above grade level standards on the Smarter Balanced Assessment in English Language Arts by May 2019.

Process used to determine goal:

Our grade level teachers, interventionists, Special Education teachers, and specialists came together at a LEAP training to analyze our Smarter Balanced Assessment data from 2017-18. We created five goals for our lowest achieving areas. We voted on which goal we wanted to focus on for the school year. We agreed as a team that this would be a 1-5 goal, even though it is written as a grade 3-5 goal because we are interested in closing the equity gap for all of our students. After voting on the goal we wanted to work toward, our teachers formed grade level teams (interventionists, Special Education and specialist teachers joined groups) and determined strategies, rigor, intervention, professional development and the timeframe needed to reach our goal.

Responsible individual or team:

Our entire staff is responsible for this goal, although we will only be reporting out on grades 3-5.

Strategy/ies that will be implemented to support goal:

First Grade:

Our first-grade team will utilize sentence stems, chunking information into bite-sized sections, activating prior knowledge, pre-teaching vocabulary, using visuals, graphic organizers, acting out vocabulary words, interacting with sight words, and games.

Second Grade:

Our second-grade team will utilize comprehension strategies, direct teaching of fundamental keyboarding skills, teaching of academic and content vocabulary, and grammar. They will also focus on phonics and fluency and will provide sentence stems

for extended response questions, so they will know what to do when they get into third grade.

#### Third Grade:

Our third-grade team will try to get Safety Net support, push-in model with our Instructional Assistants for additional support, work with Watch Dogs, and work in small groups with parents. They also want to increase communication and collaboration between all of our interventionists, support staff, and teachers. They will work on figurative language with students and encourage them to use figurative language in their speaking and writing. They will also teach keyboarding skills to help students communicate their thoughts and ideas more freely. They will ensure that students receive the necessary tools for test taking (i.e. text-to-speech), will teach students how to look for text-based evidence using the RACE strategy. They will also use sentence starters for answering questions if needed and will have students practice fluency by using Read Naturally.

#### Fourth Grade:

Our fourth-grade teachers will increase collaboration with our EL teacher to increase the support of our students. They will use vocabulary connections such as pictures to words to help our students learn vocabulary. They will teach students to use the RACE strategy to use text-based evidence in their responses to reading questions. They will utilize Culturally Responsive Teaching and SIOP strategies to support the needs of their students as well as leveled readers, and group students based on need. They will also use Reading/Writing workshop to increase achievement. The team will seek out learning opportunities and professional development to support the learning of students receiving support in English Language. They will also work on sentence fluency to help with grammar support and increase family engagement by encouraging literacy at home. The team will seek out literature that is interesting to their students and at the just right level, so that students will be successful increasing their reading at home.

#### Fifth Grade:

Our fifth-grade team will use Reading Wonders leveled readers, will rephrase questions, use stem/starters for scaffolding, graphic organizers to plan writing and note taking. They will also use SIOP strategies (visuals), familiarize students with academic vocabulary, teach multiple vocabulary strategies such as visuals, kinesthetic, and oral repetition. They will also utilize turn and talk, jigsaw, self-assessment, goal setting, and self-reflection on progress toward learning.

#### How challenge and rigor will be ensured for all students:

Our teams will analyze assessments data regularly to determine baseline, flexible groupings and to differentiate instruction. They will use a variety of ways to teach and reach all learners while giving many opportunities for our students receiving EL services to speak and listen. Our teams will explicitly teach vocabulary using pictures, whole group and small group instruction, as well as oral discussions. We will be using phonics and use complex tasks using a variety of different reading levels so that students develop critical thinking and problem-solving skills. We will connect English Language Arts learning to other learning such as science and social studies in intentional cross-curricular instruction. Our teachers will plan check-ins to monitor skill progress and

provide a variety of leveled work appropriate for individual students. They will assess and re-teach when needed. Finally, we will make sure that we provide students with culturally relevant stories and texts that interest them. We will monitor and adjust strategies and supports as needed, asking open-ended questions for original/deeper responses and will increase text complexity as students grow.

How necessary interventions will be determined:

We will determine necessary interventions based on our formative and summative assessments including DIBELS and Smarter Balanced Assessment data. We will also use our Reading Wonders assessment data and formative assessments including turn and talk, teacher observation, small group instruction, oral reading, fluency data, group and class discussions, exit tickets, and IAB practice tests.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching and SIOP. Our PCC teams will continue to meet to collaborate around their data, planning, and assessment. Our interventionists and Special Education teams will be meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have the resources we need. In addition to professional development, collaboration, and goal setting listed above, we will utilize Safety Net support, ELL support, parent/community volunteers, IA support, learning coaches, and parent support with reading at home.

Timelines and Progress Monitoring Plans:

Our PCC teams will meet weekly to collaborate and evaluate their data and make plans to improve instruction and/or discuss and plan for intervention and enrichment. They also meet throughout the school year to analyze their Student Growth Goals and make adjustments to their teaching. Our Safety Net and EL teachers provide regular progress monitoring throughout the year as well. In the winter, our teachers will use the IAB practice assessments to determine additional areas in which focused instruction is needed.

School Effectiveness SMART Goal:

Nine Characteristics Survey: Student discipline problems are managed well. Goal is to improve from 83.78% agree completely or agree mostly to 90% agree completely or agree mostly by May 2019.

Process used to determine goal: As a staff, we reviewed and analyzed the 2017-18 Nine Characteristics of Effective Schools Survey that was taken in May 2018 and looked at the

bottom five areas. We then determined which of the five areas we wanted to address as a school, set our goal, and determined what strategies we would use to achieve our goal.

Responsible individual or team: Our Building Leadership Team in conjunction with our PBIS Leadership Team will be responsible for this goal.

Strategy/ies that will be implemented to support goal:

We will develop common expectations for our common areas as well as a Progressive Discipline Matrix including possible interventions and possible consequences that will be used school-wide, which will include reflection slips, restorative actions, and check-ins. Additionally, we will increase communication between administrators, teachers, and families through written communication and oral communication.

How challenge and rigor will be ensured for all students:

Rigor will be ensured through our development of common expectations throughout our school and through re-teaching as needed.

How necessary interventions will be determined:

Interventions will be determined by both individual teachers, PCC teams, collaboration with administrators, our Progressive Discipline Matrix, and our SIT and Guidance Teams.

Any professional learning needed:

As a school, we need to continue learning about PBIS and Equity.

Any resources needed and plans to obtain them:

We need continued professional development in the areas of PBIS and Equity. We have formed a PBIS Leadership Team and have also joined the LWSD PBIS pilot where we will continue to learn about PBIS. Our PBIS Leadership Team will plan implementation of PBIS in our school based on our learning and the readiness of our school. Additionally, we have formed an Equity Leadership Team where we're currently reading and discussing a book about equity, as well as participating in LWSD professional development to support this work.

Timelines and Progress Monitoring Plans:

Our Building Leadership Team will check in with teams during collaboration time to determine if we are effective. We will also discuss it as a group during staff meetings. At the end of the year, we will take the Nine Characteristics Survey as a staff to determine if we met our goal.

Attendance SMART Goal:

By the end of the 2018-2019 school year, we will move from 86.75% of our students avoiding chronic absences to 90% of our students avoiding chronic absences.

Process used to determine goal:

Our administrative team analyzed our absence data in PowerBi and determined that 13.25% of students were chronically absent during the 2017-18 school year. We know

how important it is for students to attend school on a regular basis, so we determined that this was an appropriate goal. Our Building Leadership Team supports this goal.

Responsible individual or team:

Our administrative team in conjunction with our school counselor and grade-level teachers are responsible for this goal.

Strategy/ies that will be implemented to support goal:

We will work with families to communicate the importance of attending school on a regular basis through our monthly Pastries with Principals meetings, PTSA meetings, various gatherings that happen at the school, newsletter articles and communications to families, individual parent meetings, setting classroom goals in the classroom around attendance, giving out attendance awards to students, and providing resources to families who are having trouble getting students to school.

How necessary interventions will be determined:

We will determine what interventions need to be in place through talking with families and students.

Any professional learning needed:

We don't need any professional development in this area at this time.

Any resources needed and plans to obtain them:

We have all the resources needed to plan and obtain our goal.

Timelines and Progress Monitoring Plans:

Our Building Leadership Team will monitor our attendance data quarterly to see how we are doing and to determine if we need to adjust our actions to meet our goal.

Discipline SMART Goal:

Our goal is to create a positive behavioral intervention system which identifies the expected behaviors. We will teach, model and practice those behaviors with private or public acknowledgement, and develop a tool to measure outcome data to determine successes and barriers, by May 2019. Data collected during the 2018-19 school year will be used to identify the frequency and reasons for referrals.

Process used to determine goal:

During LEAP, our staff identified discipline as a focus of our work for this year. We also determined the need for common expectations for students and the need to teach students what is expected. To measure the effectiveness of our work, we need to develop tools to measure our success.

Responsible individual or team:

Our administrative team, in conjunction with our Building Leadership Team and PBIS team will work on these systems, share our ideas with staff and refine our thinking until we have come up with a sound plan.

Strategy/ies that will be implemented to support goal:

Our PBIS team will bring our drafts to our Building Leadership Team to share with their teams to get feedback so that we may refine our work.

How challenge and rigor will be ensured for all students:

We will teach our students our common expectations and then give positive feedback to students who exhibit the expectations.

How necessary interventions will be determined:

We will determine necessary interventions through our SIT process.

Any professional learning needed:

Our PBIS team and other staff members will be attending professional development at LWSD monthly to learn more about PBIS.

Any resources needed and plans to obtain them:

LWSD is providing the necessary resources through the PBIS pilot.

Timelines and Progress Monitoring Plans:

Our PBIS team meets monthly and will evaluate our process and if we are reaching our goal.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:  
Our staff meets regularly with our parents, families and the community. Our staff meets with parents during Back-to-School Night, Curriculum Night, Parent-teacher conferences, IEPs, Guidance meetings, through emails and phone calls, meetings as needed or requested and PTSA events. Additionally, our administrative team meets on a monthly basis with parents at Pastries with Principals meeting, at monthly PTSA membership meetings, monthly PTSA leadership meetings, and as needed/requested with parents. During those meetings, we communicate with parents about the work that we are doing to meet the needs of our students.

Timelines and Progress Monitoring Plans:  
Our Building Leadership Team will monitor our CIP goals quarterly to determine our effectiveness and if we need to adjust our plans.

2018-19 Strategies to inform parents, families and the community in the CIP process:  
The principal will communicate our CIP goals to our parents, families and the community through monthly newsletters, at the December PTSA Membership Meeting, and through posting it on our website.

Timelines and Progress Monitoring Plans:  
Our CIP will be posted on our website once it is approved. We present our plan to parents at the December PTSA parent meeting, as well as in our December newsletter.



## **Continuous Improvement Process Plan 2018-2019**

Christa McAuliffe Elementary School

23823 NE 22<sup>nd</sup> Street

Sammamish, WA 98074

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

|                      |                 |
|----------------------|-----------------|
| Principal:           | Brady Howden    |
| Associate Principal: | Bridget Ballard |



# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

Christa McAuliffe Elementary is located in Sammamish, Washington in the Lake Washington School District as part of the Eastlake High School feeder pattern. Approximately 545 full-time students attend Christa McAuliffe each day in grades kindergarten through fifth grade.

It is the mission of Christa McAuliffe Elementary to ensure that all students are empowered, both socially and academically, to achieve personal success. We are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe and welcoming learning environment for all students, and fostering a partnership with our parent community.

The staff at Christa McAuliffe works in teams to best meet the needs of students. All decisions are measured by the academic and social benefit to our students. Our Reach for the Stars program is designed to help all students be their best by showing kindness and respect and by being safe and responsible at school. Parent involvement is a key component to the success of our students. We use a variety of communication strategies to keep parents informed of student progress.

We have an active PTSA that supports many after school programs, provides resources for teachers, and organizes enrichment opportunities for students. Parents volunteer throughout the school on a daily basis, supporting students and teachers as we work together to achieve school goals. We are very fortunate to have an involved parent community, supportive PTSA, and dedicated teaching staff supporting our students each day.

Academic goals and focus areas are determined based upon careful evaluation of data, both at grade and individual student levels. As a result of these efforts, Christa McAuliffe students have consistently performed above state and district averages in all areas of the Smarter Balanced Assessment (SBA), Washington Comprehensive Assessment of Science (WCAS), and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Christa McAuliffe Elementary is made up of a diverse population of students that represent many different ethnicities. The demographics of our student population include 45% white, 42% Asian, 6% Two or More Races, 6% Hispanic/Latino, and 2% Black/African American. Our school also has a growing population of students who qualify for ELL (9.7%) and Special Education (10.5%) services.

Christa McAuliffe Elementary houses a variety of programs that serve the needs of our diverse population. These programs include the Learning Center, Pull-Out Quest (gifted), and Full-Time Quest (gifted). Christa McAuliffe Elementary also hosts the before school

elementary orchestra program. These programs serve students from elementary schools within the Eastlake Learning Community.

McAuliffe is a healthy school, both academically and culturally. It is a school full of dedicated educators, supportive parents, and students excited to learn. This is evidenced by our high test scores, positive reviews on staff and parent surveys, and high attendance at school and PTSA events. We have low staff turnover and parents seek housing within our school boundaries so their students can attend McAuliffe.

## II. District Performance Targets

|  | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance<br/>2014-15</b> | <b>Current Performance<br/>2017-18</b> | <b>Target Performance<br/>2018</b> |
|--|---|---|--|------------------------------------|
|  |   | District                                | District                               | District                           |
| <b>Early Literacy Development</b>                  | % of Kindergarteners at benchmark on End-of-Year Literacy assessment          | 87.2%                                   | 86.4%                                  | 95%                                |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy | 78.6%                                   | 81.1%                                  | 95%                                |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     | 80.5%                                   | 79.9%                                  | 95%                                |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 84.1%                                   | 84.4%                                  | 95%                                |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     | 72.7%                                   | 75.7%                                  | 95%                                |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  | 86.9%                                   | 81.9%                                  | 95%                                |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   |                 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|-----------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Early Literacy Development</b>                  | % of K-2 at benchmark on End-of-Year Literacy assessment                      | K               | 100%    | 91.2%   | 90.8%   | 88.7%   |         |         |         |
|  |   | 1 <sup>st</sup> | 96.1%   | 96.2%   | 90.0%   | 93.7%   |         |         |         |
|  |   | 2 <sup>nd</sup> | 94.3%   | 89.4%   | 83.5%   | 93.7%   |         |         |         |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy |                 | 84.7%   | 88.7%   | 89.4%   | 93.4%   |         |         |         |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     |                 | 88.8%   | 88.7%   | 90.9%   | 88.1%   |         |         |         |
| <b>4<sup>th</sup> Graders on Track for Success</b> | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 87.6%   | 89.3%   | 87.0%   | 91.0%   |         |         |         |
|  | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 88.7%   | 86.6%   | 82.8%   | 92.4%   |         |         |         |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 90.9%   | 91.5%   | 86.9%   | 85.8%   |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 79.2%   | 82.1%   | 85.7%   | 82.8%   |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  |                 | 92.2%   | 96.8%   | 92.8%   | 86.8%   |         |         |         |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## **IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals**

All McAuliffe staff were involved in the evaluation and reflection of our school's 2017-2018 CIP goals. Certificated staff met to evaluate, reflect, and respond to the results of all goal areas. Classified staff provided reflection and evaluation of school culture and discipline goals. Reflection on school culture goals began in June of 2018. Reflection of all other goals took place in August/September of 2018. The reflective process helped guide our school as we worked together to set goals for the 2018-2019 school year.

A variety of scheduled activities helped to support the implementation of McAuliffe's 2017-2018 CIP. These activities included the use of Wednesday LEAP afternoons for professional learning in the area of math, ELA, science, and technology. Wednesday LEAP time also supported our CIP through teacher PGE and Team Collaboration work. In addition to Wednesday afternoons, writing professional development was provided to all ELC elementary teachers during all-day LEAP days. McAuliffe teachers also participated in a variety of learning activities during twice/month staff meetings as well. Professional learning activities were led by administrators, teacher leaders, and contracted professional development teams.

Grade level teams met throughout the year to analyze data, reflect upon student performance, and adjust instruction to best support CIP goals. Teams also met with the administrative team throughout the year to provide updates on progress of both CIP and PGE goals.

School goals were set at the beginning of the year based upon careful analysis of our 2016-2017 data. Teachers looked at a variety of data sources including state assessment data, report card data, survey data related to school culture, discipline data, and attendance data. Classified and Certificated staff were involved in the creation of school goals and helped inform the strategies outlined in the CIP to support these goals.

The main challenge our school and teams faced in terms of implementing the CIP was time. Time constraints always pose a challenge as students can benefit from additional instruction and staff can benefit from additional collaboration time.

| 2017-2018 Goal  | Achievement Outcome   |
|---|---|
| <p>Literacy: K-2 Reading Goal:</p> <p>82% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.</p>   | <p>Outcome:</p> <p>92.4% of students in grades K-2 met or exceeded standard in literacy as measured by the EOY DIBELS assessment in May 2018.</p> |
| <p>Narrative Reflection:</p> <p><u>Summary:</u> Our school did very well in the area of ELA. Primary students (K-2) exceeded the goal, with 92.4% of students scoring at or above standard as measured by the EOY DIBELS (as compared to their 82% at/above standard goal).</p> <p><u>Successes:</u> Teachers in grades K, 1, and 2 did an excellent job of working together to plan instruction and interventions. They also used IA support during literacy blocks to support students in this area. As a result, all grade levels exceeded their grade level goals, which contributed to us exceeding the K-2 goal by 10.4%.</p> <p><u>Struggles:</u> Despite our great success, we also faced struggles as well. Although our students who receive ELL and/or Special Education services made progress in the area of literacy, there were still some students who received these services who did not meet standard as measured by the EOY DIBELS assessment. Another struggle was related to scheduling for students who receive ELL services. Our increasing population of students receiving ELL services in primary grades has created challenges with scheduling as we work to ensure that core instruction is not missed.</p> <p><u>Next Steps to Ensure Continued Growth:</u> One area we will continue to work on is scheduling support for students who receive ELL and/or Special Education services. It's important that our students receive the supports needed in areas where they are not at standard, while at the same time not missing core academic instruction in other areas. Our teachers will also continue using the many strategies that have led to growth in the area of literacy. These strategies having included the use of IA support during literacy blocks, use of parent volunteers to support reading instruction, ELL support, use of Safety Net support in the area of primary literacy, Read Naturally, Kindergarten LAUNCH, Accelerated Reader, increased focus on nightly reading homework, and focused leveled book shopping for take-home books.</p> |   |
| <p>Literacy: 3-5 ELA Goal:</p> <p>85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.</p>  | <p>Outcome:</p> <p>89.7% of students in grades 3-5 met or exceeded standard in literacy as measured by the SBA assessment in May 2018.</p>        |
| <p>Narrative Reflection:</p> <p><u>Summary:</u> Our school did extremely well with our grades 3-5 ELA goal as 89.7% of students met or exceeded standard in this area. This exceeded our goal by 4.7%.</p>  |   |

Successes: Students in third grade (93.4% at/above standard), fourth grade (91.0% at/above standard) and fifth grade (85.8% at/above standard) had high achievement as measured by the state assessment. This was the result of our teachers becoming more familiar with the standards related to text evidence. Another year of experience with our new writing and reading curriculum helped teachers better provide students with authentic learning experiences.

Struggles: Time constraints led to many of the struggles experienced by our teachers. For example, teachers were unable to provide students with multiple opportunities to practice each genre of writing prior to the SBA. Teachers also struggled with finding time within the day to practice typing on a consistent basis. Changes to how SBA questions were presented also posed challenges. Lastly, teachers struggled finding ways to best support students exited from special programs such as ELL and special education.

Next Steps to Ensure Continued Growth: As teachers become more familiar with our new writing curriculum, they will be able to plan instruction to ensure adequate exposure to and practice with each writing genre. Additional experience with SBA question structure will make it possible to better prepare students for this assessment. Our teachers will also continue using strategies that have proven to be effective in the classroom. These strategies include using EduTyping.com for keyboarding practice, Fountas and Pinnell and Star Reading resources to match students to appropriate reading levels, book clubs to enrich Wonders curriculum, SBA interim assessments to support test practice and familiarity, small group instruction opportunities, and graphic organizers to assist with critical thinking and organizational skills.

Math: 3-5 Math Goal:

84% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.

Outcome:

87.4% of students in grades 3-5 met or exceeded standard in math as measured by the SBA assessment in May 2018.

Narrative Reflection:

Summary: Our school did well with our grades 3-5 math goal as 87.4% of students met or exceeded standard in this area. This exceeded our goal by 3.4%.

Successes: Students in third grade (88.1% at/above standard), fourth grade (92.4% at/above standard) and fifth grade (82.8% at/above standard) had high achievement as measured by the state assessment. This was the result of our teachers in grades 3-5 having consistent teaching practices that included using the strategy of flexible leveled math groups with reduced class sizes and focused IA/Para support for students in the lower level math groups. Third and fourth grades also focused heavily on math fact fluency, which has had a positive impact on students as they enter fifth grade. Teachers in grades 3-5 also participated in vertical teaming, which led to improved support for students and exchange of additional teaching strategies.

Struggles: Time constraints made it difficult for teachers to fully cover all math topics prior to the May SBA testing window. enVision topic tests are not yet aligned to the



Common Core, which provided challenges when teachers used vocabulary consistent with Common Core standards in their instruction. Third grade students struggled with mastering multistep problems as they are also in the beginning stages of learning basic multiplication and division facts. Another challenge our teachers found was that district curriculum and assessments are less rigorous than the SBA assessment. Lastly, large class sizes in fourth and fifth grades posed challenges to providing differentiated instruction due to the high student to teacher ratio.

Next Steps to Ensure Continued Growth: Teachers in grades 3-5 will continue to work closely together to provide consistent math instructional practices, which include using flexible leveled math groups with targeted IA/Para support. Teachers will also use Dreambox as a supplemental math support at school and home. Our third and fourth grade teachers will continue strengthening students' math computation skills. Lastly, teachers will use parent volunteers (ex: Watch DOGS) to support students.

Science: 5<sup>th</sup> Science Goal:

88% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.

Outcome:

86.8% of students in grade 5 met or exceeded standard in science as measured by the WCAS assessment in May 2018.

Narrative Reflection:

Summary: Our school did well in the area of science as 86.8% of fifth grade students scored at/above standard on the WCAS in May of 2018.

Successes: The 2017-2018 school year was the first year the WCAS was administered to fifth grade students as the state science assessment. Our teachers did an excellent job preparing students for this test, despite having little guidance and limited availability of resources to support student preparation for this assessment. 86.8% of McAuliffe fifth grade students performed at/above standard on the WCAS as compared to 65.8% of LWSD students and 55.1% of Washington State students performing at/above standard. This illustrates how well McAuliffe students performed on the first WCAS assessment.

Struggles: The main struggle our teachers and students faced was a lack of curriculum and materials related to the new science standards and WCAS. The state of Washington also provided limited practice resources to help with test preparation.

Next Steps to Ensure Continued Growth: Teachers in fifth grade will continue to support students with teaching practices that have proven to be successful in the past. This includes regular teaching and practice of the scientific process, providing additional instruction of concepts addressed within the NGSS but not covered within LWSD science curriculum, continued use of LWSD science curriculum, and hosting a culminating science fair project for fifth grade students at the end of the year.

Achievement Gap Goal:

Outcome:

|   |   |
|---|---|
| 67% of students listed on the equity grid provided in August 2017 will improve by one or more proficiency levels in either ELA or Math as measured by May 2018 state assessment data.   | 54% of students listed on the equity grid provided in August 2017 improved by one or more proficiency levels in either ELA or Math as measured by May 2018 state assessment data. |
| <p>Narrative Reflection:</p> <p><u>Summary:</u> McAuliffe staff focused on students in grades 1 – 5 who were not at standard on the state assessment in either ELA or math. As a result of our school’s efforts, 54% of our subgroup demonstrated higher levels of growth/achievement in 2018 as measured by state assessment data. The ELA portion of the goal was measured by DIBELS for students in grades K-2 and the SBA for students in grades 3-5. The math portion of the goal was measured by the SBA for students in grades 3-5. Growth was measured by the number of students who improved by one or more proficiency levels in the area they were not at standard.</p> <p><u>Successes:</u> There were a total of 52 students who were not at standard in at least one of the areas previously listed. A total of 28 students (54%) improved one or more proficiency levels in either ELA or math as measured by May 2018 assessment data. Teachers across our school closely monitored students within our subgroup by using a tool called the “Data Grid” to ensure that differentiated instruction was provided in the target area for each student. Teachers met the individual needs of their students through focused instruction, personal connections, and collaboration with families.</p> <p><u>Struggles:</u> The “Data Grid” was a new tool that listed all students who were not at standard in either ELA or math. It also listed non-academic factors that might impact student academic performance negatively. As with any new tool, there was a learning curve in terms of how to best implement the tool and make it part of our teachers’ regular practice. Teachers were asked to look at students through a variety of lenses and identify the non-academic factors that might have a negative impact on student academic performance and design interventions to address any areas of need.</p> <p><u>Next Steps to Ensure Continued Growth:</u> Although McAuliffe students perform extremely well on state assessments and progress was made using the “Data Grid” tool, we still have not reached 100% of students at standard. Our teachers will continue using the “Data Grid” this year to support students who were not at standard in either ELA or math as measured by state assessments. Moving forward, teachers will consider additional factors that have a negative impact on student academic performance, such as attendance and discipline.</p> |   |
|   |   |
| <p>School Effectiveness Goal:</p> <p><u>Goal #1:</u><br/>Christa McAuliffe Elementary will improve from 89% “agrees mostly/completely” to 97% “agrees</p>   | <p>Outcome:</p> <p><u>Goal #1:</u><br/>Christa McAuliffe Elementary improved from 89% “agrees mostly/completely” to 94% “agrees mostly/completely” in the area of</p>             |

|  |   |
|--|---|
| <p>mostly/completely” in the area of “Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p> <p><u>Goal #2:</u><br/>Christa McAuliffe Elementary will improve from 97% “agrees mostly/completely” to 100% “agrees mostly/completely” in the area of “Teachers provide feedback to each other to help improve instructional practices” as measured by question #44 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p>   | <p>“Staff works in teams across grade levels to help increase student learning” as measured by question #26 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p> <p><u>Goal #2:</u><br/>Christa McAuliffe Elementary scored at 91% “agrees mostly/completely” in the area of “Teachers provide feedback to each other to help improve instructional practices” as measured by question #44 on the Spring 9 Characteristics of Effective Schools Survey (May 2018).</p> |
| <p><b>Narrative Reflection:</b></p> <p><u>Summary:</u> Our school selected two “school effectiveness” goals last year. We scored at 94% “agree mostly/completely” on question #26 on the 9 Characteristics survey (the goal was 97%) and at 91% “agree mostly/completely” on question #44 on the 9 Characteristics survey (the goal was 100%).</p> <p><u>Successes:</u> Although we did not meet our goal in either area, we continued to have high marks due to the collaborative efforts of both classified and certificated staff. With regards to question #26, our certificated staff continued their work across grade levels to align math and reading practices, share strategies, and identify growth opportunities. This has enabled our students to receive consistent instruction and interventions across the K – 5 continuum. Time was provided for our classified staff to work with each other to solve problems and also to meet with the teachers they supported for additional collaboration. For question #44, many of our certificated staff participated in learning walks for the purpose of personal growth and also to provide feedback to one another.</p> <p><u>Struggles:</u> Time constraints continue to pose a challenge to both classified and certificated staff. Budget constraints make it difficult to provide classified staff with professional development and collaboration time during non-work hours. Our LEAP calendar provides little flexibility to focus on school-specific goals. That being said, we have been able to provide some time to support our goals and maintain a high rate of “agree mostly/completely”.</p> <p><u>Next Steps to Ensure Continued Growth:</u> Certificated staff will be using the Professional Learning Coach support program to provide opportunities for collaboration and learning. We will continue holding monthly meetings for our classified staff, including time within meetings to meet and collaborate with the certificated staff they support.</p> |   |
| <p><b>Attendance Goal:</b></p>   | <p><b>Outcome:</b></p>  |

|  |   |
|--|---|
| Christa McAuliffe Elementary will improve from 8.3% of students having a 10% or greater absence rate to 3.3% of students having a 10% or greater absence rate as measured by June 2018 attendance information (10%+ = chronically absent).   | 4.7% of students at Christa McAuliffe Elementary had a 10% or greater absence rate as measured by June 2018 attendance information (10%+ = chronically absent). |
| <p>Narrative Reflection:</p> <p><u>Summary:</u> Although our school did not meet our goal in the areas of attendance, we did show improvement in this category. The number of students with a 10% or greater absence rate decreased from 8.3% to 4.7%.</p> <p><u>Successes:</u> Our parents have become more familiar with LWSD's new attendance policy, which has led to a decrease in students who are chronically absent. In addition, our chronically absent rate of 4.7% was less than the district average of 8% for K-5 schools. Lastly, we were able to implement a new communication tool to help parents better inform the school of student absences and provide a more specific plan of academic support during those absences.</p> <p><u>Struggles:</u> There are still some families whose students have an absence rate exceeding 10%. Our staff has worked closely with the BECCA Coordinator to communicate with these families for the purpose of improving attendance. However, there are situations where family vacations, participation in sports, or lack of parental support has caused attendance issues for some students.</p> <p><u>Next Steps to Ensure Continued Growth:</u> We will be implementing an additional attendance monitoring mechanism and communication system this year. This additional work will place a greater emphasis on tardies and increase the frequency of communication between the school and home. We have also included attendance as a data point that will be monitored on our "Data Grid". Student attendance and the impact it has on academic performance will be at the forefront of our teacher's minds as they work to provide individualized support for their students.</p> |   |
| Discipline Goal:   | Outcome:  |
| Christa McAuliffe Elementary will improve from 145 communication slips being handed out to students during the school year to 110 communication slips (or less) being handed out to students during the school year as measured by June 2018 discipline data.  | 113 communications slips were handed out during the 2017-2018 school year as measured by 2018 discipline data.  |
| <p>Narrative Reflection:</p> <p><u>Summary:</u> We came very close to reaching our goal in the area of discipline, handing out only 113 communication slips (our goal was 110).</p>  |   |

Successes: Our school handed out a total of 113 communication slips, which was a reduction by 32 communication slips. This was a 22% decrease, which means our positive intervention program and classroom management plans have had an impact in this area. An increased presence on the playground by our school counselor also helped.

Struggles: Our primary students in grades K-2 continue to receive the majority of communication slips. Also, additional work is needed to ensure that consistent practices of assigning communication slips are applied throughout the school.

Next Steps to Ensure Continued Growth: There are a variety of strategies that will be implemented to ensure continued growth in this area. These strategies include the following: (1) Continued use of counselor support during recess; (2) Use of positive interventions to encourage students to make good choices at school (ex: lunch with principal, star tickets, etc.); (3) Use of tiered discipline system; (4) Regular communication with parents for the purpose of supporting student discipline (ex: emails, meetings, behavior charts, etc.); (5) Adjusting supports/programming for students with severe behaviors; and (6) Conversations with staff regarding communication slips for the purpose of calibration.

#### Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

Christa McAuliffe Elementary worked with our PTSA and community in 2017-2018 to support our Continuous Improvement Process as follows:

- Used parent, Eastside Catholic, Watch DOGS, and other volunteers to support students in class through 1:1 and small group support
- Worked with the PTSA to fund materials and professional development opportunities to support CIP goals
- Used communication processes that further involved/informed parents in the areas of attendance and discipline (ex: monthly newsletters, Skyward emails, principal letters, teacher newsletters, PTSA meeting reports, etc.)
- Provided parent education in areas related to the CIP (ex: Math nights)

Reflection on Outcome:

We have worked incredibly hard to provide a welcoming school environment for our families and community. We encourage families to attend school and PTSA events, invite parents to volunteer in a variety of ways, make sure that all money raised benefits students either academically or socially, and partner with local middle and high schools to provide student support.

The level of engagement, as measured by parental involvement and generosity with fund raising activities, shows that we are having great success in involving parents and our community.

2017-18 Strategies to inform parents, families and the community in the CIP process:

McAuliffe used a variety of strategies to inform parents, families, and the community about the continuous improvement process. This included the principal updating our community of this process at the November 2017 PTSA General Membership meeting. Parents were also informed of this process via the November 2017 monthly newsletter from the principal. In addition, the PTSA and community was provided with regular updates throughout the year, both at PTSA meetings and in the monthly principal newsletter. Lastly, the CIP was posted on the Christa McAuliffe website in January 2018 (after being approved by the Lake Washington School District).

Reflection on Outcome:

We used a variety of methods to inform our community of the CIP process throughout the 2017-2018 year. Our PTSA board members were engaged with this process as evidenced by the discussions at board meetings and through the financial support of goals. Despite the CIP being advertised, promoted, and shared in a variety of forms there is relatively no feedback from the community outside of the PTSA board. We believe this is attributed to the fact that our school academic results are consistently high, creating a level of trust and appreciation on behalf of our community.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources   |
|---|
| <p><u>Literacy: K-2 Reading SMART Goal:</u></p> <p>90% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.</p>  |
| <p><u>Process used to determine goal:</u> Teachers examined past assessment results and beginning of year DIBELS data for all students in grades K-2 to determine the K-2 Reading SMART Goal. This included looking at every individual child to determine reasonable growth as a result of planned interventions.</p> <p><u>Responsible individual or team:</u> Teachers in grades K-2 (including 2<sup>nd</sup> grade Quest), Safety Net, ELL, and Special Education.</p> <p><u>Strategy/ies that will be implemented to support goal:</u> Strategies to support our goal include the use of: (1) Collaboration with Safety Net, ELL, and SPED teaching staff; (2) Read Naturally, Launch, and Daily 4 resources; (3) 1:1 IA support; (4) Reading instruction taught through leveled groups; (5) Words Their Way curriculum; and (6) Assignment of nightly reading homework.</p> <p><u>How challenge and rigor will be ensured for all students:</u> Reading materials and homework assignments will be differentiated for students. Teachers will also design individualized instruction to appropriately challenge students and ensure growth.</p> <p><u>How necessary interventions will be determined:</u> Interventions will be determined based upon assessment data provided by DIBELS, formative assessments and summative assessments with the Wonders reading curriculum, and regular running records reading assessments.</p> <p><u>Any professional learning needed:</u> Additional professional development is needed in the areas of dyslexia and supporting students receiving ELL and special education services.</p> <p><u>Any resources needed and plans to obtain them:</u> The addition of letter tiles would help support reading instruction. This resource can be purchased either through building budget or PTSA grant.</p> <p><u>Timelines and Progress Monitoring Plans:</u> Progress will be monitored as follows: (1) Regular DIBELS assessments (BOY, MOY, and EOY); (2) End of unit Wonders reading assessments (every 5-6 weeks); (3) Weekly spelling tests/checks; and (4) PGE meetings and check-ins with administrators.</p> |
| <p>Literacy: 3-5 ELA SMART Goal:</p>  |

88% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA in May 2019.

Process used to determine goal: Teachers examined past assessment results (DIBELS and SBA), looked at current data related to progress in ELA, and used professional judgment to determine the 3-5 ELA SMART goal.

Responsible individual or team: Teachers in grades 3-5 (including 3<sup>rd</sup> grade Quest), Safety Net, ELL, and Special Education.

Strategy/ies that will be implemented to support goal: Strategies to support our goal include the use of: (1) SBA Interim assessments; (2) Ability reading groups; (3) Assignment of “just right” books based on Fountas and Pinnell and Accelerated Readers levels; (4) Whole class instruction on new grade level expectations; and (5) The Comprehension Toolkit by Stephanie Harvey.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of ability reading groups, “just right” books based on Fountas and Pinnell and Accelerated Reader levels, whole class instruction on new grade level expectations, monthly reading goals, Scholastic News, IA support with reading groups, and support from Special Education and ELL staff.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by Wonders curriculum, Accelerated Reader results, Fountas and Pinnell level outcomes, and teacher created assessments.

Any professional learning needed: Additional professional development in the following areas would be helpful: (1) SMART Boards; (2) Dyslexia; (3) Supporting students exited from ELL and SPED services; and (4) SIOP.

Any resources needed and plans to obtain them: It would be helpful to have a supplemental reading curriculum that better supports ELL students and struggling readers. Absent of such resources provided by the district, our staff will identify supplemental materials provided online or through participation in conferences and professional organizations.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) District unit assessments; (2) Regular comprehension checks; (3) Star Reading assessments; (4) Progress on areas monitored within the report card; and (5) PGE meetings and check-ins with administrators.

Math: 3-5 Math SMART Goal:

88% of students in grades 3-5 will score at standard or above in math as measured by the SBA in May 2019.



Process used to determine goal: Teachers examined past assessment results (SBA), looked at current data related to progress in math, and used professional judgment to determine the 3-5 math SMART goal.

Responsible individual or team: Teachers in grades 3-5 (including 3<sup>rd</sup> grade Quest), Safety Net, ELL, and Special Education.

Strategy/ies that will be implemented to support goal: Strategies to support our goal include the use of: (1) SBA Interim assessments; (2) Ability math groups; (3) Targeted IA/Para support; (4) Timed tests on math facts; (5) Parent-led math groups; (6) Watch DOGS volunteer support during math instruction; (7) Supplemental materials (ex: Engaged New York); and (8) Dreambox Learning.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of ability math groups, 1:1 support (from IA, Para, parents), timed tests on math facts, enrichment projects, Dreambox Learning online tool, and SBA Interim Assessments.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by enVision Math curriculum, SBA Interim Assessments, timed tests, and teacher created assessments.

Any professional learning needed: Additional professional development is needed in the areas of SMART Boards and Dreambox Learning.

Any resources needed and plans to obtain them: It would be helpful to have math assessments that align to the Common Core State Standards. In the meantime, we will continue to use district provided assessments.

Timelines and Progress Monitoring Plans: Progress will be monitored as follows: (1) District assessments; (2) SBA Interim Assessment data; (3) Quick checks; (4) Tracking time tests; and (5) PGE meetings and check-ins with administrators.

Science: 5 Science SMART Goal:

87% of students in 5<sup>th</sup> grade will score at standard or above in science as measured by the WCAS in May 2019.

Process used to determine goal: Teachers looked at past trends/results in science on state assessments, examined current data, and used professional judgment to determine the 5<sup>th</sup> grade science SMART goal.

Responsible individual or team: Teachers in 5<sup>th</sup> grade.

Strategy/ies that will be implemented to support goal: Strategies to support our goal will include the use of NGSS instructional strategies in science lessons and application to science curriculum.

How challenge and rigor will be ensured for all students: All students will receive challenge and rigor through the use of district science curriculum and monthly math science rotations taught by “teacher experts” in specific content strands.

How necessary interventions will be determined: Interventions will be determined based upon assessment data provided by the LWSD science curriculum and teacher check-ins.

Any professional learning needed: Additional professional development is needed with NGSS and new science curriculum (upon adoption).

Any resources needed and plans to obtain them: It will be helpful to have curriculum that aligns to the NGSS. The LWSD is currently in the process of adopting new science materials, which will address this area of need.

Timelines and Progress Monitoring Plans: Progress will be monitored through the use of District assessments and PGE meetings/check-ins with administrators.

Achievement Gap SMART Goal:

Goal #1: 43.7% of students listed on the equity grid provided in August 2018 who were not at standard in either ELA or math will improve by one or more levels as measured by May 2019 state assessment data.

Goal #2: 75.0% of students listed on the equity grid provided in August 2018 who had an absenteeism rate of 10% or higher will improve their attendance as measured by May 2019 attendance data.

Process used to determine goal: Teachers were provided with an Equity Grid that included data related to student academic performance and attendance. Any student who did not meet standard on a state assessment or had chronic absenteeism (10% or higher) was included on the Equity Grid. Teachers examined the academic and attendance history of each student listed on the grid to determine interventions needed to support student growth. Upon evaluation of this information, teachers determined whether or not the interventions would result in significant growth in the student’s focus area. Separate goals were created to address academic and attendance concerns.

Responsible individual or team: Grade level teams are responsible for monitoring students listed within their grade level on the Equity Grid. The Associate Principal is responsible for supporting teachers and students in the area of attendance and academics. The principal is responsible for supporting teachers and students in the area of academics and school culture/programs.

Strategy/ies that will be implemented to support goal: Teachers will use flexible instructional groupings, parent volunteer support, targeted homework, and individualized interventions and activities. Teachers will also collaborate with the Associate Principal and registrar to support student attendance.

How challenge and rigor will be ensured for all students: Students will be provided with differentiated instruction, intervention opportunities, and small group teacher support to address areas of focus.

How necessary interventions will be determined: Interventions will be determined based upon student academic assessment and attendance data. Teachers will also work with specialized staff, as needed, to support students. This may include collaborating with ELL, SPED, and Safety Net teachers.

Any professional learning needed: Additional professional development in the area of Culturally Responsive Teaching and SIOP strategies will be provided to teachers this year to support student learning.

Any resources needed and plans to obtain them: All resources needed to achieve this goal are already in place and accessible. If additional resources are needed, students and teachers will be supported either through building budget or PTSA grants.

Timelines and Progress Monitoring Plans: Teachers will review students listed on the Equity Grid during PLC meetings. They will also meet with administrators three times during the year to provide progress updates.

School Effectiveness SMART Goal:

Goal #1: Christa McAuliffe Elementary will improve: (1) From 98% “agrees mostly/completely” to 100% “agrees mostly/completely”; and (2) From 33% “agrees completely” to 75% “agrees completely” in the area of “Students respect those who are different from them” as measured by question #56 on the Spring 9 Characteristics of Effective Schools Survey (May 2019).

Goal #2: Christa McAuliffe Elementary will improve from 76% “agrees mostly/completely” to 85% “agrees mostly/completely in the area of “I believe all students can learn complex concepts” as measured by question #14 on the Spring 9 Characteristics of Effective Schools Survey (May 2019).

Process used to determine goal: Administrators met with classified and certificated staff in June of 2018 to reflect upon the 2017-2018 9 Characteristics results. Classified and certificated staff revisited the results in September of 2018 to select the focus area. Staff also provided input on strategies to achieve the goal.

Responsible individual or team: All McAuliffe staff will be responsible for supporting students and participating in the success of our school effectiveness goal.

Strategy/ies that will be implemented to support goal:

Strategies to support Goal #1 will include the following:

- Learning Center Friendship groups/buddies/mentors
- Counseling lessons/SEL lessons

- 5<sup>th</sup> grade helpers for LC PE
- Showcase POQ work (Expert Fair)
- ASB work focused on kindness (Kindness Day/Sister Schools)
- March Book Madness Preview (celebrating diversity)
- Equity Team work
- Books to represent our students
- Photos of our students to post
- Unity Day (October)
- Discipline follow through
- Autism Awareness Month (April)
- Team Building activities

Strategies to support Goal #2 will include the following:

- Meet with Building Leadership to define “complex concepts”
- Share and gain consensus with all staff on the definition of “complex concepts”

How challenge and rigor will be ensured for all students: The strategies listed to support our goals will provide differentiation for students, ensuring that each student will be uniquely challenged in this area.

How necessary interventions will be determined: Interventions and action steps were determined based upon staff input regarding the strategies they felt would have the greatest positive impact on our goal.

Any professional learning needed: For Goal #1, professional learning is needed in the area of equity, which will take place during the year through our Equity Team, staff, and leadership team meetings. For Goal #2, learning and clarification is needed to create a common understanding of “complex concepts”.

Any resources needed and plans to obtain them: People within our school will serve as the resources needed to support our goals. Activities will be led by our ASB team, counselor, teachers, and administrators.

Timelines and Progress Monitoring Plans: Goal #1 will be supported through school events that will take place on a regular basis throughout the year. This goal will be monitored through discipline data and counselor interventions. Goal #2 will be addressed at November/December leadership and staff meetings. This goal will be revisited in Spring, prior to staff taking the 9 Characteristics Survey, with progress being measured based upon the data provided within the survey.

Attendance SMART Goal:

Christa McAuliffe Elementary will improve from 4.7% of students having a 10% or greater absence rate to 3.5% of students having a 10% or greater absence rate as measured by June 2019 attendance information (10%+ = chronically absent).

Process used to determine goal: Administrators and teachers reviewed attendance data from the previous year as listed in LWSD's Power BI tool. Past results were examined to determine our 2018-2019 goal.

Responsible individual or team: The Associate Principal and Registrar are responsible for monitoring attendance, communicating with families, and enforcing attendance policies.

Strategy/ies that will be implemented to support goal: The Associate Principal will meet monthly with the Registrar to review attendance data. Letters will be sent home to parents quarterly. The Associate Principal will meet with parents when student attendance becomes chronic. Families will be required to fill out a "Preapproved Absence Request" form for all preplanned absences greater than one day. This form will include information regarding the absence, along with a plan to support students academically. Communication regarding our attendance policy was provided to parents at Curriculum Night, via Skyward email, and through our monthly Principal newsletter.

How challenge and rigor will be ensured for all students: The "Preapproved Absence Request" form requires parents to include a plan to support students academically during their absence.

How necessary interventions will be determined: Interventions were determined based upon successful past practices. These include frequent communication with parents regarding concerns related to their child's attendance, involvement of the district attendance specialist, and meetings with families as needed. This is a tiered intervention system for the purpose of changing attendance patterns.

Any professional learning needed: Additional learning about the practices put in place by other LWSD elementary schools will take place during principal level meetings. This will allow us to continue to reflect upon and improve our practices going forward.

Any resources needed and plans to obtain them: All resources needed to achieve this goal are already in place and accessible.

Timelines and Progress Monitoring Plans: Attendance monitoring and parent phone calls will take place monthly. Attendance letters will be sent to parents quarterly. Involvement with the district attendance specialist will take place on an as needed basis.

Discipline SMART Goal:

Christa McAuliffe Elementary will improve from 113 communication slips being handed out to students during the school year to 110 communication slips (or less) being handed out to students during the school year as measured by June 2019 discipline data.

Process used to determine goal: Administrators and teachers reviewed discipline data from the previous year to determine our 2018-2019 goal. We also considered an increase in student enrollment by 40+ students when creating our goal.

Responsible individual or team: All McAuliffe staff will be responsible for supporting our goal.

Strategy/ies that will be implemented to support goal: Strategies to support our goal will include: (1) Classroom management plans, consequences, and incentives; (2) School-wide positive incentive programs (ex: Star Tickets and Star Drawings); (3) Use of behavior charts for students with behavior challenges; (4) Counselor lessons and recess supervision; and (5) Consistent application of school rules and consequences by all school staff.

How challenge and rigor will be ensured for all students: Differentiated support and interventions will be provided to students based upon their circumstances and history, with staff holding all students to high behavior expectations.

How necessary interventions will be determined: Interventions will be determined based upon individual student needs. Resources and strategies will be applied as a result of collaboration with the student, teacher, and family.

Any professional learning needed: Administrators reviewed behavior expectations and processes with staff during August LEAP meetings. The Associated Principal will meet monthly with recess teachers to review and calibrate practices.

Any resources needed and plans to obtain them: All resources needed to achieve this goal are already in place and accessible.

Timelines and Progress Monitoring Plans: Discipline will be monitored on a daily basis, with updates provided to teachers prior to report cards being completed in January and June. Administrators will meet with students, teachers, and parents as discipline issues arise for the purpose of student learning and to also create a support plan (as needed).

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:

Christa McAuliffe Elementary will work with our PTSA and community in 2018-2019 to support our Continuous Improvement Process as follows:

- Use parent, middle school, Watch DOGS, and other volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities to support CIP goals
- Use communication processes that further involve/inform parents in the areas of attendance and discipline (ex: monthly newsletters, Skyward emails, principal letters, teacher newsletters, PTSA meeting reports, etc.)
- Host principal talks to engage community members
- Work with the school Equity Team to explore ways to more inclusively involve parents

Timelines and Progress Monitoring Plans:

Various events and activities will take place throughout the school year to ensure our community is involved in and supportive of the CIP process. This includes having the school Principal share updates on progress made towards CIP goals during monthly Principal/PTSA President and PTSA Board meetings. This includes updates on the monitoring of CIP/PGE goals, which happen a minimum of three times/year. The Principal and Associate Principal will also facilitate and encourage volunteer opportunities for community members and students. Lastly, the Principal will request funding by the PTSA of resources and materials that will support CIP goals.

2018-19 Strategies to inform parents, families and the community in the CIP process:

McAuliffe will use a variety of strategies to inform parents, families, and the community about the Continuous Improvement Process. This will include the principal updating our community of the process at the November 2018 PTSA General Membership meeting. Parents will also be informed of this process via the November 2018 monthly newsletter from the principal. In addition, the PTSA and community will be provided with regular updates throughout the year, both at PTSA meetings and in the monthly principal newsletter. Lastly, upon approval by the LWSD School Board, the CIP will be posted on the Christa McAuliffe website in January 2019.

Timelines and Progress Monitoring Plans:

The strategies listed to inform parents, families, and the community of the CIP process will take place throughout the school year based upon the dates provided within those strategies.





# **Continuous Improvement Process Plan 2018-2019**

Margaret Mead Elementary

1725 216<sup>th</sup> Ave NE

Sammamish, WA 98074

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

|                      |               |
|----------------------|---------------|
| Principal:           | Sandy Klein   |
| Associate Principal: | Sarah Schmied |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# I. Description of School

Margaret Mead Elementary is located in Sammamish, Washington and is part of the Lake Washington School District's Eastlake Learning Community. Margaret Mead Elementary opened in 1979 as the first LWSD elementary school in the area known as the Sammamish Plateau which, at that time, was included in Redmond, WA. In 1999, the community was officially incorporated as the city of Sammamish, WA. Students from Margaret Mead Elementary typically transition to Inglewood Middle School followed by Eastlake High School, both also located in Sammamish, WA.

At Margaret Mead Elementary School, we focus on preparing students to become lifelong learners and successful citizens. We place emphasis on students meeting and exceeding academic standards. We emphasize exceptional citizenship by demonstrating **The Mead Way** every day: **M**aking Wise Choices; **E**xpecting our Best; **A**cting with Kindness; **D**emonstrating Respect.

To reach the goal of high academic achievement, we teach to the Common Core State Standards using prescribed LWSD curriculum. Our classroom instruction subscribes to research based best practices including clearly defined learning targets, differentiation, formative and summative assessment and frequent feedback. Our staff works in Professional Community and Collaboration teams – teams of teachers working collaboratively to best support student learning and teaching practice.

In fall, 2017, Mead opened a new STEM choice program for students in first through fifth grades. In the fall of 2018, the program expanded from three multi-age classrooms to five single grade classrooms, first through fifth grades. Students access the STEM program via the LWSD choice school application process. The STEM program focuses on the same Common Core State Standards as all general education classrooms. In addition, the students in STEM engage in additional content and activities focused on engineering, technology, and Next Generation Science Standards.

Our community is a global community. Our students and their families come from every corner of the globe. In 2017-18, our student population of 630 students represented more than 16 different languages spoken at home. Our demographic data included:

- White 53%
- Asian 33%
- Two or More Races: 7%
- Hispanic/Latino 6%
- Black/African American 1%
- Special Education 7.9%
- Low Income 3.7%
- ELL 13.8%

At Mead, we believe learning is a responsibility shared mutually by students, staff, and families. Our staff, our PTSA and our community members actively work together to support the success of all students.

## II. District Performance Targets

|  | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance<br/>2014-15</b> | <b>Current Performance<br/>2017-18</b> | <b>Target Performance<br/>2018</b> |
|--|---|---|--|------------------------------------|
|  |   | District                                | District                               | District                           |
| <b>Early Literacy Development</b>                  | % of Kindergarteners at benchmark on End-of-Year Literacy assessment          | 87.2%                                   | 86.4%                                  | 95%                                |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy | 78.6%                                   | 81.1%                                  | 95%                                |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     | 80.5%                                   | 79.9%                                  | 95%                                |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 84.1%                                   | 84.4%                                  | 95%                                |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     | 72.7%                                   | 75.7%                                  | 95%                                |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  | 86.9%                                   | 81.9%                                  | 95%                                |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   |                 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|-----------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Early Literacy Development</b>                  | % of K-2 at benchmark on End-of-Year Literacy assessment                      | K               | 79.0    | 89.6    | 90.9    | 88.7    |         |         |         |
|  |   | 1 <sup>st</sup> | 90.4    | 86.8    | 85.7    | 95.4    |         |         |         |
|  |   | 2 <sup>nd</sup> | 92.1    | 92.7    | 93.9    | 86.8    |         |         |         |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy |                 | 91.6    | 87.2    | 90.6    | 86.9    |         |         |         |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     |                 | 95.3    | 91.8    | 90.6    | 87.0    |         |         |         |
| <b>4<sup>th</sup> Graders on Track for Success</b> | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 89.8    | 90.8    | 87.1    | 86.1    |         |         |         |
|  | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 83.6    | 87.8    | 94.4    | 82.3    |         |         |         |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 94.2    | 92.3    | 85.5    | 85.7    |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 73.8    | 73.7    | 77.8    | 79.4    |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  |                 | 93.1    | 94.0    | 92.3    | 86.6    |         |         |         |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Our CIP is the foundation of our work at Mead. As a staff team, we work together (as a whole staff, in grade level bands and in grade level teams) to set rigorous CIP goals based on reflection of CCSS, previous CIP goals and student achievement data (both individual student and cohort data). Staff teams review and discuss SBA and DIBELS data to uncover and understand areas of student success as well as areas that students did not demonstrate expected achievement. Our Wednesday LEAP schedule reflects our commitment to CIP achievement. LEAP work includes PCC work, whole staff trainings and CIP “check in” dates when teams monitor student progress data that then informs classroom instruction and ongoing formative and summative assessment. In 2017-18, several of our intermediate teachers attended a training on the use of SBA interim assessments. All of our intermediate teams participated in administering Interim SBA Assessments to students. The interim assessments both provided teachers with data to inform instruction as well as provided students an opportunity to practice the online test format prior to the actual spring assessment. Interim test data allowed teachers to give students specific feedback about both content and testing procedures prior to the actual SBA test. Several teams also used CIP data in their work with a LWSD Instructional Coach to clarify and unify team unit and lesson planning for multiple content areas.

| 2017-2018 Goal  | Achievement Outcome   |
|---|---|
| Literacy: K-2 Reading Goal:<br>87% of students in grades K-2 will meet or exceed standard in literacy as measured by the EOY DIBELS assessment in May 2018.   | Outcome:<br>90.9% (320 students) met or exceeded standard in literacy as measured by the EOY DIBELS assessment in May 2018. |
| <p>Narrative Reflection:</p> <p>The primary team (K-2) participated in vertical alignment activities for CIP goal setting, for supporting ELA instruction throughout the year and for CIP goal reflection throughout the 2017-18 school year. Vertical alignment activities were scheduled into our Wednesday LEAP schedule, particularly in the content area of writing. The staff participated in CIP “check ins” three times during the school year using the LWSD Equity Grid. Conversations included discussing current student data (based on classroom summative and formative assessments and SBA interim assessments) and aligning instructional strategies/content to reflect areas of need identified in the student assessment data.</p> <p>The K-2 grade level band exceeded the goal of 87% of students meeting or exceeding standard on DIBELS with a percentage of 90.9%. 74.3% of students scored above benchmark, exceeding standard.</p> <p>Most of the 9.1% of students below benchmark made gains towards benchmark, although some did not meet benchmark. This was accomplished by specific and focused work with</p> |   |

those specific students identified as needing extra support based on ongoing student data including Safety Net, ELL, Special Education and classroom intervention support. 27% of students scoring below standard qualified for ELL. 24% of students scoring below standard qualified for Special Education support.

A high percentage of the primary team was new to teaching and new to Mead in 2017-18. Given this, the team worked on effective calibration for administering the DIBELS assessment as the assessment is subjective to teacher experience.

Literacy: 3-5 ELA Goal:  
82% of students in grades 3-5 will meet or exceed standard in literacy as measured by the SBA assessment in May 2018.

Outcome:  
86.2% (305 students) met or exceeded standard in literacy as measured by SBA assessment in May 2018

**Narrative Reflection:**

The intermediate team (grades 3 – 5) participated in vertical alignment activities for CIP goal setting, for supporting ELA instruction throughout the year and for CIP goal reflection throughout the 2017-18 school year. Vertical alignment activities were scheduled into our Wednesday LEAP schedule, particularly in the content area of writing. The staff participated in CIP “check ins” three times during the school year using the LWSD Equity Grid. Conversations included discussing current student data (based on classroom summative and formative assessments and SBA interim assessments) and aligning instructional strategies/content to reflect areas of need identified in the student assessment data.

Our intermediate SBA ELA goal of 82% at or above standard was met with an outcome of 86.2% of students meeting or exceeding standard. 64.5% (197 students) scored at a level 4, exceeding standard. The intermediate team was pleased with the high percentage of students meeting or exceeding standard. Some strengths seen in the results include a high percentage of students demonstrating mastery in convention skills. Students also demonstrated high capacity in opinion writing.

In reflecting on challenges, 13.8% of students (49 students) fell below standard. This is an area of concern and ongoing work for staff. The following target areas were identified as areas of growth:

- Literary Text – Text structures or text features
- Informational Text – Analysis within or across texts
- Literary Text – Analysis within or across texts

Other specific challenges for students not meeting standard include the following:

- Frequent student absences
- English language skill development
- Alignment of student proficiency and IEP goals for Special Education students with the standards measured on the SBA ELA assessment.
- Time – balancing the available time to the teaching and learning required.

|  |  |
|--|--|
| <p>Math: 3-5 Math Goal:<br/>81% of students in grades 3-5 (354 students) will meet or exceed standard in math as measured by the SBA assessment in May 2018.</p>   | <p>Outcome: 82.7% (307 students) met or exceeded standard in math as measured by the SBA assessment in May 2018.</p>         |
| <p>Narrative Reflection:</p> <p>The intermediate team (grades 3 – 5) participated in vertical alignment activities for CIP goal setting, for supporting math instruction throughout the year and for CIP goal reflection throughout the 2017-18 school year. Vertical alignment activities were scheduled into our Wednesday LEAP schedule. The 3-5 staff participated in CIP “check ins” three times during the school year, discussing current student data (based on classroom assessments and SBA interim assessments) and aligning instructional strategies/content to reflect areas of need in the student assessment data.</p> <p>Our intermediate SBA math goal of 81% at or above standard was met with students exceeding our goal with a percentage of 82.7% meeting or exceeding standard. 58.95% of students scored at a level 4, exceeding standard. The intermediate team was pleased with the outcome, exceeding the overall goal by just under 2%. 82.7% represents a high percentage of students who demonstrated proficiency or better on the math SBA.</p> <p>In reviewing the SBA data, two targets stand out as areas of needed focus. These include:</p> <ul style="list-style-type: none"> <li>• Analyze pattern and relationships</li> <li>• Generate and analyze patterns</li> <li>• Represent and Interpret data</li> </ul> |  |
| <p>Science: 5<sup>th</sup> Science Goal:<br/>80% of students in grade 5 will meet or exceed standard in science as measured by the WCAS assessment in May 2018.</p>  | <p>Outcome:<br/>86.6% (112 students) met or exceeded standard in science as measured by the WCAS assessment in May 2018.</p> |
| <p>Narrative Reflection:</p> <p>The 5<sup>th</sup> grade team worked collaboratively to better understand Next Generation Science Standards and align available curriculum materials to the new science standards and instruction. Given NGSS is new and district curriculum has not yet been updated to align to the new standards, the team was very pleased with the outcome of 86.6% of students at standard or better. The outcome exceeded the goal.</p> <p>The team recognizes that the student reading skills carried over into the science assessment success, particularly the analysis within or across texts. The team identified a lack of interim/practice materials, a lack of curriculum and a lack of access to test content preview as areas of difficulty.</p>  |  |



|  |  |
|--|--|
| <p><b>Achievement Gap Goal:</b><br/>Of 59 students who scored below standard on either the 2017 BOY DIBELS or 2017 SBA ELA test, 34 of the students (58%) will increase one level of proficiency on spring 2018 DIBELS EOY or SBA ELA assessments.</p>   | <p><b>Outcome:</b><br/>Of the 59 students identified as below standard, 58% (33 of 57) increased one level of proficiency or more on the spring 2018 DIBELS EOY or SBA ELA assessments. Two students moved away during the year and one student opted out of the assessment.</p> |
| <p><b>Narrative Reflection:</b><br/>All grade level teams were pleased that the achievement gap goal was met. Our achievement gap was defined as any student who scored below standard in ELA (DIBELS or SBA), K-5. Our goal was that 58% (34 of 59 students) identified would demonstrate growth of one proficiency level or more. Of the 59 students, 15 qualified for ELL services and 20 qualified for Special Education services. We met our goal with 58% of students (33 of 57 by year end) demonstrating growth of at least one level of proficiency. This was a very good result with our most challenged students demonstrating growth and success. Our continuing focus will be the 24 students who, despite intensive intervention, did not demonstrate anticipated growth. Of these 24, four qualify for ELL and eight qualify for Special Education services. We will continue to focus on the success of these students using tools and strategies such as Safety Net, ELL, differentiated instruction, special education and home support.</p> |  |
| <p><b>School Effectiveness Goal:</b><br/>Given planning for and opportunity to participate in scheduled grade level teaming, the Margaret Mead Elementary staff will increase the percentages of staff who agree mostly/completely in “Staff routinely work together to plan what will be taught,” from 95% to 98%.</p>  | <p><b>Outcome:</b><br/>98% of staff agree mostly/completely in “Staff routinely work together to plan what will be taught.”</p>  |
| <p><b>Narrative Reflection:</b><br/>This goal was selected because a very high percentage of the certificated teachers in 2017-18 were new to Mead. This goal aligned to the desire of teams (both horizontal and vertical teams) to align unit planning, instruction, and assessment within and between teams. We highlighted this goal at every staff meeting and LEAP meeting and discussed the previous and future work that supported the goal. Several teams enlisted the support of a LWSD Instructional Coach to help support the work of horizontal team alignment. Overall, the certificated staff team was pleased with the outcome of the goal and felt it was a useful and helpful goal in aligning instruction and learning.</p>   |  |
| <p><b>Attendance Goal:</b><br/>Given implementation of the LWSD attendance policy including correspondence to parents regarding attendance data, our goal is to reduce the</p>   | <p><b>Outcome:</b><br/>Our percentage of unexcused absences for 17-18 was .2275% as per OSPI report card.</p>  |

|  |  |
|--|--|
| 16-17 unexcused absence rate of .4% to .3% by year end (using OSPI report card data).  |  |
| <p><b>Narrative Reflection:</b><br/> The implementation of the new LWSD Absence Policy has been helpful in educating parents on the importance of regular attendance. Parents have engaged in the process for reporting and supporting absences, particularly long-term absences (multiple days due to vacations, etc.). The required pre-approved absence form, outlining how parents will support their student's education while absent has been very helpful. Our absence rate for unexcused absences has decreased slightly and we met our goal. We will continue to work on parent education regarding absences and the importance of regular attendance.</p>  |  |
|  |  |
| <p><b>Discipline Goal:</b><br/> Given schoolwide implementation of Second Step and continued use of a PBIS system, including Making It Right Plans and Whinnies, Margaret Mead Elementary will reduce the number of students receiving three or more Making It Right Plans for the same behavior from 13 students to 10 students in the 2017-18 school year.</p>   | <p><b>Outcome:</b><br/> 14 students received three or more Making It Right Plans during the 17-18 school year.</p> |
| <p><b>Narrative Reflection:</b><br/> Our goal of reducing the number of students receiving multiple Making It Right Plans was not met. In reflection, this goal was too specific to a small group of students rather than supportive of the student body at large. The goal did elicit several areas to be considered for the future including how to better communicate with all staff when a student receives a Making It Right Plan. It also made staff aware that we would benefit from more specific discussion around what types of behavior result in a Making It Right Plan. One connection to the increased number of Making It Right Plans given is that nearly half of the staff was new to Mead, with many brand-new teachers still formulating effective behavior management plans. Making It Right Plans were a valuable tool to inexperienced teachers. The other half of the goal, using Whinnies as public acknowledgement for Mead Way behavior, was successful. Every student school wide received at least one Whinny in the 2017-18 school year, most earning many more than one. Whinnies, along with school wide implementation of Second Step, contributed to a positive school culture and a positive communication tool between home and school.</p> |  |

## Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process: Margaret Mead Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent volunteers and LINKS volunteers to support students in class and at lunch through one on one and small group support.
- Work with PTSA to fund materials and professional development opportunities that support CIP goals.
- Communicate attendance policies to parents via teacher email and monthly principal e-news.

### Reflection on Outcome:

Parent volunteers and LINKS volunteers were positive contributors to student success. LINKS volunteers worked specifically with students who were identified by a teacher or staff member as someone needing some one on one time and support with a trusted adult. The outcome for students was very positive. Mead had 5 LINKS volunteers who worked with 5 students.

We had many parent volunteers for field trips, evening events, and some production room support. It has been difficult to find parents to regularly volunteer in classrooms. This challenge is an ongoing conversation between staff and PTSA as we seek to continue to engage parents in the school community.

2017-18 Strategies to inform parents, families and the community in the CIP process: The building principal will inform parents, families and the community about the CIP using the following strategies:

- Share CIP plan with PTSA Board, January 2018.
- Share CIP plan at PTSA General Membership Meeting, January 2018.
- Share CIP plan via Mead Monthly e-news in January 2018.
- Post the CIP plan on the Mead website by January 2018.

### Reflection on Outcome:

The Mead CIP plan was shared as per the bullet points above. The PTSA Board had meaningful questions and dialogue about the plan, specifically the parent engagement piece. After posting the CIP plan to the website and making parents aware of it via School Messenger, there were no calls or emails, or questions posed regarding the CIP plan.

The Mead PTSA is an excellent support and advocate for student learning at Mead. They fund raise in order to financially support our school community. They provide grants, scholarships, student materials, and student activities such as assemblies, author visits and field trips. These all support student learning and our CIP. The PTSA also advocates for volunteer support both during the school day and after school. The PTSA

also partners with our local Sammamish YMCA in supporting a recess program twice per week and a before and after school care program for students.

In order to continue the great support of PTSA, the PTSA board and the Mead leadership team continue to discuss how to reach additional families, in particular, families from countries outside of the U.S.A. that are not familiar with U.S. norms of parent participation.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources  |
|--|
| <p>Literacy: K-2 Reading SMART Goal:</p> <p>94% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.</p>  |
| <p>Process used to determine goal:<br/>Teachers, working in both horizontal and vertical teams, examined past assessment results and BOY DIBELS data for each student in grades K-2 to determine the K-2 Reading SMART Goal.</p> <p>Responsible individual or team: Teachers in grades K-2, Safety Net, ELL and Special Education.</p> <p>Strategy/ies that will be implemented to support goal:</p> <ul style="list-style-type: none"> <li>• Collaboration with grade level teammates, Safety Net, ELL, Special Education</li> <li>• CORE training and implementation of learned literacy strategies, K-5</li> <li>• Use of Wonders curriculum to support instruction</li> <li>• IA support to facilitate differentiated small groups</li> <li>• Daily 5 classroom structure to support differentiated, flexible small groups</li> <li>• Specific interventions for students as needed</li> <li>• K-2 staff training on how to most effectively use DIBELS data to inform instruction</li> <li>• Words Their Way curriculum</li> <li>• Use of RazKids and Headsprout as differentiated online tools</li> <li>• Guided reading level assessments</li> <li>• SIOP strategies</li> </ul> <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> <li>• Use of Daily 5 structure to support differentiated, flexible reading groups.</li> <li>• Use of formative and summative assessment to inform instruction and differentiate as appropriate.</li> <li>• Use of RazKids and Headsprout as differentiated online instructional tools</li> <li>• Wonders leveled readers</li> </ul> <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none"> <li>• DIBELS progress monitoring</li> <li>• Wonders and teacher created assessments</li> <li>• Individual student conferencing</li> <li>• Guided reading level assessments</li> </ul> <p>Any professional learning needed:</p> <ul style="list-style-type: none"> <li>• Continued training on the most effective use of Wonders.</li> </ul> |

- Training on the use of DIBELS assessment data to inform instruction
- Ongoing Dyslexia training
- CORE training
- SIOP training

Any resources needed and plans to obtain them:

- LWSO Intervention Dept. will provide DIBELS training to Mead in December.
- Vertical alignment time
- Team time
- Peer visits -within Mead and in other schools

Timelines and Progress Monitoring Plans:

- Scheduled DIBELS Assessments (BOY, MOY, EOY)
- DIBELS Progress monitoring for students in Safety Net monthly
- Wonders reading assessments
- Team CIP check in dates (February 13, April 3, May 24)
- RAZ Kids and AR online student data

Literacy: 3-5 ELA SMART Goal:

86% of students in grades 3 – 5 will score at standard or above in literacy as measured by the SBA in May 2019.

Process used to determine goal:

Teachers examined past assessment results (DIBELS and SBA), reviewed current student data for ELA and worked in both grade level and vertical teams to determine the 3-5 ELA SMART goal.

Responsible individual or team:

Teachers in grades 3-5, Safety Net, ELL and Special Education.

Strategy/ies that will be implemented to support goal:

- Accelerated Reader
- Students reading within their reading range
- Comprehension checks
- Frequent feedback
- Use of Wonders curriculum to teach comprehension strategies
- Team planning for lessons and assessment data
- Align reading and writing skills
- Professional learning, support and training from building writing leads
- CORE Training in the spring

How challenge and rigor will be ensured for all students:

- Utilizing leveled readers
- Challenging students to broaden their reading (genre, complexity)
- AR goals based on individual student reading levels

How necessary interventions will be determined:

- Analyzing assessment data (AR, STAR, Wonders assessments, teacher created assessments)
- Analyzing daily work
- Analysis of SBA Interim Assessment data

Any professional learning needed:

- Differentiation strategies
- ELL Strategies
- Daily 5 strategies
- SIOP
- CORE Training (hopefully in spring 2019)
- Ongoing Dyslexia training

Any resources needed and plans to obtain them:

- Team planning – horizontal and vertical
- Guided reading level assessments
- Classroom leveled libraries
- Wonders materials
- Supplemental curriculum for intervention and extension
- Time to plan with colleagues

Timelines and Progress Monitoring Plans:

- DIBELS Progress monitoring for students in Safety Net
- Wonders reading assessments
- Team CIP check in dates (February 13, April 3, May 24)
- SBA Interim Assessments in winter

Math: 3-5 Math SMART Goal:

82% of students in grades 3 – 5 will score at standard or above in math as measured by the SBA math assessment in May 2019.

Process used to determine goal:

Teachers examined past assessment results (SBA, classroom assessments, report card data), reviewed current student data for math and worked in both grade level and vertical teams to determine the 3-5 Math SMART goal.

Responsible individual or team:

Teachers in grades 3 -5, Safety Net, ELL and Special Education.

Strategy/ies that will be implemented to support goal:

- Use of SBA Interim Assessments
- Ability math groups
- Targeted IA/para support
- Timed tests on math facts
- Use of Dreambox Learning (K-4)

- Use of IXL (3-5)
- Use of Engage New York materials (STEM)

How challenge and rigor will be ensured for all students:

- Using Dreambox and IXL to differentiate
- Math Challenge program
- Differentiated homework (providing enrichment from enVision)
- Differentiated math groups

How necessary interventions will be determined:

- Analyzing daily work and reteaching as needed
- Analyzing enVision math curriculum assessments
- Use of teacher created assessments and materials
- Math timed tests for math facts
- Use of data from SBA Interim Assessments
- Use of IEP / 504 data for qualifying students

Any professional learning needed:

- Additional professional learning about the use of Dreambox data
- Ideas to increase student rigor in math

Any resources needed and plans to obtain them:

- Common Core worksheets that supplement CCSS missed by enVision

Timelines and Progress Monitoring Plans:

- Completion of Topic Assessments
- Report card data in January
- SBA Interim Assessment data
- Quick checks
- PGE meetings and CIP check ins as scheduled on LEAP Wednesdays.

Science: 5 Science SMART Goal:

88% of students in grade 5 will score at standard or above in science as measured by the WCAS in May 2019.

Process used to determine goal:

5<sup>th</sup> grade teachers analyzed 2017 WCAS data and used professional judgment to determine the 5<sup>th</sup> grade science SMART goal.

Responsible individual or team: Teachers in 5<sup>th</sup> grade and Special Education.

Strategy/ies that will be implemented to support goal:

- Use of NGSS instructional strategies and application to current science curriculum
- Teacher created materials to supplement the current science curriculum

How challenge and rigor will be ensured for all students:



- New NGSS instructional strategies will be used to challenge all students.

How necessary interventions will be determined:

- Interventions will be determined based on student assessment data and daily work based on LWSD science curriculum.

Any professional learning needed:

- Ongoing learning about NGSS and any new science curriculum that is adopted

Any resources needed and plans to obtain them:

- Teachers will receive some training and resources about NGSS from our building expert.

Timelines and Progress Monitoring Plans:

- District assessments and teacher created materials will be used to monitor student progress.

Achievement Gap SMART Goal:

Given 63 students who scored below standard on either the SBA ELA or DIBELS EOY assessments in spring 2018, 49% (31 students) will increase their performance by at least one level of proficiency on SBA ELA or DIBELS EOY by May 2019.

Process used to determine goal:

Each grade level team reviewed the student data for spring, 2018 to discern students scoring below standard. Using the equity/data grid, teachers examined the student data and added additional data including special supports (ELL, IEP, 504), student story, and any other relevant information to discern potential growth for each student listed.

Responsible individual or team:

Grade level teams along with ELL, Special Education and Safety Net teachers.

Strategy/ies that will be implemented to support goal:

- Teachers will closely monitor the ELA progress of each student
- Reading strategies including flexible and differentiated small groups, leveled readers, intervention support, targeted instruction and collaboration with Safety Net, ELL and Special Education will be used

How challenge and rigor will be ensured for all students:

Students will be provided with targeted, differentiated instruction, intervention and small group support.

How necessary interventions will be determined:

Interventions will be determined based on student academic assessments, IEP or 504 data and accommodations, and professional judgement based on formative and summative classroom assessments. General education teachers will need to collaborate with Special Education, ELL and Safety Net teachers in focused support.

Any professional learning needed:

Professional learning in Culturally Responsive Teaching, SIOP and Dyslexia will be provided to teachers this year.

Any resources needed and plans to obtain them:

The needed resources, including the professional learning above, are in place for this year.

Timelines and Progress Monitoring Plans:

Teachers will review the equity/data grid on two identified LEAP Wednesdays and will provide updated data to their administrator. Teams will also frequently review student data as part of their ongoing PLC work.

School Effectiveness SMART Goal:

Margaret Mead Elementary will improve from 69% agree mostly or completely to 80% agree mostly or completely in the area of "Professional development activities are consistent with school goals."

Process used to determine goal:

The Mead certificated staff reviewed the 9 Characteristics data from spring, 2018. Given the review and subsequent staff conversation, this new goal was suggested and approved by all staff.

Responsible individual or team: All Mead staff are responsible for the support and success of our school effectiveness goal.

Strategy/ies that will be implemented to support goal:

At each month's staff meeting, the goal will be reviewed, and staff will highlight and discuss professional development for the month and its relevant alignment to school goals.

How challenge and rigor will be ensured for all students: N/A

How necessary interventions will be determined:

Based on staff discussion of provided professional learning opportunities and alignment to school goals, staff will discuss the relevance and efficacy of the provided learning opportunities. For professional learning that does not align to school goals, staff will brainstorm and agree on how to change or reformat further professional learning of that type to better suit the school goals.

Any professional learning needed:

Mead building based professional learning will include SIOP, NGSS, Writer's Workshop, Culturally Responsive Teaching, Technology tools, Dyslexia training.

Any resources needed and plans to obtain them:

All needed resources are currently in place via building based teacher trainers.

Timelines and Progress Monitoring Plans: The staff will review the goal monthly at staff meetings and will make improvement suggestions at that time.

Attendance SMART Goal:

By June 2019, the number of students Chronically Absent (with 46 or more absences/tardies) will decrease from 38 students to 20 students.

Process used to determine goal:

The associate principal and attendance secretary reviewed prior goals, prior attendance data, as well as observable patterns.

Responsible individual or team:

- Sara Schmied
- Carol Walsh, School Secretary
- BECCA specialist

Strategy/ies that will be implemented to support goal:

- Families will be made aware of the attendance policy via parent communication
- Families will be required to complete a “Preapproved Absence Request” for all preplanned absences greater than one day
- Conference with parents
- Letters sent home
- Positive reinforcement with students
- Work with BECCA specialist

How challenge and rigor will be ensured for all students:

All students with 5 or more excused absences and 3 or more unexcused absences in a month will have a letter sent home and asked to conference with an administrator.

How necessary interventions will be determined:

This will be determined on a case by case basis on how to best support the family.

Any professional learning needed:

Continued support by the BECCA specialist.

Any resources needed and plans to obtain them:

Frequent communication with the BECCA specialist.

Timelines and Progress Monitoring Plans:

Monthly Attendance reports will be run by the School Secretary.

Discipline SMART Goal:

Margaret Mead Elementary will improve from giving out 205 Making It Right Plans to students during the 2017-18 school year to 200 (or less) Making It Right Plans given out to students during the 2018-19 school year as measured by school discipline data in June 2019.

Process used to determine goal:

Administrators and teachers reviewed discipline data from the previous year to determine our 2018-2019 goal. We also considered an increase in student enrollment by 30+ students new to Mead (apart from 100 new kinder students) when creating our goal.

Responsible individual or team:

All Mead staff will be responsible for supporting our goal.

Strategy/ies that will be implemented to support goal:

- Schoolwide implementation of Second Step Curriculum with lessons taught in every classroom twice monthly
- School counselor teaching Kelso Choices and Second Step Bullying Prevention Curriculum in all classrooms
- Daily all school communication of Mead Way goals and monthly areas of emphasis
- PBIS system of “Whinnies” given out for exceptional behavior
- Use of behavior management systems for students demonstrating need for Tier 2 behavior support
- Use of Behavior Intervention Plans for students demonstrating need for Tier 3 behavior support
- Parent collaboration and communication around all student behavior and discipline concerns

How challenge and rigor will be ensured for all students:

Tiered behavior support will be provided based on need. Plans will be developed for individuals that need support beyond the Tier 1 support of clear expectations, Making It Right Plans and Whinnies.

How necessary interventions will be determined:

Administration, counselor and teachers will monitor Making It Right Plan data to discern if/when a student needs additional support. Resources and strategies will be used based on collaborative conversation between teacher, student, administration and family.

Any professional learning needed: No new professional learning is needed at this time.

Any resources needed and plans to obtain them: All necessary resources are currently in place at Mead.

Timelines and Progress Monitoring Plans: Discipline will be monitored on a daily basis. For students who receive 3 or more Making It Right Plans, the student will meet with parents, teacher and administration to formulate a success plan. Extreme behavior will require an immediate meeting of administration, student and parent. Teachers will be provided with student discipline data updates prior to report cards being completed in January and June.

## VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process: Margaret Mead Elementary will work with our PTSA and community in 2018-2019 to support our Continuous Improvement Process as follows:

- Use parent, middle school, LINKS, and other volunteers to support students in class through 1 on 1 and small group support
- Work with the PTSA to fund materials and professional development opportunities to support CIP goals
- Use communication processes that further involve/inform parents in the areas of attendance and discipline (ex: monthly newsletters, Skyward emails, principal letters, teacher newsletters, PTSA meeting reports, etc.)
- Host principal talks to engage community members
- Work with the school Equity Team to explore ways to more inclusively involve parents

Timelines and Progress Monitoring Plans:

Various events and activities will take place throughout the school year to ensure our community is involved in and supportive of the CIP process. This includes having the school Principal share updates on progress made towards CIP goals during monthly Principal/PTSA President and PTSA Board meetings. This includes updates on the monitoring of CIP goals, which happen a minimum of three times/year. The Principal and Associate Principal will also facilitate and encourage volunteer opportunities for community members and students. Lastly, the Principal will request funding by the PTSA of resources and materials that will support CIP goals.

2018-19 Strategies to inform parents, families and the community in the CIP process:

Margaret Mead Elementary uses a variety of tools and strategies to inform parents, families and community members about the Continuous Improvement Process.

The strategies include:

- Principal updating the community of the CIP process at the December PTSA General Membership Meeting
- Parents/community members will be informed of the Mead CIP in the January, Mead Monthly E-news
- The Mead CIP will be posted to the Mead website in January 2019
- The Mead CIP will be a topic for a winter Principal Chat for parents

Timelines and Progress Monitoring Plans:

The strategies listed to inform parents, families, and the community of the CIP process will take place throughout the school year based upon the dates provided within those strategies above.



# **Continuous Improvement Process Plan 2018-2019**

Samantha Smith Elementary

23305 N.E. 14th Street

Sammamish, WA 98074

<https://smith.lwsd.org/>

|                      |                |
|----------------------|----------------|
| Principal:           | Jamie Warner   |
| Associate Principal: | Rebekah Westra |

## Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

Samantha Smith Elementary is a high functioning, diverse community of about 686 students. Our school mission is “Success, Care, and Respect for All Learners.” All students will have the knowledge, skills and attitudes to be successful now and in the future. As adult members of the Samantha Smith Learning Community, we accept the charge to do everything in our power to ensure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.

Our school is in its 30<sup>th</sup> year of operation. We are located off of 228<sup>th</sup> NE Street on the Sammamish Plateau. Although we are a nestled neighborhood school, our boundaries extend to the Issaquah School District line and all the way down to the lake road. Students that attend Smith typically then move to Inglewood Middle School, and then onto Eastlake High School.

We are host to one of our fulltime Highly Capable Programs. Students who attend our Highly Capable Program come to us from mostly within the Samantha Smith boundary but historically students came to our school if they had qualified for this program and lived within the Rachel Carson or Christa McAuliffe attendance area as well.

Our namesake, was a child peacemaker. In 1982, when she was ten years old, she wrote a letter to Mr. Andropov in the Soviet Union. She asked Mr. Andropov if he would vote for war or not. He was touched by this correspondence and invited Samantha and her parents to visit him in the Soviet Union. This made world news and was an inspiration to many. Sadly, Samantha died in 1985 in a plane crash. We remember her as a child PeaceBuilder.

All of our students are Samantha Smith PeaceBuilders. We teach children the PeaceBuilders Promise: to praise people, to give up put downs, to seek wise people, to notice hurts and right wrongs, and to help others.



### Samantha Smith Demographics:

#### LWSD

**5.2%**

Special Education

**36**

# SpEd

**1.3%**

Low Income

**9**

# Low Income

**9.8%**

ELL

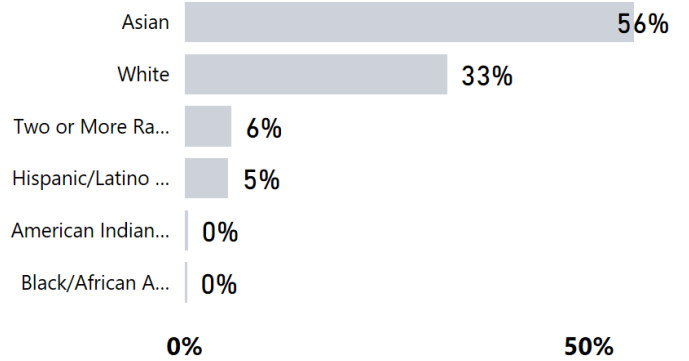
**67**

# ELL

**686**

Enrolment Total

#### Race/Ethnicity



### Students Meeting standard on the general state assessment in 2018

|     | English Language Arts | Math  | Science |
|-----|-----------------------|-------|---------|
| 3rd | 92.4%                 | 93.9% |         |
| 4th | 80.5%                 | 90.6% |         |
| 5th | 92.7%                 | 86.9% | 89.8%   |

## II. District Performance Targets

|  | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance 2014-15</b> | <b>Current Performance 2017-18</b> | <b>Target Performance 2018</b> |
|--|---|-------------------------------------|------------------------------------|--------------------------------|
|  |   | District                            | District                           | District                       |
| <b>Early Literacy Development</b>                  | % of Kindergarteners at benchmark on End-of-Year Literacy assessment          | 87.2%                               | 86.4%                              | 95%                            |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy | 78.6%                               | 81.1%                              | 95%                            |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     | 80.5%                               | 79.9%                              | 95%                            |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 84.1%                               | 84.4%                              | 95%                            |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     | 72.7%                               | 75.7%                              | 95%                            |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  | 86.9%                               | 81.9%                              | 95%                            |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   |                 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|-----------------|---------|---------|---------|---------|---------|---------|---------|
| <b>Early Literacy Development</b>                  | % of K-2 at benchmark on End-of-Year Literacy assessment                      | K               | 88.8%   | 83.3%   | 96.5%   | 83.5%   |         |         |         |
|  |   | 1 <sup>st</sup> | 90.0%   | 96.5%   | 89.1%   | 96.0%   |         |         |         |
|  |   | 2 <sup>nd</sup> | 97.5%   | 95.9%   | 94.7%   | 95.5%   |         |         |         |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy |                 | 86.6%   | 89.5%   | 85.9%   | 92.5%   |         |         |         |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     |                 | 90.4%   | 91.1%   | 90.7%   | 94.0%   |         |         |         |
| <b>4<sup>th</sup> Graders on Track for Success</b> | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 88.2%   | 91.5%   | 90.6%   | 80.5%   |         |         |         |
|  | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 89.2%   | 88.6%   | 94.6%   | 90.7%   |         |         |         |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 87.0%   | 90.8%   | 86.3%   | 92.8%   |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state                       |                 | 82.4%   | 78.8%   | 82.7%   | 87.0%   |         |         |         |

|  |  |       |       |       |       |  |  |  |
|--|--|-------|-------|-------|-------|--|--|--|
|  | standards in Math  |       |       |       |       |  |  |  |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science | 91.1% | 92.6% | 91.8% | 89.9% |  |  |  |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

Each year our staff meets to review previous year data. We reflect back on what our previous goals were, the action plans we had in place and how each child grew within that goal. Teams discuss this as a staff and within the PCC teams. Each team is then asked to complete a narrative reflection regarding what worked within their goal and anything they may change. This information is then shared with whole staff once again so that the new teacher of each cohort can see what their students were working on in the previous school year.

| <b>2017-2018 Goal</b><br><i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>   | <b>Achievement Outcome</b><br><i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i> |
|--|---|
| Literacy: K-2 Reading Goal:<br>The percentage of K-2 students scoring at proficiency or higher will be 94% based on EOY DIBELS.  | Outcome:<br>92.4%   |
| Narrative Reflection:<br>K- To work on this goal, kindergarten teachers utilized our IA's and Safety Net support for students not at standard. We conducted monthly progress monitoring. We worked with students in small groups as well as one-on-one to build skills. Finally, we sent home support from the DIBELS Next resources.<br>1-To work towards this goal, the First Grade Team utilized the following: Safety Net, ELL, Goal Groups (differentiated reading skill groups), use of IA for 1:1 and small |   |

reading groups, Read Naturally Program, whole and small group instruction, leveled ability groups and 1:1 teacher time.

2- To work towards this goal, 2nd grade teachers utilized the Read Naturally program for students at or below standard. We also used Safety Net and IA support for students below standard. During our reading block, students were given small group and one on one instruction. To help build fluency and confidence, we used Reader's Theater throughout the year. We practiced phonics and decoding skills during our reading block. Students were given opportunities to read to self, others and aloud at various times through the day.

Literacy: 3-5 ELA Goal:  
The percentage of 3<sup>rd</sup>, 4<sup>th</sup>. And 5<sup>th</sup> graders scoring at proficiency or higher will be 92% as measured by the SBA.

Outcome:  
89.2%

Narrative Reflection:

2/3 Quest- To work on this goal students were taught how to use the RACE strategies to demonstrate comprehension on reading questions, lessons were taught from the text Reading Strategies that Work, Reading Toolkit lessons were intermixed with Wonders, students were involved in small group novel studies. Writing: To work on this goal we used the new district curriculum, mentor texts, and developed additional lessons using the Writing Strategies book by Jennifer Serravallo.

3-Fluency: using small group instruction within the classroom, volunteers, and focus goals. Comprehension: small differentiated groups, focusing on text evidence, and understanding organization of text (genres). Writing: implemented district writing curriculum and a focus on writing organization.

4-Use of small group instruction with volunteers to focus on writing/conventions, vocabulary, comprehension, finding text evidence; use of new district writing curriculum; SBA interim assessments

4/5 Quest- We use Prentice Hall curriculum to teach reading and focused on Central idea and using text evidence to support their answers. We also use Notice and Notes to slow our readers down and focus on comprehension in novel studies. In the area of writing, we used the district writing program but put a bigger emphasis on "the On-Demand" Writing unit. We used the ELA Interims to assess and change instruction for our students providing "on-time" feedback to make an immediate difference in our instruction.

5-As a 5<sup>th</sup> grade team, we are pleased with the outcome of the ELA SBA assessment. While the averaged outcome was 89.2% our grade level exceeded the goal by 1%. Looking forward, we see areas that can be improved; central ideas, word meanings, and reasoning and evidence. Focusing on actionable steps, we will be centering our teaching on improving skills such as summarizing, inferring, and point of view.

Math: 3-5 Math Goal:  
The percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders scoring at proficiency or higher will be 92% as measured by the SBA.

Outcome:  
90.5%

|   |   |
|---|---|
| <p>Narrative Reflection:</p> <p>2/3 Quest-Math supplemental resources: IXL. Use of Envision and Eureka. Daily homework to review concepts. SBA Interim assessments.</p> <p>3-Math supplemental resources: IXL, AM. Teaching students to reflect on learning and helping students explain their thinking.</p> <p>4-Small group instruction with IA support for basic math facts; IXL and AM supplementary programs; math skill builders for homework practice; SBA interim assessments; allowed math test retakes for those not meeting standard the first time</p> <p>4/5 Quest-We teach a grade level ahead therefore one teacher taught one group of students and another teacher worked with students on Envision and used ALEKS as our on-line resource. The team split to teach one set of 5<sup>th</sup> graders math using Glencoe and ALEKS as the on-line resources. Daily math journals to ensure a spiral effect of all math strands and focused on Precision as a mathematical practice. The third 4/5 Quest teacher used the same practices but with a multi-age group. This teacher also led Math club (after school) which has many of our students participating.</p> <p>5-While 5<sup>th</sup> grade fell short of our math goal, we made measurable progress from the previous year. Due to growth we will continue to implement our supplemental materials in addition to the EnVision curriculum. This year, LWSD has adopted DreamBox. 5<sup>th</sup> grade has fully implemented this program and will be tracking the effect on student performance. Areas of focus this year will be; representing and interpreting data, geometric measurement, and graphing points on a coordinate plane.</p> |   |
| <p>Science: 5<sup>th</sup> Science Goal:</p> <p>The percentage of 5<sup>th</sup> graders scoring at proficiency or higher will be 85% as measured by the WCAS.</p>  | <p>Outcome:</p> <p>89.9%</p>  |
| <p>Narrative Reflection:</p> <p>4/5 Quest- A 4/5 team teacher taught students Engineering is Elementary, and another taught both classes the Science kits. This allowed for teacher's to be "experts" at the content versus surface knowledge. Another teacher taught her student Engineering and the Science Kits. We all used the old science released items as test preparation. Two teachers gave the WCAS test and another took our 4<sup>th</sup> graders and taught STEM activities.</p> <p>5-Being that this was the first year of the WCAS test, 5<sup>th</sup> grade was very pleased with our student's outcome. Last year we used supplementary resources to prepare students for the WCAS. Additionally, science was taught using the co-teach model with hands-on, inquiry-based curriculum. Looking forward, we will be trying to implement the NGSS strategies into the current LWSD adopted science curriculum.</p>  |   |
| <p>Achievement Gap Goal:</p> <p>57% of Safety Net students will be at standard in reading according to the DIBELS by the end of the school year.</p>  | <p>Outcome:</p> <p>57% of SN students were at standard in reading according to the DIBELS EOY assessment.</p> |
| <p>Narrative Reflection:</p>  |   |

|   |  |
|---|--|
| <p>Within the set of fourteen students, one child exited Safety Net as they were at standard, one qualified for Special Education in Reading, one move to another school district, two were still being monitored closely and the rest showed progress.</p>   |  |
|   |  |
| <p>School Effectiveness Goal:</p> <p>Goal One- 72% of our staff will agree mostly or completely agree that teachers provide feedback to each other to help improve instructional practices.</p> <p>Goal Two- 87% of our staff will agree mostly or completely agree that we use assessment results to determine professional learning activities.</p>   | <p>Outcome:</p> <p>Goal One: 80.49%</p> <p>Goal Two: 92.68%</p>  |
| <p>Narrative Reflection:</p> <p>Goal One- This year we worked on having strong Professional Learning Communities or PCC's. Teams were asked to create norms at the beginning of the year and to commit to a time they could meet weekly to discuss data, common assessments and instruction. In addition to this feedback venue, we continued our work of offering a Teacher Support Team. Teachers could sign up for this support team and get feedback on best practices in working with challenging students.</p> <p>Goal Two- This year we used surveys to determine what our technology professional development would be throughout the year. Our team worked to create break out sessions to be able to address most wants and needs. Other professional development throughout the year was dictated by the district.</p> |  |
|   |  |
| <p>Attendance Goal:</p> <p>Our goal this year is to reduce unexcused absences by 5%. In an effort to meet our goal, we will be continuing to stay on top of attendance records, sending letters, have informal and formal conferences and reminding parents why school attendance is crucial to student success.</p>  | <p>Outcome:</p> <p>Smith students accrued 236 unexcused absences in the 2016-2107 school year. They accrued 427 unexcused absences during the 2017-2018 school year.</p> |
| <p>Narrative Reflection:</p> <p>We continued to send letters, have conferences, etc. but we did not meet our goal. This will continue to be something we work on as we believe strong attendance is imperative for school success.</p>  |  |
|   |  |
| <p>Discipline Goal:</p> <p>Our goal this year in regard to student discipline is to create an interactive tracking system in an effort to better</p>  | <p>Outcome:</p> <p>We created a common discipline form to record information. We placed those in a shared binder that was organized</p>                                  |

|   |  |
|---|--|
| understand where our areas of need exist. We will be asking our office team to help support recording incidences (offense, time of day, grade level, teacher, etc.)   | alphabetically by student. Office staff facilitated first steps when students were sent to office. |
| <p>Narrative Reflection:</p> <p>We started off the year well using our system. As the year went on, it became less efficient and still didn't meet the needs of informing all necessary parties. It gave us a great starting off point for our new system this year. It allowed us to troubleshoot a plan and fine tune it. This year our system is much better, streamlined, and all parties involved in discipline use the same system.</p> |  |

#### Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

|   |
|---|
| <p>2017-18 Strategies to involve parents, families and the community in the CIP process:</p> <ul style="list-style-type: none"> <li>○ Updates at PTSA Board Meetings</li> <li>○ Working with the VP of Expenditures in PTSA to support academic goals</li> <li>○ Communication regarding attendance and discipline</li> <li>○ Monthly meeting with Principal and PTSA President</li> <li>○ Monthly meetings with Operations and Communication Team- including PTSA voice</li> </ul> |
| <p>Reflection on Outcome:</p> <p>We followed through on all of our strategies except monthly meetings with Operations and Communications Team- including PTSA voice. We simply didn't have a parent who could join during these meetings. Although, the actual CIP Plan was shared with families, I am not sure they knew the process we use to create the plan.</p>  |

|   |
|---|
| <p>2017-18 Strategies to inform parents, families and the community in the CIP process:</p> <ul style="list-style-type: none"> <li>○ Updates at PTSA Board Meetings</li> <li>○ Working with the VP of Expenditures in PTSA to support academic goals</li> <li>○ Communication regarding attendance and discipline</li> <li>○ Monthly meeting with Principal and PTSA President</li> <li>○ Monthly meetings with Operations and Communication Team- including PTSA voice</li> <li>○ CIP will be posted on Smith website</li> </ul> |
| <p>Reflection on Outcome:</p> <p>Although our PTSA Board Members were informed with our school goals and process, I am not sure the whole parent community was made aware (with the exception of CIP Document being posted to our school website.) Our PTSA VP of Expenditures parent along with our PTSA President were probably the most aware as we worked directly together to support learning throughout the year.</p>  |



## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| VI. 2018-2019 SMART Goals  |
|--|
| Literacy: K-2 Reading SMART Goal:<br>89% (276/310) of K-2 students will be at or above standard by the end of this academic year as measured on EOY DIBELs Assessment. |
| Literacy: 3-5 ELA SMART Goal:<br>85% (300/353) of 3-5 students will be at or above standard by the end of this academic year as measured by the SBA.                   |
| Math: 3-5 Math SMART Goal:<br>92% (325/353) of 3-5 students will be at standard or above by the end of this academic year as measured by the SBA.                      |
| Science: 5 Science SMART Goal:<br>93% (103/111) of 5 <sup>th</sup> grade students will be at or above standard by the end of this academic year as measured by WCAS.   |

| 2018-2019 SMART Goals, Strategies and Resources  |
|--|
| Grade Level: <b>Kindergarten</b>   |
| Goal: 85 out of 92 students will be at or above standard by May 2019   |
| <p>Process used to determine goal:<br/>We determined this goal by thinking of the increased rigor of the assessments with DIBELS as the year progresses. For example, in the BOY they do not have to read any non-sense words but for the MOY and EOY they will be required to do this as part of meeting the standard.</p> <p>Responsible individual or team:<br/>Kindergarten Team, Safety Net, Special Ed, and ELL.</p> <p>Strategy/ies that will be implemented to support goal:<br/>Students not at standard will be receiving Safety Net services. Students will also be working one-on-one with IA's and parent volunteers. Extra support ideas will be sent home as well. Finally, teachers will work with small group of students who need additional support.</p> <p>How challenge and rigor will be ensured for all students:<br/>Students will be able to work at their individual ability levels through small group work with teachers and/or IA's as well as through learning centers that focus on differentiated skills.</p> <p>How necessary interventions will be determined:</p> |

|  |  |
|--|--|
| <p>Teacher observation and professional judgement as well as data collected through summative and formative assessments.</p> <p>Any resources needed and plans to obtain them:<br/>Appropriate classroom assistance with IA's. Preferred scheduling for Safety Net, Special Ed, and ELL times.</p> <p>Timelines and Progress Monitoring Plans:<br/>DIBLES assessments for January and May. Monitoring will take place on a monthly basis for students not at standard.</p>   |  |
| Grade Level: <b>First</b>  |  |
| Goal: 95 out of 110 students will be above EOY DIBELS Composite Score of 155 by May 2019.  |  |
| <p>Process used to determine goal:</p> <p>We determined this 2018-19 goal by analyzing our BOY DIBELS Composite scores. [We needed to take into account the fact that BOY DIBELS does not have an Oral Reading Fluency assessment, like it does for MOY DIBELS and EOY DIBELS.]</p> <p>Those responsible for meeting goal:</p> <p>First Grade Team, Safety Net, Special Ed and ELL Teachers will all be responsible.</p> <p>Strategies that will be implemented to support goal:</p> <p>Students not at standard will receive additional support through Safety Net/Special Ed/ELL services. Students will use the Read Naturally Program to practice oral reading fluency 1:1 with IA's and our trained Parent Volunteers. "School to Home" Communication with ideas for support will be sent home with students. Additionally, teachers will work with small groups of readers who need additional support using differentiated resources. As a team, we will focus on phonemic awareness, phonics/decoding, sight words, fluency and comprehension skills weekly, within our ability-leveled Goal Groups.</p> <p>How challenge and rigor will be ensured for all students:</p> <p>Our First Graders will be challenged using flexible groupings and differentiated resources.</p> <p>How necessary interventions will be determined:</p> <p>Teachers will use observation and professional judgement, as well as data collected through written, oral, 1:1, formative and summative assessments. We will frequently progress monitor as a team and then individually determine student needs.</p> <p>Any resources needed and plans to obtain them:</p> |  |

Preferred scheduling for Safety Net, Special Ed, and ELL students. Classroom help from IA's and Parent Volunteers who have been trained. Reading Wonders, the DIBELS website suggestions/activities, and SIOP strategies will all be utilized.

Timelines and Progress Monitoring Plans:

MOY DIBELS, EOY DIBELS Assessments will be given. There will be monthly monitoring of goals by individual teachers, Safety Net, ELL and Special Ed teacher.

Grade Level: **2nd Grade**

Goal: 78 out of 87 of students will be at or above standard by May 2019 as measured by EOY DIBELS.

Process used to determine goal:

We determined this goal by looking at the DIBELS BOY composite scores. We also took into account the turnover rate of students throughout the school year. We also have students who have exceptional needs (receive support services).

Responsible individual or team:

2nd Grade Team, Safety Net, Special Ed, and ELL.

Strategy/ies that will be implemented to support goal:

Students not at standard will be receiving Safety Net services. Students will also be working one-on-one with IA's and parent volunteers, such as with the Read Naturally Program. Students will be receiving small group instruction in reading throughout the year.

How challenge and rigor will be ensured for all students:

Students will be able to work at their individual ability levels through small group work with teachers. Students will choose "just right books" at their level. We will use the Wonders leveled readers to provide support and challenges to our students.

How necessary interventions will be determined:

Teacher observation and professional judgement as well as data collected through summative and formative assessments. We will use DIBELS MOY data to help us determine student growth and interventions, supports, and/or challenges needed.

Any resources needed and plans to obtain them:

-Read Naturally resources and volunteers-we will be receiving them from the Read Naturally Teacher Leaders.

-A larger variety of texts at different levels for students-need scholarship money to purchase and/or Scholastic points.

Timelines and Progress Monitoring Plans:

DIBELS assessments for January and May. Monitoring by individual teachers and as a team.

|   |  |
|---|--|
| Grade Level: <b>2/3 Quest</b>   |  |
| Goal: ELA: 40 out of 48 2/3 Quest students will be at or above standard on Target 11 by May 2019. Target 11: supporting evidence as justification; specifically, students will cite text evidence to support their responses to reading comprehension questions.  |  |
| <p>Process used to determine goal:<br/>SBA data review, DIBELS retell review, Benchmark Assessment, Wonders Assessment.</p> <p>Responsible individual or team:<br/>2/3 Quest Kendall Howden &amp; Kelsey Larson.</p> <p>Strategy/ies that will be implemented to support goal:<br/>Use of Wonders curriculum, The Reading Strategies by Jennifer Sarravallo, RACE strategy, teacher modeling, teacher feedback.</p> <p>How challenge and rigor will be ensured for all students:<br/>Use of district curriculum on level and above level, small group and whole group instruction differentiated for student needs.</p> <p>How necessary interventions will be determined:<br/>Data on Wonders Unit Assessments will determine if interventions are needed.</p> <p>Any professional learning needed:<br/>Conference by Jennifer Sarravello on Reading Strategies.</p> <p>Any resources needed and plans to obtain them:<br/>GEAC covered conference, building budget covered substitute to attend conference.</p> <p>Timelines and Progress Monitoring Plans:<br/>Wonders End of Unit Assessments for formal data collection. Fall, Winter, and Spring CDSA Assessments. Bi-Weekly assessment through teacher created questions for reading from curriculum (Wonders, Science, Social Studies).</p> |  |
| Grade Level: <b>Third</b>   |  |
| Goal: By the end of the 2018-19 school year, 72 out of 85 third graders will be a 3 or above in Target 1 for Narrative Writing – write and revise brief texts.  |  |
| <p>Process used to determine goal:<br/>We looked at the negative strands from our SBA targets and found that writing and revising brief texts in the narrative genre was one of the few areas our grade needed improvement in. This is an area we felt we could consistently give practice in.</p> <p>Responsible individual or team:<br/>3<sup>rd</sup> grade team.</p> <p>Strategy/ies that will be implemented to support goal:</p>  |  |

|   |
|---|
| <p>We will take the necessary time and steps to work on teacher/student conferences, with peer partners, and modeled instruction. We will also use monthly SBA interim assessments.</p> <p>How challenge and rigor will be ensured for all students:<br/>We will focus on individual needs based on conferences and sample work.</p> <p>How necessary interventions will be determined:<br/>Based on bimonthly assessments and evidence in daily work.</p> <p>Timelines and Progress Monitoring Plans: Once a month give the SBA Interim assessments and grade together.</p>  |
| <p>Grade Level: <b>Fourth</b></p>   |
| <p>Goal: By the end of the 2018-19 school year, 76 out of 96 will be a 3 or above in Target 1 for Narrative Writing – write and revise brief texts.</p>   |
| <p>Process used to determine goal:<br/>We looked at the strands from our SBA targets and found that writing and revising brief texts in the narrative genre was one of the few areas our grade needed improvement in. This is an area we felt we could consistently give practice in.</p> <p>Responsible individual or team:<br/>4<sup>th</sup> grade team.</p> <p>Strategy/ies that will be implemented to support goal:<br/>We will be doing weekly narrative writing prompts to help students focus on using dialogue, sensory details, and authors craft. We will also give the SBA interim assessments once a month to check progress.</p> <p>How challenge and rigor will be ensured for all students:<br/>Students will write to their best ability and each week we will have a different area to focus on.</p> <p>How necessary interventions will be determined:<br/>Based on the weekly writing prompts, we will determine those students that need interventions and provides them small group instruction.</p> <p>Timelines and Progress Monitoring Plans:<br/>Once a month give the SBA Interim assessments and grade together.</p> |
| <p>Grade Level: <b>Fifth</b></p>  |
| <p>Goal: By the end of the 2018-19 school year, 56 out of 76 will be a 3 or above in Target 2 for Central Ideas – Identify or determine a theme/central ideas from details in text, or summarize text.</p>  |
| <p>Process used to determine goal:</p>  |

We looked at the strands from our SBA targets and found that identifying theme and summarizing texts was one of the areas our grade needed improvement in. This is an area we felt we could consistently give practice in.

Responsible individual or team:  
5th grade team.

Strategy/ies that will be implemented to support goal:  
Use of Wonders curriculum, RACE strategy, teacher modeling, and teacher feedback. We will introduce and instruct the summary writing process using Step Up to Writing template strategy.

How challenge and rigor will be ensured for all students:  
Use of district curriculum on level and above level, small group and whole group instruction differentiated for student need.

How necessary interventions will be determined:  
Using the Wonders Unit Assessments and teacher created assessments, we will analyze data to help us focus instruction for small groups and individual students who need remediation or enrichment.

Timelines and Progress Monitoring Plans:  
Wonders Topic Assessment administered at the end of each topic taught. Monthly book reports with a focus on summary and theme. We will also give the SBA interim assessments for practice.

**Grade Level: 4/5 Quest**

Goal: 63 out of 69 4/5 Quest students will be at or above standard on ELA Target 8 by May 2019 as measured by the SBA. Informational text, draw conclusions and make inferences citing text evidence to support their response to reading comprehension questions.

Process used to determine goal:  
Looked at SBA data, and decided upon goal.

Responsible individual or team:  
Teresa, Marshall, Tamara-4/5 Quest.

Strategy/ies that will be implemented to support goal:  
Mentor text, on-going feed-back with student scoring, 4,3,2,1.

How challenge and rigor will be ensured for all students:  
Our students use a 6<sup>th</sup> grade textbook and chapter books.

How necessary interventions will be determined:  
Based on mini-lessons and student work pull groups as needed.

Any resources needed and plans to obtain them:

|  |  |
|--|--|
| <p>Rubrics.</p> <p>Timelines and Progress Monitoring Plans:<br/>Fall, Winter, Spring CDSAs.</p>  |  |
| <p>Grade Level: <b>2/3 Quest</b></p>   |  |
| <p>Goal: Math Target Students will solve problems involving measurement involving intervals of time, liquid volumes, masses of objects.</p>  |  |
| <p>Process used to determine goal:<br/>Envision curriculum, DreamBox program, Eureka Math.</p> <p>Responsible individual or team:<br/>2/3 Quest Kendall Howden, Kelsey Larson.</p> <p>Strategy/ies that will be implemented to support goal:<br/>Use of centers to emphasize measurement. Focus on unit covering measurement, lessons intermixed throughout the year. Use of DreamBox with a focus on the measurement strand.</p> <p>How challenge and rigor will be ensured for all students:<br/>DreamBox and Eureka math are additional material at a higher level.</p> <p>Necessary interventions will be determined:<br/>Teacher observations on daily work, data from DreamBox, data from Quick Checks, Exit Tickets, and end of unit tests will guide plan for intervention.</p> <p>Any resources needed and plans to obtain them:<br/>Eureka Math, Envision Math, DreamBox. All resources are available.</p> <p>Timelines and Progress Monitoring Plans:<br/>Weekly monitoring through Quick Checks and Exit Tickets. DreamBox data collected monthly. Fall, Winter, and Spring CDSA data.</p> |  |
| <p>Grade Level: <b>Third</b></p>   |  |
| <p>Goal: By the end of the 2018-19 school year, 75 out of 85 will be a level 3 or above in Target G for the math SBA – Use the four operations with whole numbers to solve problems.</p>   |  |
| <p>Process used to determine goal:<br/>We looked at the negative strands from our SBA targets and found solving problems involving measurement and estimation of measurements was a strand.</p> <p>Responsible individual or team:<br/>3<sup>rd</sup> grade.</p> <p>Strategy/ies that will be implemented to support goal:<br/>Homework practice, Dreambox, and weekly classroom practice.</p>   |  |

How challenge and rigor will be ensured for all students:  
Small group instruction and Dreambox help differentiate learning.

How necessary interventions will be determined:  
Based on quick checks, topic tests, and our PGE created test, we can see which students will need interventions.

Any resources needed and plans to obtain them:  
Dreambox, supplemental resource practice pages.

Timelines and Progress Monitoring Plans:  
We give our PGE self-created test 3-4 times a year to determine progress. We will also give the SBA interim assessments.

Grade Level: **Fourth**

Goal: By the end of the 2018-19 school year, 86 out of 96 will be a level 3 or above in Target A for the math SBA – Use the four operations with whole numbers to solve problems.

Process used to determine goal:  
We looked at the strands from our SBA targets and found solving problems in the 4 operations was a strand. This aligns with our PGE goal so we felt it was the best choice.

Responsible individual or team:  
4<sup>th</sup> grade.

Strategy/ies that will be implemented to support goal:  
Small group instruction, homework practice, Dreambox.

How challenge and rigor will be ensured for all students:  
Small group instruction and Dreambox help differentiate learning.

How necessary interventions will be determined:  
Based on quick checks, topic tests, and our PGE created test, we can see which students will need interventions.

Any resources needed and plans to obtain them:  
Dreambox.

Timelines and Progress Monitoring Plans:  
We give our PGE self-created test 4 times a year to determine progress. We will also give the SBA interim assessments.

Grade Level: **Fifth**

Goal: By the end of the 2018-19 school year, 68 out of 76 will be a level 3 or above in Target C for the math SBA – Understand the place value system.



Process used to determine goal:

We looked at the strands from our SBA targets and found that Understanding the Place Value System was a strand. This aligns with our PGE goal so we felt it was the best choice.

Responsible individual or team:

5th grade team.

Strategy/ies that will be implemented to support goal:

Small group instruction, homework practice, Dreambox.

How challenge and rigor will be ensured for all students:

Differentiated Envision math instruction and practice worksheets (reteach, practice, enrichment), small group remediation, Dreambox.

How necessary interventions will be determined:

Based on quick checks, topic tests, and our PGE created test, we can see which students will need interventions.

Any resources needed and plans to obtain them:

Envision materials, Marcy Cook Problem Solving, Dreambox. We have all the materials needed.

Timelines and Progress Monitoring Plans:

We give our PGE self-created test 4 times a year to determine progress. Envision Topic Assessment administered at the end of each topic taught. We will also give the SBA interim assessments.

**Grade Level:4/5 Quest**

**Goal:** 63 out of 69 4/5 Quest students will be at our above standard as measured by END of Unit Assessments, CDSAs, SBA Interim, and May 2019 SBA. **Math Target:** students will graph coordinate planes in problem solving

Process used to determine goal:

Looked at SBA data, and decided upon goal.

Responsible individual or team:

Teresa, Marshall, Tamara-4/5 Quest.

Strategy/ies that will be implemented to support goal:

Targeted homework, entry tasks, lessons, re-teaching and adding more scenarios, spiral review, HOT topics.

How challenge and rigor will be ensured for all students:

Our students use a 6<sup>th</sup> grade textbook and we are using Dream box.

How necessary interventions will be determined:

Based on mini-lessons and student work pull groups as needed, homework.

Any professional learning needed:  
Glencoe lesson planning and materials.

Timelines and Progress Monitoring Plans:  
Fall, Winter, Spring.

Grade Level: **Fifth**

Goal: By the end of the 2018-19 school year, 68 out of 76 will be a level 3 or above in Physical Science

Process used to determine goal:  
We looked at the WCAS data from 17-18 and found Physical Science scores were an area of growth.

Responsible individual or team:  
5th grade team.

Strategy/ies that will be implemented to support goal:  
LWSD adopted 5th grade science curriculum; FOSS Variables, STS Motion and Design, as well as implementing and teaching crosscutting concepts.

How challenge and rigor will be ensured for all students:  
Implement Science kits, FOSS curriculum extension activities, student subscriptions to Scholastic Super Science Magazine and Supplemental Scholastic Science books.

How necessary interventions will be determined:  
Student investigations. LWSD CDSA tests.

Timelines and Progress Monitoring Plans:  
CDSA FOSS and STS test results.

Grade Level: **4/5 Quest**

Goal: Science, 31 out of 35 5<sup>th</sup> grade Quest students will demonstrate level 3 or 4 in crosscutting concepts in Physical Science as measured by the May 2019 WCAS.

Process used to determine goal:  
Looked at WCAS data, and decided upon goal.

Responsible individual or team:  
Teresa, Marshall, Tamara-4/5 Quest.

Strategy/ies that will be implemented to support goal:  
Implementing and teaching crosscutting concepts.

How challenge and rigor will be ensured for all students:  
Using science kits, engineering kits.

How necessary interventions will be determined:  
Student investigations.

Any professional learning needed:  
Continued NGSS training, crosscutting concepts across the 4 domains.

Any resources needed and plans to obtain them:  
Curriculum that supports crosscutting skills, and less activity based materials.

Timelines and Progress Monitoring Plans:  
Winter and Spring.

Achievement Gap SMART Goal:  
50% (8/16) of Safety Net students will be at standard in reading according to the DIBELS and 100% of Safety Net students will make progress in reading according to subtests and benchmark tests on DIBELS by June 2019.

Process used to determine goal:  
Each year we assess all of our K-2 students using DIBELS. Once this data comes in, we determine who is well below or below standard. These students are selected for reading intervention support or Safety Net. At Smith, we believe reading is crucial for students and we try to get this early.

Responsible individual or team:  
Each teacher, our Safety Net Team and myself.

Strategy/ies that will be implemented to support goal:  
Using our new intervention resources (SIPPS), Safety Net teacher will also be co-teaching with the first grade team using goal groups.

How challenge and rigor will be ensured for all students:  
Using flexible goal groups, our teachers will be able to individually assess student progress and meet them at their level to continue to grow them as learners.

How necessary interventions will be determined:

- All students in this group are receiving Safety Net intervention. K-2 are being pulled out from class 5 days per week/30 minutes a day.
- Students work in small groups of 2-5 students using SIPPS and WonderWorks.
- Individual attention on the needs of each student is evaluated daily in observations and 2-3 times a week during DIBELS progress monitoring.
- Co-teaching in 1<sup>st</sup> grade during their goal group time. I get to “double-dip” with my 1<sup>st</sup> grade students.
- Pushing into Kindergarten until January to help during writing workshop
- After January Kindergarten students will be pulled out 5 days a week/30 minutes a day for SIPPS or WonderWorks Curriculum.

- Using Building IA time to support small group instruction in Safety Net.
- Meeting with a learning coach throughout the year to ensure we are meeting the needs of our 1<sup>st</sup> grade Safety Net students.

Any professional learning needed:

Our Safety Net teacher has accessed our Professional Coaching Program to help her in this work this year.

Any resources needed and plans to obtain them:

I have allocated a full instructional assistant to help support this program. The district adopted new curriculum to use with students called SIPPS. The Safety Net teacher will also be using WonderWorks.

Timelines and Progress Monitoring Plans:

Each team will help monitor their students using DIBELs (Beginning, Middle and End of year assessments.) Our Safety Net teacher will work weekly with these students and I will be checking in as we progress.

School Effectiveness SMART Goal:

Staff working across grade levels to increase student learning will improve from 87.81% agreeing mostly or completely to 90% agreeing mostly or completely as represented on the annual Nine Characteristics Survey.

Process used to determine goal:

We used a staff meeting time to review survey results. We then met as a Building Leadership Team to review data for a second time and identify our lower categories. Grade Level Representatives then talked with their teams regarding which two areas they would like to work on this year. The principal then took the highest ranked area and the Building Leadership Team (BLT) helped create an action plan.

Responsible individual or team:

Everyone is responsible, but the BLT will be working on this action plan.

Strategy/ies that will be implemented to support goal:

We plan to use staff meeting time to allow conversations about strategies to implement Dream Box into our classrooms, to share strengths and weaknesses we are seeing in math among grade levels, etc.

How challenge and rigor will be ensured for all students:

This goal lends itself to more challenge and rigor for kids. Teachers collaborating across grade levels will help improve instruction for all.

Any professional learning needed:

As a BLT we will be looking through our required trainings and LEAP calendar to determine when these experiences can take place and if we need additional resources.

Any resources needed and plans to obtain them:

BLT Committee, LEAP calendar, district required trainings, input on topics to collaborate around, time.

Timelines and Progress Monitoring Plans:

We will meet monthly to assess our progress to date and of course this spring when we take the survey again.

Attendance SMART Goal:

During the 2017-2018 school year, Smith students accrued a total of 2,221 tardies. Our goal this year is to reduce overall daily tardiness by 25% by the end of the 2018-2019 school year.

Process used to determine goal:

Reviewed attendance data with attendance secretary, BLT, counselor and administration.

Responsible individual or team:

Administration, counseling, front office, teachers.

Strategy/ies that will be implemented to support goal:

- meeting with students and families when they accrue five tardies
- requiring families to walk their students to the office for check in
- teachers directing late students and families to the front door for check in
- messaging importance of timeliness to families in the Dolphin Byte monthly

How necessary interventions will be determined:

Feedback from BLT, staff, and attendance secretary.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

New buzz in entrance system (already installed). Notification system to parents at five tardies to be created by Kellie Eaton and Rebekah Westra.

Timelines and Progress Monitoring Plans:

We will implement the interventions throughout the year. We will run quarterly tardy reports to identify and track chronically tardy students. We will include monthly messaging in the *Dolphin Byte*. We will report our results to the BLT and OC teams.

Discipline SMART Goal:

By the end of the 2018-2019 school year, third, fourth, and fifth grade students at Smith will report that they know how to be respectful to peers and that they frequently feel respected by their peers 25 percent more than they reported on the beginning of the year SEL student survey administered in October of the 2018-2019 school year.

Process used to determine goal:

Counselor and administration collaborated to discuss ways to track growth in SEL. We attended a district training on the Panorama survey and discussed how we could use that to determine next steps.

Responsible individual or team:

Counselor, administration, recess teachers, teachers administering survey

Strategy/ies that will be implemented to support goal:

- Recess teachers will be trained in conflict management and SEL language. They will work to resolve minor discipline issues on the playground.
- Counselor will determine small groups to receive SEL instruction based on survey results. Groups will be implemented for those students.

How necessary interventions will be determined:

- Counselor will determine small groups to receive SEL instruction based on survey results
- Administration will develop and implement a data system that more easily tracks student discipline and identifies repeat students being referred to the office for discipline based on SEL incidents.

Any professional learning needed:

Classified staff training. Staff training on survey administration.

Any resources needed and plans to obtain them:

Panorama survey, small groups with counselor, in class counseling lessons.

Timelines and Progress Monitoring Plans:

Panorama survey will be administered three times over the course of the 2018-2019 school year. Data will be shared with administration and BLT.

## **VI. Parent, Family and community Involvement Strategies for 2018-2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President

Timelines and Progress Monitoring Plans:

Each of these items will be monitored monthly. There will be ongoing meetings to ensure that updates are being communicated, Expenditures are being reviewed/approved.

2018-19 Strategies to inform parents, families and the community in the CIP process:

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- CIP will be posted on Smith website

Timelines and Progress Monitoring Plans:

Meetings monthly will help to continue to inform parents, families and the community. The CIP Document will be placed on the website once we have approval from School Board.



# **Continuous Improvement Process Plan 2018-2019**

Evergreen Middle School

6900 208<sup>th</sup> Ave NE

Redmond, WA 98053

<http://ems.lwsd.org>

|                      |                 |
|----------------------|-----------------|
| Principal:           | Kristian Dahl   |
| Associate Principal: | Angela Morrison |
| Associate Principal: | Stuart Prince   |



# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

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

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

We are proud we have a very collaborative staff committed to supporting the whole child. Because of our collaboration and commitment to excellence, we have been School of Distinction Award winners as well as Washington Achievement Award winners. This is a testament to the hard work of both our students and staff. Our teachers focus on preparing students for high school – most notably through AVID skills and strategies we are implementing school-wide. These teaching strategies included pre-reading skills, using context clues to decipher informational text, Cornell Notes, Marking the Text, and breaking down vocabulary. We will continue to focus on these areas in addition to our focus on Organization through Agenda Checks. We also use Collaborative Study Groups, Socratic Seminars, and Philosophical Chairs as collaborative strategies in all classroom settings to create a collaborative atmosphere in each class. Student improvement in writing was targeted on expository, narrative, and persuasive writing through multiple strategies.

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

Our professional development continues to focus on the 4 Critical PLC Questions and constructing effective formative and summative assessments, intervention strategies that support struggling learners, as well as extension and enrichment activities for students who have already mastered the content. We also continue to focus on Common Core State Standards in Language Arts and Math, NGSS in Science, preparation for the Smarter Balanced Assessment each Spring, using PowerSchool and Skyward to enhance our Standards-Based Grading and Reporting, and using LEAP time to grow in these areas as well as how to better use technology as a tool in the classroom. Additional time has been

provided each month for teachers to work on essentials for teaching and learning that include planning, analysis, and implementation of content standards and assessments with their instructional peers. We also provide release days twice per year per job-alike team to meet and plan curriculum, instruction, and assessments for each class taught at EMS. We are proud of our accomplishments, fiscal responsibility with resources, and growth in student outcomes as a result of this collaboration.

## II. District Performance Targets

|   | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance<br/>2014-15</b> | <b>Current Performance<br/>2017-18</b> | <b>Target Performance<br/>2018</b> |
|---|---|---|--|------------------------------------|
|   |   | District                                | District                               | District                           |
| <b>8<sup>th</sup> Graders' on Track for Success</b> | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 81.1%                                   | 82.3%                                  | 95%                                |
|   | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Math     | 71.5%                                   | 74.4%                                  | 95%                                |
|   | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Science  | 83.4%                                   | 78.4%                                  | 95%                                |

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|---------|---------|---------|---------|---------|---------|---------|
| <b>6<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 6 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy. | 89.5%   | 89.5%   | 85.6%   | 87.2%   |         |         |         |
|  | % of 6 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 86.9%   | 84%     | 85.9%   | 87.8%   |         |         |         |
| <b>7<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 7 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy  | 89.1%   | 89.5%   | 87.2%   | 87.1%   |         |         |         |
|  | % of 7 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 82.6%   | 86.7%   | 86.4%   | 83.1%   |         |         |         |
| <b>8<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy  | 74.3%   | 84.6%   | 84.5%   | 85.9%   |         |         |         |
|  | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 75.7%   | 88%     | 85.1%   | 81.8%   |         |         |         |
|  | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Science   | 85.4%   | 90.9%   | 89%     | 82.4%   |         |         |         |

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to evaluate Outcomes and develop Narrative Reflection:

1. There were multiple scheduled activities to support the implementation of the CIP plan including: department meetings, AVID activities, Eagle Time (homeroom), release days, research instruction, job-alike meetings, team collaboration days and professional learning.
2. The process used to analyze school and team level data included analyzing formative and summative assessments and PGE data. Specifically, teachers compared and contrasted baseline data with summative assessments to determine student growth. The sources we used were PowerBi, Washington State report card, and the Washington comprehensive assessment program.
3. School goals were determined on a collaborative basis with department and job-alike teams. Teachers looked at grading baseline assessments, SMART goals, the 4 PLC Critical Questions, and SBA Data.
4. The process used to monitor progress throughout the year included the following: common assessments, pre-assessments, post-assessments and SBA interim assessments as well as grade level team meetings and PGE teams.
5. The challenges the school and teams faced in implementing the CIP were scheduling time to meet. Because of the complexity of our master schedule, teachers do not always have common planning time, which impeded the ability to develop and analyze common assessments during school and district time.

| 2017-2018 Goal  | Achievement Outcome   |
|---|---|
| Literacy: 6-8 ELA Goal: 88% of 6 <sup>th</sup> grade students and 90% of 7 <sup>th</sup> and 8 <sup>th</sup> grade students will meet or exceed standard on the Spring 2018 ELA SBA.  | Outcome: 87.2% of 6 <sup>th</sup> graders met or exceeded standard. 87.1% of 7 <sup>th</sup> graders met or exceeded standard and 85.9% of 8 <sup>th</sup> graders met or exceeded standard |
| <p>Narrative Reflection:</p> <p>Our 6<sup>th</sup> grade team gave many interim assessments so that students could practice using the SBA interface and see the types of questions on the test. Our conventions goal provided a structure for students to proofread their work by replicating graphic organizers. Team members participated in the Middle Level Advanced Cohort structured inquiry cycles to focus on targeted literacy skills. The 6<sup>th</sup> grade team is very pleased with our results, being that our goal was 88% and our results were 0.8% away. Students demonstrated high performance in ELA. Throughout the year the team gave interim assessments that showed students if they were At/Near or Above the targeted standard. They also used in-class formative assessments and baseline and summative writing assessments. Students performed as expected. On average, students scored 96% at or above on conventions, which was our focus for the year. We are very pleased that students performed well on the ELA SBA. Originally, only 75% were at standard in writing conventions, and this area was our PGE focus for the year.</p> <p>Our 7<sup>th</sup> grade team used common formative and summative assessments, collaborative planning, participated in the inquiry cycle and did professional development together. Based on listening skills students demonstrated in the classroom, we expected them to have lower scores in the listening portion of the SBA. The team members did a limited amount of listening skills practice prior to the SBA and expected the scores to be lower</p> |   |

than they were. However, in reflection, it appears that this practice helped a number of students be prepared for the SBA. They are excited that 90% of students met or exceeded standard in all 4 assessment categories.

Our 8<sup>th</sup> grade team developed assessments to measure student progress on grade level goals. Students did not meet the goal we set, however we realize that 90% is a lofty percentage and might have been too high. Throughout the year our team practiced skills with many assessments (formative and summative) that evaluated student competency in all 3 types of writing (narrative, expository, and argument). We taught students how to reflect on their writing using self-assessments and peer review which helped them analyze their work and set goals for future writing. Students scored lower on Reading proficiency than expected. We think this is because they struggled with comprehension during and after reading a range of texts. Our team was not surprised that the majority of students were above standard in Writing. Our goals have been centered around organization and transitions, so students got lots of practice in the writing category.

Math: 6-8 Math Goal:  
88% of 6<sup>th</sup> grade students, 89% of 7<sup>th</sup> grade students, and 88% of 8<sup>th</sup> grade students will meet or exceed standard on the on the Spring 2018 Math SBA.

Outcome: 87.8% of 6<sup>th</sup> graders met or exceeded standard. 83.1% of 7<sup>th</sup> graders met or exceeded standard and 81.8% of 8<sup>th</sup> graders met or exceeded standard

#### Narrative Reflection:

Our 6<sup>th</sup> grade team used regularly scheduled formative and summative assessments during each unit. We completed planned interventions at homeroom and held after school math help 4 days a week. We also provided enrichment and pretests to students who were already meeting goals. Throughout the year our team gave a check-in at least once a week, mid-chapter quizzes and end of chapter tests. We also gave pretests for some units. For the most challenging unit, our team collected our assessment data in a spreadsheet so that we could analyze trends and implement interventions. Our team noticed two minuses for “solve real world and mathematical problems involving area, surface area, and volume” for performance relative to the test. This is not surprising to us because our geometry unit was one of the last units before the SBA and we were a little rushed for time at that point. We are keeping this in mind for this year and are already a week ahead of schedule from where we were last year in the hopes that we can build in extra time for our geometry and statistics units. For targets I and J, we have mostly plusses and one equals across 6<sup>th</sup> grade math. Students achieved higher on these targets than we expected since statistics was also a rushed unit very close to the SBA. Overall our kids demonstrated proficiency in all targets. We also had all plusses or equals in the target “apply and extend previous understandings of arithmetic to algebraic expressions,” because this is a target that they are going to continue to work on in 7<sup>th</sup> and 8<sup>th</sup> grade and is especially important for the 6<sup>th</sup> graders jumping straight to algebra, so we are glad that they are getting a strong start.

Science: 8 Science Goal:

Outcome:

|   |  |
|---|--|
| <p>Students will increase 1 level of proficiency from the pre-assessment baseline to the summative assessment for argumentative writing skills (claim, evidence, reasoning) using investigations, articles, and labs.</p>   | <p>6<sup>th</sup> 94% of students showed some, clear &amp; high growth in this standard.<br/> 7<sup>th</sup> 83% of students showed clear &amp; high growth in this standard.<br/> 8<sup>th</sup> 46% of students showed clear &amp; high growth in this standard.</p> |
| <p>Narrative Reflection:</p> <p>Throughout the year the following tools were used to support and implement our CIP goals:</p> <ul style="list-style-type: none"> <li>• Scaffolded worksheets for writing claims based on evidence with reasoning – 3 times per year</li> <li>• Content was relevant and engaging to students; they wrote claim, evidence and reasoning</li> <li>• Embedded CER into labs</li> <li>• CERs were modeled by teachers</li> <li>• CERs were embedded into each unit roadmap</li> <li>• Provided sentences starters</li> </ul> <p>Overall proficient improved across all grade levels. For example, 38% of 8<sup>th</sup> grade students were below standard on the pre-assessment compared to 11% were below proficient at the summative assessment. 53% of 7<sup>th</sup> grade students were below standard on the pre-assessment compared to 33% were approaching standard at the summative assessment. 46% of 6<sup>th</sup> grade students were below standard on the pre-assessment compared to 14% were below proficient at the summative assessment.</p> <p>Science goals were monitored using CERs embedded in formative and summative assessments.</p> <p>In 6<sup>th</sup> grade, writing a claim based on evidence is a strong focus. In 7<sup>th</sup> grade, our focus was identifying correlating evidence to the claim. 8<sup>th</sup> graders focus on providing reasoning to link evidence to a claim.</p> |  |
| <p>Achievement Gap Goal:</p> <p>57% of 6<sup>th</sup> grade students with IEPs will meet standard on the ELA SBA and 38% will meet standard on the Math SBA.</p> <p>53% of 7<sup>th</sup> grade students with IEPs will meet standard on the ELA SBA and 44% will meet standard on the Math SBA.</p> <p>50% of 8<sup>th</sup> grade students with IEPs will meet standard on the ELA SBA and 35% will meet standard on the Math SBA.</p>  | <p>6<sup>th</sup> – ELA 35%<br/>Math 32%</p> <p>7<sup>th</sup> – ELA 43%<br/>Math 37%</p> <p>8<sup>th</sup> – ELA 41%<br/>Math 22%</p>   |
| <p>Narrative Reflection:</p>  |  |

Last year, we used many different strategies to support our CIP goals, such as: marking the text, teaching growth mindset, peer to peer checks, allowed verbal responses, scribing, visual for content vocab, SIOP strategies, checks for understanding, breaking down questions, graphic organizers, student self-assessment and self-reflection. We also asked to be invited to ELA and math curriculum training if it is can be used or supplemented with our curriculum. Furthermore, we asked for full access to modified versions of the curriculum and asked for professional development opportunities.

The students with IEPs disproportionately did not meet standard on the SBA compared to their non-disabled peers in both ELA and Math. Students with IEPs did not meet the achievement gap goal that was set last year for any grade level on the ELA test. 6<sup>th</sup> graders with IEPs taking the math SBA did not meet the overall achievement goal set last year with an overall passing percentage of 32.4%. 7<sup>th</sup> and 8<sup>th</sup> graders taking the math SBA did not meet the overall achievement goal set last year either; however, 7<sup>th</sup> grade math had a 5.1% increase in pass rate, and 8<sup>th</sup> grade math had a 3.8% increase from the previous year's testers.

We monitored progress through disseminating IEP goal data, looking at overall progress made by students on math and reading fluency/comprehension activities, and through assessment data gathered from quarterly language arts and mathematics testing. We also used re-evaluation information to more broadly determine how much progress was being made between evaluation cycles for each student.

Overall, students did not meet their achievement criteria. We analyzed the previous year's data and identified a goal percentage based on the growth shown; however, we did not consider the number of ELL special education students who did not meet standard the previous year. This omission created a larger than average number of special education students who did not pass SBA tests in math or ELA. Language barriers make it difficult for this subgroup of students to read and connect with the texts. Students with disabilities can struggle to keep up with grade-level expectations in areas that have been identified through IEPs, making it more difficult for them to perform similarly to same-aged peers. We continue to support ELL special education students as our pass rates are low for students who receive ELL services and are disproportionally low for special education. Finally, we need access to language arts curriculum that will support our learners who are low in comprehension but high in fluency.

College and Career Readiness Goal:  
The Counseling Department will ensure that 97% of 8<sup>th</sup> grade students will be registered with Career Cruising by June 2018, including the completion of the Interest Inventory and the selection of three careers of interest.

Outcome:  
83% of 8<sup>th</sup> grade students registered with Career Cruising, completed the Interest Inventory, and saved their selections for at least three careers into their portfolios.

Narrative Reflection:

We utilized the 8<sup>th</sup> grade Language Arts classrooms to present a lesson on Career Cruising to our 8<sup>th</sup> grade students. We went through a Power Point presentation and



then helped kids log in and complete the activities listed above. We utilized our administrative access to Career Cruising to collect data and monitor student progress throughout the year. We held make-up sessions for students who missed the initial classroom presentations, along with one-on-one follow-up appointments to reach as many students as possible. There were several factors at play that brought our total percentage down, including new enrollments at the end of the school year, extended absences for several students, technical issues, and having included into our total number a handful of students in our Special Education programs whose HSBPs will utilize a different approach than the majority of LWSD students. 83% of our 8<sup>th</sup> grade students fully completed all of their Career Cruising activities. The biggest celebration, however, was the sheer excitement these activities generated in our students; they were thrilled to talk about the endless possibilities that their futures hold. We feel that we need to involve not only the 8<sup>th</sup> graders in career development, but the 6<sup>th</sup> and 7<sup>th</sup> graders as well this year. We are hopeful that the user-friendly interface of Xello will help more students access the career activities and relevant information available.

**School Effectiveness Goal:**  
0% of staff will choose “strongly disagree” for the item “Teachers provide feedback to each other to help improve instructional practices” on the Nine Characteristics Survey.

**Outcome:**  
Agree Completely=13% count 3  
Agree mostly= 50% count 12  
Agree slightly= 25% count 6  
Do not agree at all= 12.5% count 3

**Narrative Reflection:**

We did not meet this goal from last year, as a staff we are focused on implementing more teaching strategies and professional learning to help give our teachers more tools in the classroom. We are going to encourage learning walks, coaching cycles and teacher led professional development. The most surprising ah ha from the data was to see that only 24 staff members took the 9 characteristics survey. This year we are going to intentionally schedule time for staff to take this survey during their scheduled work day.

**Attendance Goal:**  
96.4% of our student body will attend school regularly.

**Outcome:** Unexcused absent rate was 0.51%.

**Narrative Reflection:**

The percentage of unexcused absences for the 2017-2018 school year was 0.51%. We did not meet our goal; our unexcused attendance rate went up. This could be the implementation of a new tracking system for attendance. For this next year we are focused on a more proactive approach with parents and the community to help educate on why attendance is important and what we can do as a team to help encourage students to be at school.

**Discipline Goal:**  
We will reduce our suspensions by 50%.

**Outcome:** Total number of suspensions went from 47 in 2016-17 to 12 in 2017-18.

**Narrative Reflection:**

The total number of suspensions for the 2017-2018 school year was 12. We were able to meet our goal of decreasing our number of suspensions by 50%. The administrative team created a Behavior Cycle of Intervention to assist with teachers on when to provide what types of consequences. This allowed students to be given multiple reminders and opportunities to change behavior prior to that consequence turning into a suspension.

## **V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019**

| <b>2018-2019 SMART Goals, Strategies and Resources</b>  |
|---|
| Literacy: 6-8 ELA SMART Goal: 89% of all students will meet or exceed standard on the 2019 ELA SBA  |
| <p>Process used to determine goal:<br/>To determine this goal, we looked at the passing rate of our current students on last year's SBA and increased our goal percentage by 1% based on the previous number of students meeting or exceeding standard. Furthermore, after looking at the data, we were surprised to see that our students performed the lowest in the reading comprehension strand. For this reason, we will focus on reading comprehension as well as writing organization.</p> <p>Responsible individual or team:<br/>All 6-8 LA/SS teachers, support staff, and administrators.</p> <p>Strategy/ies that will be implemented to support goal:<br/>Strategies we will use to achieve this goal include using our Step Up to Writing curriculum, including our baseline and summative writing assessments as measurement tools, graphic organizers, and formative essay assignments. We are using Flex time to provide intervention for students who demonstrate a need for extra support. Furthermore, for our PGE baseline, we are giving students a 2-page story to read with detailed comprehension questions about the text. Each question correlates to a reading standard of focus. We plan to use more audio options for reading novels to differentiate modalities. We will create more detailed comprehension questions to test understanding on content instead of broad concepts. This will help us analyze whether students truly understand the concepts we focus on in a given text. Finally, we are developing scaffolds for the writing process, breaking it down into smaller steps. For example, instead of giving students a whole essay prompt and having them fill out a graphic organizer, students will write a paragraph (with specific content for each revealed one at a time) so we can focus on the depth and accuracy of the <i>content</i> of each paragraph to ensure that students understand the material.</p> <p>How challenge and rigor will be ensured for all students:</p> |

We use our PLC model to share student data, assessment plans, and instructional strategies to meet the needs of all students. We anticipate using a Professional Learning Coach to facilitate learning walks in the Spring. We will draw on our experience last year in the Advanced ELA Middle Level CCSS Cohort and utilize a team release for unpacking standards and planning differentiated instruction.

How necessary interventions will be determined:

We plan to give multiple SBA interim assessments and use our summative writing assignments to monitor student progress and determine interventions needed.

Any professional learning needed:

We need time with our PLC to plan and reflect on student progress. Our new team members are participating in professional development to further our goals. We will need to schedule a release day to plan instruction and student learning tasks.

Any resources needed and plans to obtain them:

Access to CCSS – which we have.

Timelines and Progress Monitoring Plans:

We will share our data on summative assessments throughout the year. We give our baseline assessments in the Fall and our summative assessments in the Spring. We have weekly PLC meetings. We have multiple formative writing assessments with every unit.

Math: 6-8 Math SMART Goal: 88% of all students will meet or exceed standard on the 2019 Math SBA

Process used to determine goal:

We analyzed the SBA data for our math students. We calculated the proficient percentage by taking the number of students proficient and dividing by the number of students that took the test. We did this for each of the past three years so that we could also look at the trend – if the percent proficient has been increasing or decreasing and by how much each year. It is unfortunate to see a downward trend. 87% from last year is good, but we want to reverse this downward trend.

Responsible individual or team:

All 6-8 math teachers, support staff, and administrators.

Strategy/ies that will be implemented to support goal and how necessary interventions will be determined:

For each unit, we strive to answer the 4 essential questions: (1) What do we want students to know? (2) How do we know if they know it? (3) What do we do if they already know it? (4) What do we do if they still don't know it? We format a unit by identifying learning targets to help to answer question 1. To help us answer question 2, we give regular formative assessments in the form of check-ins and mid unit quizzes.

Using the information from these check-ins we have regular small group interventions with students who are still struggling on the material (question 3), while the rest of the students work on their ALEKS pathway tailored to their specific learning. We also have

interventions and review sessions during Flex time and host two after school math help sessions every week. Additionally, we identified students who we anticipated needing more support based on test scores and scheduled them for a co-taught class so that they work with kids at the same level and feel more comfortable asking questions and having mathematical conversations. Also, if a student is not proficient on an end-of-unit test, we provide intervention and test corrections before they retake the test to show proficiency.

How challenge and rigor will be ensured for all students:

For each unit, we give a pretest to design appropriate instruction for all students.

Students who pass the pretest provide help to other students and also work through an enrichment packet to delve deeper into the unit's material. They work on tasks such as developing stories for a fraction problem, writing review worksheets for their peers, and doing problems from the 7<sup>th</sup> grade math book on integers, topics that we will not get to this year. Fitness classes will also work to integrate math in their classes by engaging students in data collection and graphing in connection with the President's Physical Fitness Test. Students are asked to graph averages and percentages to support student learning in math and apply conceptual understanding.

Any professional learning needed:

We are working with a district coach to help us help our students with group work. We have a focus this year on students effectively using group roles and sentence starters so that they can help each other and build on each other's ideas. Our coach has been bringing materials to our meetings about different group tasks that we can use to encourage collaborative mathematical conversations that fit into our units. When students can hear information from their peers and ask questions like, "Can you explain your thinking on this question?" it helps all parties involved remember the concepts better. Additionally, some members of our team attended co-teaching training over the summer. One member of our team recently attended a We Video training so that we can record videos for our students completing the enrichment. They can watch these videos and be self-sufficient in the classroom while we spend our time with the rest of the class on teaching and intervention. Finally, one of our members is soon attending a safety net training which will also include information on administering interim SBA assessments. We need more professional training on how to best use ALEKS to monitor student growth. We would also benefit from training on Big Ideas to maximize use of the curriculum.

Any resources needed and plans to obtain them:

We are seeking resources such as Jo Boaler's group work from her site youcubed, resources on growth mindset, and resources from Illustrative Mathematics and Inside Mathematics that align with the Common Core State Standards and provide deeper conceptual understanding for students. We need a release day so that we can work together as a team and plan. We also need time and communication between job-alike teams.

Timelines and Progress Monitoring Plans:

We will monitor progress toward the goal through end-of-unit tests, with the goal that all students pass these tests as we progress through the year so that they demonstrate conceptual understanding. If students do not pass the first time, they have a retake

option. Our timeline is flexible depending on student progress, but each unit takes about 3 weeks and we aim to complete all units in the textbook before the SBA. We will monitor the Knowledge Check on ALEKS and use SBA Interim Assessments to assess student progress toward meeting standard on the SBA.

Science: 8 Science SMART Goal: 85% of 8<sup>th</sup> grade students will meet or exceed standard in Practices and Crosscutting Concepts in Physical Science and Crosscutting Concepts in Life Sciences on the 2019 WCAS

Process used to determine goal:

Based on anecdotal evidence from the science department, we observed students struggle reading graphs and analyzing data to create a claim or conclusion based on the data presented. Many questions on the WCAS include interpreting data and graphs, so our goal will better prepare students for this important skill and state assessments.

Responsible individual or team: All 6-8 science teachers, support staff, and administrators

Strategy/ies that will be implemented to support goal and how challenge and rigor will be ensured for all students:

We will provide many opportunities to practice interpreting data and graphs in class and embed opportunities to collect, record, and analyze data in labs. We plan to explicitly teach and apply the skill of interpreting data across content areas, providing multiple data types (e.g. graphs, data tables, charts, infographics, models). Students will learn to evaluate relevant and current research, recognizing patterns. Furthermore, we will provide scenarios that have multiple data sets, selecting one that matches/explains the phenomena. Students will learn to select relevant data and to use different mathematical tools to evaluate data (mean, mode, range). Finally, we will incorporate technology (Excel, document sharing) to review data.

How necessary interventions will be determined:

We will monitor student learning through consistent use of formative assessments, including exit tickets, student science journals, Microsoft forms, and student contributions in class OneNote notebooks.

Any professional learning needed:

We need collaborative work time to review student growth and research current data trends. We will identify best practices to teach data analysis.

Any resources needed and plans to obtain them:

We need release time with our job-alike teams to analyze student data and plan instruction. We will identify local trainings to implement NGSS Practices. We will collaborate with the Eastlake Learning Community to create assessments addressing NGSS Practices.

Timelines and Progress Monitoring Plans:

We will develop job-alike formative assessments to identify student growth and need.

Achievement Gap SMART Goal: The percentage of students who receive Special Education Services who perform below standard on the SBA will decrease by 8%.

Process used to determine goal:

We analyzed student achievement on the SBA last spring and realized an overall decline in student performance for students who receive Special Education Services. We want to meet students where they are in their learning and create environments where students feel safe to take risks and push their learning to a higher level.

Responsible individual or team:

All teachers and support staff for students receiving Special Education Services and administrators.

Strategy/ies that will be implemented to support goal:

We will explicitly teach reading and writing strategies: marking the text, verbal responses, scribing, visuals for content vocabulary, graphic organizers, checks for understanding, and breaking down questions. In addition, we will work with students on maintaining a growth mindset and implementing self-assessments. We will use SIOP strategies and peer-to-peer checks to scaffold information and support understanding of content.

How challenge and rigor will be ensured for all students:

We will assess student progress regularly to plan instruction and provide opportunities for students to productively struggle in their learning.

How necessary interventions will be determined:

We will collect data weekly on student progress toward IEP goals, using this information to plan instruction and interventions.

Any professional learning needed:

Math teachers need training on the new math curriculum. Reading teachers need training on new curriculum once it is adopted by the district.

Any resources needed and plans to obtain them:

We need access to age-appropriate curriculum that fosters the development of critical skills tied to State Standards. We feel that the current curriculum does not meet the needs of our students, especially students who also qualify for English Language services.

Timelines and Progress Monitoring Plans:

We collect data on a weekly basis based on IEP goals and evaluation cycles, which correspond to quarterly updates mandated through the IEP process.

College and Career Readiness SMART Goal:

Our goal is to create and implement Xello (formerly Career Cruising) lessons for all three grade levels.

Process used to determine goal:

We chose this goal because college and career readiness is a major component of the ASCA National Model. We feel that we need to do more to incorporate college and career exploration with all our students.

Responsible individual or team:

School counselors, support staff, and administrators.

Strategy/ies that will be implemented to support goal:

We will create lessons to be delivered in ELA classes to introduce students to the Xello program. We will facilitate classroom guidance lessons to all our 8th grade students. We will also create lessons for 6th and 7th graders that teachers can facilitate during personalization time.

How challenge and rigor will be ensured for all students:

While Xello activities are only required of 8th graders as part of their High School and Beyond Plan, we feel early exposure to Xello will benefit our 6th and 7th graders as well. For this reason, we will create lessons for these grade levels.

Any professional learning needed:

The counseling building representative will need to complete the Xello trainings at the district office in order to achieve our goal. Two of the trainings have been completed, and three more are on the calendar for this year.

Any resources needed and plans to obtain them:

Resources such as administrative access to the Xello program will be needed by the counselors in order to monitor progress. Counselors will monitor the students' Xello accounts online periodically starting in January to ensure that all students have active accounts and are completing the assigned activities by certain deadlines. All 8th graders must complete their activities by the last day of school to be recognized as having completed the 8th grade requirements.

School Effectiveness SMART Goal: 100% of our staff members will complete the Nine Characteristics Survey

Process used to determine goal:

In looking at our participation rate last year on the Nine Characteristics Survey, we realized that only 25% of staff members completed the survey. We want to receive feedback from every staff member in our building, so we can better understand how successful we are in meeting the needs of students, staff, and our community.

Responsible individual or team:

Building Leadership Team, including Administration.

Strategy/ies that will be implemented to support goal:

We will intentionally work on building trust and safety within our school culture by being transparent in our communication and decision making, fostering a growth mindset,

receiving feedback, and implementing a shared vision of success. We will provide staff with time to take the surveys, including the Nine Characteristics at the end of the year.

Any resources needed and plans to obtain them:

The Culture Code by Daniel Coyle

Timelines and Progress Monitoring Plans:

We will survey staff three times during the year to receive feedback, assess progress, and plan next steps in building an efficient and successful school culture where staff feel comfortable providing honest feedback.

Attendance SMART Goal: We will decrease our percentage of chronically absent students from 10.78% to 5%

Process used to determine goal:

We reflected on our attendance data and realized that more than 10% of our students missed at least 10% of school last year, which has a tremendous, negative impact on student learning. Because we want all students at school, learning, and reaching their full potential, we aim to reduce barriers and support students in attending regularly.

Responsible individual or team:

All Evergreen Staff.

Strategy/ies that will be implemented to support goal:

Partner with our attendance specialist and utilizing the BECCA process; consistent parent communication about attendance issues; seeking to understand the barriers for individual students who are chronically absent and creatively looking for ways to address barriers; creating a strong, student-centered school culture where students want to be part of the learning community.

How necessary interventions will be determined:

Strategies and interventions will be brainstormed and identified at Student of Concern meetings and implemented through the Student Intervention Team.

Any professional learning needed:

At every staff meeting, we will deliver SEL and/or PBIS strategies to our staff.

Any resources needed and plans to obtain them:

Phase 1 implementation of Character Strong curriculum to support SEL needs of students.

Timelines and Progress Monitoring Plans:

Attendance secretary will run bi-weekly reports to identify students with a high absence rate; parents will be contacted; ongoing communication with Attendance Specialist; Meetings with parents and/or student to identify barriers and provide appropriate support.



Discipline SMART Goal: We will decrease our number of out-of-school suspensions from 51 to 26.

Process used to determine goal:

We looked at previous years goal and found that last year we significantly increased our out of school suspensions. Evergreen believes we need to have students in school if we are going to decrease the achievement and support all student's academic/SEL growth.

Responsible individual or team:

Evergreen Staff.

Strategy/ies that will be implemented to support goal:

PBIS (Positive Behavior Intervention and Support), SEL (Social Emotional Learning), YES (Youth Eastside Services) counselors, school counselor intervention, FLEX offerings on stress, anxiety and organization. Our plan is to give our students tools to help regulate their behavior and reactions to negative behavior. We as a school will look at other ways to intervene with students when negative behaviors arise, using our PBIS strategies.

Any professional learning needed:

At every staff meeting, we will deliver SEL and/or PBIS strategies to our staff.

Any resources needed and plans to obtain them:

Phase 1 implementation of Character Strong curriculum to support SEL needs of students.

Timelines and Progress Monitoring Plans:

Each month the administration will look at school suspension data to determine if we consistent in our discipline process and in what ways could we respond to student behavior in a more positive manor. This information will be given to staff during staff meetings and through our weekly Principal's Bulletin.

## VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

Each year our counseling staff sends home a Parent Needs survey at the beginning of October. Through this survey our parents/community members are provided the opportunity to give feedback. The Principal meets monthly with the PTSA, allowing for fluid communication between the school and parent community.

Timelines and Progress Monitoring Plans: Ongoing.

2018-19 Strategies to inform parents, families and the community in the CIP process:  
ELA/Science/Math:

- Email/phone communication
- Invite parents to volunteer at the Humanities/Social Science clubs and after-school activities
- PowerSchool
- Involving parents in nightly homework and reading
- Working with 5<sup>th</sup> grade teachers
- Parent volunteers for any possible field trips or activities
- PTSA grants
- Agenda checks
- Communication with parents of struggling students for extra help/support
- Parents volunteer in classrooms & clubs
- Send out parent & student surveys about strategy and content, etc.
- Send student work (Project Based work) which involves the community
- Identify Community leaders to work in classrooms to teach/assist/inform students
- Explora-vision project/competition helps identify community needs and reach student-based solutions.
- Students work in digital notebooks which parents are given a read-only link, so they can stay up to date with their student's classwork.
- Parents are given a read only link to the teacher content library on OneNote, so they can see files and calendar items
- The math team involves parents through math club parent volunteers.

AVID:

- Members of the community are at Evergreen on a weekly basis for student tutoring.



# **Continuous Improvement Process Plan 2018-2019**

Inglewood Middle School

24120 NE 8<sup>th</sup> Street

Sammamish, WA 98074

<https://ims.lwsd.org/>

|                      |                   |
|----------------------|-------------------|
| Principal:           | Timothy Patterson |
| Associate Principal: | Mark Blomquist    |
| Associate Principal: | Sara Hall         |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

Inglewood Middle School is a school of excellence located on the Sammamish Plateau, and is part of the Eastlake Learning Community. Inglewood was established in 1992 and has traditionally been on the high end of student enrollment. Inglewood has also generally done well on State assessments. Our school serves a student body of approximately 1265 students. Our Demographic make-up is as follows: 61% White, 25% Asian, 7% Hispanic, 7% two or more races, and 1% African American. Our students are also 9.7% special education, 2.7% low income, and 2.2% English Language Learners. Inglewood makes several strategic choices to ensure that all students, no matter their background are well supported.

There are lots of opportunities to get involved and connect with peers. As a fully inclusive school, Inglewood heterogeneously groups students and then differentiates instruction to meet the needs of all students, including special education and students working at the “honors” level. We closely monitor the academic progress of all students. When a student begins to struggle to meet our learning objectives we intervene immediately in a friendly, supportive, and systematic way.

Inglewood offers an intensive academic and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in a two-hour period, commonly called a “block class”, at all grade levels. In 6<sup>th</sup> grade, Math and Science are also taught by the same teacher in a two-hour block class. There are multiple clubs and athletic opportunities at Inglewood that significantly contribute to our sense of community and the academic achievement of students.

A significant focus of the Inglewood community is empowering and teaching children to lead their peers through servant leadership. Our dances, assembly speakers, fund-raising activities, and other cultural events are planned and executed by Inglewood students. More importantly our students plan and work to extinguish bullying. All these skills are learned in Inglewood’s Leadership class that teaches more than 250 students a year to serve their peers.

## II. District Performance Targets

|   | Indicators<br><i>Note: Indicators based on state assessments</i>              | Baseline Performance<br>2014-15 | Current Performance<br>2017-18 | Target Performance<br>2018 |
|---|---|---------------------------------|--------------------------------|----------------------------|
|   |   | District                        | District                       | District                   |
| <b>8<sup>th</sup> Graders' on Track for Success</b> | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 81.1%                           | 82.3%                          | 95%                        |
|   | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Math     | 71.5%                           | 74.4%                          | 95%                        |
|   | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Science  | 83.4%                           | 78.4%                          | 95%                        |

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure progress in Math and English Language Arts. Due to this change, the district adjusted the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|---------|---------|---------|---------|---------|---------|---------|
| <b>6<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 6 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy. | 83.5%   | 85.0%   | 84.9%   | 83.0%   |         |         |         |
|  | % of 6 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 78.7%   | 80.6%   | 83.7%   | 85.3%   |         |         |         |
| <b>7<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 7 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy  | 88.2%   | 89.0%   | 90.2%   | 90.0%   |         |         |         |
|  | % of 7 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 81.0%   | 82.5%   | 82.7%   | 85.0%   |         |         |         |
| <b>8<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy  | 90.4%   | 85.2%   | 84.5%   | 86.3%   |         |         |         |
|  | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 77.8%   | 75.4%   | 81.8%   | 79.5%   |         |         |         |
|  | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Science   | 87.1%   | 86.0%   | 89.5%   | 81.5%   |         |         |         |

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Several Wednesdays were set aside for CIP reflection activities. On these dates staff met as a large group to set expectations and explanation surrounding the CIP reflection tools and documents. After we had a common understanding of the CIP reflection process, and the tools provided teachers met in their Grade Level/Content teams. Once in their individual teams, teachers reviewed data and responded to reflective prompts. Each team then posted their reflections to our school-wide PowerSchool site named “Inglewood PCC 18-19” for review by peers and administration. After receiving feedback from administration and peers teams finalized their reflections.

| 2017-2018 Goal   | Achievement Outcome  |
|--|--|
| Literacy: 6-8 ELA Goal:<br>92% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA.  | Outcome:<br>86.5% of Inglewood students achieved “at standard” or better on the spring 2018 SBA – Language Arts. |
| Narrative Reflection:<br>We are still working on norming our data sources and interpretation of the data. This has caused a bit of confusion for the team, but the new Power BI data tool is exceptionally clear and provides a stable data source as we move forward. Last school year we set the goal of getting 92% of students to standard on the ELA-SBA. We fell short of this goal, with 86.5% of students meeting standard. When reviewing our data, we notice that the achievement students who are in the “Low Income” category dipped from 73% meeting standard to 52.3% meeting standard. This is extremely concerning and meeting the needs of students from low-income families will be a priority for this school year.   |  |
| Math: 6-8 Math Goal:<br>90% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA Math.  | Outcome:<br>83.5% of Inglewood students achieved “at standard” or better on the spring 2018 SBA Math.            |
| Narrative Reflection:<br>Upon reflection the 90% goal was a bit too ambitious. In the 2016-2017 school year 82.7% of students achieved “At Standard” on the Math – SBA. This school year 83.3 met the standard. We are proud of the growth. We believe the team’s focus on consistent feedback on homework, and the 6 <sup>th</sup> grade team’s focus on differentiation to meet the needs of all students were significant contributors to this positive trend. Both 6 <sup>th</sup> and 7 <sup>th</sup> grade classes grew student achievement. We do notice that there was a negative shift at the 8 <sup>th</sup> grade level. In 8 <sup>th</sup> grade, in 2016-2017 82% of students met standard but last year (2017-2018) only 79% of students met standard. We are considering alternate strategies to improve our 8 <sup>th</sup> grade performance. |  |



|  |  |
|--|--|
|  |  |
|  |  |
| <p>Science: 8 Science Goal:<br/>95% of Inglewood 8<sup>th</sup> grade students will achieve “at standard” or better on the spring WCAS State-Wide Science assessment.</p>  | <p>Outcome:<br/>83.3% of Inglewood 8<sup>th</sup> grade students achieved “at standard” or better on the spring 2018 WCAS</p>  |
| <p>Narrative Reflection:<br/>In the past, Inglewood has done exceptionally well on the State’s Science test. As an example, in 2016-2017 89.5% of students met standard. When we compare the 17-18 results we are disappointed that the percent of students meeting standard on the State Science test declined to 81.5%. We also notice that the percent of students meeting standard in the low-income demographic substantially declined, moving from 87.5% meeting standard to 50% meeting standard. We believe that this decline plays a significant role in our 1-year score trend. The assessment also changed from the MSP to the WCAS. We also believe that this played a significant role in our decline. One of the three 8<sup>th</sup> grade science teachers was on leave for a significant portion of time. The substitute, though certified, was not as effective as the regular classroom teacher. All these issues contributed to the decline in scores.</p> |  |
|  |  |
| <p>Achievement Gap: 80% of Inglewood students that fall into the “low income” sub category will achieve “at standard” or better on the spring 2018 ELA SBA.</p>  | <p>Outcome:<br/>68.70% of students met standard on the ELA SBA.</p>  |
| <p>Narrative Reflection:<br/>Inglewood saw substantial declines in achievement for low-income students. We have not been able to identify why this is taking place. The interventions that we put in place during the 2017-2018 school year should have benefitted low-income students. The opposite is what took place. During the 2016-2017 school year Inglewood did away with our “advisory period” and replaced it with a strategy called “uKnighited”, and “Flex”. Flex is an academic intervention that should benefit students. Our Advisory period had been used to conduct social emotional lessons and allow students to bond with each other and their peers. We are wondering if the advisory strategy helped low-income students connect to peers at Inglewood in a way that is not possible without this time.</p>  |  |
|  |  |
| <p>College and Career Readiness Goal:<br/>The School Counseling team will provide 8 Flex-time workshops to supplement the already established career readiness units taught in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classrooms.</p>  | <p>Outcome:<br/>The IMS Counseling team met this goal providing 8 Flex-Time workshops to supplement our already established career readiness units. These workshops were open to all grade levels.</p> |
| <p>Narrative Reflection:<br/>The strategies we used resulted in our desired outcome. We were able to offer 8 Flex workshops designed to provide college and career readiness resources in areas of stated student need. We plan on continuing this work during this school year.</p>   |  |

|   |  |
|---|--|
| <p>School Effectiveness Goal:<br/>The Inglewood Faculty will engage in a comprehensive review of our personalization strategy seeking to improve our intervention practice. On the Spring 2018 Nine Characteristics of Highly Effective Schools survey 100% of staff will agree with the statement “Staff members work together to solve problems related to school issues.”</p>  | <p>Outcome: 97.6% of staff agreed with the statement “Staff members work together to solve problems related to school issues”. 1 staff member disagreed.</p> |
| <p>Narrative Reflection:<br/>The implementation of FLEX has gone well. The Inglewood faculty has worked together to resolve problems and maximize the use of the FLEX intervention time. This has been an example of a functional decision-making process, and an ongoing building leadership discussion that seems to have gone well. Students are benefitting, and teacher stress level has been reduced because we are able to meet with kids when they need help.</p> <p>We did make substantial progress but did not technically meet this goal. There was one staff member that did not agree. We feel that we made substantial progress and significantly improved student learning.</p> |  |
| <p>Attendance Goal:<br/>Fewer than 30 students will be defined as Students with Chronic Absences at the end of the 2017-2018 school year.</p>   | <p>Outcome:<br/>.83% (10) of students were categorized as “Severe Chronic Absence” at IMS in 2017-2018.</p>  |
| <p>Narrative Reflection:<br/>During last school year we developed a methodology to screen students for both chronic absenteeism and impact on academic achievement. We then focused our efforts on students that had both a high absence rate and an academic impact. This strategy proved powerful allowing us to focus most of our efforts on students that were in crisis in some form. We plan on continuing the development of this strategy.</p>  |  |
| <p>Discipline Goal:<br/>The total days of school missed due to suspension, including in school suspension, will be less than 35 for the 2017-2018 school year.</p>  | <p>Outcome:<br/>There were 36 incidents, and 32 students, that resulted in exclusionary discipline.</p>  |
| <p>Narrative Reflection:<br/>Traditionally, Inglewood has enjoyed a low discipline rate. We have struggled to identify a metric that was both easily trackable and worthwhile. Last year our goal was to have less than 35 days of school missed due to exclusionary actions. We did not meet our goal, and the data sources needed to track this goal are difficult at best. Half-way through the school year we changed our goal to have less than 35 students experiencing exclusionary discipline. This is a significant goal for a school of 1225 middle school students. We are</p>   |  |

proud that we met this goal and will continue our efforts to reduce our use of exclusionary discipline.

#### Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

The CIP process and goals were discussed with the PTSA presidents and at Inglewood's monthly Principal's Chats. Inglewood's goals, and how we were going to monitor our progress were the foci of these discussions. Parents also sought to include other growth area's in our CIP process which are outside of the scope of this document. These goals tended to be cultural goals which Inglewood can work on outside of the CIP process.

#### Reflection on Outcome:

Our CIP outcomes were discussed at a PTSA board meeting, and community principal's chats. I was a bit surprised by the outcome of these interactions. The community indicated that they were very satisfied with the academic program at Inglewood, though they would like to see more course level differentiation in Mathematics at the 6<sup>th</sup> grade level. When discussing last year's results parents wanted to focus on social emotional issues. Specifically, the difficulty students are having with making new friends and connecting to peers. This is a new area of concern that should be addressed this coming school year.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources  |
|--|
| Literacy: 6-8 ELA SMART Goal: 90% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA.   |
| <p>Process used to determine goal:<br/>Once in grade-level ELA teams, teachers reviewed data and responded to reflective prompts. Each team then posted their reflections to our school-wide PowerSchool site named “Inglewood PCC 18-19” for review by peers and administration. After receiving feedback from administration and colleagues, the ELA team finalized their goal.</p> <p>Responsible individual or team: The 6<sup>th</sup> grade / 7<sup>th</sup> grade / 8<sup>th</sup> grade ELA teams are responsible for setting their CIP goals. Tim Patterson will work with the 6<sup>th</sup> grade ELA team, Mark Blomquist the 7<sup>th</sup> grade team, and Sara Hall the 8<sup>th</sup> grade team.</p> <p>Strategy(ies) that will be implemented to support goal:<br/>The ELA is going to implement SIOP strategies to address a decline in scores for students that fall into the “low-income” demographic.<br/>ELA is also implementing the use of SRI (Scholastic Reading Inventory). Every child participates in quarterly SRI tests for students below grade level, and as a progress monitoring tool for all other students. These test results are used to drive reading interventions for students that are below grade-level. 7<sup>th</sup> and 8<sup>th</sup> grade LA/SS teachers also use IXL monthly to provide assessments in reading comprehension. IXL is also used to provide specific, targeted interventions for students below grade level. The 6<sup>th</sup> grade LA/SS teams uses Wordly Wise tests to monitor vocabulary to improve reading and provide specific, targeted interventions.</p> <p>How challenge and rigor will be ensured for all students:<br/>ELA scores assignments on a 4-point rubric, drawing from our Standard Based Reporting professional development. Level 4 work is designed to be beyond the grade-level standard. This is essentially “honors-work”. ELA also works extensively with our Special Education department to adjust instruction for students with learning disabilities. Students who are below grade level in comprehension and reading fluence receive intervention through Safety Net classes, in Flex sessions, and CORE Enrichment. Flex and CORE are also used to provide enrichment and challenge for students who are already at or above grade level.</p> <p>How necessary interventions will be determined:<br/>Students are identified for intervention using the Scholastic Reading Inventory – SRI. Students scoring below grade level participate in several FLEX session interventions surrounding reading strategies. Teachers use IXL and formative assessments to monitor student needs for intervention. Teachers also use several informal assessments such as exit tickets, software tools, and Common Lit software tool. Our library has recently leveled the entire collection using Lexile levels.</p> |

Any professional learning needed:

Teachers are participating in SIOP Training, Equity research, learning walks, Safety Net Training, LWSD Professional Learning Coaches, and the LWSD Advanced ELA Cohort.

Timelines and Progress Monitoring Plans:

SRI scores are closely monitored by ELA teachers within Inglewood each quarter.

Students also monitor their own scores. This data is used to help find appropriate reading materials, drive grade-level wide goals, and help identify students that need help. IXL diagnostic and Common Lit, Wordly Wise.

Math: 6-8 Math SMART Goal:

86.3% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA.

Process used to determine goal:

The Power BI dashboard was used to determine the percent of students meeting or exceeding standard in 2017-2018. The math team then added 3% points to this goal.

Responsible individual or team: The 6<sup>th</sup> Grade Math, 7<sup>th</sup> Grade Math, 8<sup>th</sup> Grade Math, Algebra and Geometry teams are responsible for setting and meeting this goal.

Strategy/ies that will be implemented to support goal:

- Implementation of SIOP language development strategies.
- Classroom Visitations. Each Math teacher within IMS is being paid displaced planning to observe their colleagues in action. The goal is better vertical integration and replication of excellent practices.
- Increased student feedback cycles: Teachers will be regularly correcting, for accuracy, homework assignments.
- Use of SBA interim assessments: We will implement the SBA interim assessments and use what we learn to drive and refine grade level, content team work and curricular focus.

How challenge and rigor will be ensured for all students:

Currently the 6<sup>th</sup> grade team has developed 4 levels of math that can be integrated into one class. Algebra and Geometry also have challenge assignments. This year these practices will begin to be implemented in 7<sup>th</sup> and 8<sup>th</sup> Grade Math.

How necessary interventions will be determined:

The math team has varied methods for determining the need of intervention. In the 6<sup>th</sup> grade students take pretests and post-tests for each unit. Students scoring below a certain cut score are signed up for FLEX interventions. In Algebra and Geometry students are asked to self-identify when they need to attend a FLEX intervention session through homework feedback and quiz feedback. In 7<sup>th</sup> and 8<sup>th</sup> Grade Math the use of exit tickets and quizzes helps to create the intervention roster.

Any professional learning needed:

- The use of ALEKS software continues to be an area of need.

- New Math teachers may benefit from optional Math teaching cohorts meetings. Training that addresses the math curriculums that are new to these teachers.
- The Math team is also going to participate in professional development surrounding SIOP practices.
- Optional PD surrounding rapid, high quality feedback cycles, student directed evaluation.

Any resources needed and plans to obtain them:

I am working with the district office to coordinate the teaching cohorts and the Inglewood team. In addition, the Inglewood team is conducting several ALEKS teaching PD's within the Inglewood faculty.

Professional Development surrounding SIOP practices is a focus for the entire Inglewood Faculty.

Timelines and Progress Monitoring Plans: Ongoing.

Science: 8 Science SMART Goal:  
84.5% of Inglewood 8<sup>th</sup> grade students will achieve "at standard" or better on the spring 2018 WCAS.

Process used to determine goal: The Inglewood Science teachers met in Grade Level Teams. Each team discussed the most recent WCAS scores and our historical MSP scores. This year's WCAS scores dropped compared to our past MSP scores, so the team spent some time discussing student performance on this new State test and determining best next steps, hence the goal is a 3% increase over last year's student performance.

Responsible individual or team:

The entire Inglewood Science team is responsible for this goal. The 8<sup>th</sup> grade Science team tends to take more responsibility for this goal because the students test at the end of the 8th grade year. Alex Markov, Barb Wendell, and Jared Brown will be taking the lead to achieve this goal.

Strategy/ies that will be implemented to support goal:

The Science team collaborates to create common assessments aligned to NGSS standards. In addition, the Inglewood team continues to implement Ambitious Science Teaching strategies. Strategies include the use of modeling and summary tables. The Science team regularly conducts FLEX interventions to help students complete labs, and to address learning gaps. Homework lunch is also used to support students with work completion.

How challenge and rigor will be ensured for all students:

This is an area of growth for the Science team. The implementation of Ambitious Science Teaching holds all students to high expectations. All students are asked high level

questions and scaffolding is provided for students needing extra support to answer these questions. Students are intentionally placed in groups to facilitate student growth.

How necessary interventions will be determined:

Formative assessments and mini quizzes are used to monitor student learning and areas of intervention. QOD's (question of the day) are used to identify student specific needs. Students are invited to FLEX intervention sessions based on homework and quiz feedback. FLEX interventions also include targeted sessions for students needing more time on specific standards. Homework lunch is used for students who need additional time and support for work completion. Support is provided during Homework lunch for quality of work.

Any professional learning needed:

There are substantial needs for lesson sharing protocols and for district wide cohorts of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade teachers to develop Ambitious Science Teaching units. Currently the curriculum does not do a good job of supporting Ambitious Science Teaching, which means that the task of developing lessons largely falls on school teams. This paradigm has been communicated to our curricular leads and they are coordinating these efforts. Continuous and ongoing Ambitious Science Teaching training for teachers to support implementation.

Any resources needed and plans to obtain them:

Inglewood is using substantial resources to develop and integrate Ambitious Science Teaching into our curriculum using release time.

We are currently looking for professional development resources both within LWSD and outside of LWSD to further enhance our ability to develop and share Ambitious Science Teaching units.

Timelines and Progress Monitoring Plans:

We are not aware of any WCAS interim assessments. As a result, our primary strategy for progress monitoring will be done through classroom developed assessments.

Achievement Gap SMART Goal:

80% of Inglewood students that fall into the "low income" sub category will achieve "at standard" or better on the spring 2018 ELA SBA.

Process used to determine goal:

This is a continuation of last year's CIP goal. The Building Community Leaders determined that it was prudent to maintain our focus on this school-wide goal.

Responsible individual or team: Every person at IMS is responsible for achieving this goal. The person that will be monitoring progress is Tim Patterson – Principal.

Strategy/ies that will be implemented to support goal:

Inglewood is doing extensive professional development surrounding Sheltered Instruction Observation Protocols, or SIOP. We believe that these strategies will help our low-income students as well as our ELL population.

How challenge and rigor will be ensured for all students:

For this goal, and the strategy that we have selected, the primary focus is to support all students that struggle with language acquisition. As a result, there really is not a challenge strategy that applies to this SMART goal area. We believe that the practices that SIOP suggests increase the rigor for all students, above, below, and at standard.

How necessary interventions will be determined:

We continue to struggle to provide needed interventions for this group of students. The issue is that students in the low-income demographic cannot be identified to staff members for the purpose of academic interventions. This is the primary reason that we have decided to use the SIOP strategy. The only way to address this issue is to improve instruction for all students.

Any professional learning needed:

Regular and continuing teacher and classified staff training on SIOP strategies. We also need significant investment in conferences for individual teachers.

Any resources needed and plans to obtain them:

The Inglewood building budget will be used to send teachers, and administrators, to SIOP conferences. Building administration participated in district level training.

Timelines and Progress Monitoring Plans:

The SIOP administrative training indicated that it takes roughly 45 hours of professional development for teachers before there is a positive, and statistically reliable, impact on teaching and learning. For this reason, the implementation of this goal will take at least 3 school years. Because we turn over 10 to 15% of the Inglewood staff each year, we need to commit to long term, differentiated professional development surrounding this issue.

For this school year we will progress monitor in two ways. First administration will audit, and track, the trainings that have been provided to staff. Second in January, and March of this school year we will implement a brief forms survey to determine the effectiveness of our building level professional development.

College and Career Readiness SMART Goal:

100% of 8<sup>th</sup> grade students will complete the high school and beyond requirements using the new career exploration program "Xello".

Process used to determine goal:

The Inglewood Counseling team met to review data from prior years and discuss the new "Xello" tool. Due to the change in the online tools used and the counseling department's focus on other goals the team determined that maintaining 100% was a viable and challenging goal.

Responsible individual or team:



Tim Patterson (Principal), Karyn Summers (Counselor), Kirsten Doughty (Counselor), Scott Paul (Counselor), and Jacky Coons (Counselor).

Strategy/ies that will be implemented to support goal:

The counseling team will attend district level professional development surrounding the use of Xello. After receiving this training, the Counseling team will re-develop our classroom visitation schedule and strategy to maximize the use of Xello.

How challenge and rigor will be ensured for all students:

Xello allows for each student to investigate their potential careers. Ensuring that students engage with this tool is the primary strategy used to ensure rigor and challenge.

How necessary interventions will be determined:

Counselors will generate reports from Xello to track student participation and completion of required tasks. Counselors will team up to offer FLEX session interventions for any student that has not completed this work.

Any professional learning needed:

Continued Professional Development surrounding the use of Xello.

Any resources needed and plans to obtain them:

LWSD is providing the Professional Development for Xello.

Timelines and Progress Monitoring Plans:

Immediately after the counselors complete their Xello lesson they begin the progress monitoring. They will do this by using the Xello system to do a progress check. The 8<sup>th</sup> grade students that did not participate will meet with counselors to ensure that they complete the activity. This will continue over the next couple of months until every 8<sup>th</sup> grade child has completed the activity.

School Effectiveness SMART Goal: 95% of staff will agree with the following: "The staff works in teams across grade levels to help increase student learning".

Process used to determine goal: A review of the Nine Characteristics survey data with the building leadership team (Building Community Leaders).

Responsible individual or team: Administrative Team and Department Chairs.

Strategy/ies that will be implemented to support goal: In the past Inglewood had implemented cross-grade level visitations and teacher to teacher observations. We plan to return to this strategy. We will also reinstitute Cross-grade level content teams.

How challenge and rigor will be ensured for all students: As content teams better understand the instruction and culture students experienced before, and will experience after the students' current grade level, enrichment and remediation activities can be enhanced.

How necessary interventions will be determined: This goal does not require an intervention strategy.

Any professional learning needed: We will need to develop protocols for teacher to teacher observations, share them with staff, and implement them.

Any resources needed and plans to obtain them: The principal's budget will be accessed to provide pay for displaced planning.

Timelines and Progress Monitoring Plans: The administrative team will track how many staff members have done a teacher to teacher and different grade level observation at the end of each quarter. These results will be shared with the faculty and staff via the principal's bulletin.

Attendance SMART Goal: Fewer than 1% of students will be categorized as "severe chronic absence" from school by the end of the 2018-2019 school year.

Process used to determine goal:

The administrative team met and reviewed our attendance data using the Power BI dashboard. We discussed the new tools we had developed and felt that there was potential to further enhance our practices surrounding student attendance. We also noticed that the students that were suffering the most significant impacts from poor attendance were also the students that were "severe chronic absent". We committed to working to reduce students in this category by 50%.

Responsible individual or team:

Tim Patterson, Mark Blomquist, and Sara Hall.

Strategy/ies that will be implemented to support goal:

We have developed a new Excel based tool that will allow us to understand who is heading for this category. We will implement new interventions that will be carried out by counselors and administrators.

How necessary interventions will be determined:

Through the use of the new Excel tool that Inglewood developed.

Any professional learning needed:

Sara Hall will be seeking and attending a conference to help us understand how to better meet the needs of students that are severely chronically absent due to mental health driven school avoidance.

The entire IMS admin team needs to further enhance our practice and knowledge of how to intervene with chronically absent students.

Any resources needed and plans to obtain them:

Sara plans to use her professional development monies.

**Timelines and Progress Monitoring Plans:**

The administrative team meets weekly and this issue is a standing agenda item. We review the Excel spread sheet each week. Because this is the first full year we have used this tool we are both setting benchmarks and discussing students that need an intervention.

**Discipline SMART Goal:** Inglewood will reduce the number of students that are given an exclusionary discipline from 32 students in 2017-2018 to 30 students during the 2018-2019 school year.

**Process used to determine goal:**

The administrative team met and reviewed our historical discipline data using the Power BI dashboard. We felt that there was potential to further enhance our practices surrounding student discipline, avoiding suspensions. We also noticed that the students that were suffering the most significant impacts from poor attendance were also the students that were “severe chronic absent”. We committed to working to reduce student exclusions. Because our school has grown, and the way this goal is measured, we felt that a relatively stable count of students experiencing exclusion represented a substantial reduction.

**Responsible individual or team:** Tim Patterson, Mark Blomquist, Sara Hall

**Strategy/ies that will be implemented to support goal:**

Use of restorative justice will continue to be implemented. We will implement the use of the district’s new threat protocol.

Our last strategy is to discuss our discipline practices with our newly formed equity committee. We notice that we have a slight disparity in our discipline statistics but really do not understand why this is taking place.

**Any professional learning needed:**

Continued work and professional development surrounding restorative justice and equity.

**Any resources needed and plans to obtain them:**

Equity is a recurring conversation at our Learning Community meetings and this is helpful in our effort to enhance our practices surrounding student discipline. We also benefit from professional development provided by Matt Gillingham regarding restorative justice practices.

**Timelines and Progress Monitoring Plans:**

We have an ongoing conversation regarding our discipline practices. Because our exclusionary discipline is so low, each time we have a potential exclusionary event, we discuss potential options. This allows us to monitor our progress on this goal in real time.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:  
The CIP process and goals were discussed with the PTSA presidents and at Inglewood's monthly Principal's Chats. Inglewood's goals, and how we were going to monitor our progress were the foci of these discussions. Parents also sought to include other growth areas in our CIP process which are outside of the scope of this document. These goals tended to be cultural goals which relate to student to student social goals; Learning how to make friends.

### **Timelines and Progress Monitoring Plans:**

The PTSA board is going to make CIP a normal part of the PTSA board meeting. I will present one goal each month and share our progress and challenges with the PTSA board. In addition to this I will continue to do a 5-minute progress update during my monthly principal's chats.



# **Continuous Improvement Process Plan 2018-2019**

Eastlake High School  
400 228<sup>th</sup> Avenue NE  
Sammamish, WA 98074  
<https://ehs.lwsd.org/>

|                      |                  |
|----------------------|------------------|
| Principal:           | Chris Bede       |
| Associate Principal: | Darcie Breynaert |
| Associate Principal: | Todd Apple       |
| Associate Principal: | Robert Johnson   |
| Dean of Students     | Rob Jones        |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

Eastlake High School (EHS) resides in an upper middle class community in Sammamish, Washington. The Sammamish Plateau encompasses two large school districts, Issaquah and Lake Washington. The north side of the Sammamish Plateau arose out of Redmond and the south side out of Issaquah, and the City of Sammamish incorporated in 1999.

Eastlake is one of four comprehensive high schools in the Lake Washington School District (LWSD), a suburban school district that spans the Eastside of King County from Sammamish to Kirkland. It has 54 schools and almost 30,000 students. Students at Inglewood and Evergreen Middle Schools matriculate to Eastlake High School. In addition, the Eastlake Learning Community (ELC) is comprised of 7 elementary schools: Alcott, Blackwell, Carson, Dickinson, Mead, McAuliffe, and Smith.

Eastlake opened in 1993 and currently serves over 2000 students. It opened as a member of the Coalition of Essential Schools, an organization whose Common Principles centered on personalization, student-centered instruction, integration and critical thinking. Eastlake also spent years implementing Professional Learning Communities (PLCs), which focuses on collaboration to improve student learning, and the use of data to inform and improve instruction.

The student demographics of Eastlake breakdown as follows: 62 percent White, 22 percent Asian, 8 percent Hispanic/Latino, 7 percent of two or more races, and 1 percent Black/African American. 84 percent of students learned English as their first language and 4.1 percent of the population qualify as Low Income.

Eastlake High School strives to provide dynamic and engaging instruction in every class, every day. Teachers challenge students to learn, while supporting them in this process through a personalized and compassionate culture. Eastlake also believes that students need to develop the intellectual strength and character necessary for success now and in the future, as captured by our mission and motto Wolf Strong, Pack Strong (WSPS).

## **Eastlake Mission**

Developing the character and intellectual strengths for individual and shared success.

## **Eastlake Values**

- Intellectual strengths such as curiosity, creativity and effective communication
- Personal attributes such as integrity, responsibility and reflection
- Interpersonal attributes such as empathy, teamwork and service
- Compassion and appreciation for authenticity and diversity
- Growth through initiative, work ethic and perseverance
- Balancing competition and ambition with gratitude and wellness

*Wolf Strong, Pack Strong*

Eastlake High School continues to excel in student achievement as noted by our graduation rates and standardized test scores. Furthermore, a high percentage of graduates leave

Eastlake to continue their education at universities and technical schools.

Eastlake has consistently received the Washington Achievement Award for Overall Excellence. Building on past success, Eastlake will continue to provide an incredible learning experience for students both inside and outside of the classroom.

## II. District Performance Targets

|   | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>                                  | <b>Baseline Performance</b> | <b>Current Performance 2017-18</b>      | <b>Target Performance 2018</b> |
|---|--|-----------------------------|---|--------------------------------|
|   |  | District                    | District                                | District                       |
| <b>High School Students on Track for Graduation</b> | % of 9 <sup>th</sup> graders earning 6.0 credits   | 84%<br>2012                 | TBD**                                   | 95%                            |
|   | % of 10 <sup>th</sup> graders accumulating 12.0 credits  | 74%<br>2012                 | TBD**                                   | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy                           |                             | 88.8%                                   | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy                           |                             |   | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Math                               |                             | 72.3%                                   | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*                              |                             |   | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology                            | 79.4%<br>2012               |   | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Science                            |                             | 31.3%<br>79.6% for those that took test | 95%                            |
| <b>High School Students Graduating Future Ready</b> | % on-time graduation rate  | 88.6%<br>class of 2013      | 93.3%<br>class of 2018                  | 100%<br>class of 2018          |
|   | % of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course | 83.2%<br>2014               | TBD**                                   | 95%<br>class of 2018           |
|   | % of graduates enrolled in post-secondary institution within 2 years of graduation                       | 81%<br>class of 2012        | 82.5%<br>class of 2016                  | 95%<br>class of 2018           |

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- \*\* DSS will provide add/data when available from OSPI



**Process to determine School Performance Targets:**

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

**III. School Performance Over Time**

|   |   | 2014-15               | 2015-16               | 2016-17               | 2017-18               | 2018-19 | 2019-20 | 2020-21 |
|---|---|-----------------------|-----------------------|-----------------------|-----------------------|---------|---------|---------|
| <b>High School Students on Track for Graduation</b> | % of 9 <sup>th</sup> graders earning 6.0 credits  | 91.5%                 | 91.4%                 | 93.1%                 | 93.7%                 |         |         |         |
|   | % of 10 <sup>th</sup> graders accumulating 12.0 credits   | 82.2%                 | 86.5%                 | 84.4%                 | 87.9%                 |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy                    | <5%                   | 92.8%                 | 90.6%                 |                       |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy                    |                       |                       |                       | 92.6%                 |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Math                        | 97.2%                 | 96.3%                 | 95.9%                 |                       |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Math                        |                       |                       |                       | 77.6%                 |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology                     | 93.5%                 | 91%                   | 90.9%                 |                       |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Science                     |                       |                       |                       | 29.8%                 |         |         |         |
| <b>High School Students Graduating Future Ready</b> | % graduation rate   | 95.5%                 | 93.6%                 | 97.7%                 | 94.7%                 |         |         |         |
|   | % of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in a dual credit college-level course | 88.6%                 | 88%                   | 89.1%                 | 91.8%                 |         |         |         |
|   | % of graduates enrolled in post-secondary institution within 2 years of graduation                | 84% for Class of 2012 | 88% for Class of 2013 | 80% for Class of 2014 | 89% for Class of 2016 |         |         |         |

- Credits earned determined by credit totals for 9th/10th grade in Skyward.

- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard. Starting Spring 2018, ELA is measured in Grade 10.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database. Starting Spring 2018, Math is measured in Grade 10.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Starting Spring 2018, HS Science is measured in Grade 11 (WCAS.)
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data.

## **IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals**

Besides the safety and security of students, the top priority remains implementing high quality instruction in every class, every day. We break down our instructional improvement plan into three components. First, principals work with individual teachers to provide consistent and clear feedback in order to challenge and engage students in well-designed instruction.

Second, teams of teachers work together in the collaborative planning, implementation and assessment of high quality instruction. To support our Professional Communities of Collaboration (PCCs), which encompasses Criteria 8 of the Danielson Framework by Washington State Criteria, we have spent time understanding and implementing strategies for smarter, more effective teaming.

Finally, our instructional improvement plan aligns timely, job-embedded professional development to the individual needs of teachers. We offer learning coaches, teacher learning walks, student shadows and professional learning classes to support our individual and collective improvement. This year, each teacher also chose an instructional area of focus to conduct action research through a cycle of inquiry. The first step in this cycle of inquiry had teachers look at data and self-assess. Prior to the start of school, they looked at a lot of Eastlake data, PCC data and their individual classroom data. Afterwards, they analyzed their 2017-2018 evaluation and then self-assessed using the Danielson Framework for Teaching. Step 2 of the cycle of inquiry asked them to choose an area of focus and then during the first PGE LEAP in August they developed a plan for professional development and data collection.

We also stay focused on our common goals.

### **Eastlake Common Goals**

- Support students through a positive, personalized and inspiring culture
- Engage and challenge students through well-designed instruction
- Support students in their development of character and citizenship
- Provide students the time and support to meet our high expectations
- Provide students with the knowledge and skills to make thoughtful decisions in high school and beyond (post-secondary plan)

## **Support students through a positive, personalized and inspiring culture**

Our focus on school culture and “Servant Leadership” ensures students feel valued and connected. Our leadership students work to build school spirit and a sense of community that resonates throughout the school. They also incorporated their credo in all their actions and activities.

### Student Credo

"Here at Eastlake, through intentional actions, we can create an environment where students and staff can safely fail, feel appreciated and feel loved. This is Eastlake. This is home. This is family. WSPS."

In addition to the efforts of our leadership students, our coaches remain committed to providing an incredible experience for students in the pool, on the course or between the lines on the court. Our club advisors also commit themselves to providing an amazing experience for students, allowing them to learn while pursuing their passions. These activities also educate, teaching life lessons about effort, teamwork and perseverance, important concepts in our Eastlake Values.

Teachers also make an intentional effort to create a positive, personalized and inspiring culture. We work as a staff to consistently show up with a positive demeanor. We learn strategies for developing quality student relationships and how to establish a classroom belief in growth mindset, where students understand that intelligence is fluid not fixed, where they believe that with practice and perseverance they can learn to draw or be good at math.

Teachers also understand that quality relationships improve student learning. That's why they stand at their doors to welcome students prior to class. That's why they smile, ask students questions about their lives and honestly listen to the answers. That's why they use names when they call on students in class.

It's all these little things that allow big things to happen. That's how we try to make every student feel like school is just an extension of home.

## **Engage and challenge students through effective instruction**

The Eastlake Mission outlines our efforts to develop both the intellectual strengths and character in students. We want students to know the quadratic formula and understand the lessons of history, but we also want them to learn how to think critically, creatively and independently. To translate our mission into action, we challenge and engage students in well-designed instruction. We want students to transcend strategic compliance and become authentically engaged, where they perceive their schoolwork as interesting, important and relevant. Where they don't just go through the motions and play school, but rather get fired up about issues and fascinated by the complexities of our world around them.

We also want to challenge students in the right way, where we focus on depth and complexity and not just content coverage and factual regurgitation. Where we differentiate

appropriately to push students past their comfort zone, but not overwhelm them to the point of exhaustion or frustration.

Finally, we want to design lessons that align to how students learn. Our teachers create a student-centered environment through instructional strategies such as Problem Based Learning and Socratic Seminars.

Our teachers understand that incorporating movement into instruction helps students learn. Our teachers understand the brain science of attention spans and use this knowledge to inform their lesson pacing and transitions.

At Eastlake, we have a relentless focus on the culture of school and the quality of instruction inside the classroom.

### **Support students in their development of character and citizenship**

Eastlake has a holistic perspective on education, where we not only teach students to think but to act and interact in a healthy and helpful manner. We want to help students conduct themselves responsibly and with integrity. We want students to understand the importance of personal wellness, where ambition and competition are not at the expense of each other, or one's own mental health. We want to not only put students in groups to learn but teach them to learn as a group.

Research suggests that performance character such as work ethic and the ability to persevere through challenge are more predictive of long term success than GPA and SAT, so we help students form habits, that will then form them for the rest of their lives. In Grade 9, we leverage the AVID WICOR strategies to teach skills such as organization and note-taking. These students also learn time-management and the importance of goal setting, progress monitoring and reflection, because we know that sometimes it's about working smarter, and not just harder.

Through classroom content and instruction, students learn the importance of civic engagement and social justice. Students also learn about the biology of the teenage brain and how it connects to learning and decision making.

We make plans and take intentional steps to help students become better people and more productive citizens.

### **Provide students the time and support to meet our high expectations**

Eastlake has also established school systems that personalize education and address the needs of all students. To provide students with the necessary time and support to learn, Eastlake offers student interventions during the school day in Math, Science, Literacy and World Language. Eastlake also offers a flexible time (Wolf Time) in our schedule to meet the various needs of all our students. Wolf Time allows students to access extra support from their teachers during the school day, as well as make up missed labs, assignments or tests. Wolf Time can also mitigate stress and help students balance their busy lives by providing academic work time during the school day.

## **Provide students with the knowledge and skills to make thoughtful decisions in high school and beyond**

Through our High School and Beyond Plan, we provide a lot of guidance and resources that help students become future ready. In Grade 9, students become more self-aware through personality, learning style and interest inventories. Throughout high school they then have an opportunity to update this information and use it in their college or career exploration.

We use a program called Xello to support this work. We hope all of this helps students make thoughtful decisions as they choose classes and begin to determine their future ambitions. This also provides Eastlake staff with valuable information that we can utilize to determine college visits, career speakers, and even course offerings here at Eastlake.

This CIP is an extension of the authentic work that we do at Eastlake High School. In response to Core 24, we have implemented a 7-period schedule. However, the current Class of 2019 will only have 25 opportunities to earn 24 credits, and each graduating class in the subsequent three years will only have one more opportunity until the Class of 2022, which will have 28 opportunities for 24 credits. Therefore, we have focused on providing all students the time and support to achieve, and the opportunity to retrieve credits if necessary. Last year we started an AVID class and began the process of implementing WICOR strategies across the 9<sup>th</sup> grade. These learning strategies, along with our focus on interventions through Wolf Time and our learning labs, will result in more 9<sup>th</sup> graders passing all their classes.

At Eastlake, we consistently collaborate in the planning and implementation of effective, research-based instruction to improve learning and develop a more guaranteed and viable curriculum. During our PCC team time, teachers also develop common formative assessments and subsequently analyze the resulting data to improve and inform instruction, as well as intervene with struggling students. Goal-setting around state testing is difficult because the tests in Science, Math and English Language Arts have not existed long enough to establish baseline data assess trends. Furthermore, when students are passing at such a high rate, improvements of non-cohort data may not be informative

| <b>2017-2018 Goal</b>  | <b>Achievement Outcome</b>   |
|--|--|
| Literacy Goal: The Humanities Department will focus on the implementation of AVID WICOR strategies and the improvement of the Literacy Lab for students in Grade 9. This will help increase the percentage of 9 <sup>th</sup> graders earning 6 credits to 95 percent.<br><br>The Humanities Department will also work to finalize the Grade 9 and 10 World Studies Scope and Sequence and | Outcome:<br>93 percent of 9 <sup>th</sup> graders earned six credits.<br><br>2017-2018 was the second year implementing a new 9-10 scope and sequence. 9 <sup>th</sup> grade refined and revised existing curriculum as it was their second year focusing on literature and history of Latin America, Sub Saharan Africa, and East Asia. 10 <sup>th</sup> grade had their first year with the new scope and sequence, focusing |

|  |  |
|--|--|
| <p>implement more culturally diverse literature in Grades 9-11.</p> <p>Finally, more than 96 percent of students will pass the ELA SBA.</p>  | <p>on Europe, Middle East, Northern Africa, and South East Asia.</p> <p>Grade 9 Humanities has implemented more diverse literature, including novels from the Dominican Republic, Sierra Leone, China. Specific novel titles include: <i>A Long Way Gone</i>; <i>In the Time of Butterflies</i>; <i>Balzac and the Little Chinese Seamstress</i>; and <i>Romeo &amp; Juliet</i>. Grade 10 includes titles such as: <i>Kite Runner</i>; <i>Persepolis</i>; <i>Night</i>; <i>The Odyssey</i>; and <i>Macbeth</i></p> <p>92.6% of students taking the Spring 2018 ELA SBA met or exceeded standard.</p> |
| <p>Narrative Reflection: The Literacy Lab has made improvements in identifying and intervening with at-risk students. This improvement, in addition to the implementation of AVID WICOR strategies for all students, should increase the percentage of 9<sup>th</sup> graders passing English.</p>   |  |
| <p>Math Goal: The Math Department will continue to improve the Math Lab to help increase the percentage of students passing Algebra 2.</p> <p>The Math Department will work to implement the new curriculum that aligns to the CCSS. More than 95 percent of the students will pass the Math SBA.</p>  | <p>Outcome:</p> <p>90 percent of all students taking Honors Algebra 2 and Algebra 2 passed. This is a slight decline from the previous year when 95 percent of students taking Algebra 2 passed.</p> <p>77.6 percent of students met or exceeded standard on the Spring 2018 SBA.</p>  |
| <p>Narrative Reflection: The continued focus on PCCs, along with improvements of interventions such as Wolf Time and the Math Lab, will increase the percentage of students passing Algebra 2. Algebra is a graduation requirement.</p>  |  |
| <p>Science Goal: The Science Department will focus on the implementation of AVID WICOR strategies and the improvement of the Science Lab for students in Grade 9. This will help increase the percentage of 9<sup>th</sup> graders earning 6 credits to 95 percent.</p> <p>The Science Department will continue to align both their classes and the Science pathway to the NGSS standards in</p> | <p>Outcome:</p> <p>93 percent of 9<sup>th</sup> graders earned six credits</p> <p>The Science Department continued developing a scope and sequence for Biology, Chemistry, and Physics aligned to the NGSS Standards</p>   |

|  |  |
|--|--|
| preparation for the new Science assessment. Eastlake cannot develop a goal on this assessment because it does not have a baseline measurement.   |  |
| Narrative Reflection: The Science Lab has started shifting their focus to Grade 9 because of the change in the science state assessment to the WCAS. Last year, they started implementing AVID WICOR strategies for all 9 <sup>th</sup> graders, primarily goal-setting and focused notes. This will increase the percentage of 9 <sup>th</sup> graders passing Science.                     |  |
|  |  |
| Achievement Gap Goal: During the 2017-2018 school year, we will decrease the percentage of failing grades for students on free/reduced lunch from 15.43 percent (2016-2017) to less than 12 percent. We will increase the percentage of grades that are A's from 22.57 percent (2016-2017) to 30 percent.  | <p>Outcome: Eastlake did not meet this goal as only 18 percent of grades earned were A's.</p> <p>Eastlake did not meet this goal as 13.6 percent of students on free/reduced lunch failed one or more classes.</p> |
| Narrative Reflection: Eastlake did reduce the number of students who earned one or more Fs by 2 percent, but we fell short of its goal. Eastlake will continue improving a system of interventions to support low-income students.   |  |
|  |  |
| On-Track Credits Goal: Through intentional interventions and supports, we will increase the number of 9th graders earning at least 6 credits from 93.1 percent in the 2016-2017 school year to 95 percent in the 2017-2018 school year, and the percent of 10th graders earning at least 12 credits from 86 percent in the 2016-2017 school year to 90 percent in the 2017-2018 school year. | <p>Outcome:</p> <p>93.7 percent of 9<sup>th</sup> graders earned 6 credits and are on track to graduate.</p> <p>86 percent of Sophomores earned 12 credits and are on track to graduate.</p>                       |
| Narrative Reflection: Eastlake slightly increased the pass rate but did not reach its goal.  |  |
|  |  |
| College and Career Readiness Goal: Eastlake wants to increase enrollment in college in the high school courses for three targeted student groups. Our goal for Low-Income students is 74.2 percent, Hispanic/Latino 77.3 percent and Black/African American students to 77.1 percent.  | Outcome: We did not meet our goal as only 52 percent of Low Income, 50 percent of Black/African American, and 39 percent of Hispanic/Latino students enrolled in an AP/UW class.                                   |

|  |   |
|--|---|
| <p>Narrative Reflection: Every Black/African American or Hispanic/Latino 12<sup>th</sup> grader who qualified for UW Composition was personally invited to attend a Wolf Time session about the course and was asked by the teacher to take this course. Eastlake also held registration sessions around different dual-credit course offerings. Unfortunately, Eastlake did not meet the goal and needs to reexamine the approach and how to better prepare and encourage more minority populations to enroll in dual-credit courses. Eastlake also wants more AVID students to take Honors/AP classes.</p> |   |
|  |   |
| <p>School Effectiveness Goal: Increase the percentage who agree mostly or completely with the statement that “Teachers use effective strategies to help low-performing students meet high academic standards” from 77.1 percent to 85 percent</p>  | <p>Outcome: In response to the statement that “Teachers use effective strategies to help low-performing students meet high academic standard,” 76.5 percent of Staff agreed mostly or completely.</p>   |
| <p>Narrative Reflection: Despite strategic efforts, this survey still had a low response rate. We will embed this 2018-2019 survey into a Staff Meeting to maximize the response rate and validity of the data.</p>  |   |
|  |   |
| <p>Attendance Goal: We have two attendance goals for this year. The first is to decrease the per capita rate of student absences by 10 percent from 1.88 in 2016-2017 to less than 1.69 in 2017-2018. The second is a 15 percent reduction in the percent of students with three or more days of unexcused absence from 20.3 percent of our students to fewer than 17 percent of our students (last year 384 out of 1888 students had at least three days of unexcused absences).</p>  | <p>Outcome: The total number of absences did decrease while our student count increased. The per capita rate of student absences decreased by 5.7 percent.</p> <p>Eastlake achieved the second attendance goal with a 42 percent reduction in the percent of students with 3 or more days of unexcused absences. The goal was 15 percent. The number of unexcused absences decreased from 4119 to 2848. 384 students had 3+ unexcused absences in 2016-17, and Eastlake reduced this last year to 233 students.</p> |
| <p>Narrative Reflection: Eastlake made significant progress in reducing unexcused absences, but not enough with excused absences.</p>  |   |
|  |   |
| <p>Discipline Goal: For the Eastlake students who are suspended during the 2017-2018 school year, the percentage of students that do not stay at Eastlake and graduate after a suspension will decrease from 27.3 percent (2016-2017) to less than 22 percent (2017-2018).</p>   | <p>Outcome: Fourteen percent of students (12 out of 84) suspended or emergency expelled in 2017-18 did not graduate from Eastlake or did not remain with Eastlake after the end of the school year. This is a reduction from 2016-17, when 27 percent of suspended students left our school.</p>  |



Narrative Reflection: Eastlake met the goal and supported more students through restorative practices. Most of the twelve withdrawn students transferred to other nearby schools and would be welcome back if they chose to return.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

**2017-18 Strategies to involve parents, families and the community in the CIP process:** Eastlake prides itself on creating a vibrant school through clear communication and a willingness to listen and learn. We try to solicit input from all stakeholders and involve them in the process of continuous improvement. Eastlake appreciates the support of our community, and the parent partnerships we have developed to support all students. The school worked to improve communication with the community through social media, our website and the Principal Newsletter, the Weekly Wolf Update.

Reflection on Outcome: The Mission and Values captures what it means to be Wolf Strong and Pack Strong. It outlines intellectual strengths such as creativity, performance character like work ethic, teamwork and perseverance and the moral character of empathy and compassion. They serve as a platform to promote challenging and engaging curriculum and instruction that emphasizes interdisciplinary skills and attributes. After implementing Wolf Strong, Pack Strong over the last six years, the school culture and classroom instruction has continued to improve, as evidenced by both qualitative and quantitative data.

2017-18 Strategies to inform parents, families and the community in the CIP process: Eastlake has posted the 2017-2018 CIP on the website. In addition, Eastlake has posted the Common Goals, with a narrative describing efforts we implement to reach these Common Goals. We also frequently share this information in the Weekly Wolf Update and at PTSA Board Meetings.

Reflection on Outcome: We have significantly improved our communication with the community. As a next step, we want to increase our collaboration with the community, particularly around our equity efforts.

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources   |
|---|
| <p>Literacy SMART Goal:<br/> The Eastlake Humanities department will decrease the SBA ELA achievement gap for three specific demographic groups. Eastlake's overall ELA pass rate was 92.4 percent, but three student groups have significantly lower success rates. Here are our targets for this year:</p> <p>Special Education: Increase from 71 to 76 percent<br/> Low Income: Increase from 52 to 60 percent<br/> ELL: Increase from 37 to 50 percent</p> <p>Note: Our school's overall ELA pass rate was 92.4 percent.<br/> Note: We did not include Hispanic/Latino because they do not have a significant achievement gap at Eastlake, and we did not include Black/African American because our sample size was too small (two students).</p>  |
| <p>Process used to determine goal:<br/> During August LEAP, PCCs analyzed Eastlake data by answering a series of prompts. They discussed the distribution of grades amongst their PCCs and answered the following question: "When analyzing your PCC grade comparison, what are some of the strengths of our students?" They then analyzed the Math SBA scores and their previous Student Growth Goal, answering the following questions: "What are some of the challenges for Eastlake students and staff? When analyzing other achievement data (SBA/EOC), what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? When analyzing your 2017-2018 Student Growth Goal data, what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? In reviewing all this data, are there specific groups of students who may struggle more than others? (think about demographics, race, gender, special ed, etc...)." </p> <p>Responsible individual or team:<br/> Humanities Department Co-Chairs and their assigned Associate Principal.</p> <p>Strategy/ies that will be implemented to support goal:<br/> In September, teachers analyzed the data for their individual students, using the following set for this data review: "We intentionally build relationships with students to push them to learn and grow and support them in the process. We also strive to challenge and engage all students in effective instruction. This requires us to know students individually, and then differentiate our student interactions and classroom instruction to meet their various needs. An equitable classroom provides all students what they need. It does not lower the standards, rather it increases the scaffolding so that all students can meet our high-expectations. During this Professional Learning LEAP, you will analyze the attached data to complete Template C - 2018-2019 Individual Student Data. You can find your students information on your department's spreadsheet with your individual name on a tab at the bottom of the spreadsheet. You will have from 1:00-2:30 to complete</p> |

this, please be prepared to debrief during our 2:30 staff meeting. This should help your efforts to create a more equitable classroom.”

Teachers then answered the following questions about the past performance of their students: “Which students have had a history of inconsistent attendance? Are you noticing a pattern with these students being absent this year? Which students have a history of low or failing grades? Based on the data, to what degree do absences correlate with D and F grades? Does a correlation exist between standardized tests (state tests, PSAT, etc.) and low grades? How do other factors (race, gender or English Learners) correlate to absences, low grades and standardized tests? Teachers then answering some questions to help them determine the learning needs for their students: What strategies are you implementing, or could you implement, to support attendance for ‘at risk’ students? What are you currently doing to implement instruction that engages all students, regardless of gender, race or socio-economic status? What else could you do? What are you currently doing to create a classroom culture that connects with all students, regardless of gender, race or socio-economic status? What else could you do? How will the analysis you completed today impact your lesson planning for the remainder of the semester? For Comprehensive teachers, how could you use this information to inform your Student Growth Goal 3.1?”

How challenge and rigor will be ensured for all students:

Over the years, Eastlake has had a very clear definition of challenge, clarifying that it requires a focus on depth and complexity and not necessarily content coverage or quantity or work. In the past we have had professional learning around Bloom’s Taxonomy and Depth of Knowledge to support the work around challenge and rigor. This year, we will continue this work by expanding our focus in AP/UWHS classes from just achievement to access, experience and achievement. Furthermore, we will spend more time discussing rigor and differentiating it from difficulty.

How necessary interventions will be determined:

Eastlake will continue to use Wolf Time and our Literacy Coaches to provide all students with the time and support to meet our high-expectations. Eastlake will also continue to develop, implement and analyze common formative assessment aligned to essential standards, and create timely and targeted interventions for students who do not meet these standards.

This year we have also built out a more systemic approach to our Multi-Tiered System of Support (MTSS). We have used data to determine students in jeopardy of not graduating and students of concern, who have significant challenges that have not yet manifested in failing grades. Furthermore, we have ensured students on these lists have both a staff mentor and appropriate interventions.

Equity is the central point of our Eastlake Humanities Department goal. We will work to incorporate current best practices regarding equity in grading, equitable practices regarding late work, and engaging in collaborative readings and reflective discussions. Teachers will also revisit common agreements for integrated versus split grading, late work procedures and grading, and academic honesty.

Any professional learning needed:

Humanities teachers have been teaching specific focused note-taking strategies this year. This has been a focus of our Humanities department and also the subject of a whole-school workshop. Humanities teachers have taught note-taking skills, have encouraged and monitored and corrected students as they practice, and have prompted students to write reflections on the benefits of their note-taking.

We will also incorporate SIOP strategies into our Humanities lessons. SIOP strategies are designed specifically to support English Language Learners (EL students) but it is widely accepted that these strategies help all students to succeed. SIOP training is the focus of our all-school professional development this year. Three of our teachers attended a summer SIOP train-the-trainer workshop, and they are scheduled to teach four SIOP lessons to all of our teachers this year.

Any resources needed and plans to obtain them:

Our three SIOP teacher volunteers have already attended their train-the-trainer workshop. Our four SIOP training sessions have been scheduled. Last year we “started with the why” and explained to our teachers the need to include SIOP strategies in all classrooms.

Our Humanities teachers have already learned several focused note-taking strategies, have planned how to teach them, and have normed their expectations for students. They have also taught these strategies to their students and have incorporated focused note-taking into each lesson. Also, a teacher leader taught a note-taking lesson to our whole-staff that included brain research and practical classroom strategies.

Humanities Department Co-Chairs will use *Grading Practices That Work* as a resource as they plan their department meetings and as PCCs norm their practices. This work was started last year and will continue this year.

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. After Semester 1, PCCs will once again discuss their comparative grades to ensure a guaranteed and viable curriculum. Furthermore, Eastlake will continue to track grades in order to ensure all students pass. After receiving the results of the ELA SBA, we will break down the scores and strategize for the 2019-2020 school year.

Math SMART Goal:

1. More than 95 percent of students will pass Algebra 2.
2. More than 85 percent of students will pass the Math SBA in the Spring of 2019.

Process used to determine goal:

During August LEAP, PCCs analyzed Eastlake data by answering a series of prompts. They discussed the distribution of grades amongst their PCCs and answered the following question: “When analyzing your PCC grade comparison, what are some of the strengths of our students?” They then analyzed the Math SBA scores and their previous Student Growth Goal, answering the following questions: “What are some of the

challenges for Eastlake students and staff? When analyzing other achievement data (SBA/EOC), what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? When analyzing your 2017-2018 Student Growth Goal data, what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? In reviewing all this data, are there specific groups of students who may struggle more than others? (think about demographics, race, gender, special ed, etc...).”

Responsible individual or team:  
Math Department Chair and Principal.

Strategy/ies that will be implemented to support goal:

In September, teachers analyzed the data for their individual students, using the following set for this data review: “We intentionally build relationships with students to push them to learn and grow and support them in the process. We also strive to challenge and engage all students in effective instruction. This requires us to know students individually, and then differentiate our student interactions and classroom instruction to meet their various needs. An equitable classroom provides all students what they need. It does not lower the standards, rather it increases the scaffolding so that all students can meet our high-expectations. During this Professional Learning LEAP, you will analyze the attached data to complete Template C - 2018-2019 Individual Student Data. You can find your students information on your department’s spreadsheet with your individual name on a tab at the bottom of the spreadsheet. You will have from 1:00-2:30 to complete this, please be prepared to debrief during our 2:30 staff meeting. This should help your efforts to create a more equitable classroom.”

Teachers then answered the following questions about the past performance of their students: “Which students have had a history of inconsistent attendance? Are you noticing a pattern with these students being absent this year? Which students have a history of low or failing grades? Based on the data, to what degree do absences correlate with D and F grades? Does a correlation exist between standardized tests (state tests, PSAT, etc.) and low grades? How do other factors (race, gender or English Learners) correlate to absences, low grades and standardized tests? Teachers then answered some questions to help them determine the learning needs for their students: What strategies are you implementing, or could you implement, to support attendance for ‘at risk’ students? What are you currently doing to implement instruction that engages all students, regardless of gender, race or socio-economic status? What else could you do? What are you currently doing to create a classroom culture that connects with all students, regardless of gender, race or socio-economic status? What else could you do? How will the analysis you completed today impact your lesson planning for the remainder of the semester? For Comprehensive teachers, how could you use this information to inform your Student Growth Goal 3.1?”

How challenge and rigor will be ensured for all students:

Over the years, Eastlake has had a very clear definition of challenge, clarifying that it requires a focus on depth and complexity and not necessarily content coverage or quantity or work. In the past we have had professional learning around Bloom’s Taxonomy and Depth of Knowledge to support the work around challenge and rigor. This

year, we will continue this work by expanding our focus in AP/UWHS classes from just achievement to access, experience and achievement. Furthermore, we will spend more time discussing rigor and differentiating it from difficulty.

How necessary interventions will be determined:

Eastlake will continue to use Wolf Time and the Math Lab to provide all students with the time and support to meet our high-expectations. Eastlake will also continue to develop, implement and analyze common formative assessment aligned to essential standards, and create timely and targeted interventions for students who do not meet these standards.

This year we have also build out a more systemic approach to our Multi-Tiered System of Support (MTSS). We have used data to determine students in jeopardy of not graduating and students of concern, who have significant challenges that have not yet manifested in failing grades. Furthermore, we have ensured students on these lists have both a staff mentor and appropriate interventions.

Any professional learning needed:

The Eastlake Math Department will continue to make Math both challenging and engaging. Teachers have focused on varying their instructional approaches to the different components of a lesson so that Math classes become more active and interactive. For example, some teachers have started using AVID Tutorials to review homework, instead of the more traditional method of a teacher standing at the board and showing students how to complete certain problems. Many PCCs have also implemented strategies to help students become more meta-cognitive and strategic about their learning. Teachers have required students to self-assess and monitor their own progress through pre-assessments and after instruction and formative assessments. Likewise, they have had students analyze their performance in relation to their self-assessment and then make plans to either continue to implement successful learning strategies or incorporate new strategies if they underperformed.

Any resources needed and plans to obtain them:

Time for teachers to collaborate remains the most significant resource for professional learning. Eastlake collaboratively plans to work smarter not just harder, to mine the experiences and expertise of all staff and to ensure a guaranteed and viable curriculum. Eastlake also collaborates to improve classroom instruction and student learning, answering the four critical questions of a PLC: What do we expect students to learn? How will we know when students have learned it? How will we respond when students already know it? How will we respond when students don't learn it, both in the classroom and as a system? Last year, Eastlake provided PCCs with 41.5 hours of team time, while the LWSD only required 18 hours of collaborative time. This year, we will continue to provide a lot of additional collaborative time. With all this additional time, we expect teams to continue progressing on the continuum of highly effective PCCs.

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. After Semester 1, PCCs will once again discuss their comparative grades to ensure a guaranteed and viable curriculum. Furthermore, Eastlake will continue to track grades in Algebra 2 to ensure

all students pass. After receiving the results of the Math SBA, we will break down the scores and strategize for the 2019-20120 school year.

Science SMART Goal:

In the Spring of 2018, 163/435 students (37%) took the WCAS. Eighty percent (130/163) of those who took the exam passed. Our goal is to increase the WCAS pass rate from 80 to 85 percent.

In 2017-2018, students in Grade 9 could take either Integrated Physical Science (IPS) or Honors Chemistry/Physiology (HC/P). The pass rate was 95 percent for IPS and 97 percent for HC/P. In 2018-2019, all 9<sup>th</sup> graders are taking Biology or Honors Biology. The goal is for 98 percent of all 9<sup>th</sup> graders to pass Biology or Honors Biology.

Process used to determine goal:

During August LEAP, PCCs analyzed Eastlake data by answering a series of prompts. They discussed the distribution of grades amongst their PCCs and answered the following question: "When analyzing your PCC grade comparison, what are some of the strengths of our students?" They then analyzed the Science WCAS scores and their previous Student Growth Goal, answering the following questions: "What are some of the challenges for Eastlake students and staff? When analyzing other achievement data (SBA/EOC), what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? When analyzing your 2017-2018 Student Growth Goal data, what are some of the strengths of our students? What are some of the challenges for Eastlake students and staff? In reviewing all this data, are there specific groups of students who may struggle more than others? (think about demographics, race, gender, special ed, etc...)."

Responsible individual or team:

Science Department Chair, Science Teachers, and Associate Principal.

Strategy/ies that will be implemented to support goal:

In September, teachers analyzed the data for their individual students, using the following set for this data review: "We intentionally build relationships with students to push them to learn and grow and support them in the process. We also strive to challenge and engage all students in effective instruction. This requires us to know students individually, and then differentiate our student interactions and classroom instruction to meet their various needs. An equitable classroom provides all students what they need. It does not lower the standards, rather it increases the scaffolding so that all students can meet our high-expectations. During this Professional Learning LEAP, you will analyze the attached data to complete Template C - 2018-2019 Individual Student Data. You can find your students information on your department's spreadsheet with your individual name on a tab at the bottom of the spreadsheet. You will have from 1:00-2:30 to complete this, please be prepared to debrief during our 2:30 staff meeting. This should help your efforts to create a more equitable classroom."

How challenge and rigor will be ensured for all students:

In both Biology and Honors Biology, depth and complexity will be emphasized more than

breadth and content coverage. Teachers will create extension opportunities as well for students. In the past we have had professional learning around Bloom's Taxonomy and Depth of Knowledge to support the work around challenge and rigor.

How necessary interventions will be determined:

Eastlake will continue to use Wolf Time and the Science Lab to provide all students with the time and support to meet our high-expectations. Eastlake will also continue to develop, implement and analyze common formative assessment aligned to essential standards, and create timely and targeted interventions for students who do not meet these standards.

This year we have also built out a more systemic approach to our Multi-Tiered System of Support (MTSS). We have used data to determine students in jeopardy of not graduating and students of concern, who have significant challenges that have not yet manifested in failing grades. Furthermore, we have ensured students on these lists have both a staff mentor and appropriate interventions.

Any professional learning needed:

9<sup>th</sup> grade Humanities teachers have been teaching specific focused note-taking strategies this year. These strategies are then being utilized by 9<sup>th</sup> graders in their Biology and Honors Biology classes. The cross-curricular approach has taught note-taking skills, has encouraged and monitored and corrected students as they practice, and has prompted students to write reflections on the benefits of their note-taking. Science teachers will continue to understand and utilize the Focused Note Taking approach.

We will also incorporate SIOP strategies into our Science lessons. SIOP strategies are designed specifically to support English Language Learners (EL students) but it is widely accepted that these strategies help all students to succeed. SIOP training is one of the foci of our all-school professional development this year. Three of our teachers attended a summer SIOP train-the-trainer workshop, and they are scheduled to teach four SIOP lessons to all of our teachers this year.

Any resources needed and plans to obtain them:

Time for teachers to collaborate remains the most significant resource for professional learning. Eastlake collaboratively plans to work smarter not just harder, to mine the experiences and expertise of all staff and to ensure a guaranteed and viable curriculum. Eastlake also collaborates to improve classroom instruction and student learning, answering the four critical questions of a PLC: What do we expect students to learn? How will we know when students have learned it? How will we respond when students already know it? How will we respond when students don't learn it, both in the classroom and as a system? Last year, Eastlake provided PCCs with 41.5 hours of team time, while the LWSD only required 18 hours of collaborative time. This year, we will continue to provide a lot of additional collaborative time. With all this additional time, we expect teams to continue progressing on the continuum of highly effective PCCs.

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. After Semester 1, PCCs will once again discuss their comparative grades to ensure a guaranteed and viable



curriculum. Furthermore, Eastlake will continue to track grades in Biology and Honors Biology to ensure all students pass. After receiving the results of the Science WCAS, we will break down the scores and strategize for the 2019-2020 school year.

**Achievement Gap SMART Goal:**

In 2017-2018, 192 students received one or more Fs on their transcript. This represented 11 percent of the total EHS population. There are 147 sophomores, juniors, or seniors, who because they failed one or more classes, are not on track to graduate. Those students represent 8% of the EHS population. The Achievement Gap goal is to reduce the number of Fs for all students from 192 (11%) to 131 (7.5%) and for students on the Students in Jeopardy list from 147 (8%) to 125 (7%)

There are 83 students on the Free/Reduced Lunch (FRL) list. In 2017-2018, 25 students (30%) earned one or more Fs. The goal is to reduce the number of Fs for students on FRL from 30 to 20 percent.

**Process used to determine goal:**

We analyzed credit data and determined which students were on track to graduate based on number of credits earned and number of opportunities remaining. We identified three different levels of concern and categorized students based on the amount of support they need. We identified Students in Jeopardy for those who have failed multiple classes and are currently failing one or more classes. We refer students to our Student Intervention Team who are currently failing one or more classes but do not have a history of failure. And we've identified Students of Concern for those who have a current life crisis that may lead to a drop in academic performance. We've then created tiered levels of support and identified academic mentors to guide and get or keep these students on track to graduate.

**Responsible individual or team:**

Counselors, High School and Beyond Coordinator, Academic Mentors, and Administrators

**Strategy/ies that will be implemented to support goal:**

Administrators will meet with counselors weekly to review the three lists and corresponding academic support plans. Academic Mentors will also meet with students on their caseload. Depending on urgency and severity, they will determine the frequency for meeting dates.

**How challenge and rigor will be ensured for all students:**

Our emphasis will be to help students pass their current classes which have extensive depth and complexity, rigor and challenge, while also helping them retrieve the necessary credits to graduate.

**How necessary interventions will be determined:**

Students will still access the same interventions available to all EHS students, including before and after school tutorials with teachers, Wolf Time, and Academic Labs, in addition to meeting with their Academic Mentor. Appropriate levels of support will be available to students based on urgency (grad year) and severity (number of Fs).

Any professional learning needed:

Academic Mentors will be trained in Skyward data systems and helping underperforming students.

Any resources needed and plans to obtain them:

Time and space to meet with students.

Timelines and Progress Monitoring Plans:

Students in Jeopardy and Student Intervention Team data will be pulled weekly.

Administrators will meet with corresponding alpha counselor weekly to discuss Students of Concern as well as Students in Jeopardy and the Student Intervention list. Skyward grades will be monitored at the Quarter and the Semester.

On-Track Credits SMART Goal:

More than 95 percent of students in Grade 9 will earn seven credits. This year, Eastlake has continued to improve its MTSS. 58 students had either a D or F in Middle School. 25 failed one or more classes (5 percent). 31 do not have an IEP.

Process used to determine goal:

This year, Eastlake has continued to improve its MTSS. Eastlake has developed a list called Students in Jeopardy, comprised of the following criteria:

- Students in Grade 9 with a one of more Ds or Fs in Middle School
- Students in Grade 10 with one of more Fs in High School (>6 credits)
- Students in Grade 11 with one of more Fs in High School (>12 credits)
- Students in Grade 12 with one of more Fs in High School (>18 credits)

Eastlake has 58 students that had either a D or F in Middle School. Twenty-five of those 58 failed one or more classes (5 percent). If 95 percent of current 9<sup>th</sup> graders failed one or more classes in 8<sup>th</sup> grade, then it's an ambitious goal for 95 percent of students in Grade 9 to pass all classes, considering they are in High School and balancing one more classes than they did in Middle School.

Responsible individual or team:

Principals, Counselors and College and Career Readiness Specialist.

Strategy/ies that will be implemented to support goal:

Eastlake has implemented AVID WICOR strategies across Grade 9. More specifically, Grade 9 teachers require students to take Focused Notes and set goals for both their personal development and academic success. They have also implemented lessons that help students improve their organization in terms of workload, workflow and prioritization.

How challenge and rigor will be ensured for all students:

Eastlake will continue with the AVID Elective, expanding it to Grade 10 in 2018-2019. This program supports capable students in accessing challenging courses.

How necessary interventions will be determined:

Eastlake will continue to use data to ensure students have a staff mentor and receive the appropriate interventions. Of the 58 9<sup>th</sup> graders who received one or more D or F in 8<sup>th</sup> grade, 31 of them have an IEP or 504. The mentor for those students will be either the Case Manager or 504 Coordinator, each of who have clearly defined responsibilities. Eastlake will also assign a mentor to the remaining 27 students.

Eastlake will also use our Math Lab, Literacy Lab, World Language Lab and Science Lab to provide targeted interventions to students in Grade 9. More specifically, the Literacy Lab and the Science Lab focus exclusively on Grade 9. The Math Lab focuses on Algebra 2 and the World Language Lab focuses on Spanish and French 1, both of which have 9<sup>th</sup> graders in the classes.

Any professional learning needed: NA

Any resources needed and plans to obtain them: NA

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. After Quarter 1, 29 students in Grade 9 had one or more Fs in a class (5 percent).

College and Career Readiness SMART Goal:

1. We will increase enrollment for Low-Income students from 52 to 57 percent.
2. We will increase enrollment for Hispanic/Latino students from 39 to 44 percent.
3. We will increase enrollment of Black/African American students from 50 to 55 percent.

Note: Each of these targets is 5 percent higher than this year's participation rates.

Note: Our goals are based on students in grades 10-12 only; few freshmen qualify for AP or UWHS courses.

Process used to determine goal:

Last year our district and our school formed Equity Teams to examine our practices and our processes. The goal is to reduce and then eliminate the persistent achievement gaps experienced by several marginalized populations. At Eastlake we are focusing on 'equity of access' as part of this overall effort. This includes increasing the rate that students in several marginalized populations register for AP and UWHS courses. We analyzed our demographic data from our AP/UWHS courses and identified gaps in our equity of access.

Responsible individual or team:

Teachers of AP/UWHS courses, Counselors, Eastlake's Principal and Associate Principals.

Strategy/ies that will be implemented to support goal:

In September, teachers analyzed the data for their individual students, using the following set for this data review: "We intentionally build relationships with students to

push them to learn and grow and support them in the process. We also strive to challenge and engage all students in effective instruction. This requires us to know students individually, and then differentiate our student interactions and classroom instruction to meet their various needs. An equitable classroom provides all students what they need. It does not lower the standards, rather it increases the scaffolding so that all students can meet our high-expectations. During this Professional Learning LEAP, you will analyze the attached data to complete Template C - 2018-2019 Individual Student Data. You can find your students information on your department's spreadsheet with your individual name on a tab at the bottom of the spreadsheet. You will have from 1:00-2:30 to complete this, please be prepared to debrief during our 2:30 staff meeting. This should help your efforts to create a more equitable classroom."

Teachers then answered the following questions about the past performance of their students: "Which students have had a history of inconsistent attendance? Are you noticing a pattern with these students being absent this year? Which students have a history of low or failing grades? Based on the data, to what degree do absences correlate with D and F grades? Does a correlation exist between standardized tests (state tests, PSAT, etc.) and low grades? How do other factors (race, gender or English Learners) correlate to absences, low grades and standardized tests? Teachers then answered some questions to help them determine the learning needs for their students: What strategies are you implementing, or could you implement, to support attendance for 'at risk' students? What are you currently doing to implement instruction that engages all students, regardless of gender, race or socio-economic status? What else could you do? What are you currently doing to create a classroom culture that connects with all students, regardless of gender, race or socio-economic status? What else could you do? How will the analysis you completed today impact your lesson planning for the remainder of the semester? For Comprehensive teachers, how could you use this information to inform your Student Growth Goal 3.1?"

How challenge and rigor will be ensured for all students:

We are asking our AP/UWHS teachers to reflect on how well the demographics of their classrooms match the demographics of our school. Over the years, Eastlake has had a very clear definition of challenge, clarifying that it requires a focus on depth and complexity and not necessarily content coverage or quantity or work. In the past we have had professional learning around Bloom's Taxonomy and Depth of Knowledge to support the work around challenge and rigor. This year, we will continue this work by expanding our focus in AP/UWHS classes from just achievement to access, experience and achievement.

All of our AP/UWHS courses offer challenge and rigor. We want every capable student to register for a rigorous course, and this includes our AP/UWHS courses. Eastlake offers a wide variety of AP/UWHS courses, but some demographic groups suffer from a lack of equity of access.

How necessary interventions will be determined:

In addition to asking teachers to reflect on their own classroom practices, we will also encourage teachers to reach out to students in selected demographic groups. Last year every incoming Black/African American or Hispanic/Latino senior who qualified for UW

Composition was personally invited to attend an information session and was asked by the teacher to take this course. We will do this again, and we will add information about other AP/UW courses to these conversations.

Counselors will meet individually with every low-income student. Counselors will create and discuss a list of financial supports we offer to students including reduced fees and fee waivers for AP exams and for the SAT.

This year we have two grade-level sections of AVID students. We will encourage every AVID student to register for an Honors, AP, or UW course next year.

We will inform and encourage students in our new ASB club Black Student Union to register for an Honors, AP, or UW course next year.

Any professional learning needed:

We will meet with teachers of AP/UWHS courses and explain equity of achievement and equity of access as it relates to their courses.

Any resources needed and plans to obtain them:

Our data processor creates reports and we analyze the necessary data. Time is needed for counselors to meet with targeted students. Time is needed for AP/UWHS teacher(s) to meet with targeted students.

Timelines and Progress Monitoring Plans:

Eastlake will continue to monitor progress throughout the year. During the registration process teachers will have the opportunity to meet with targeted demographic groups, and counselors will meet individually with every low-income student.

School Effectiveness SMART Goal:

1. More than 90 percent of teachers will take the Nine Characteristics of Highly Effective Schools survey.
2. More than 85 percent of teachers will agree mostly or completely with the following statement: "Teachers use effective strategies to help low-performing students meet high academic standard."

Process used to determine goal:

By increasing the response rate for the survey, we will improve the reliability and validity of the data. The second goal is a continuation from 2017-2018. To align with our emphasis on the Achievement Gap, Eastlake has once again set a goal on effective instructional strategies that will not only support struggling students, but all students.

Responsible individual or team: Principal and Associate Principal.

Strategy/ies that will be implemented to support goal:

Professional development for AVID, SIOP, CRT and IEPs.

How challenge and rigor will be ensured for all students: NA

How necessary interventions will be determined: NA

Any professional learning needed:

This year, Eastlake will have professional learning around AVID classroom strategies, SIOP and Culturally Responsive Teaching. Furthermore, Eastlake will have professional learning around successful strategies for students on an IEP.

Any resources needed and plans to obtain them: NA

Timelines and Progress Monitoring Plans:

Eastlake will assess the success of this goal at the end of the 2018-2019 school year.

Attendance SMART Goal:

We will reduce the rate of students being at-risk for attendance from 6.12 percent last year to fewer than 5 percent this year.

We will reduce the rate of low income students being at-risk for attendance from 7.54 percent last year to fewer than 5 percent this year.

\*At Risk is a median absence rate of 12 days

Process used to determine goal:

In September and October we reviewed last year's attendance data. We continue to work to improve our attendance through the processes we implemented last year that led to a 40 percent reduction in our unexcused absences. Although our unexcused absences are down significantly, our excused absences and total absences did not change. This year we will focus on students with multiple total absences.

Responsible individual or team:

Dean of Students and Becca Coordinator.

Strategy/ies that will be implemented to support goal:

This year weekly meetings between the Dean and the Becca coordinator are resulting in a clear list of students to meet with regarding attendance. The attendance letters will continue to be mailed out, as well. Restorative practices with students who have attendance issues will also be used, when appropriate, instead of only the punitive measures that were used in the past. They will work to educate all students. They will communicate with these students' parents.

How challenge and rigor will be ensured for all students:

There is a correlation between chronic absences and a reduced graduation rate. Reducing the number of students with at least 12 absences will reduce the number of students at risk of not graduating. If students are absent less, and are present in their classrooms more, then their academic rigor and challenge will increase.

How necessary interventions will be determined:

The Dean of Students and Becca Coordinator will meet each week to review attendance data. They will identify students of concern and will meet with these students. The goal is to identify barriers students have that prevent them from attending school regularly, and then to overcome these barriers. Interventions will be targeted to students' specific barriers.

Any professional learning needed:

We have been learning about restorative practices through visits to other schools and from reading professional journals. Our Dean of Students will attend a one-week course on restorative justice.

Any resources needed and plans to obtain them:

Time for our Dean of Students and Becca Coordinator to identify students and to meet with them. Attendance is a primary responsibility of our new Dean of Students. He makes his weekly meetings with our Becca Coordinator a priority, and together they make it a priority to meet with students who trigger unexcused absences and total absence thresholds.

Timelines and Progress Monitoring Plans:

The Dean of Students and Becca Coordinator will meet each week to review attendance data. They will continually update their list of priority students. They will ensure scheduled interventions take place when the specified unexcused absence thresholds are met. They will develop restorative interventions for students when possible. They will educate students and parents of the impact from being at risk of not graduating from too many absences.

Discipline SMART Goal:

Eastlake will reduce the number of incidents that lead to short term suspension through the use of Restorative Practices. Last year we had 114 incidents involving 77 students. Our goal for this year is no more than 100 incidents of short term suspension, involving no more than 70 students. The goal is to reduce overall STS rates, while also decreasing recidivism.

Process used to determine goal:

Discipline data in Power BI was analyzed to look for outliers and trends. We learned that our students' rate of exclusionary discipline is higher than the rates at the other three comprehensive high schools in LWSD. Additionally, we learned that one-fourth of our incidents are for possessing or using vaping supplies and this is also greater than at the other three comprehensive high schools in LWSD.

Responsible individual or team:

Drug and Alcohol Intervention and Prevention Specialist, all three Associate Principals, Dean of Students, Counselors.

Strategy/ies that will be implemented to support goal:

We are starting to implement restorative justice practices. For example, we have

facilitated student-to-student conversations where a victim could explain the impact of another student's actions. Restorative justice practices can help to reduce the rate of exclusionary discipline by implementing different consequences. We can also be more intentional to educate our students on the impacts of their decisions, which can reduce the likelihood of the student repeating the same behavior in the future.

Another strategy to help achieve our goal is to implement our new Vaping Diversion training for students who use or possess vaping supplies at school. Last year vaping led to 32 suspensions involving 29 students. We are working to reduce vaping incidents this year. We will still suspend students who vape at school but we will also add two training sessions. The first is informative and includes a survey of student attitudes and experience, and during the second session our students create anti-vaping skits for younger students.

Some students whose behavior results in suspensions or expulsions often have challenges that result in failing grades in their classes. This year we are also building out a more systemic approach to our Multi-Tiered System of Support (MTSS). We have used data to determine students in jeopardy of not graduating and students of concern, who have significant challenges that have not yet manifested in failing grades. Furthermore, we have ensured students on these lists have both a staff mentor and appropriate interventions. The more we know and understand our students who struggle, the better we can identify and overcome their barriers to success.

How challenge and rigor will be ensured for all students:

As we reduce the number of students who are suspended and expelled we will reduce the number of days our students are removed from their classrooms. If students are suspended and expelled less, and are present in their classrooms more, then their academic rigor and challenge will increase.

How necessary interventions will be determined:

Counselors and Associate Principals will meet weekly to monitor lists of students in jeopardy and students of concern. They will communicate with the students' mentors to determine the best individual interventions. Associate Principals and our Dean of Students will implement restorative justice practices when possible. Restorative practices with students who have attendance issues will also be used, when appropriate, instead of only the punitive measures that were used in the past.

Any professional learning needed:

We have been learning about restorative practices through visits to other schools and from reading professional journals. Our Dean of Students will attend a one-week course on restorative justice and will share the best practices that he learns.

Any resources needed and plans to obtain them: NA

Timelines and Progress Monitoring Plans:

We have created a spreadsheet listing our students of jeopardy and students of concern. We have been developing definitions and processes for our expanded MTSS. We



will launch our new process, so counselors and administrators are better able to support our students.

## **VI. Parent, Family and Community Involvement Strategies for 2018-2019**

2018-19 Strategies to involve parents, families and the community in the CIP process: Eastlake has a focus on equity. This year we established an Equity Team that had the following goals:

- Educating students through social justice pedagogy about race, gender and poverty
- Removing barriers for underprivileged and marginalized students
- Helping teachers develop skills around culturally responsive teaching
- Engaging and celebrating various cultures at Eastlake

For the goal to engage and celebrate various cultures at Eastlake, we have partnered with our PTSA. We plan to have a parent information night for international families who may not know the nuances of high schools in the United States, and Eastlake in particular. Furthermore, we want to establish parent ambassadors, who will reach out to families to help smooth the transition to Eastlake.

**Timelines and Progress Monitoring Plans:**

We will monitor our progress throughout the school year, and then decide on some manageable next steps for 2019-2020.

2018-19 Strategies to inform parents, families and the community in the CIP process: Eastlake will post the 2017-2018 CIP on the website. In addition, Eastlake will develop a Grade 9 newsletter to provide parents with not only updates on our efforts at Eastlake around social/emotional learning and WICOR learning strategies but provide specific ways in which parents can support these efforts at home.

**Timelines and Progress Monitoring Plans:**

We will monitor our progress throughout the school year, and then decide on some manageable next steps for 2019-2020.



## **Continuous Improvement Process Plan 2018-2019**

Explorer Community School

7040 208<sup>th</sup> Ave N.E.

Redmond, WA 98053

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

|                      |                  |
|----------------------|------------------|
| Principal:           | Barbara Pridgeon |
| Associate Principal: | Ashley Boughton  |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

Explorer shares a campus with Dickinson Elementary in Redmond, which is in the Eastlake Learning Community. We have a total enrollment of 70 students. As our students leave Explorer Community School, they attend the middle schools in their neighborhoods. We currently serve 10% of our students through Special Education and 1.4% of our students through English Language Learner Services. Additionally, many of our students are served through our Highly Capable pullout program.

Our student population is rich with diversity. Our students speak 9 different languages with 77% of our students speaking English, 6% speaking Russian, 3% speaking Chinese-Cantonese 3%, and 3% speaking Tamil. Other languages spoken include Bangala, Chinese-Mandarin, Chinese-Unspecified, Polish and Portugese. Our students are 57% White, 36% Asian, 4% two or more races, and 3% Hispanic/Latino.

Explorer Community School opened its doors in the fall of 1996 and has a mixed-grade classroom environment with three classrooms: 1<sup>st</sup>/2<sup>nd</sup> grade, 2<sup>nd</sup>/3<sup>rd</sup> grade, and 4<sup>th</sup>/5<sup>th</sup> grade. We have high levels of parental participation and they are highly involved in enhancing the learning of our students. It is not uncommon to see volunteers reading in the back of the classrooms with students or working on math with a small group.

Explorer's mission is to create a learning partnership among children, teacher, and parents. A high level of parental involvement has always been a critical part of the uniqueness of Explorer, which creates a strong sense of community between the administration, teachers, parents, and students. With the help of so many dedicated staff and parents over the years, the Explorer Community School has become a great success. Our school community aims to inspire a life-long passion for learning in an atmosphere of fun, trust, and respect. Our focus is the social, academic, and emotional growth of children; enabling them to build their own future and positively impact their world.

Our students learn about leadership through ASB. Students work in four teams including Virtues Project Television (VPTV); Publications, Service, and Spirit. Their focus this year is service to others. This year, our students are donating uneaten food to a local food bank and are learning how to give back to the community at large by being a giving citizen.

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

## II. District Performance Targets

|  | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>       | <b>Baseline Performance<br/>2014-15</b> | <b>Current Performance<br/>2017-18</b> | <b>Target Performance<br/>2018</b> |
|--|---|---|--|------------------------------------|
|  |   | District                                | District                               | District                           |
| <b>Early Literacy Development</b>                  | % of Kindergarteners at benchmark on End-of-Year Literacy assessment          | 87.2%                                   | 86.4%                                  | 95%                                |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy | 78.6%                                   | 81.1%                                  | 95%                                |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     | 80.5%                                   | 79.9%                                  | 95%                                |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 84.1%                                   | 84.4%                                  | 95%                                |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     | 72.7%                                   | 75.7%                                  | 95%                                |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  | 86.9%                                   | 81.9%                                  | 95%                                |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   |                 | 2014-15     | 2015-16     | 2016-17     | 2017-18     | 2018-19 | 2019-20 | 2020-21 |
|--|---|-----------------|-------------|-------------|-------------|-------------|---------|---------|---------|
| <b>Early Literacy Development</b>                  | % of K-2 at benchmark on End-of-Year Literacy assessment                      | K               | Enter score | Enter score | Enter score | Enter score |         |         |         |
|  |   | 1 <sup>st</sup> | 93.7        | 100         | 100         | 100         |         |         |         |
|  |   | 2 <sup>nd</sup> | 100         | 93.7        | 93.7        | 93.7        |         |         |         |
| <b>3<sup>rd</sup> Graders on Track for Success</b> | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy |                 | 100         | 100         | 92.8        | 93.3        |         |         |         |
|  | % of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math     |                 | 100         | 100         | 92.8        | 93.3        |         |         |         |
| <b>4<sup>th</sup> Graders on Track for Success</b> | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 80          | 100         | 92.3        | 90.3        |         |         |         |
|  | % of 4 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 93.3        | 100         | 92.3        | 100         |         |         |         |
| <b>5<sup>th</sup> Graders on Track for Success</b> | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy |                 | 92.3        | 100         | 93.7        | 100         |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Math     |                 | 84.6        | 80          | 87.5        | 93.3        |         |         |         |
|  | % of 5 <sup>th</sup> graders meeting or exceeding state standards in Science  |                 | 100         | 100         | 100         | 86.6        |         |         |         |

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

During LEAP week, our entire staff reviewed and analyzed our outcomes from the 2017-18 school year. PCC teams used the data of their upcoming students to plan for instruction, groupings, and extensions, and interventions for the 2018-19 school year.

| <b>2017-2018 Goal</b><br><i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>   | <b>Achievement Outcome</b><br><i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>                         |
|--|---|
| <b>Literacy: 1-2 Reading Goal:</b><br>97% of students grades 1-2 will meet or exceed grade level expectations as measured by the DIBELS assessment by May 2018.  | <b>Outcome:</b><br>96.6% of students grades 1-2 met or exceeded grade level expectations as measured by the DIBELS assessment by May 2018.              |
| <b>Narrative Reflection:</b><br>We were very close to meeting our goal. We feel that the extra support from parent volunteers positively impacted our students' scores in fluency and comprehension. Due to the parent support we were able to set up small leveled reading groups where students were able to practice reading orally. Students who were struggling with fluency were also pulled one on one with a parent for extra practice. Looking forward we will continue to have parent volunteers helping with small reading groups and pulling struggling students one on one. |   |
| <b>Literacy: 3-5 ELA Goal:</b><br>95% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2018.   | <b>Outcome:</b><br>95.1% of students in grades 3-5 met or exceeded grade level expectations as measured by the Smarter Balanced Assessment by May 2018. |
| <b>Narrative Reflection:</b><br>Learning outcomes were on target for the assessment period. Students benefited from peer support and parent mentors, multi-age learning opportunities, and engaging projects which enhanced ELA skills.  |   |
| <b>Math: 3-5 Math Goal:</b><br>92% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2018.  | <b>Outcome:</b><br>95.1% of students in grades 3-5 met or exceeded grade level expectations as measured by the Smarter Balanced Assessment by May 2018. |
| <b>Narrative Reflection:</b><br>We were on track with our goal. Students benefit from tracking their own learning in math, and from targeted reteaching and enrichment strategies.   |   |

|  |  |
|--|--|
| Science: 5 <sup>th</sup> Science Goal:<br>100% of students in grade 5 will meet or exceed grade level expectations as measured by the WCAS Science Assessment by May 2018.   | Outcome:<br>86.6% of students in grade 5 met or exceeded grade level expectations as measured by the WCAS Science Assessment by May 2018.  |
| Narrative Reflection:<br>We were below our goal for this outcome. This was the first year for the new, Next Generation Science Standards (NGSS)-based science assessment. Instruction during the year hit on some but not all NGSS learning targets. Future focus on NGSS approaches to unit instruction, plus the adoption during 2019-2020 of a new NGSS-based science curriculum will improve learning outcomes.  |  |
|  |  |
| Achievement Gap Goal:<br>92% of grades 3-5 female students will meet or exceed grade level expectations in math as measured by the Smarter Balanced Assessment by May 2018.  | Outcome:<br>95.2% of grades 3-5 female students met or exceeded grade level expectations in math as measured by the Smarter Balanced Assessment by May 2018.   |
| Narrative Reflection:<br>We exceeded our goal. Our students benefited from setting goals and tracking their own learning. We also provide enrichment activities that increase achievement.   |  |
|  |  |
| School Effectiveness Goal:<br>Highly Effective School Survey #42:<br>Teachers receive regular feedback on how they are doing. The weighted score will increase from 3:39 to 3:54 demonstrating an increase in agreement with the statement by May 2018.  | Outcome:<br>Highly Effective School Survey #42:<br>Teachers receive regular feedback on how they are doing. The weighted score was 2.86, demonstrating a decrease in the agreement with the statement by May 2018. |
| Narrative Reflection:<br>We did not meet our goal for School Effectiveness last year. We have a new administrative team this year and we are committed to giving teachers regular feedback on how they are doing. Our administrative team has carved out time everyday to visit classrooms and give regular feedback to teachers. We also provide feedback through our Instructional Framework and Evaluation process. We will be providing professional development throughout the year in writing, science, technology, Cultural Responsive Teaching, SIOP, and curriculum-based instruction. As we observe classrooms, we will continue to monitor and provide feedback in these areas. |  |
|  |  |
| Attendance Goal:<br>By the end of the 2017-2018 school year, the total number of unexcused absence days will be 12 or fewer.   | Outcome:<br>By the end of the 2017-18 school year, the total number of unexcused absence days was 54.5.  |



|  |   |
|--|---|
|  |   |
| <p>Narrative Reflection:</p> <p>We did not meet our attendance goal last year for unexcused absences. We currently have an automatic phone system to reach out to families when their students are not at school. If the absence is considered unexcused, we will reach out to the family to see how we may provide support or more information about the importance of being at school on time, every day.</p>  |   |
|  |   |
| <p>Discipline Goal:</p> <p>Student referrals to the office during recess will decrease from an average of 27 weekly occurrences to less than 20 by May 2018.</p>   | <p>Outcome:</p> <p>We were unable to find data that was collected during the 2017-18 school year.</p> |
| <p>Narrative Reflection:</p> <p>We were unable to find the data that was collected to determine if we met our discipline goal last year. This year, we are working hard to put systems into place that will proactively decrease our office referrals. We have formed a PBIS team and have joined district PBIS pilot team. We are in the process of developing common expectations in common areas of our school such as in the hallway, lunchroom, restroom, playground, bus, and during assemblies. We will also re-teach if students are not exhibiting expected behavior.</p> |   |

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

|   |
|---|
| <p>2017-18 Strategies to involve parents, families and the community in the CIP process:</p> <p>Administrators meet with the Explorer Steering Committee monthly to get input on school performance and shares school plans for continual improvement processes in academic and non-academic areas. Parent education opportunities are provided multiple times throughout the year in the form of PTSA meetings and book studies.</p> |
| <p>Reflection on Outcome:</p> <p>Administrators met with the Explorer Steering Committee monthly to get input on school performance and did share school plans for the continual improvement process.</p>   |
| <p>2017-18 Strategies to inform parents, families and the community in the CIP process:</p> <p>Administrators will post the plan to the school website and provide a link to families in the school newsletter.</p>   |
| <p>Reflection on Outcome:</p> <p>Administrators posted the plan to the school website and provided a link to families in the school newsletter.</p>   |

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources   |
|---|
| <p>Literacy: K-2 Reading SMART Goal:<br/>96% of students grades 1-2 will meet or exceed grade level expectations as measured by the DIBELS assessment by May 2019.</p>  |
| <p>Process used to determine goal:<br/>Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the K-2 goal.</p> <p>Responsible individual or team:<br/>Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.</p> <p>Strategy/ies that will be implemented to support goal:<br/>The strategies that our 1-2 team will use to implement the literacy goal includes: Peer and parent mentors, targeted reteaching and enrichment (differentiation), project-based learning opportunities, and multi-age learning environments. Additionally, students will go on multiple fieldtrips to learn. Students study where they are going through reading and writing and will then reflect on their learning.</p> <p>How challenge and rigor will be ensured for all students:<br/>We will use pre-assessments and ongoing formative assessments to determine how instruction will be adjusted. When needed, student work will be individualized through either small group instruction or peer or parent mentoring. Students use rubrics outlining learning targets and expectations for the project. They are evaluated using these rubrics and monitor their own progress on a learning continuum.</p> <p>How necessary interventions will be determined:<br/>Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.</p> <p>Any professional learning needed:<br/>Throughout the year we will be continuing to learn about Culturally Responsive Teaching, SIOP, and our writing teacher-leader will be teaching us about Writer's Workshop. Additionally, we have partnered with a writing expert, who will be working with whole group, vertical teams, and grade-level teams to plan instruction. Our EL teacher has been working hard to train her paraeducators so that they are more effective in pulling small groups or pushing in for students who receive EL services. Our interventionists and Special Education teams are meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. Our teams meet weekly to plan and learn from one another. We also meet with our ELC/PLC teams to collaborate. Teachers also receive feedback that improves instruction through</p> |

their Student Growth Goal meetings and through the pre and post conferences for evaluation.

Any resources needed and plans to obtain them:  
We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:  
Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

Literacy: 3-5 ELA SMART Goal:  
95% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2019.

Process used to determine goal:  
Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the 3-5 goal.

Responsible individual or team:  
Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:  
The strategies that our 3-5 team will use to implement the literacy goal includes: Peer and parent mentors, targeted reteaching and enrichment (differentiation), project-based learning opportunities, and multi-age learning environments. Additionally, students will go on multiple fieldtrips to learn. Students study where they are going through reading and writing and will then reflect on their learning.

How challenge and rigor will be ensured for all students:  
We will use pre-assessments and ongoing formative assessments to determine how instruction will be adjusted. When needed, student work will be individualized through either small group instruction or peer or parent mentoring. Students use rubrics outlining learning targets and expectations for the project. They are evaluated using these rubrics and monitor their own progress on a learning continuum.

How necessary interventions will be determined:  
Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.

Any professional learning needed:  
Throughout the year we will be continuing to learn about Culturally Responsive Teaching, SIOP, and our writing teacher-leader will be teaching us about Writer's Workshop. Additionally, we have partnered with a writing expert, who will be working with whole group, vertical teams, and grade-level teams to plan instruction. Our EL

teacher has been working hard to train her paraeducators so that they are more effective in pulling small groups or pushing in for students who receive EL services. Our interventionists and Special Education teams are meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. Our teams meet weekly to plan and learn from one another. We also meet with our ELC/PLC teams to collaborate. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through the pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:

Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

Math: 3-5 Math SMART Goal:

95% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2019.

Process used to determine goal:

Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the 3-5 goal.

Responsible individual or team:

Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:

The strategies that our 3-5 team will use to implement the math goal includes: Peer and parent mentors, targeted reteaching and enrichment (differentiation), project-based learning opportunities, and multi-age learning environments.

How challenge and rigor will be ensured for all students:

We will use pre-assessments and ongoing formative assessments to determine how instruction will be adjusted. When needed, student work will be individualized through either small group instruction or peer or parent mentoring. Students use rubrics outlining learning targets and expectations for the project. They are evaluated using these rubrics and monitor their own progress on a learning continuum.

How necessary interventions will be determined:

Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching and SIOP. Our PCC teams will continue to meet to collaborate around their data, planning, and assessment. Our interventionists and Special Education teams will be meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:  
We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:  
Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

Science: 5 Science SMART Goal:  
100% of students in grade 5 will meet or exceed grade level expectations as measured by the WCAS Science Assessment by May 2019.

Process used to determine goal:  
Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. Our fifth-grade team set the final goal.

Responsible individual or team:  
Although our fifth-grade team is directly responsible for this goal, all grade level teams are working on building knowledge so that our future students will also be successful.

Strategy/ies that will be implemented to support goal:  
The strategies that our 5<sup>th</sup> grade teacher will use to implement the science goal includes: Peer and parent mentors, targeted reteaching and enrichment (differentiation), project-based learning opportunities, and multi-age learning environments.

How challenge and rigor will be ensured for all students:  
We will use pre-assessments and ongoing formative assessments to determine how instruction will be adjusted. When needed, student work will be individualized through either small group instruction or peer or parent mentoring. Students use rubrics outlining learning targets and expectations for the project. They are evaluated using these rubrics and monitor their own progress on a learning continuum.

How necessary interventions will be determined:  
Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.

Any professional learning needed:

Our science leaders are providing ongoing professional development during our LEAP days to better understand the NGSS and increase rigor for our students. The team would also like continued support in FOSS and training within the ELC/PLC.

Any resources needed and plans to obtain them:  
We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:  
Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

Achievement Gap SMART Goal:

100% of students grades 3-5 who are male will score at or above grade level standard on the English Language Arts Smarter Balanced Assessment by May 2019.

Process used to determine goal:

Our grade level teachers, interventionists, Special Education teachers, and specialists came together at a LEAP training to analyze our Smarter Balanced Assessment data from 2017-18. We created five goals for our lowest achieving areas. We voted on which goal we wanted to focus on for the school year. We agreed as a team that this would be a 1-5 goal, even though it is written as a grade 3-5 goal because we are interested in closing the equity gap for all of our students. After voting on the goal we wanted to work toward, our teachers formed grade level teams (interventionists, Special Education and specialist teachers joined groups) and determined strategies, rigor, intervention, professional development and the timeframe needed to reach our goal.

Responsible individual or team:

Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:

In grades 1-2, students will be served in leveled reading groups with parent support at each group. Students will be taught how to answer comprehension questions using text-based evidence and complete sentences. Teachers and parents will provide targeted instruction at student levels. English Language Arts learning opportunities will be in multi-age settings ranging from grades 1-5.

In grades 3-5, teachers will use structured independent reading programs to support using text-based evidence for reading comprehension. There will be targeted mentoring by peer, parents, and teachers. Students will also use rubrics to self-evaluate their work and get feedback from the teacher.

How challenge and rigor will be ensured for all students:

The reading materials and challenge level of tasks is differentiated based on each student's current level.

How necessary interventions will be determined:

Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching and SIOP. Our PCC teams will continue to meet to collaborate around their data, planning, and assessment. Our interventionists and Special Education teams will be meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:

We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:

Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

School Effectiveness SMART Goal:

Nine Characteristics Survey: Student discipline problems are managed well. Goal is to improve from 83.78% agree completely or agree mostly to 90% agree completely or agree mostly by May 2019.

Process used to determine goal:

As a staff, we reviewed and analyzed the 2017-18 Nine Characteristics of Effective Schools Survey that was taken in May 2018 and looked at the bottom five areas. We then determined which of the five areas we wanted to address as a school, set our goal, and determined what strategies we would use to achieve our goal.

Responsible individual or team:

Our Building Leadership Team in conjunction with our PBIS Leadership Team will be responsible for this goal.

Strategy/ies that will be implemented to support goal:

We will develop common expectations for our common areas as well as a Progressive Discipline Matrix including possible interventions and possible consequences that will be used school-wide, which will include reflection slips, restorative actions, and check-ins. Additionally, we will increase communication between administrators, teachers, and families through written communication and oral communication.

How challenge and rigor will be ensured for all students:

Rigor will be ensured through our development on common expectations throughout our school and through re-teaching as needed.

How necessary interventions will be determined:

Interventions will be determined by both individual teachers, PCC teams, collaboration with administrators, our Progressive Discipline Matrix, and our SIT and Guidance Teams.

Any professional learning needed:

As a school, we need to continue learning about PBIS and Equity.

Any resources needed and plans to obtain them:

We need continued professional development in the areas of PBIS and Equity. We have formed a PBIS Leadership Team and have also joined the LWSD PBIS pilot where we will continue to learn about PBIS. Our PBIS Leadership Team will plan implementation of PBIS in our school based on our learning and the readiness of our school. Additionally, we have formed an Equity Leadership Team where we're currently reading and discussing a book about equity, as well as participating in LWSD professional development to support this work.

Timelines and Progress Monitoring Plans:

Our Building Leadership Team will check in with teams during collaboration time to determine if we are effective. We will also discuss it as a group during staff meetings. At the end of the year, we will take the Nine Characteristics Survey as a staff to determine if we met our goal.

Attendance SMART Goal:

By the end of the 2018-2019 school year, we will move from 90.14% of our students avoiding chronic absences to 95% of our students avoiding chronic absences.

Process used to determine goal:

Our administrative team analyzed our absence data in PowerBi and determined that 9.86% of students were chronically absent during the 2017-18 school year. We know how important it is for students to attend school on a regular basis, so we determined that this was an appropriate goal. Our Building Leadership Team supports this goal.

Responsible individual or team:

Our administrative team in conjunction with our school counselor and grade-level teachers are responsible for this goal.

Strategy/ies that will be implemented to support goal:

We will work with families to communicate the importance of attending school on a regular basis through our monthly Pastries with Principals meetings, Explorer parent meetings, various gatherings that happen at the school, newsletter articles and communications to families, individual parent meetings, setting classroom goals in the classroom around attendance, giving out attendance awards to students, and providing resources to families who are having trouble getting students to school.

How necessary interventions will be determined:

We will determine what interventions need to be in place through talking with families and students.

Any professional learning needed:



We will determine what interventions need to be in place through talking with families and students.

Any resources needed and plans to obtain them:

We have all the resources needed to plan and obtain our goal.

Timelines and Progress Monitoring Plans:

Our Building Leadership Team will monitor our attendance data quarterly to see how we are doing and to determine if we need to adjust our actions to meet our goal.

Discipline SMART Goal:

Our goal is to create a positive behavioral intervention system which identifies the expected behaviors. We will teach, model and practice those behaviors with private or public acknowledgement, and develop a tool to measure outcome data to determine successes and barriers, by May 2019. Data collected during the 2018-19 school year will identify the frequency of referrals and reasons for referrals.

Process used to determine goal:

During LEAP, our staff identified discipline as a focus of our work for this year. We also determined the need for common expectations for students and the need to teach students what is expected. To measure the effectiveness of our work, we need to develop tools to measure our success.

Responsible individual or team:

Our administrative team, in conjunction with our Building Leadership Team and PBIS team, will work on these systems, share our ideas with staff and refine our thinking until we have come up with a sound plan.

Strategy/ies that will be implemented to support goal:

Our PBIS team will bring our drafts to our Building Leadership Team to share with their teams to get feedback so that we may refine our work.

How challenge and rigor will be ensured for all students:

We will teach our students our common expectations and then give positive feedback to students who exhibit the expectations.

How necessary interventions will be determined:

We will determine necessary interventions through our SIT process.

Any professional learning needed:

Our PBIS team and other staff members will be attending professional development at LWSD monthly to learn more about PBIS.

Any resources needed and plans to obtain them:

LWSD is providing the necessary resources through the PBIS pilot.

Timelines and Progress Monitoring Plans: Our PBIS team meets monthly and will evaluate our process and if we are reaching our goal.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process:  
Our staff meets regularly with our parents, families and the community. Our staff meets with parents during Back-to-School Night, Curriculum Night, Parent-teacher conferences, IEPs, Guidance meetings, through emails and phone calls, meetings as needed or requested and Explorer community events. Additionally, our administrative team meets monthly with parents at Pastries with Principals meetings, at monthly Explorer Steering Committee meetings, monthly Explorer Parent Meetings, and as needed/requested with parents. During those meetings, we communicate with parents about the work that we are doing to meet the needs of our students.

Timelines and Progress Monitoring Plans:  
Our Building Leadership Team will monitor our CIP goals quarterly to determine our effectiveness and if we need to adjust our plans.

2018-19 Strategies to inform parents, families and the community in the CIP process:  
The principal will communicate our CIP goals to our parents, families and the community through monthly newsletters, at the December Steering Team Meeting and Explorer Parent Meeting, and through posting it on our website.

Timelines and Progress Monitoring Plans:  
Our CIP will be posted on our website once it is approved. We present our plan to parents at the December PTSA parent meeting, as well as in our December newsletter.



## **Continuous Improvement Process Plan 2018-2019**

Renaissance School of Arts and Reasoning

400 228<sup>th</sup> Ave.

Sammamish, Wa 98074

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

|                      |                  |
|----------------------|------------------|
| Principal:           | Dr. Chris Bede   |
| Associate Principal: | Darcie Breynaert |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

# **I. Description of School**

Renaissance Middle School remains a dynamic “choice” school within the Lake Washington School District. Renaissance teachers have high expectations for themselves and their students. They support students in meeting those high expectations through an innovative, integrated and challenging curriculum. They also support and empower students through a safe, positive and inclusive culture.

Renaissance School of Arts and Reasoning Mission: To prepare students for educational and personal success, by providing interdisciplinary, arts-based instruction that addresses the diverse needs and learning styles of middle-school students.

Renaissance School of Arts and Reasoning Values:

- Take Care of Yourself: Be Prepared
- Take Care of Others: Be Empathetic
- Take Care of Our School: Be Responsible
- Take ownership of your learning: Be Persistent

Renaissance School of Arts and Reasoning (RSAR) has a holistic perspective on student learning, where teachers not only work with students on academics, but help them develop the personal and interpersonal attributes necessary for future success. RSAR will prepare students for success in high school through their focus on rigorous academics. Classroom instruction personalizes learning to meet the individual needs of students, and teachers provide enrichment opportunities when students soar and extra support when students struggle.

Teachers support students within the school day through Raven Time, which is one day a week on Fridays. Students can access one-on-one support from teachers as determined by both teachers and students. It is also a time in which students may make up tests or labs.

On the 2018 Smarter Balanced Assessment (SBA), 85.5 percent of Renaissance sixth graders were proficient in ELA/Literacy and 78 percent reached proficiency in Math. 87 percent of seventh grade students were proficient on the ELA/Literacy portion of the SBA. In Math, 83 percent of the seventh graders achieved proficiency. In all tested areas but one, Renaissance 6th and 7th grade students surpassed the District and State averages.

Renaissance eighth grade scores continued to be strong. On the SBA, 88 percent of our students were proficient in ELA/Literacy. On the Math exam, 72 percent of eighth graders met standard. This does not include the state’s decision to include those students who opt out of the test. In Science, more than 84.5 percent of eighth graders met standard on the new WCAS test. Renaissance 8<sup>th</sup> grade students surpassed the District and State averages in most areas.

## II. District Performance Targets

|   | Indicators<br><i>Note: Indicators based on state assessments</i>              | Baseline Performance<br>2014-15 | Current Performance<br>2017-18 | Target Performance<br>2018 |
|---|---|---------------------------------|--------------------------------|----------------------------|
|   |   | District                        | District                       | District                   |
| <b>8<sup>th</sup> Graders' on Track for Success</b> | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy | 81.1%                           | 82.3%                          | 95%                        |
|   | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Math     | 71.5%                           | 74.4%                          | 95%                        |
|   | % of 8 <sup>th</sup> graders meeting or exceeding state standards in Science  | 83.4%                           | 78.4%                          | 95%                        |

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|  |   | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---|---------|---------|---------|---------|---------|---------|---------|
| <b>6<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 6 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy. | 75%     | 90.6%   | 87%     | 81.2%   |         |         |         |
|  | % of 6 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 68.7%   | 68.7%   | 62%     | 78.1%   |         |         |         |
| <b>7<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 7 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy  | 87.5%   | 84.3%   | 97%     | 87%     |         |         |         |
|  | % of 7 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 81.2%   | 78.1%   | 76%     | 83.8%   |         |         |         |
| <b>8<sup>th</sup> Graders<br/>on Track for<br/>Success</b> | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Literacy  | 95%     | 90.6%   | 86%     | 88.4%   |         |         |         |
|  | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Math      | 79.3%   | 77.4%   | 75%     | 65.3%   |         |         |         |
|  | % of 8 <sup>th</sup> graders<br>meeting or exceeding<br>state standards in<br>Science   | 95%     | 90.3%   | 96%     | 84.5%   |         |         |         |

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Staff at Renaissance Middle School used guided lessons, modeling of answers, and direct instruction in all subject areas. We differentiated instruction and retaught students in small groups. Our Raven Time supported students with small group or one-on-one help during the school day to allow students access to teachers and additional help if needed. Finally, we integrated the SBA prep work into our ELA classes. RSAR teachers utilized both the SBA results and student class work to guide our instruction.

Collaboration and discussion between teachers is the most important factor in setting goals. Analyzing student work and academic growth opportunities that we see throughout the grade levels plays another part in determining the process for setting school goals. During Guild we implemented leveled assessments and monitored progress compared to our benchmark data. Our school-wide goal was to develop comprehension strategies with non-fiction text, including identifying a claim and providing supporting evidence. In addition, we focused on developing student discussions by implementing the strategy of SPACE (silence, paraphrase, accepting language, clarifying questions, and evidence). We also had a stronger counselor presence on campus. This allowed students to access help for both personal and academics situations.

| 2017-2018 Goal   | Achievement Outcome   |
|--|---|
| Literacy: 92% of our student body will meet standard on the 2018 SBA.  | Outcome: 84.3% of our student body met standard on the 2018 SBA.                                    |
| Narrative Reflection: We notice that our students are consistently strong in ELA. Our curriculum is deep and builds upon the previous curriculum and skills. The RSAR staff makes a concerted effort to bring in outside experts to enrich the curriculum. We had WITS (Writers In Residence) for two learning sessions last year. Staff also engages students by addressing current world events. While we did not achieve our goal, students continue to show improvement over time. |   |
| Math: 80% of our students in Grades 6-8 will meet standard on the 2018 math SBA.   | Outcome: 75% of our student body met standard on the 2018 math SBA.                                 |
| Narrative Reflection: Students continue to make progress. Since our school has such a small population, scores are greatly affected by students choosing not to participate in the SBA. Such was the case in 8 <sup>th</sup> grade. The class dropped a total of 7% because two students opted out of the test.<br><br>Our 6 <sup>th</sup> graders made significant gains due to our ability to differentiate learning styles using a co-teacher model.                                |   |
| Science: The percentage of 8 <sup>th</sup> grade students reaching proficiency will be maintained at 95% as measured by the WCAS.  | Outcome: 84.5% of the 8 <sup>th</sup> graders met standard on WCAS, the new statewide science test. |



|   |  |
|---|--|
| <p>Narrative Reflection: Last year was the first time students were tested on the New Generation Science Standards state wide. This test, called WCAS, replaced the MSP test. Two out of the 26 students who took the test did not meet standard. Out of the two who did not take the test, one student was at level 1 and the other at level 2. 24 out of the 26 students who took the test were either at standard or above standard. That is 92% of students at RSAR meet standard in the 2018 WCAS test.</p>  |  |
|   |  |
| <p>Achievement Gap Goal: RSAR 6<sup>th</sup> grade Math students at a level 2 will move to a level 3.</p>   | <p>Outcome: Our state scores increased from 62% to 78%.</p>  |
| <p>Narrative Reflection: We were able to significantly move students to standard because of the decision to co-teach the sixth-grade class. This allowed for a high degree of differentiation.</p>  |  |
|   |  |
| <p>College and Career Readiness Goal: All 8<sup>th</sup> graders will participate in the district's college and career readiness program.</p>   | <p>Outcome: Most 8<sup>th</sup> graders participated in the Career Readiness program in the Spring of 2018.</p>                                    |
| <p>Narrative Reflection: Most 8<sup>th</sup> grade students participated in the District provided Career Cruising. Some did not participate because families were moving out of state and the Career Cruising was not needed in their new school district. All students are exposed to a variety of career pathways through school-wide service projects, fieldtrips, guest speakers, and near-by universities. Strong parent and school community involvement ensures that our students have contact with a wide range of cultures, backgrounds and careers.</p> |  |
|   |  |
| <p>School Effectiveness Goal: RSAR staff will develop lessons which use the principles as defined in the book <i>Habits of Mind, 16 Essential Characteristics for Success</i>. RSAR teachers will engage students in activities that will allow students to practice these skills.</p>  | <p>Outcome: Staff developed multiple lessons focusing on Habits of Mind, introducing them to students and integrating them into daily lessons.</p> |
| <p>Narrative Reflection: We should continue to strengthen the ties between lessons and the teaching of the different Habits of Mind principles. We need to focus on fewer Habits using direct instruction and practice, and then build on the students' understanding of each Habit throughout the year.</p>  |  |
|   |  |
| <p>Attendance Goal: NA</p>  | <p>Outcome: NA</p>   |

|  |  |
|--|--|
| Narrative Reflection: Attendance is not a problem at RSAR. As a Staff, we are alerted by our office manager if a student will be absent for an extended time. We work with families and students on an individual basis to meet specific needs.  |  |
|  |  |
| Discipline Goal: We are utilizing our counselor in the classroom to develop common language and problem-solving techniques to mitigate behavior issues.  | Outcome: RSAR counselor involvement with our students was high. Our counselor met with students on a weekly basis. |
| Narrative Reflection: Having a counselor participate weekly with our students was beneficial for both the students and staff. She was able to make connections with the students and relay important information to the staff about student needs and concerns. Having our counselor on campus allowed us to be more strategic with our steps with students. |  |

#### Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

|   |
|---|
| 2017-18 Strategies to involve parents, families and the community in the CIP process: RSAR involves parents in multiple ways throughout the school year. A weekly newsletter is sent via email to inform families of upcoming events and of school news. We also rely heavily on parent volunteers for activities such as camp, fieldtrips, and after school clubs. Parents are brought in as guest speakers to share their knowledge in a variety of subjects. |
| Reflection on Outcome: We are in constant communication with the families. We have an active PTSA and the lead teacher and office manager attend the monthly meetings to keep the board informed of school progress.  |

|   |
|---|
| 2017-18 Strategies to inform parents, families and the community in the CIP process: We will continue to utilize our Raven Review, informational nights and our curriculum nights to inform parents of our school goals and progress. |
| Reflection on Outcome: RSAR had multiple parent nights (i.e. curriculum night and technology night) which helped inform families of the school's progress.  |

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources  |
|--|
| <p>Literacy: The 6<sup>th</sup> grade class of 2025 will score 3% higher than their previous year's score, as measured by the Smarter Balanced Assessment in the spring.</p> <p>The 7<sup>th</sup> grade class of 2024 will increase proficiency levels from 81% to 84% as measured by the Smarter Balanced Assessment in the spring.</p> <p>The 8<sup>th</sup> grade class of 2023 will increase proficiency levels from 88% to 91% as measured by the Smarter Balanced Assessment in the spring.</p>   |
| <p>Process used to determine goal:<br/>Evaluation of baseline data and creation of realistic goals to progress the skills of our students.</p> <p>Responsible individual or team:<br/>Karen Amaya, Todd Bohannon, Martha Daman, Jyoti Bawa, Brenda Quayle.</p> <p>Strategy/ies that will be implemented to support goal:<br/>RSAR will use a variety of texts. All teachers have a shared vocabulary. We utilize the library data bases. We have WITS working with students on different genres of writing. We utilize Lucy Caulkins' Writers Workshop curriculum and a variety of District approved materials.</p> <p>How challenge and rigor will be ensured for all students:<br/>We will ensure challenge through appropriately leveled rubrics, full writing process, peer critic and peer editing, and challenging texts.</p> <p>How necessary interventions will be determined:<br/>Leveled reading and reduced assignments given to students as needed or per IEP/504.</p> <p>Any professional learning needed:<br/>Continued access to quality materials.</p> <p>Any resources needed and plans to obtain them:<br/>PTSA support for WITS program and theatrical programs. Teacher collaboration time.</p> <p>Timelines and Progress Monitoring Plans:<br/>We will monitor progress through anecdotal observations, and collaborative peer review throughout the 2018-2019 school year.</p> |
| <p>Math: 6-8 Math SMART Goal: The 6<sup>th</sup> grade class of 2025 will score 3% higher than the previous year, as measured by the Smarter Balanced Assessment in the spring.</p>  |

The 7<sup>th</sup> grade class of 2024 will increase proficiency levels from 78% to 80% as measured by the Smarter Balanced Assessment in the spring.

The 8<sup>th</sup> grade class of 2023 will increase proficiency levels from 83% to 85% as measured by the Smarter Balanced Assessment in the spring.

Process used to determine goal:

Evaluation of baseline data and creation of realistic goals to progress the skills of our students.

Responsible individual or team:

Todd Bohannon, Karen Amaya, Jyoti Bawa, Brenda Qualye.

Strategy/ies that will be implemented to support goal:

We will utilize sources such as Dan Meyers 3-Act Math, Jo Boahler's Math tasks to engage students at a deeper level, and weekly meetings with the LWSB Professional Learning Coach, Wendy Robards.

How challenge and rigor will be ensured for all students:

In 6<sup>th</sup> grade we are co-teaching to differentiate learning. We are also using the following instructional strategies: self-assessments, journal reflections, writing about mathematical thinking and on-going classroom assessment (exit ticket, formative assessments).

How necessary interventions will be determined:

Modified content and reduced assignments given to students as needed or per IEP/504.

Any professional learning needed:

Use the District's scope and sequence to allow us to supplement our math curriculum with effective elements of CMP. RSAR 6<sup>th</sup> grade math students will move from level 2 and 3 to a level of proficiency.

Any resources needed and plans to obtain them:

We will be working with a district coach, Wendy Robards, to improve our teaching strategies and methods.

Timelines and Progress Monitoring Plans:

Now to the end of the year.

Science: 8 Science SMART Goal: 90% of the 8<sup>th</sup> graders will meet standard on WCAS, the new statewide science test.

Process used to determine goal:

In class formal and informal observations and assessments.

Responsible individual or team:

Jyoti Bawa, Todd Bohannon, Martha Daman, Karen Amaya.

Strategy/ies that will be implemented to support goal:

We will use graphic organizers, break down tasks for understanding, relate concepts to real life situations and hands-on inquiries and relevant text.

How challenge and rigor will be ensured for all students:

We will differentiate instruction and assessments and stress on explanation rather than on the correct answer.

How necessary interventions will be determined:

We will continue with formative assessments and informal observations.

Any professional learning needed:

We will learn how to break down the NGSS into learning targets which are in student friendly language.

Any resources needed and plans to obtain them:

Teacher colleagues have recently learned how to turn the standards into kid language.

Timelines and Progress Monitoring Plans:

Throughout the 2018-2019 school year.

Achievement Gap SMART Goal: RSAR 6<sup>th</sup> grade math students will move from level 1 and 2 to a level of proficiency.

Process used to determine goal:

We will continue with formal and informal observations and assessments.

Responsible individual or team:

Karen Amaya, Todd Bohannon, Jyoti Bawa, Brenda Quayle.

Strategy/ies that will be implemented to support goal: We will use graphic organizers, break tasks down for understanding and relate concepts to real life situations and hands-on inquiries and relevant text. We will also continue with small group instruction at appropriate levels.

How challenge and rigor will be ensured for all students:

We will implement instructional strategies such as self-assessments, journal reflections, writing about mathematical thinking and ongoing classroom assessment (exit ticket, formative assessments). We will also provide smaller class size by co-teaching.

How necessary interventions will be determined:

We will continue to use formative and informal assessments.

Any professional learning needed:

All year we are working with Wendy Robards on Math instruction, further developing strategies and resources to create a more engaged Math class.

Any resources needed and plans to obtain them:

|   |
|---|
| None.   |
| Timelines and Progress Monitoring Plans:<br>All year.   |
| College and Career Readiness SMART Goal: All RSAR students will participate in the College and Career Readiness lessons.  |
| Process used to determine goal: The state has determined that all students will participate in the process.   |
| Responsible individual or team:<br>Karen Amaya, Martha Daman, Jyoti Bawa, Todd Bohannon.  |
| Strategy/ies that will be implemented to support goal:<br>Students will be exposed to the Career Readiness materials in their respective LA/SS classes.   |
| How challenge and rigor will be ensured for all students:<br>N/A.   |
| How necessary interventions will be determined:<br>For students who are absent, time will be given for them to complete the tasks during Raven Time.  |
| Any professional learning needed:<br>Exposure to the new College and Career program.  |
| Any resources needed and plans to obtain them:<br>Access to the program.  |
| Timelines and Progress Monitoring Plans:<br>Spring of 2019.   |
| School Effectiveness SMART Goal: RSAR staff will continue to develop lessons which use the principles as defined in the book <i>Habits of Mind, 16 Essential Characteristics for Success</i> . RSAR teachers will engage students in activities that will allow students to practice these skills. We are continuing to implement SPACE as a learning tool. |
| Process used to determine goal:<br>Teachers will discuss the best ways to ensure student growth over time and the achievement of our mission statement. We will implement a thoughtful and guided teaching of Habits of Mind and provide the opportunity for students to utilize the skills taught to be successful learners.                               |
| Responsible individual or team:<br>Paula Olson, Karen Amaya, Martha Daman, Todd Bohannon, Jyoti Bawa, Brenda Quayle.  |

Strategy/ies that will be implemented to support goal:

We will implement structured lessons focused on one Habit of Mind per month. We will directly teach these habits and give opportunities for students to practice.

A Raven of the Month award which honors the values of RSAR will be given to students who emulate the values. Students will have weekly opportunities to reflect on their learning and growth in each class.

How challenge and rigor will be ensured for all students:

N/A.

How necessary interventions will be determined:

We will have teacher conferences, and teachers will periodically review previously taught habits, with additional opportunity to practice. Students will reflect on how he/she uses the habit in his/her life inside and outside of school.

Any professional learning needed:

Time to develop additional lessons of Habits of Mind.

Any resources needed and plans to obtain them:

N/A.

Timelines and Progress Monitoring Plans:

The 2018-2019 school year.

Attendance SMART Goal:

RSAR does not have an attendance problem.

Discipline SMART Goal: Develop a procedure for tracking disciplinary infractions.

RSAR teachers will develop, along with the school counselor, a self-reflection sheet for students to fill out when discipline steps are needed. Teachers and students will partake in SBIRT - Motivational Interviewing program.

Process used to determine goal:

A grant was awarded to RSAR to participate in the three-year SBIRT program developed by King County.

Responsible individual or team:

Paula Olson, Karen Amaya Jyoti Bawa, Martha Daman, Todd Bohannon.

Strategy/ies that will be implemented to support goal:

Students will take a survey (developed by SBIRT grant program) to help teachers/counselors determine if additional support is necessary for a student to be successful at school and beyond.

How challenge and rigor will be ensured for all students:

N/A.

How necessary interventions will be determined:

The form created will include leveled consequences for increased disruptive behavior. The Motivational Interview process will help determine if a student needs additional support.

Any professional learning needed:  
Training in Motivational Interviewing through SBIRT grant.

Any resources needed and plans to obtain them:  
Training with the SBIRT team in motivational training.

Timelines and Progress Monitoring Plans:  
The 2018-2019 school year. The SBIRT grant is a three-year grant.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

2018-19 Strategies to involve parents, families and the community in the CIP process: RSAR will continue to involve parents in multiple ways throughout the school year. A weekly newsletter is sent via email to inform families of upcoming events and of school news. We ask parent volunteers to aide in activities such as camp, fieldtrips, and after school clubs. Parents will be brought in as guest speakers to share their knowledge in a variety of subjects.

Timelines and Progress Monitoring Plans: On going through the year.

2018-19 Strategies to inform parents, families and the community in the CIP process: RSAR will have multiple parent nights (i.e. curriculum night and technology night) which help inform families of the school's progress.

Timelines and Progress Monitoring Plans: On going through the year.





# **Continuous Improvement Process Plan 2018-2019**

Tesla STEM High School

4301 228<sup>th</sup> Ave NE

Redmond, WA 98053

<https://tesla.lwsd.org/>

|                      |              |
|----------------------|--------------|
| Principal:           | Cindy Duenas |
| Associate Principal: | Cynthia Burt |

# Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

## I. Description of School

Tesla STEM High School is a science, technology, engineering and mathematics high school that uses problem-based learning to prepare students for future STEM professions. Students conduct research in STEM Lab Concentrations, investigate real world problems, and bring research and debate into the equation while working towards viable resolutions. Students enroll in on average, six Science courses and four Math courses for the duration of their high school years. Engineering and Technology are integrated into all grade level classes throughout a student's four years at Tesla STEM. A key academic feature frames the first two years of a student's experience at STEM. Students are immersed in an integrated Science, Engineering, and Humanities sequence where the focus is on the students' development of multiple skills, including conducting authentic research, working with primary source documents, developing scientific investigations, understanding and applying the engineering design process, collaboratively working in the Problem-Based Learning environment, developing digital literacy, and expanding critical thinking skills. Courses completed in first two years at Tesla STEM include: English Language Arts, Physics, Math, Visual and Graphic Design, Computer Science and Technology, Engineering, AP Environmental Science and AP/Honors Biology. As a critical component in STEM education, students work in a STEM Lab Concentration and/or STEM Pathway in their Junior and Senior years, conducting inquiry and research, exploring questions of their own, and championing their own ideas to the level of publication and/or production. The STEM Lab Concentrations and STEM Pathways continue to address the goals of the *Grand Challenges for Engineering* to support a bright and sustainable future on a global scale.

## II. District Performance Targets

|   | <b>Indicators</b><br><i>Note: Indicators based on state assessments</i>                                  | <b>Baseline Performance</b> | <b>Current Performance 2017-18</b>      | <b>Target Performance 2018</b> |
|---|--|-----------------------------|---|--------------------------------|
|   |  | District                    | District                                | District                       |
| <b>High School Students on Track for Graduation</b> | % of 9 <sup>th</sup> graders earning 6.0 credits   | 84%<br>2012                 | TBD**                                   | 95%                            |
|   | % of 10 <sup>th</sup> graders accumulating 12.0 credits  | 74%<br>2012                 | TBD**                                   | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy                           |                             | 88.8%                                   | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy                           |                             |   | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Math                               |                             | 72.3%                                   | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*                              |                             |   | 95%                            |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology                            | 79.4%<br>2012               |   | 95%                            |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Science                            |                             | 31.3%<br>79.6% for those that took test | 95%                            |
| <b>High School Students Graduating Future Ready</b> | % on-time graduation rate  | 88.6%<br>class of 2013      | 93.3%<br>class of 2018                  | 100%<br>class of 2018          |
|   | % of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course | 83.2%<br>2014               | TBD**                                   | 95%<br>class of 2018           |
|   | % of graduates enrolled in post-secondary institution within 2 years of graduation                       | 81%<br>class of 2012        | 82.5%<br>class of 2016                  | 95%<br>class of 2018           |

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- \*\* DSS will provide add/data when available from OSPI

### Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student

progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

|   |   | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---------|---------|---------|---------|---------|---------|---------|
| <b>High School Students on Track for Graduation</b> | % of 9 <sup>th</sup> graders earning 6.0 credits  | 85%     | 93%     | 95%     | 94%     |         |         |         |
|   | % of 10 <sup>th</sup> graders accumulating 12.0 credits   | 75%     | 87%     | 92.5%   | 90%     |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy                    | 75%     | ≥95%    | 97.2%   |         |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy                    |         |         |         | 93.5%   |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Math                        | 99.2%   | 100%    | 100%    |         |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Math                        |         |         |         | 89%     |         |         |         |
|   | % of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology                     | ≥95%    | ≥95%    | 92.6%   |         |         |         |         |
|   | % of 11 <sup>th</sup> graders meeting or exceeding state standards in Science                     |         |         |         | TBD     |         |         |         |
| <b>High School Students Graduating Future Ready</b> | % graduation rate   | 99.1%   | 97.7%   | 99.2%   | 100%    |         |         |         |
|   | % of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in a dual credit college-level course | 96.9%   | 96.9%   | 97.7%   | 100%    |         |         |         |
|   | % of graduates enrolled in post-secondary institution within 2 years of graduation                | n/a     | n/a     | 85-89%  | 83%     |         |         |         |

- Credits earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard. Starting Spring 2018, ELA is measured in Grade 10.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database. Starting Spring 2018, Math is measured in Grade 10.

- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us>). Starting Spring 2018, HS Science is measured in Grade 11 (WCAS.)
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data.

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

| 2017-2018 Goal   | Achievement Outcome  |
|--|--|
| Literacy Goal: By June 2018, all students will improve their ability and comfort to make productive contributions to classroom discussions and express their personal voice during presentations.  | Outcome: By June 2018, all students demonstrated a measurable improvement in productive contributions to classroom discussions.  |
| Narrative Reflection: Our goal in Literacy was to improve the students' ability and comfort to make productive contributions to classroom discussions and express their personal voice during presentations. Our ELA and Social Studies teachers met on a biweekly basis to discuss this goal, evaluate progress, and identify teaching practices that encourage student participation and personal voice. By the end of the year, 100% of students demonstrated a measurable improvement in productive classroom discussion.  |  |
| Math Goal: By June 2018, 100% of our students will successfully monitor their understanding of our new mathematics curriculum through equitable strategies designed to provide students with individualized instruction.   | Outcome: By June 2018, all students were able to successfully monitor their understanding by tracking their progress using online assignments to identify their individual strengths and weaknesses. |
| Narrative Reflection: Our goal in the math department was to work with the resources in our new curriculum to help students monitor their understanding and provide students with individualized instruction. The math teachers met on a regular basis as a department and four times during the school year with the district to discuss best practices for using our new curriculum. Students were given adaptive, online assignments that coached students to acquire new skills and track their progress throughout the year. Students accessed example problems, online tutorials, and benchmark assessments focused on individual needs. |  |
| Science Goal: By June 2018, 100% of Junior students will demonstrate understanding and use of the engineering design process and authentic research as outlined in the Next Generation Science Standards   | Outcome: By June 2018, 100% of Juniors demonstrated their understanding of the engineering design process by participating in a mentor-based competition.  |

|  |  |
|--|--|
| through participation in a mentor-based competition.   |  |
| Narrative Reflection: As a science department, we focused on teaching to the Next Generation Science Standards. Of primary focus was the inclusion of the engineering design process outlined in the standards. Throughout all our signature labs, students engaged in the engineering design process, where students defined problems, designed solutions, and optimized their final designs.   |  |
|  |  |
| Achievement Gap Goal: By June 2018, our Freshmen qualifying for Special Education/504's will increase from 66% to 80% on-track for credits.  | Outcome: By June 2018, 100% of our Freshmen that qualified for Special Education earned 6 credits and were on-track for credits.   |
| Narrative Reflection: Transitioning to high school can be a difficult process for all students. This is especially true for students who qualify for Special Education/504's. To meet our goal, we organized quarterly meetings between teachers of freshmen courses, counselors, and special education staff. During these meetings we discussed students at risk of credit loss and shared strategies that have worked for specific students. We also implemented Club 122, where we provided additional supports and a structured environment for students to complete their homework after school. |  |
|  |  |
| On-Track Credits Goal: By August 2018, our student population will increase their on-track credit completion from 95% to 96% through increased family communication about student progress, focused attention on historically difficult courses, and informing students of summer school opportunities.  | Outcome: By August 2018, our percentage of students that are on-track for credits remained at 95%.   |
| Narrative Reflection: Although we implemented several strategies during the school year, it was difficult to make progress toward this goal due to the 6 period day. This will be a continued area of focus for our building and we will look forward to seeing improvement now that the students are taking 7 credits per year.   |  |
|  |  |
| College and Career Readiness Goal: By June 2018, all juniors will demonstrate the 21 <sup>st</sup> century skill of collaboration by successfully participating in a group project in their signature lab  | Outcome: By June 2018, 100% of juniors demonstrated the 21 <sup>st</sup> century skill of collaboration by participating in multiple group projects within their signature labs. |
| Narrative Reflection: At Tesla STEM, we emphasize Problem Based Learning and group projects for all students. We work to improve students' abilities to successfully collaborate on projects using digital tools to organize and collect group work, and provide students with strategies for dividing up tasks. We work with all staff to design grade  |  |

|  |  |
|--|--|
| <p>appropriate group projects at each grade level to build the student's collaboration skills. By the end of the 2018 school year, 100% of juniors successfully participated in multiple group projects within our signature labs.</p>   |  |
|  |  |
| <p>School Effectiveness Goal: By June 2018, 95% of returning faculty will take on a leadership role within the school.</p>   | <p>Outcome: By June 2018, 100% of returning staff took on a leadership role within the school.</p>   |
| <p>Narrative Reflection: After looking at our 9 Characteristics Survey staff data, we wanted to offer opportunities for all returning staff to take on a leadership role in our school. Staff were given opportunities to organize professional development, present at staff and PCC meetings, work on decision-making committees, and advise student groups.</p>   |  |
|  |  |
| <p>Attendance Goal: By June 2018, absences in 1<sup>st</sup> period will decrease from 6% to 5% using parent meetings and student letters to inform and coach students and families for better attendance.</p>   | <p>Outcome: By June 2018, the number of absences during 1<sup>st</sup> period dropped to an average of 4.5%.</p>                                 |
| <p>Narrative Reflection: At the beginning of the 2017-18 school year, we noticed attendance issues primarily for 1<sup>st</sup> period. As a staff, we focused on emphasizing the importance of regular attendance. Teachers, counselors, and administrators communicated with families throughout the year. By the end of the year, we were able to get absences in first period to drop to an average of 4.5%.</p> |  |
|  |  |
| <p>Discipline Goal: By June 2018, we will continue to gather data on instances of plagiarism in our courses and design intervention strategies to reduce the number of instances.</p>  | <p>Outcome: During the 2017-18 school year, we monitored instances of plagiarism and worked on strategies to reduce the number of instances.</p> |
| <p>Narrative Reflection: After looking at instances of plagiarism and studying best practices, our staff focused on implementing lessons on the definition of plagiarism, formative assessments, and Safe School Ambassador training. We still see room for improvement in this area and will continue to make it a focus of the 2018-19 school year.</p>  |  |



Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

|  |
|--|
| 2017-18 Strategies to involve parents, families and the community in the CIP process:<br>PTSA Co-Chair/Leadership Meetings |
|--|

|  |
|--|
| Reflection on Outcome: Through working with the PTSA Co-Chair/Leadership Meetings we were able to get an invaluable perspective of our families about the work we are doing at Tesla STEM. |
|--|

|   |
|---|
| 2017-18 Strategies to inform parents, families and the community in the CIP process:<br>PTSA General Meetings, PTSA Newsletter, PTSA Co-Chair/Leadership Meetings, Tesla STEM Website |
|---|

|   |
|---|
| Reflection on Outcome: The communication processes we have with our PTSA are an important part of insuring that our families and community stay informed of our CIP process. We will continue to look for other ways to ensure that our community has visibility into our yearly goals. |
|---|

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

| 2018-2019 SMART Goals, Strategies and Resources   |
|---|
| <p>Literacy SMART Goal:</p> <ul style="list-style-type: none"> <li>By June 2019, 95% of students will effectively evaluate multiple sources for credibility and bias and be able to select and integrate evidence effectively in one or more assignments of projects.</li> </ul>  |
| <p>Process used to determine goal:</p> <ul style="list-style-type: none"> <li>As a Humanities department, we looked at the Common Core State Standards and student data. We identified the need to improve students' ability to work with multiple sources as a clear focus of this year's work.</li> </ul> <p>Responsible individual or team:</p> <ul style="list-style-type: none"> <li>ELA and Social Studies Departments</li> </ul> <p>Strategy/ies that will be implemented to support goal:</p> <ul style="list-style-type: none"> <li>We will instruct students to use more than one source, evaluate the relevance of sources, compare/contrast sources, assess the importance of selected passages/quotes, and evaluate effective ways to integrate selections (ex. Ethos, Pathos, Logos).</li> </ul> <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> <li>As outlined in the Common Core State Standards, students need to be able to work adeptly with multiple sources of data when conducting research.</li> </ul> <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none"> <li>Student progress will be monitored throughout the year. Three to four benchmark assignments will be given to develop and assess the students' abilities to work with multiple sources.</li> </ul> <p>Any professional learning needed:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Any resources needed and plans to obtain them:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Timelines and Progress Monitoring Plans:</p> <ul style="list-style-type: none"> <li>Over the course of the year, we will assess our students' ability to find and cite relevant information, categorize information and apply it to support different arguments, and consistently evaluate and integrate information.</li> </ul> |
| <p>Math SMART Goal: By June 2019, 95% of students will effectively engage in classroom discussion in relation to open-ended problem-based learning questions created for our math courses.</p>  |
| <p>Process used to determine goal:</p> <ul style="list-style-type: none"> <li>Common Core has outlined 8 mathematical practices that we should be fostering in our students. After reviewing student data, we will focus on 3 of them: make sense of problems and persevere in solving them, reason abstractly and quantitatively, and construct viable arguments and critique the reasoning of others.</li> </ul>  |

Responsible individual or team:

- Math Department

Strategy/ies that will be implemented to support goal:

- We will instruct students on how to identify important information in a problem, reason their way through a problem using mathematical operations, and create viable arguments and assess the reasonableness of a conclusion.

How challenge and rigor will be ensured for all students:

- This goal will challenge all students to meet the criteria outlined in the Common Core State Standards for Mathematics.

How necessary interventions will be determined:

- Student progress will be monitored throughout the year by taking data on student participation and problem-based learning activities created to assess the students' abilities to construct viable arguments and critic the reasoning of others.

Any professional learning needed:

- We will be studying best practices for designing and integrating Problem-Based Learning in a mathematics classroom.

Any resources needed and plans to obtain them:

- We have gathered texts and articles related to Problem-Based Learning that we will be using throughout the year.

Timelines and Progress Monitoring Plans:

- Over the course of the year, we will monitor student engagement with the curriculum through class observations, student surveys, and student work.

Science SMART Goal: By June 2019, students will demonstrate a 20% increase on test scores over the baseline after the introduction of a model-based approach to describing the structure and systems inherent in our phenomena we are studying.

Process used to determine goal:

- After attending district meetings, reading the strategies outlined in Ambitious Science Teaching Approach, and looking at student data, we decided to address the Next Generation Science Standard of developing and using models to illustrate the hierarchical organization of interacting systems.

Responsible individual or team:

- Science Department

Strategy/ies that will be implemented to support goal:

- We will focus on developing models that incorporate an element of time to highlight the changes within a system.

How challenge and rigor will be ensured for all students:

- Instead of focusing on static models, students will be challenged to identify and represent the changes in a system over time.

How necessary interventions will be determined:

- Student progress will be monitored through unit assessments after the students have studied or created their relevant models.

Any professional learning needed:

- Continued study of best practices for using models that incorporate a time element.

Any resources needed and plans to obtain them:

- None

|  |
|--|
| <p>Timelines and Progress Monitoring Plans:</p> <ul style="list-style-type: none"> <li>Over the course of the year, we will monitor students' improved understanding of systems through the incorporation of models that utilize an element of time.</li> </ul>  |
| <p>Achievement Gap SMART Goal: By June 2019, our Freshmen qualifying for Special Education/504 will increase from 66% to 100% on-track for credits.</p>  |
| <p>Process used to determine goal:</p> <ul style="list-style-type: none"> <li>Last year we put an emphasis on supporting our incoming freshmen who qualified for Special Education/504. We had good success helping these students stay on track for credits. However, we wanted to continue this goal to verify that we can sustain this success into the future.</li> </ul> <p>Responsible individual or team:</p> <ul style="list-style-type: none"> <li>Teaching staff, academic counselors, office managers and administrators.</li> </ul> <p>Strategy/ies that will be implemented to support goal:</p> <ul style="list-style-type: none"> <li>We will organize quarterly meetings between teachers of freshmen courses, counselors, and special education staff to monitor student progress and discuss strategies that have worked for specific students. We will also provide additional in-class supports as well as our after-school program, Club 122, where students are given a structured, supportive environment for students to complete homework assignments.</li> </ul> <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> <li>Historically, our incoming Special Education/504 students have had a difficult time adjusting to the challenge and rigor of our high school courses. We have created these structures and supports to ensure all our students can meet our high expectations.</li> </ul> <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none"> <li>Counselors, administrators, and teaching staff will monitor student grades and identify those at risk being credit deficient.</li> </ul> <p>Any professional learning needed:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Any resources needed and plans to obtain them:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Timelines and Progress Monitoring Plans:</p> <ul style="list-style-type: none"> <li>We will monitor student data throughout the year on a continual basis.</li> </ul> |
| <p>On-Track Credits SMART Goal:</p> <p>By August 2019, our student population will increase their on-track credit completion from 95% to 96% through increased family communication about student progress, focused attention on historically difficult courses, and informing students on summer school opportunities.</p>  |
| <p>Process used to determine goal:</p> <ul style="list-style-type: none"> <li>After reviewing last year's progress in this area, we decided to extend this goal to help achieve Core24.</li> </ul> <p>Responsible individual or team:</p> <ul style="list-style-type: none"> <li>Teaching staff, academic counselors, office managers and administrators.</li> </ul> <p>Strategy/ies that will be implemented to support goal:</p>   |

|   |
|---|
| <ul style="list-style-type: none"> <li>We will support this goal through increased family communication, focused attention on historically difficult classes, adapting our peer tutor program to work with students during the school day.</li> </ul> <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> <li>We are working to lift all students up to a proficient level and keep them on track for Core24.</li> </ul> <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none"> <li>Counselors, administrators, and teaching staff will monitor student grades and identify those at risk being credit deficient.</li> </ul> <p>Any professional learning needed:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Any resources needed and plans to obtain them:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Timelines and Progress Monitoring Plans:</p> <ul style="list-style-type: none"> <li>We will monitor student data throughout the year on a continual basis.</li> </ul>   |
| <p>College and Career Readiness SMART Goal:</p> <p>By June 2019, all juniors will demonstrate the 21<sup>st</sup> century skill of collaboration by successfully participating in a group project in their signature lab.</p>   |
| <p>Process used to determine goal:</p> <ul style="list-style-type: none"> <li>In order to prepare students for college and career, we wanted our goal related to a 21<sup>st</sup> century skill. In all grades, we have been working on fostering a collaborative environment. However, we wanted to quantify students' ability to successfully collaborate with their peers before their senior year.</li> </ul> <p>Responsible individual or team:</p> <ul style="list-style-type: none"> <li>Teaching staff and administrators</li> </ul> <p>Strategy/ies that will be implemented to support goal:</p> <ul style="list-style-type: none"> <li>To support our goal, we will continue to emphasize Problem Based Learning in all courses, design grade appropriate group projects at each grade level to build students collaboration skills, and develop students' abilities to divide, collect, and organize group work.</li> </ul> <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> <li>Through this goal, we will ensure that all student have access to the skills need to meaningfully participate in challenging projects.</li> </ul> <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none"> <li>Student progress will be monitored throughout the year as the students continue to participate in group projects.</li> </ul> <p>Any professional learning needed:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Any resources needed and plans to obtain them:</p> <ul style="list-style-type: none"> <li>None</li> </ul> <p>Timelines and Progress Monitoring Plans:</p> <ul style="list-style-type: none"> <li>We will monitor student progress throughout the year by looking at student data related to successful collaboration techniques used during group projects.</li> </ul> |
| <p>School Effectiveness SMART Goal:</p> <p>By June 2019, 95% of returning faculty will take on a leadership role within the school.</p>   |

Process used to determine goal:

- Last year we started our work to ensure that staff had the opportunity to hold leadership roles within Tesla STEM. We had good success last year, but we also have had significant changes to our staffing and programs. Therefore, we felt it necessary to continue our focus on building staff leadership.

Responsible individual or team:

- Teaching staff, academic counselors, and administrators

Strategy/ies that will be implemented to support goal:

- We will use regular staff meetings to discuss the work of our school and how staff can support, administration check-ins, and leadership meetings.

How challenge and rigor will be ensured for all students:

- In order to reach all students, our staff needs to be connected with the operations of the school and take on a personal role in the school's continuous attempt to improve.

How necessary interventions will be determined:

- We will solicit feedback from staff through surveys and meetings to monitor workload and give staff opportunities to take on leadership roles.

Any professional learning needed:

- None

Any resources needed and plans to obtain them:

- None

Timelines and Progress Monitoring Plans:

- We will monitor progress throughout the year by administration check-ins and leadership meetings.

Attendance SMART Goal:

By June 2019, absences in 1<sup>st</sup> period will decrease from 4.5% to 4% using parent meetings and student letters to inform and coach students and families for better attendance.

Process used to determine goal:

- For our attendance goal, we have noticed a higher rate of absences in 1<sup>st</sup> period compared to other periods and that it is affecting student performance in those classes compared to other periods.

Responsible individual or team:

- Teaching staff, academic counselors, office managers and administrators.

Strategy/ies that will be implemented to support goal:

- Regular review of school attendance with emphasis on discrepancies between 1<sup>st</sup> period and other classes throughout the day
- Teacher initiated communication regarding repeated missed attendance
- Counselor follow-up communication regarding continued missed attendance

How challenge and rigor will be ensured for all students:

- For students to be challenged and engage with our curriculum, they need to be present. Our emphasis on regular attendance is to ensure that all students have equal access to our rigorous curriculum.

How necessary interventions will be determined:

- We will monitor progress throughout the year by looking at instances of absence in 1<sup>st</sup> period relative to other classes.

Any professional learning needed:

- None

Any resources needed and plans to obtain them:

- None

Timelines and Progress Monitoring Plans:

- Quarterly checks of our attendance percentage during 1<sup>st</sup> period
- Continuous monitoring for students that are at risk of chronic absenteeism.

Discipline SMART Goal:

By June 2019, we will continue to gather data on instances of plagiarism in our courses and design intervention strategies to reduce the number of instances.

Process used to determine goal:

- For our discipline goal, we have noticed that plagiarism is an issue in our classes, but we have not quantified how big of an issue it is. We will use this year to gather data to assess the extent of the problem.

Responsible individual or team:

- Teaching staff, academic counselors, and administrators

Strategy/ies that will be implemented to support goal:

- Focus on citing of resources in ELA, Social Studies, and signature lab courses
- Giving students recourses in Link Crew and Safe School Ambassadors to hold each other accountable.

How challenge and rigor will be ensured for all students:

- Our goal is for students to demonstrate their personal knowledge and understanding of the subject material, and to hold themselves to a high standard.

How necessary interventions will be determined:

- Interventions will be determined based on student conduct.

Any professional learning needed:

- None

Any resources needed and plans to obtain them:

- None

Timelines and Progress Monitoring Plans:

- We will monitor progress throughout the year by collecting data on the number of cases of plagiarism in all classes.

## **VI. Parent, Family and Community Involvement Strategies for 2018- 2019**

|  |
|--|
| 2018-19 Strategies to involve parents, families and the community in the CIP process:<br>PTSA Co-Chair/Leadership Meetings |
|--|

|  |
|--|
| Timelines and Progress Monitoring Plans: |
|--|

|   |
|---|
| Our strategies for involving parents, families, and the community in the CIP process will be monitored throughout the year at our PTSA Leadership Meetings. |
|---|

|   |
|---|
| 2018-19 Strategies to inform parents, families and the community in the CIP process:<br>PTSA General meetings, PTSA Newsletter, PTSA Co-Chair/Leadership Meetings, post CIP on Tesla STEM website |
|---|

|  |
|--|
| Timelines and Progress Monitoring Plans: |
|--|

|   |
|---|
| We will use our communication process to inform families and the community about our progress toward our CIP goals throughout the year. |
|---|