



Continuous Improvement Plans

JUANITA LEARNING COMMUNITY

2018-2019

- Bell Elementary School
- Frost Elementary School
- Juanita Elementary School
- Keller Elementary School
- Muir Elementary School
- Sandburg Elementary School
- Thoreau Elementary School
- Finn Hill Middle School
- Kamiakin Middle School
- Juanita High School
- Community School
- Discovery Community School
- Environmental & Adventure School
- Futures
- International Community School



Continuous Improvement Process Plan 2018-2019

Bell Elementary School

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Kirkland, WA 98033

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I. Description of School

Bell Elementary School is located in the city of Kirkland between Interstate 405 and Juanita Beach. The school is comprised of 443 elementary students and 89 preschool students. The Quest Program is housed within the elementary school and includes a 2nd/3rd grade cohort as well as a 4th/5th grade cohort. The preschool is collectively made up of three district programs: SNAPS, Head-Start, and Ready Start. The racial demographic includes 4% African American students, 13% Asian students, 17% Hispanic students, and 58% Caucasian students. Overall, 32 languages are represented by the student population, but the most common languages include English (69%), Spanish (9%), Russian (3%), Vietnamese (2%), Portuguese (2%), Mandarin (2%), Farsi (1%), Kinyarwanda, (1%) and Polish (1%). The school provides additional supports and resources to special education students (14.7%), English Language Learner students (17.8%) and low-income students (20.1%).

School Mission:

At Bell Elementary School, our staff continues to have one primary focus: “The success of every student matters”. Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement of each student. Together as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	75.0%	86.4%	90.6%	92%			
		1 st	83.6%	69.1%	68.6%	83%			
		2 nd	89.2%	80.3%	79.4%	80%			
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		55.7%	71.4%	67.6%	67%			
	% of 3 rd graders meeting or exceeding state standards in Math		62.7%	76.6%	70%	69%			
4 th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		54.5%	70.0%	69.1%	79%			
	% of 4 th graders meeting or exceeding state standards in Math		50.9%	60.0%	70%	67%			
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		61.0%	70.1%	68%	75%			
	% of 5 th graders meeting or exceeding state standards in Math		47.4%	47.3%	54.7%	58%			
	% of 5 th graders meeting or exceeding state standards in Science		74.5%	82.4%	74.4%	75%			

- **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 reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

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

Throughout the 2017-2018 school year, the Bell staff participated in identified CIP days as well as PCC time known as data teams (data collection and analysis and related professional development) to help support the implementation and monitoring of the CIP reflection and development of goals. CIP goals were identified through a reflective process using multiple data points. Specifically, the staff reviewed school effectiveness data, DIBELS data, Wonders data, Envision data, SBA data, MSP data, report card data, and current academic assessment data to identify target areas to focus on, including sub group areas of focus. These data points were updated on a regular basis throughout the school year based on formative and summative assessments and feedback from interventionists. Each grade level used data cycle analysis to level students' current progress and discuss next steps in supporting their student growth. During the data cycle analysis, staff updated data charts, reviewed and analyze assessment data, developed intervention support plans and collaborated with interventionists to support student progress.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: By June 2018, 76% of students will be at or above benchmark in reading as measured by EOY DIBELS scores.	Outcome: 84.8% of students were at or above benchmark on the EOY DIBELS scores.
Narrative Reflection: In the area of reading and writing, we were proud of how our students did with mastering sound fluency, letter naming fluency, word recognition, nonsense word fluency, and that our students can restate the questions in their answers and/or use text evidence sentence starters. The teachers have fully implemented the new writing curriculum and are excited to see students show a love for writing! The kindergarten teachers are dedicated to early intervention by working closely with families which has positively impacted the students growing through our system. The kindergarten students achieved 91.8% at or above benchmark, with 69% above benchmark. Our 1 st grade teachers do a walk-to-read model by leveling groups for intervention and extension. Our 1 st grade students achieved 82.7% at or above benchmark, with 67.24% above benchmark. Our 2 nd grade team continues to focus on phonemic awareness for literacy growth. Our 2 nd grade students achieved 80% at or above benchmark, with 64.4% of students above benchmark. To continue to show growth in Kindergarten through 2 nd grade in the areas of reading and writing, we will need to focus on sight words, comprehension, nonsense word fluency, phoneme segmentation, and decoding. In addition, the teachers would like to continue to intentionally work to close the academic gap by intensively supporting our low-income, Special Education, and Safety Net students through a triple dose of instruction during the Intervention and small group instruction times.	

<p>Literacy: 3-5 ELA Goal:</p> <p>By June 2018, 72% of students will be at or above standard in ELA as measured by SBA scores.</p>	<p>Outcome:</p> <p>74.2% of students scored at or above standard on the SBA ELA test.</p>
<p>Narrative Reflection:</p> <p>Grade 3-5 teachers reflected on the students who achieved above proficiency. The use of success criteria was identified as a contributor of growth. Also, in 5th grade the teachers implemented a “Middle School Model,” where one teacher taught ELA during a block of the day. Last, the scope and sequence work for identifying what is taught before the SBA test proved to be beneficial. The teachers focused on how to cite text evidence during instruction with their students. Furthermore, working with small groups in reading with graphic organizers helped to develop student thinking and provide the informal assessment to further intervention and support. On-going conferencing with students on progress was a method of support for struggling students in this area, especially in writing. In addition to on-going language review, partner support for edit/revision was a strategy used. Our teachers will continue to focus on Figurative language, Information writing, Text analysis (cause & effect, sequence, author’s point of view), Conventions, Relevant vs. irrelevant info, write and revise brief texts, and supporting students that are falling in the achievement gap.</p>	
<p>Math: 3-5 Math Goal:</p> <p>By June 2018, 71% of students will be at or above standard in Math as measured by the SBA scores.</p>	<p>Outcome:</p> <p>64.3% of students scored at or above standard on the SBA Math test.</p>
<p>Narrative Reflection:</p> <p>Teachers in grades 3-5 have identified that the use of DreamBox and its personalized adaptability to CCSS was a contributing factor to allowing more individualized math instruction in-class. Teachers found higher student growth when they aligned DreamBox lessons to go with units they taught in-class. In addition, the use of success criteria for each unit has supported the student growth and understanding of where they are going. Last school year, Safety Net was able to support small groups of students with the use Aleks software This has given the students a chance for additional time to access math instruction learning in the day.</p> <p>This school year, teachers feel that intentional work around geometry, decimals, measurement, writing numerical expressions, taking words and putting into a math equation will be essential preparation for students as they get ready for the math SBA test. Finally, the teams plan to continue math fact fluency and model skills and use success criteria for students to understand foundational learning and the pathway to achieving on the CCSS.</p>	
<p>Science: 5th Science Goal:</p>	<p>Outcome:</p>

By June 2018, 74% of students will be at or above standard in science as measured by MSP scores.	75.3% of students scored at or above standard on the MSP science test.
<p>Narrative Reflection:</p> <p>The last few school years, Bell has seen an increase in their Science MSP scores. This is due to focused efforts on unpacking standards, examining the science scope and sequence, and establishing a strong commitment to using the planning guides so that all students have exposure to science standards by the end of the year. Also, intentional planning around when Science instruction was taught so that students who were receiving intervention services were not missing instruction. Based on our efforts, we were very proud to see more students (75.3%) continue to meet standard. This school year, teachers would like to focus on carving out more time in the day to support Science instruction.</p>	

Achievement Gap Goal: By June 2018, we will improve the percentage of grade 3-5 student's in the subgroup of African American and Hispanic from 54% proficient (combined score) on the ELA and Math portions of the SBA to 68% proficient.	<p>Outcome:</p> <p>71.7% in ELA and 61.5% in math respectively. 66.6% overall.</p>
<p>Narrative Reflection:</p> <p>During the 2017-2018 school year, we were intentional about setting high expectations for all of our students, had systems in place for general education and interventionists to dialogue around learning targets and instructional outcomes, and implemented the data team cycle in all grade levels. This intentional commitment was evident as the SBA combined scores in Math and ELA for our African-American and Hispanic students rose from 54% at standard to 66.6% at or above standard. These 39 students improved their performance on the SBA considerably, up over 10% from the previous school year. One area of note that is evident in the data is seen at the intersection of race and socioeconomic status, ELL status, and SPED status. Students of color who also are found in one of these categories scored significantly lower on the SBA.</p> <p>As a building we need to continue to focus on increasing the academic performance of our sub-group students in all content areas by growing professional practice as a staff. In the 2019 school year this need will be facilitated through the best practices currently in place at Bell. We will continue to set high expectations for all our students, use the data team analysis process, provide feedback to students using success criteria and formative assessments, continue the proactive dialogue between general education teachers and interventionists, dovetail the intentional professional development in and implementation of; Culturally Responsive Teaching practices, implementing SIOP</p>	

instructional practices, classroom and behavior management strategies, and social emotional learning.

School Effectiveness Goal:

By June 2018, we will increase the percentage of staff who believe the “all students are expected to achieve high standards” from 39% who agree completely to 75% who agree completely as measured by the annual perception data survey.

By June 2018, we will increase the percentage of staff who believe “the school provides ample information to families about how to help students success in schools” from 42% who agree completely to 80% who agree completely as measured by the annual perception data survey.

Outcome:

48.28% of staff completely agreed that “all students are expected to achieve high standards”

44.83% of staff completely agreed that “the school provides ample information to families about how to help students succeed in schools.”

Narrative Reflection:

Our School Effectiveness data continues to improve over the past seven years. The 2018 data demonstrates overall high marks and minimal low, with only 4 singular instances where “don’t agree at all” was selected, each in isolated questions. To support the work on these goals, the RTI committee led professional development on culturally responsive teaching. The RTI committee formed a sub-committee that has begun to examine how to best communicate with parents and getting more of the parent community involved at school.

Bell’s Building Leadership Team noted that the individual understanding and definition of “*agree completely*” was not consistent throughout the staff in the building. Some staff view this as an absolute, 100%, with fidelity all day every day for every student. Others scored these categories with agree completely relating to the general consensus and broad understanding of intent and outcome. Consequently, we will clearly define our expectations around these Likert scale descriptors for the 2019 surveys.

Additionally, to promote further growth in the area of rigor, specific professional development is planned around technology integration and the SAMR model, training from the accelerated programs department on level 4 and challenge options in general education settings, and further learning and implementation of culturally responsive teaching practices.

<p>Attendance Goal: By June 2018, we will decrease the average number of students tardy per month from 24 to 14 as measure by monthly My School Data tardy reports.</p>	<p>Outcome: On average, 12 students per month were tardy.</p>
<p>Narrative Reflection:</p> <p>Our efforts to reduce tardies was successful. The front office staff as well as admin team worked to greet late students each day (to maintain positive relationships) and then partnered with them to better understand the reason for their tardy and then determine appropriate solutions. On many occasions, those who were regularly tardy were students who were without adult supervision in the morning and had to get themselves to school on time.</p>	
<p>Discipline Goal: By June 2018, we will decrease the number of students that are suspended from school from 21 to 15 as measured by the spring 2017 suspension report.</p>	<p>Outcome: Suspension rates decreased to 13 students excluded from school throughout the 2018 school year.</p>
<p>Narrative Reflection:</p> <p>In the 2017-2018 school year, the Positive Bulldog Support Committee tirelessly worked to implement “Living the Bulldog” Rules week and common expectations for students in the common areas of the school such as the bathroom, hallway, cafeteria, and recess. This was a response due to the discipline data showing most suspensions were occurring in those areas. During the “Living the Bulldog” Rules week the expectations were taught and reviewed 3 times throughout the school year. This attributed to our decrease in the number of students suspended to 13.</p> <p>One finding in the discipline data from the 2018 school year was the exclusionary discipline recurrence rate. A small handful of students made up a majority of exclusions. Thus, prompting the formation of a recurrence rate goal for 2019. This is a result of the 2018 data showing that in/out of school suspensions potentially did not immediately lead to changed behavior in the 2018 school year.</p> <p>For 2019, the Positive Bulldog Support Committee will continue to look into the “Living the Bulldog Way” program and expectations and how to support positive behavior in the common school areas as well as leading professional development in “Love and Logic” and student behavior intervention.</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">• Data teams will develop action plans for involving families at each grade level.• Principal and PTA presidents will meet bi-monthly to discuss meaningful strategies for involving families.• RTI Committee will work on culturally responsive communication approaches to increase engagement of low-income, Hispanic, and African-American families.
<p>Reflection on Outcome:</p> <p>Our efforts to communicate with families regarding school-based goals was accomplished consistently over the course of the year. Caucasian and Asian families showed the highest interest. However, we continue to struggle to engage Hispanic, African-American, and low-income families on school goals.</p>
<p>2017-18 Strategies to inform parents, families and the community in the CIP process:</p> <ul style="list-style-type: none">• Teacher Power School Pages<ul style="list-style-type: none">○ Updates on progress towards grade level goals at least 3 times during the year.○ Strategies teachers are utilizing to develop students understanding and progress towards the goals.• School Communication by Website and School Messenger<ul style="list-style-type: none">○ Building procedures and structures for meeting and monitoring CIP goals.○ Academic focuses and professional growth opportunities for teachers. related to CIP goals.○ Grade level celebrations based on academic progress.
<p>Reflection on Outcome:</p> <p>Our established goals to communicate with families were accomplished consistently over the course of the year. Teachers consistently updated Power School pages. However, even with reminders about updates, few families seem to engage with the resources available on Power School. School messenger communication occurred twice a month to deliver school-wide academic progress and event updates. Many families utilized this communication; however, Hispanic, African-American, and low-income families seem to respond to or fail to read it more often than Caucasian and Asian families. Staff wonder if some families need more personalized approaches to ensure better two communication and participation.</p>

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

Focused Work for the 2018-2019 School Year

Our 2018-2019 Continuous Improvement Plan is defined by three critical focuses:

1. Unified and individualized intervention approaches through a data teams model and a K through 5 master schedule.
2. Implement effective curricular responses to students needs in the area of math and literacy (specifically within the strand of writing).
3. Implement research-based strategies associated with closing the achievement gap for low-income, Hispanic and African-American students.

Through a data teams model, we will continue to place an emphasis on individualized intervention in order to support academic deficits in both math and literacy/writing. Teachers have developed a better understanding of data analysis cycles as a way to evaluate their own effectiveness, develop response plans, and improve instructional methods. This year we will extend our efforts to also focus on student involvement in their own learning and a continued focus on developing stamina and endurance when facing learning challenges. This includes continuous student self-assessment along a progressive continuum of skills to meet a standard. The use of “success criteria” in every classroom will support a clear understanding of the learning target and helps students answer the questions: “Where am I at? Where do I need to go next? By acting as a powerful communication tool, the use of “success criteria” will also help bridge the gap between home and school. In response to continued staff reflection and analysis in August, teachers will continue to implement building-wide approaches to the master schedule. The primary goal of the design is to *schedule learning instruction and environments* around the way the brain is designed to learn. This includes a focus on three-tiered intervention approaches that not only meet the needs of students who are below, at, and above standard, but also implement scheduling structures to reinforce student engagement in the classroom and proactively remove obstacles in areas such as the classroom, the playground, and lunchroom.

While we will continue to maintain momentum gained within literacy/reading instruction, we want to focus deliberate efforts on K-5 writing instruction and K-5 math instruction. The staff will continue to implement newer writing curriculum with goals to grow professional understanding of best practices in writing, utilize new grading rubrics, vertically align grade level focuses, and to provide consistent instructional environments for students. The staff will also exert energy toward the need to better align math instruction and math enrichment practices to Common Core Math Standards. Our goal will be to reinforce current Envision curriculum with enrichment opportunities that are not only better differentiated, but better expose students to rigor. In response to this, the staff will continue to pilot an adaptive enrichment technology tool known as Dreambox throughout the year.

Staff will focus on implementing research-based and culturally responsive strategies that work to close achievement gaps. Our goal is to better understand obstacles of social, economic, and racial groups and work to eliminate impacts. Within the classroom, our goal

is to provide consistent opportunities for student voice and representation. Within the parent and family community, our goal is to improve communication and better develop a school partnership to student learning. We believe it is essential that both certificated and classified staff are involved in this work.

Overall, these identified goal areas will be supported by work time during team and building collaboration opportunities throughout the year. Our hope to provide staff with environments and concentrated time to research, plan effectively, collaborate, and professionally reflect so that they can grow their own instructional practice and effectiveness. By regularly meeting at critical points of time, we hope to increase responsiveness to ensure every student experiences academic growth.

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: K-2 Reading SMART Goal: By May, 2019, K-2 students will increase from 49% of students at standard in reading to 81% of students at standard as measured by EOY DIBELS.</p>
<p>Process used to determine goal: Bell used identified CIP days as well as PLC time known as data teams (data collection and professional development) to help support the implementation of the CIP reflection and development of goals. Each grade level used data cycle analysis to level students' current progress. These data points were updated on a regular basis throughout the school year based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process of multiple data points. Specifically, the staff reviewed 9 characteristics data, DIBELS data, Wonders data, Envision data, SBA data, MSP data, report card data, and current academic assessment data to identify target areas to focus on, including sub group areas of focus. Bell used identified CIP days and PLC time to monitor progress throughout the year. During these times, staff updated data charts, reviewed and analyze assessment data, and worked with interventionists to capture student progress.</p> <p>Responsible individual or team: Kindergarten Team: Dennehy, Lazoritz, Tran 1st Grade Team: Kasiri, Flowers, Olsen 2nd Grade Team: Hynden, Rasor, Whiteside</p> <p>Strategy/ies that will be implemented to support goal:</p> <ul style="list-style-type: none"> • Professional development offered at LEAP and staff meetings • Data Teams Meetings • Principal to teach feedback • Learning walks within the building • Vertical collaboration opportunities <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> • Analysis and response plans derived at Data Team Meetings • Trainings provided by the Highly Capable District Staff

How necessary interventions will be determined:

- Analysis and response plans derived at Data Team Meetings
- Collaboration with SPED, SafetyNet, and ELL teachers
- Guidance Team Meetings
- Staffing process

Any professional learning needed:

Continued equity-based work

Any resources needed and plans to obtain them:

Courageous Conversations about Race by Singleton

Timelines and Progress Monitoring Plans:

- Team meetings once a week
- Twice yearly building-wide progress monitoring of CIP goals

Literacy: 3-5 ELA SMART Goal:

By May, 2019, 3-5 students will increase from 61% of students at standard in reading to 74% of students at standard as measured by SBA assessments.

Process used to determine goal:

Bell used identified CIP days as well as PLC time known as data teams (data collection and professional development) to help support the implementation of the CIP reflection and development of goals. Each grade level used data cycle analysis to level students' current progress. These data points were updated on a regular basis throughout the school year based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process of multiple data points. Specifically, the staff reviewed 9 characteristics data, DIBELS data, Wonders data, Envision data, SBA data, MSP data, report card data, and current academic assessment data to identify target areas to focus on, including sub group areas of focus. Bell used identified CIP days and PLC time to monitor progress throughout the year. During these times, staff updated data charts, reviewed and analyze assessment data, and worked with interventionists to capture student progress.

Responsible individual or team:

3rd Grade Team: Lawson, Rasor, Rons

4th Grade Team: Holder, Holzer

5th Grade Team: Butler, Guffey, Kubej

Strategy/ies that will be implemented to support goal:

- Professional development offered at LEAP and staff meetings
- Data Teams Meetings
- Principal to teach feedback
- Learning walks within the building
- Vertical collaboration opportunities

How challenge and rigor will be ensured for all students:

- Analysis and response plans derived at Data Team Meetings
- Trainings provided by the Highly Capable District Staff

How necessary interventions will be determined:

- Analysis and response plans derived at Data Team Meetings
- Collaboration with SPED, SafetyNet, and ELL teachers
- Guidance Team Meetings
- Staffing process

Any professional learning needed:
Continued equity-based work

Any resources needed and plans to obtain them:

Courageous Conversations about Race by Singleton

Timelines and Progress Monitoring Plans:

- Team meetings once a week
- Twice yearly building-wide progress monitoring of CIP goals

Math: 3-5 Math SMART Goal:

By May 2019, 3-5 students will increase from 58% of students at standard in math to 72% of students at standard as measured by SBA assessments.

Process used to determine goal:

Bell used identified CIP days as well as PLC time known as data teams (data collection and professional development) to help support the implementation of the CIP reflection and development of goals. Each grade level used data cycle analysis to level students' current progress. These data points were updated on a regular basis throughout the school year based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process of multiple data points. Specifically, the staff reviewed 9 characteristics data, DIBELS data, Wonders data, Envision data, SBA data, MSP data, report card data, and current academic assessment data to identify target areas to focus on, including sub group areas of focus. Bell used identified CIP days and PLC time to monitor progress throughout the year. During these times, staff updated data charts, reviewed and analyze assessment data, and worked with interventionists to capture student progress.

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3rd Grade Team: Lawson, Rasor, Rons

4th Grade Team: Holder, Holzer

5th Grade Team: Butler, Guffey, Kubej

Strategy/ies that will be implemented to support goal:

- Professional development offered at LEAP and staff meetings
- Data Teams Meetings
- Principal to teach feedback
- Learning walks within the building

- Vertical collaboration opportunities

How challenge and rigor will be ensured for all students:

- Analysis and response plans derived at Data Team Meetings
- Trainings provided by the Highly Capable District Staff

How necessary interventions will be determined:

- Analysis and response plans derived at Data Team Meetings
- Collaboration with SPED, SafetyNet, and ELL teachers
- Guidance Team Meetings
- Staffing process

Any professional learning needed:

Continued equity-based work

Any resources needed and plans to obtain them:

Courageous Conversations about Race by Singleton

Timelines and Progress Monitoring Plans:

- Team meetings once a week
- Twice yearly building-wide progress monitoring of CIP goals

Science: 5 Science SMART Goal:

By May 2019, 5th grade students will be able to increase from 0% at standard to 48% at standard in describing a system and variables that might affect the system, based on CDSA #1 and WCAP scores.

Process used to determine goal:

Bell used identified CIP days as well as PLC time known as data teams (data collection and professional development) to help support the implementation of the CIP reflection and development of goals. Each grade level used data cycle analysis to level students' current progress. These data points were updated on a regular basis throughout the school year based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process of multiple data points. Specifically, the staff reviewed 9 characteristics data, DIBELS data, Wonders data, Envision data, SBA data, MSP data, report card data, and current academic assessment data to identify target areas to focus on, including sub group areas of focus. Bell used identified CIP days and PLC time to monitor progress throughout the year. During these times, staff updated data charts, reviewed and analyze assessment data, and worked with interventionists to capture student progress.

Responsible individual or team:

3rd Grade Team: Lawson, Rasor, Rons

4th Grade Team: Holder, Holzer

5th Grade Team: Butler, Guffey, Kubej

Strategy/ies that will be implemented to support goal:

- Professional development offered at LEAP and staff meetings
- Data Teams Meetings
- Principal to teach feedback
- Learning walks within the building
- Vertical collaboration opportunities

How challenge and rigor will be ensured for all students:

- Analysis and response plans derived at Data Team Meetings
- Trainings provided by the Highly Capable District Staff

How necessary interventions will be determined:

- Analysis and response plans derived at Data Team Meetings
- Collaboration with SPED, SafetyNet, and ELL teachers
- Guidance Team Meetings
- Staffing process

Any professional learning needed:

Continued equity-based work

Any resources needed and plans to obtain them:

Courageous Conversations about Race by Singleton

Timelines and Progress Monitoring Plans:

- Team meetings once a week

Twice yearly building-wide progress monitoring of CIP goals

Achievement Gap SMART Goal:

By June 2019, we will improve the percentage of grade 3-5 student's in the subgroup of African American and Hispanic from 55% proficient (50.1% in Math and 60.6% in ELA) on the SBA to 68% proficient. The K-2 DIBELS scores for this subgroup will improve from 67.4% to 78%.

Process used to determine goal:

This goal was set through the detailed analysis and desegregation of data consisting of Dibels and SBA scores.

Responsible individual or team: Response to Intervention team & building administration

Strategy/ies that will be implemented to support goal:

Continued implementation of culturally responsive teaching strategies such as the sheltered instruction observation protocol. Additionally, the Equity Team/RTI committee will be completing a book study of Glen Singleton's "Courageous Conversations" and engaging the staff in PD throughout the year.

How challenge and rigor will be ensured for all students:

Bell's continued focus on Challenge and Rigor are demonstrated in Bell's School Effectiveness Goals. This effort is facilitated through professional development in collaboration with the accelerated programs department and a specific intentionality placed on all students being "expected to achieve high standards". Additionally, Level 4 and challenge options are consistently provided at every grade level and included in grade level specific growth goals.

How necessary interventions will be determined:

The RTI committee will determine specific interventions and PD through the analysis of gap data and trends over time. This data will also be supplemented with anecdotal data from classrooms.

Any professional learning needed:

Rigor PD will be provided by the Accelerated Learning Program & Equity training will be facilitated through the RTI committee.

Any resources needed and plans to obtain them:

Identify possible local conferences or trainings

Timelines and Progress Monitoring Plans:

Year end SBA/Dibels as comparison to previous scores of like cohort.

School Effectiveness SMART Goal:

By June 2019, we will increase the percentage of staff who believe the "*all students are expected to achieve high standards*" from 54% who agree completely to 75% who agree completely as measured by the annual perception data survey.

By June 2019, we will increase the percentage of staff who believe "*many parents are involved as volunteers at the school*" from 44% who agree completely to 75% who agree completely as measured by the annual perception data survey.

Process used to determine goal:

Building Leadership Team provided a detailed analysis of previous 9 characteristics survey results and identified areas of greatest need.

Responsible individual or team:

BLT, PBST, and administration team

Strategy/ies that will be implemented to support goal:

RTI Committee will meet monthly to participate in cultural competency training with goals to develop awareness, evaluate current building needs, and implement culturally responsive instructional strategies. Staff PD will be provided to complete staff wide calibration regarding current levels and performance indicators.

How challenge and rigor will be ensured for all students:

Professional development in collaboration with the accelerated programs department and a specific intentionality placed on all students being “expected to achieve high standards”. Additionally, Level 4 and challenge options are consistently provided at every grade level and included in grade level specific growth goals.

How necessary interventions will be determined:

BLT has assessed the data and will determine interventions

Any professional learning needed:

Continued Culturally Responsive Teaching and SIOP Trainings for certificated staff
Love and Logic Trainings

Any resources needed and plans to obtain them:

Love and Logic books and trainers
OneNote PD

Timelines and Progress Monitoring Plans:

Data will be collected at year end through 9 characteristics and by the annual perception data survey.

Attendance SMART Goal:

By June 2019, the number of students Chronically Absent (with 46 or more absences/tardies) will decrease from 27 students to 15 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
Ashley Short, School Secretary
BECCA specialist/Marcia Chapman

Strategy/ies that will be implemented to support goal:

- 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:
Bell's suspension recurrence rate will drop from an average of 2.7 suspensions per student excluded to 1.8 suspensions per student.

Process used to determine goal:
To determine goals exclusionary data was examined and discipline goals were selected with a focus on areas which have the greatest impact on instruction and academic growth. We want to ensure that we are developing and refining systems and structures with intentionality placed on positively impacting school culture and discipline rates. Increasing student ownership in their behavior and reducing time periods that students are not in class will help to increase exposure to classroom learning.

Responsible individual or team:
PBST committee, admin team, and BLT

Strategy/ies that will be implemented to support goal:

Building wide professional development will be one avenue for supporting this goal:

- Training in Love and Logic in the classroom through PBST.
- LEAP PD on CRT and SIOP strategies

Additionally, staff roundtables of classroom tools, student successes and attempted interventions will be shared at staff meetings.

How challenge and rigor will be ensured for all students:
By eliminating exclusionary disciplinary consequences students will gain greater access to classroom instruction, have fewer gaps in learning and understanding, and thus have greater access to challenge level activities.

How necessary interventions will be determined:
The PBST committee, admin, and BLT analyze previous year exclusionary data and staff anecdotal data on PBST initiatives to determine specific interventions and/or modifications therein.

Any professional learning needed:
Love and Logic training, SIOP training, CRT training.

Any resources needed and plans to obtain them:
Books and L&L trainer

Timelines and Progress Monitoring Plans:
2018-19 school year exclusionary rates will provide the data 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:

- Data teams will develop action plans for involving families at each grade level
- Principal and PTA presidents will meet bi-monthly to discuss meaningful strategies for involving families
- RTI Committee will work on culturally responsive communication approaches to increase engagement of low-income, Hispanic, and African-American families
More specifically, we will be working to improve or implement:
 - Parent survey to collect feedback
 - Parent teacher conference
 - All-school multi-cultural event

Communication Approaches:

- Teacher Power School Pages
 - Updates on progress towards grade level goals at least 3 times during the year
 - Strategies teachers are utilizing to develop students understanding and progress towards the goals
- School Communication by Website and School Messenger
 - Building procedures and structures for meeting and monitoring CIP goals
 - Academic focuses and professional growth opportunities for teachers related to CIP goals
 - Grade level celebrations based on academic progress
- Personalize communication by grade level teacher, counselor, or admin staff

Timelines and Progress Monitoring Plans:

- Power School- Update at least once a month
- All-school communication- Sent at least twice a month
- Personalized communication- When typical communication is not effective or when unique concerns or needs arise
- Parent survey: Sent by January
- All-school multi-cultural event by February
- Parent-teacher conference changes by June



Continuous Improvement Process Plan 2018-2019

Robert Frost Elementary School

11801 NE 140th St

Kirkland, WA 98034

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

Principal:	Tobias Brenner
Associate Principal:	Ric Baileykaze

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I. Description of School

Robert Frost Elementary School welcomed over 425 students on the first day of school this year. This demonstrated an increase from the previous year, resulting in the addition of an additional classroom for 2018-19. Our school was established in 1969 and is located in the heart of the Kingsgate neighborhood in Kirkland, Washington. We provide an excellent instructional environment for a diverse community of students, providing students with rich academic challenges, as well as intensive instructional support through our English Language Learner, Safety net and Special Education programs. Our school houses two Learning Center classrooms which serve Lake Washington School District students with developmental and medical needs. We are one of three Title 1 schools in the Lake Washington School District, serving a community that is both economically and culturally diverse.

Robert Frost Elementary School has a strong, involved community with many parents and neighbors volunteering frequently in the classrooms. The PTSA coordinates many ongoing programs in support of student learning and offers a variety of after school classes and activities.

The results of the 2018 SBA showed Robert Frost Students making modest gains for 3rd grade performance in ELA, and remaining virtually the same in Math compared to the previous year, while the 4th grade made significant growth in both ELA and Math. Frost 5th graders narrowly declined in ELA compared the the previous year, and significantly declined in both Math and Science, although the latter is to be expected with the new Science testing format. Compared to the state, Frost students performed above state averages in all areas by an average of 8%.

We understand the importance of identifying the areas of improvement to continue our work in aligning with district levels of proficiency. This fall, we have begun examining individual SBA and other student data and will gather additional sources of assessment information to determine areas of focus for each grade level and each student. All staff are participating in school-wide training for instructional intervention and differentiation, strategies for supporting bilingual students in content areas, and technology integration. We will continue to provide intensive support to those students who are not at standard. We will offer appropriate academic challenge for all students through continuous review of classroom performance data and collaborative intervention at every grade level.

Robert Frost Elementary Demographics (2017-18):

Student Composition:

American Indian	.5%	Two or More Races	9.7%
Asian	9.4%	Special Education	14.9%
Black/African American	3.3%	English Learners	26.0%
Hispanic/Latino	28.5%	Low Income	34.2%
White	48.3%	Male/Female	50.7/49.3%
Pacific Islander	0.2%		

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79.3%	81.4%	86.2%	86.7%			
		1 st	83.9%	66.1%	81.4%	73.3%			
		2 nd	70.1%	73.5%	82.2%	86.1%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		59.4%	56.8%	58.8%	59.6%			
	% of 3 rd graders meeting or exceeding state standards in Math		61.7%	54.2%	60.0%	59.6%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		56.7%	63.2%	60.0%	68.4%			
	% of 4 th graders meeting or exceeding state standards in Math		56.2%	60.2%	54.0%	60.2%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		73.1%	73.1%	73.6%	71.4%			
	% of 5 th graders meeting or exceeding state standards in Math		54.5%	55.2%	72.2%	60.3%			
	% of 5 th graders meeting or exceeding state standards in Science		77.2%	79.1%	81.9%	73.0%			

- 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:

The school staff was guided by the building leadership team through a reflection process using school-wide data sheets and the Power BI app to evaluate aggregate and disaggregate data. Teachers worked in job-alike groups to become familiar with navigating the Power BI Data Dashboard. Teams were asked to identify the outcome for each goal from the 2017-18 CIP. Then teams were given reflective questions to guide their team reflection on all goals applicable to their teaching assignment. Teams collaborated and recorded their reflections in the school OneNote notebook. Individual student data was analyzed to evaluate the achievement gap goal and outcome.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 84% of K-2 students will perform at or above standard as measured by the EOY Spring 2018 DIBELS assessment.	Outcome: 81.5% of K-2 students were at or above as measured by the EOY Spring 2018 DIBELS assessment.
Narrative Reflection: Of the 81.5%, 90% were Non-ELL, 60% were ELL, and 86.3% were Non-Low Income. The team believes that decoding, common instructional strategies, aligning differentiation, targeted instruction for intensive and strategic students supported the 2017-18 CIP. In K-2, a majority of students, regardless of SES, race, or SPED status came close to meeting or met the goal. In kindergarten 87% met or exceeded, in 1st grade 73% met or exceeded, and in 2nd grade 86% met or exceeded.	
Literacy: 3-5 ELA Goal: 71.3% of Grades 3-5 students will be at or above standard as measured by the 2018 ELA SBA.	Outcome: 66.8% of students met or exceeded standards in the ELA SBA.
Narrative Reflection: ELL students scored significantly lower than Non-ELL students. Low-Income scored significantly lower than Non-Low Income. SPED scored significantly lower than non-SPED. We noticed that the gap amongst 3-5 students is far more noticeable than in K-2. The efforts that supported this goal included extra support for students who needed intervention during school hours. Also, additional materials were provided for students who were not ready for grade-level reading. Differentiation was a priority!	

Math: 3-5 Math Goal: 72% of Grades 3-5 students will be at or above standard as measured by the 2018 Math SBA.	Outcome: 60.1% of the students met or exceeded the Math standard.
Narrative Reflection: It is clear that the low income, ELL, and SPED students did not perform at the same level as the others. Although, one thing to celebrate is 25% of SPED was at or above standard which is an increase from last year.	
Science: 5 th Science Goal: 70% of Grade 5 students will be at or above standard as measured by the new NGSS assessment.	Outcome: 73% of students are at or above standard in science.
Narrative Reflection: The results are surprisingly positive! There were many concerns for science achievement with the increased rigor and an unknown assessment.	
Achievement Gap Goal: ELL and recently exited ELL students will move one level of proficiency, as measured by the Grades 4-5 SBA.	Outcome: Only 17% moved up a grade level on the ELA SBA, while just 30% moved up a grade level on the ELA SBA.
Narrative Reflection: There is opportunity to celebrate the students who did make catch-up growth, the teams feel that more regular check-ins and monitoring of these specific students would help reduce this gap.	
School Effectiveness Goal: “Teachers provide feedback to each other to help each other improve instructional practice.” – from 45% to 70% agreement.	Outcome: 40% of respondents agreed with this statement in the 2018 survey.
Narrative Reflection: This is a clear area for growth. While structures are in place to support and facilitate professional collaboration, provision of feedback from staff members to one another has not been a component. Increased opportunities with additional guidance for strategies and structures for effective peer feedback is needed.	

<p>Attendance Goal:</p> <p>We will continue to work to keep our average daily attendance above 95% (not counting learning resource center absences) and reduce our tardy rate to less than 10 students per day, as measured in the months of April through June, 2017.</p>	<p>Outcome:</p> <p>Frost's average daily attendance remained above 95% and our tardy rate reduced to less than 10 students per day. Using our new PowerBi data system, 92.49% of students avoided either chronic or moderate chronic absences.</p>
<p>Narrative Reflection:</p> <p>Most students at Frost have great attendance. However, 2 students have severe chronic absences and 29 have moderate chronic absences with a median of over 20 absences. The associate principal works with the district's attendance specialist and the families in these situations. Tardiness is an ongoing battle at Frost. Just under 10 students per day are tardy. Teachers are the first line of defense for both absences and tardies by having discussions with families, and with chronic tardies/absences the associate principal sends letters to families requesting conferences either via phone or face to face. This upcoming year we would like to find a way to present attendance and tardy data to families regularly as well as incorporate a reward system for classrooms with the highest monthly attendance average.</p>	
<p>Discipline Goal:</p> <p>Through application of PBIS systems, management of student discipline will improve as measured by growth on response to annual School Effectiveness Survey item "Student discipline problems are managed well" from 86% to 90% agreement</p>	<p>Outcome:</p> <p>54% of teachers that took the nine characteristics survey (8/15) report that student discipline problems are handled well by agreeing completely or mostly. On the other hand, 5/15 agree slightly that student discipline problems are handled well and 2/15 believe student discipline problems are not handled well at all.</p>
<p>Narrative Reflection:</p> <p>Only 15 teachers took the nine characteristics survey, making it very difficult to draw conclusions regarding data. However, using the data as is, the decline in belief that student discipline problems are handled well from 86% to only 54% is very concerning. The belief of the PBIS team is that this is due in large part to two reasons: 1) Lack of communication between office-managed discipline and teachers and 2) Tier 3 behaviors severely disrupting learning in the classroom. Specifically, when discipline takes place in the office, teachers feel as if they don't hear about the result of the situation, especially if students are sent in because of a situation on the playground.</p> <p>To battle both issues, specific data will be kept regarding "closing the loop," administration communicating with teachers specifically about what happened with an office managed discipline situation. With Tier 3 behaviors, on the other hand, the school counselor is communicating with Sound Discipline to provide training and improve our work with students in trauma.</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:

- Focus on parent/home strategies to support student progress towards CIP goals.
- Specific home strategies and resources provided to parents via classroom.
- PowerSchool, Safety Net Reading Connections Newsletter, Tuesday Bulletin, and parent information nights.
- Key resources translated into Spanish.
- Feedback, planning, and participation through PTSA and Natural Leaders.
- Community surveys to determine specific needs and interests.
- Parent education opportunities provided to develop skills for home academic support.
- Resources targeted to Spanish speaking/underrepresented families.
- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs.
- Add one parent to current PBIS team.

Reflection on Outcome:

Many of the strategies identified have been implemented over the past year. Communication with families is provided through several online sources and through community partnerships with the PTSA and Natural Leaders. Parent education events have included family STEM nights, Curriculum Night, and parent nights in support of intervention. All teachers are provided access to on-demand interpreter services for meetings, interpreters are provided in multiple languages for all community events, and PTSA provides document translation services as needed. Parents also have access to online translation tools for online newsletters and websites. In addition, a parent member was added to the PBIS team to help provide a parent voice on schoolwide efforts to promote positive behavior supports for all student. Continued focus on home strategies and home-school partnerships is still needed to increase parent participation and student success.

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

- Information about goals, strategies, and interventions communicated through Frost Website, Classroom PowerSchool sites, Safety Net Reading Connections Newsletter, and weekly Tuesday Bulletin.
- Key resources translated into Spanish.
- Electronic translation tools included in all online communications.
- Finalized CIP plan posted on school website.
- Information shared/distributed during annual Meet & Greet, Curriculum Night,
- PTSA and Natural Leader meetings, Safety Net/ELL evening parent events, and Conferences.

Reflection on Outcome:

Strategies identified have been implemented over the past year. Communication with families is provided through a number of online sources and through community partnerships with the PTSA and Natural Leaders. Parent education events have included family STEM nights, Curriculum Night, and parent nights in support of intervention. All teachers are provided access to on-demand interpreter services for meetings, interpreters are provided in multiple languages for all community events, and PTSA provides document translation services as needed. Parents also have access to online translation tools for online newsletters and websites. CIP plans are available online through the school website.

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>K-2 students will go from 71% to 84% at/above standard as measured by DIBELS next composite. Specifically, 33 students in K-2 who are currently below standard, will advance one or more levels of proficiency.</p>
<p>Process used to determine goal: Teams analyzed historical and current data. Following the steps of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students. The building leadership team drafted guiding and reflective questions to support this deep dive into data.</p> <p>Responsible individual or team: Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.</p> <p>Strategy/ies that will be implemented to support goal: Teachers will utilize the following common strategies: regular progress-monitoring, Wonders small groups, songs and rhymes to support phonological awareness, Wonders sound-spelling cards, Lexia skill-builder activities, and Wonders Tier 2 resources/lessons.</p> <p>How challenge and rigor will be ensured for all students: Teachers will ensure challenge and rigor by utilizing differentiation in small groups and in independent work, as well as take-home activities.</p> <p>How necessary interventions will be determined: Weekly review of anecdotal data, as well as ongoing progress monitoring using DIBELS and Wonders assessments.</p> <p>Any professional learning needed: Peer observations would be helpful, as would collaborative planning. Further learning to clarify the DIBELS measures and increasing goals would be a benefit.</p> <p>Any resources needed and plans to obtain them: Additional leveled readers or decodable readers would support small group differentiation.</p> <p>Timelines and Progress Monitoring Plans: Teams will monitor progress for the targeted students on a monthly basis using DIBELS progress monitoring data and curriculum/classroom assessments, the entire staff will evaluate mid-year progress in January.</p>

Literacy: Grade 3-5 ELA SMART Goal:

Grade 3-5 students will go from 66% to 75% at/above standard as measured by SBA-ELA.

Process used to determine goal:

Teams analyzed historical and current data. Following the steps of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students. The building leadership team drafted guiding and reflective questions to support this deep dive into data.

Responsible individual or team:

Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.

Strategy/ies that will be implemented to support goal:

Teachers will use these common strategies: Wonders small group instruction, answering questions using the RACE strategy, Lexia, writing/reading support by EL/SN, and whole group instruction for all.

How challenge and rigor will be ensured for all students:

Accessing above grade level for those who need it. Implementing RACE strategies when responding to comprehension questions. Exposure to on level materials for those performing below grade level. Lexia will provide continued challenge as students progress through the program.

How necessary interventions will be determined:

This will be based on classroom weekly assessments, monthly end of unit tests, and DIBELS data.

Any professional learning needed:

SIOP training to support teaching and learning for all students, as well as more work around equity.

Any resources needed and plans to obtain them:

Additional leveled readers would support small group differentiation.

Timelines and Progress Monitoring Plans:

Teams will monitor progress for the targeted students on a monthly basis using DIBELS progress monitoring data and curriculum/classroom assessments, the entire staff will evaluate mid-year progress in January.

Math: Grade 3-5 Math SMART Goal:

Grade 3-5 students will go from 60% to 74% at/above standard as measured by SBA-Math.

Process used to determine goal:

Teams analyzed historical and current data. Following the steps of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students. The building leadership team drafted guiding and reflective questions to support this deep dive into data.

Responsible individual or team:

Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.

Strategy/ies that will be implemented to support goal:

Teachers will use these common strategies: daily informal assessments, reteaching, Dreambox, small group instruction as needed, graphic organizers of math problem solving steps, direct teaching/modeling of problem solving strategies, and SBA style problem solving on practice and interim assessments.

How challenge and rigor will be ensured for all students:

Extra practice given to those ready to move on, and reteaching for those who need more support. Problem solving questions. Differentiated work using enrichment exercises in envision or from online resources. Above level students can also create their own story problems to challenge others.

How necessary interventions will be determined:

This will be based on end of topic assessments, and daily work.

Any professional learning needed:

Nothing at this time.

Any resources needed and plans to obtain them:

Nothing at this time.

Timelines and Progress Monitoring Plans:

We will assess at the beginning and end of each topic, and we will test multiplication fact knowledge weekly and monthly.

Science: Grade 5 Science SMART Goal:

75% of 5th grade students will be at/above standard as measured by the WCAS-Science.

Process used to determine goal:

Teams analyzed historical and current data. Following the steps of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students. The building leadership team drafted guiding and reflective questions to support this deep dive into data.

Responsible individual or team:

Individual classroom teachers under the guidance and facilitation of each grade's leadership team representative.

Strategy/ies that will be implemented to support goal:

Direct teaching of science vocabulary, NGSS vocabulary and test vocabulary.

Practice reading and answering multi-part scenario questions (like those found on test).

How challenge and rigor will be ensured for all students:

Leveled science teams/groups with varying degrees of rigor, and a reduced amount of pre-teaching to allow for extension and application. By rotating "Lead" science roles on each team responsible for reporting out team results many students will have opportunities for greater rigor and challenge.

How necessary interventions will be determined:

Classroom observations and formative assessments will designate needed interventions.

Any professional learning needed:

Continued learning around NGSS and science practices.

Any resources needed and plans to obtain them:

New science curriculum aligned with NGSS standards is greatly needed. Laos, student charts to track in class observations and FOSS Response Sheets for formative assessments.

Timelines and Progress Monitoring Plans:

Progress will be monitored by teams following a cycle of inquiry in January to evaluate progress toward the goal.

Achievement Gap SMART Goal:

Across content areas and grade-levels EL and exited-EL historically have declining or flatlining performance as measured by the SBA-Math. EL or exited-EL students will maintain or advance a level of proficiency as measured by the math SBA.

Currently enrolled 4 th and 5 th grade students	Level 1	Level 2	Level 3	Level 4
	19	11	8	10

Process used to determine goal:

Teams analyzed historical and current data. Following the steps of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students. The building leadership team drafted guiding and reflective questions to support this deep dive into data.

Responsible individual or team:

Individual classroom teachers under the guidance and facilitation of each grade's leadership team representative.

Strategy/ies that will be implemented to support goal:

Teachers will use these common strategies: daily informal assessments, reteaching, Dreambox, small group instruction as needed, graphic organizers of math problem solving steps, direct teaching/modeling of problem solving strategies, and SBA style problem solving on practice and interim assessments.

How challenge and rigor will be ensured for all students:

Extra practice given to those ready to move on, and reteaching for those who need more support. Problem solving questions. Differentiated work using enrichment exercises in envision or from online resources. Above level students can also create their own story problems to challenge others.

How necessary interventions will be determined:

This will be based on end of topic assessments, and daily work.

Any professional learning needed:

Math support from the CORE consultant.

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

Progress will be monitored by teams following a cycle of inquiry in January to evaluate progress toward the goal.

School Effectiveness SMART Goal:

Staff perception data on characteristic #6 “Frequent Monitoring of Teaching and Learning” will go from 79% agree completely/mostly to 85% agree completely/mostly.

Process used to determine goal:

Teams analyzed historical and current data. Following the steps of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students. The building leadership team drafted guiding and reflective questions to support this deep dive into data.

Responsible individual or team:

The building administration team in partnership with individual classroom teachers under the guidance and facilitation of the instructional leadership team.

Strategy/ies that will be implemented to support goal:

Peer observations, staff development will respond to demonstrated staff/student need, and more frequent feedback on teaching practices.

How challenge and rigor will be ensured for all students:

How necessary interventions will be determined:

Any professional learning needed:

Not at this time.

Any resources needed and plans to obtain them:

Release time to observe and reflect as teams.

Timelines and Progress Monitoring Plans:

Staff will take an unofficial survey on characteristic #6 in January to monitor progress toward the goal.

Attendance SMART Goal:

We will implement a communication program to increase daily attendance and decrease tardies, communicating with families of frequently absent students with a once-a-month letter, phone calls, and meetings. We will continue to improve our efforts to better utilize the District Attendance Specialist to support our efforts with families. In addition, chronically absent kindergarten and first grade rates will decline from 11.76% and 10.29% respectively.

Process used to determine goal:

Reviewed last year’s attendance data using Power Bi and identified two struggling grade levels with attendance.

Responsible individual or team:

Office staff, grade levels, district attendance specialist.

Strategies that will be implemented to support goal:

Regular attendance letters sent home, once a month letters demonstrating the value of good attendance sent home to concerned families, communication with families via phone and/or face to face if necessary.

How challenge and rigor will be ensured for all students:

Students are encouraged to attend school regularly, attendance data will be shared with all families regularly at conferences, and increased communication will occur with families of concern.

How necessary interventions will be determined:

Staff with attendance concerns will communicate with families at conferences and via phone if necessary. Administration will communicate with families after 10 excused absences in a year, two unexcused absences in a week and/or over 5 unexcused absences in a year.

Any professional learning needed:

No professional learning needed at this time.

Any resources needed and plans to obtain them:

No resources needed other than attendance data which is readily accessible by office staff.

Timelines and Progress Monitoring Plans:

Attendance data is pulled monthly from Skyward and teachers are encouraged to communicate concerns regularly.

Discipline SMART Goal:

The PBIS team's goals this year include collaboratively working with staff to establish minor behavior tracking norms in classroom settings, establishing consistent expectations among teachers, improving communication with the referral process, and reteaching expectations after winter break, mid-winter break, and spring break. Nine Characteristics survey data will show an increase in staff mostly/completely agreeing that discipline problems are handled well (47%).

Process used to determine goal:

The school PBIS team uses the PBIS Tiered Fidelity Inventory to guide our practice. Staff convened to determine a focus for Nine Characteristics data.

Responsible individual or team:

Teachers, office staff, playground staff.

Strategies that will be implemented to support goal:

Improved referral communication including communicating office managed discipline decisions to teachers.

How challenge and rigor will be ensured for all students:

Restorative justice strategies will be used with all students struggling with behaviors. Close monitoring of students who demonstrate higher frequency of inappropriate

behaviors will be conducted to determine if proactive interventions can be put in place that will reduce the need for reactive disciplinary actions.

How necessary interventions will be determined:
Discipline and referral data, day to day anecdotal data.

Any professional learning needed:
Trauma informed instruction through professional readings.

Any resources needed and plans to obtain them:
No resources needed at this time.

Timelines and Progress Monitoring Plans:
The PBIS team monitors discipline data monthly.

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

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

- Focus on parent/home strategies to support student progress towards CIP goals
- Specific home strategies and resources provided to parents via classroom PowerSchool, Safety Net Reading Connections Newsletter, Tuesday Bulletin, and parent information nights.
- Key resources translated into Spanish.
- Collaboration with LWSD Equity Office and Washington Alliance for Better Schools to maintain supports and training for community members in the Natural Leaders process.
- Feedback, planning, and participation through PTSA and Natural Leaders.
- Community surveys to determine specific needs and interests.
- Parent education opportunities provided to develop skills for home academic support.
- Resources targeted to Spanish speaking/underrepresented families.
- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs.
- Continued inclusion of parent representative in school PBIS team.

Timelines and Progress Monitoring Plans:

- Monthly meeting with PTSA leadership for planning and collaboration.
- Parent information events scheduled in fall and spring.
- CIP posted online in January.
- Monthly information sharing with community through PTSA general meeting.

- Staff review of progress during scheduled LEAP days in late winter and spring.

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

- Information about goals, strategies, and interventions communicated through Frost Website, Classroom PowerSchool sites, Safety Net Reading Connections Newsletter, and weekly Tuesday Bulletin.
- Key resources translated into Spanish.
- Electronic translation tools included in all online communications.
- Finalized CIP plan posted on school website.
- Collaboration with LWSD Equity Office and Washington Alliance for Better Schools to maintain supports and training for community members in the Natural Leaders process.
- Information shared/distributed during annual Meet & Greet, Curriculum Night, PTSA and Natural Leader meetings, Safety Net/ELL evening parent events, and Conferences.

Timelines and Progress Monitoring Plans:

- Monthly meeting with PTSA leadership for planning and collaboration.
- Parent information events scheduled in fall and spring.
- CIP posted online in January.
- Monthly information sharing with community through PTSA general meeting.
- Staff review of progress during scheduled LEAP days in late winter and spring.



Continuous Improvement Process Plan 2018-2019

Juanita Elementary School

9635 NE 132nd Street

Kirkland, WA 98034

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

Principal:	Dana Stairs
Associate Principal:	Edith Brumant

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I. Description of School

The vision of the Lake Washington School District is every student future ready. The mission of Juanita Elementary is that every student will prepare to graduate and lead a rewarding, responsible life as a contributing member of our diverse society.

Our core values can be summarized with the acronym PRIDE:

Problem Solving: I will use steps to find solutions and resolve conflicts

Respect: I will think & act in a positive way about myself, others, and the world around me

Integrity: I will be honest and do what is right

Diligence: I will work hard and not give up

Empathy: I will seek to understand the feelings and perspectives of others

Juanita Elementary is a PK-5 school located in Kirkland, Washington, in the Juanita region. Students who attend Juanita move on to Finn Hill Middle School, and graduate from Juanita High School.

With just over 400 students, Juanita serves a diverse population and offers various programs and services to meet the needs of all learners. 54% of students are White, 18% of students are Hispanic/Latino, 15% of students are Asian, 9% of students are of two or more races, and 3% of students are Black/African American. Fifty-seven students receive support through our English Language Learner program. While the primary language at Juanita is English, 18% of students have a primary language of Spanish, Russian, Portuguese, Farsi, Mandarin, Japanese, or Hindi. Our school partners with the Pantry Pack program to support families in need. In addition, our school also houses extra-curricular enrichment activities including visual arts, French language classes, yoga, wilderness skills, piano, chess, crafts, jazzercise, Lego Robotics, coding, drama, and a variety of sports.

We continue to see great progress toward student growth and are confident that scores will increase as we continue working on equitable practices as a PLC and focus on the outcomes provided through the SBA interims, progress monitoring, and end of year assessments. Juanita educators work in collaborative teams, meeting weekly to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. We believe that authentic and timely feedback about our instructional practice along with personal reflection on our practices will further our own professional growth and best support student learning.

Juanita Elementary School takes pride in fostering partnerships with parent organizations, local community leaders, and businesses which help expand our student's world view and the opportunities they present. The staff at Juanita Elementary are passionate about upholding the belief that every student should have the opportunity to learn and succeed and dedicated to providing high quality instruction and creating a positive school environment. Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have analyzed many data points such as test scores, grade report marks, attendance rates, and discipline data to identify areas of concern for historically marginalized students. Five times a year our staff will be organizing PRIDE (Problem Solving, Respect, Integrity, Diligence, and Empathy) assemblies where we acknowledge and celebrate students in our school for their life skill

success in demonstrating these characteristics. These assemblies are also an opportunity where we can emphasize the teachings of the Second Step program, used in every classroom and reinforced through class meetings and specialized classroom visits by the school counselor. We will continue to foster important life skills that make Juanita a wonderful place to grow, learn, and succeed!

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	95.5%	90.2%	85%	90.9%			
		1 st	82.3%	83.1%	76%	78.2%			
		2 nd	80.0%	82.5%	78%	76.1%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		82.3%	67.6%	65%	68.9%			
	% of 3 rd graders meeting or exceeding state standards in Math		92.1%	71.6%	73.3%	74.5%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		80.7%	87%	67.1%	71.9%			
	% of 4 th graders meeting or exceeding state standards in Math		72.2%	81.4	62.1%	68.4%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		74%	80.0%	83.3%	84.1%			
	% of 5 th graders meeting or exceeding state standards in Math		62.9%	64.8%	74.5%	63.4%			
	% of 5 th graders meeting or exceeding state standards in Science		77.7%	87%	84.2%	74.6%			

- 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

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

To evaluate the outcomes of the goals set last year, staff carefully analyzed district assessment data. Kindergarten, first, and second grade teachers used the DIBELS end of year assessment data while grades 3-5 used SBA ELA and Math data. In addition, fifth grade analyzed WCAS data.

All narrative reflections are based on the end of year district assessment data for each grade level. Grade level teams disaggregated data using Power BI, the WCAP portal, and district-provided MTSS information. Together, each team answered admin-provided prompts to help guide the conversation and reflection. Grade level teams were given time during LEAP to capture their responses in our building's OneNote CIP folder. The questions provided to teams encouraged thoughtful reflection on teaching practices and how to reach under-performing subgroups. These reflections aim to guide teachers in their future practices and reduce the achievement gap.

In a similar fashion, grade level teams were given an opportunity to write their goals in our school's OneNote. The admin-provided a template and guided teams through a process where each student in the grade level is listed according to last year's end of year district assessment data. Using their reflections along with formal and informal data collected from the beginning of this year, teachers made a prediction of where their students will be by the end of the school year as measured by DIBELS, SBA, and WCAS.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: By June 2018, 86% of our K-2 students will be at standard as measured by EOY DIBELS scores.	Outcome: 81.7% of our K-2 students met standard. 90.9% of Kindergarteners, 78.2% of 1 st graders, and 76.1% of 2 nd graders met or exceeded standard as measured on the Spring 2018 EOY DIBELS.
Narrative Reflection: Kindergarten students scored significantly higher than the previous year according to DIBELS. First and second grade students scored in the mid to high 70s. Overall the K-2 team had an achievement percentage about 3% higher than the previous year. Our Kindergarten team found that students who entered during the 2017-2018 year possessed limited phoneme knowledge. Data that surprised our first grade team surrounded the score differential between various subgroups. This caused the team to further focus on what they can do to improve and more importantly for students to experience success in growth. The second grade team acknowledges that while as a team the performance was similar to the previous year, they could see individual student growth throughout the year. All teams are proud of their students' achievement and can attribute it partially to their cohesive collaboration in their respective teams as well as with Safety Net and ELL teams.	

<p>Literacy: 3-5 ELA Goal: By June 2018, 80% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).</p>	<p>Outcome: 74.9% of grade 3-5 students met or exceeded standard. 68.9% of 3rd graders, 71.9% of 4th graders, and 84.1% of 5th graders met or exceeded standard as measured on the SBA.</p>
<p>Narrative Reflection: Each grade level experienced growth as compared to the previous year's outcomes which is a cause for celebration. Reflecting on the SBA scores, the 3-5 grade band noticed that overall reading comprehension was the component that most students need help with. To reach all students these teachers plan to all use a common strategy across the grade levels which will assist students in building their confidence in this domain.</p>	
<p>Math: 3-5 Math Goal: By June 2018, 78% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).</p>	<p>Outcome: 68.7% of students met or exceeded standard. 74.5% of 3rd graders, 68.4% of 4th graders, and 63.4% of 5th graders met or exceeded standard as measured on the SBA.</p>
<p>Narrative Reflection: Looking back on the data, our students needed more support in foundational mathematical knowledge such as fact fluency. In the SBA domain of concepts and procedures there has been a consistent need for improvement. The teams will review current practices and determine next steps to better serve students. We were glad to see that students made individual growth throughout the school year as demonstrated though class assessments.</p>	
<p>Science: 5th Science Goal: By June 2018, 86% of our students will meet or exceed standard as measured by the Washington State Comprehensive Assessment of Science (WCAS).</p>	<p>Outcome: 74.6% of our student met or exceeded standard as measured by the WCAS.</p>
<p>Narrative Reflection: This was the first year of WCAS administration. The success that students experienced is something to be highlighted, considering the unfamiliarity of the new NGSS standards, the new test and the district materials used to prepare our students. With the WCAS data teachers will examine the practices and strategies implemented in order to determine what supplementary materials and instructional focus may be needed to increase student understanding and achievement of the new NGSS standards.</p>	
<p>Achievement Gap Goal: By June 2018, 66% of our Hispanic students will meet or exceed standard as measured by the SBA and DIBELS.</p>	<p>Outcome: In DIBELS 60% of our Hispanic students met or exceeded standard. In SBA ELA 56.8% met or exceeded standard. In SBA Math 40.9% met or exceeded standard.</p>

<p>Narrative Reflection: As we continue to focus on closing the achievement gap we will continue to get to know our students on a deeper level to form stronger connections. We know that by doing this we will understand what are additional entry points for our learners and we will be able to further personalize the educational experience.</p>	
<p>School Effectiveness Goal: By June 2018, 90% of staff agree mostly or completely that all students respect those who are different from them as measured by the Nine Characteristics Survey.</p>	<p>Outcome: 82% of staff agree mostly or completely that all student respect those who are different from them as measured by the Nine Characteristics Survey.</p>
<p>Narrative Reflection: 27 of 33 staff members agreed mostly or completely that all students respect those who are different from them as measured by the Nine Characteristics Survey. We recognize that more effort will need to be placed on fostering respectful interactions between students and will continue to model appropriate behavior through our professional interactions with each other, students, and community members. Class meetings as well as assemblies that target core values, such as respect, will also be implemented.</p>	
<p>Attendance Goal: By June 2018, we will increase our average daily attendance rate from 96% to 97%.</p>	<p>Outcome: As measured through Skyward data, our average daily attendance rate was 95.73%</p>
<p>Narrative Reflection: As our staff reflected, we found cause for celebration around some of the students that were getting pulled out early, we talked to them and their attendance improved. There were some students that used to be frequently tardy, but the PAWS program has helped out with reducing and in some cases eliminating late arrivals for students. We also held a meeting for parents to connect with administrators and the BECCA coordinator around the importance of attendance and how it sets students up for future success. Moving forward for this year, we have a protocol with specific steps that helps everyone involved understand what steps will be taken for each student whose attendance is a concern.</p>	
<p>Discipline Goal: By June 2018, the average number of office visits per month will decrease from 25 to 10.</p>	<p>Outcome: As measured by our office discipline tracker, the average number of office visits per month was 23.</p>
<p>Narrative Reflection: Our team recognized that having school wide systems in place while focusing on the positive behaviors students demonstrate would be important to achieving the goal. In the 2017-2018 school year staff identified respect for self and others as an area for student growth. The rationale was that there would be fewer discipline issues if students were more respectful to one another. Our school used the Second Step program and positive discipline strategies as well as Natural Helpers for small problems while consistently communicating with one another when there is an issue. While this helped to decrease the number of office visits per month, we have vowed</p>	

to push more positive behavior practices such as praise notes and incentives tied to these as well as hosting assemblies focused specifically on characteristics we want our students to embody.

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: We will share CIP goals at General PTA meeting in November and inform our parents of our CIP process at a principal/PTA coffee talk in December. We will solicit feedback and incorporate parent ideas into our strategic CIP planning. As part of the communication process, we will communicate our SBA and DIBELS scores, including areas of strength and challenge. We will also provide parents with state average scores on the SBA, district average scores on the SBA, and our school's performance on the SBA. We will also share DIBELS scores from our primary levels. This will give parents an avenue of comparison. We will continue to share our progress with parents throughout the year.

Reflection on Outcome: The strategy that we found most successful were the Coffee Talk sessions as this provided an authentic opportunity for quality two-way communication. The Coffee Talk provided an informal space for families to speak openly and collaborate with building leaders regarding various aspects of the improvement plan. Some of our involvement strategies were less collaborative so we would like to revisit how to effectively bring in the voices of all stakeholders in the coming year.

2017-18 Strategies to inform parents, families and the community in the CIP process: We plan to continue to communicate the CIP process by placing our CIP plan on our school website and providing summary of our CIP goals and process to parents via Cat Tracks (school newsletter). We will also host Principal/PTA coffee talks to explain our process in developing goals for this year and how we will monitor our progress towards those goals. Teachers are also providing information on content/skill focus to parents on a regular basis in their classroom newsletters. Parents will be involved in attendance and academic conference throughout the year and will have the chance to discuss growth and areas of focus for their child.

Reflection on Outcome: The strategy that best communicated to parents, families, and community the CIP process was the Coffee Talk. Again, this informal atmosphere provides a good place to share this information. Moving forward we want to have as many families present as possible so we will need to be mindful of when and how we communicate this important CIP information. While placing the CIP on the website is required and effective at reaching many individuals, it is not the most engaging way of informing parents of the reflective work we have done as well as what our goals are.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: By May 2019, 77.7% of K-2 students will meet or exceed standard as measured by the 2019 EOY DIBELS.
<p>Process used to determine goal: The K-2 team gathered analyzed BOY DIBELS data as well as end of 2017-2018 DIBELS data from Power BI to determine the goal for this school year. In addition, teams have also taken into account beginning of year assessment data and students' daily work on sight word recognition and fluency skills.</p> <p>Responsible individual or team: K-2 teams, Safety Net, ELL, IAs, administrators, parents, and volunteers.</p> <p>Strategies that will be implemented to support goal: Differentiated reading instruction by creating leveled small group instruction, using Lexia, implementing phonics & fluency practice, engaging students using Culturally Responsive Teaching strategies, and also providing one on one support are all strategies that will be implemented to support the goal. In addition, teams collaborate at least weekly to review data, strategies, activities, celebrate successes, and plan for enhanced instruction.</p> <p>How challenge and rigor will be ensured for all students: Differentiated reading groups will focus on students' skill level to build foundational skills and increase difficulty as appropriate. The intentional groupings paired with frequent student check-ins ensures that groups remain fluid and that students demonstrating a need for extra challenge are receiving it.</p> <p>How necessary interventions will be determined: DIBELS, formal assessments, and ongoing formative assessments will be used to determine interventions.</p> <p>Any professional learning needed: CORE training, learning walks, ELL instructional strategies.</p> <p>Any resources needed and plans to obtain them: Materials and training from CORE trainings, various leveled readers, books for literacy circles, decodable books, and educational activities/games are available through Wonders and any additional items can be purchased. Teachers are also interested in professional development sessions specifically around ELL instructional strategies within the classroom.</p> <p>Timelines and Progress Monitoring Plans: DIBELS MOY in January is a major progress monitoring tool used district wide. In addition, students will receive sight word and reading assessments weekly. Wonders</p>

provides monthly progress monitoring tools. EOY DIBELS will be used to determine if we have met the achievement goal.

Literacy: 3-5 ELA SMART Goal: By May 2019, 80.3% of 3-5 students will meet or exceed standard as measured by the ELA SBA.

Process used to determine goal:

Teams met to analyze baseline ELA assessment outcomes from district-provided curriculum in conjunction with the 2017-2018 school years' SBA data. Combined with informal and formal assessment data, teams also used observations to determine the goal.

Responsible individual or team:

3rd – 5th Grade Teachers, ELL, Safety Net, IAs, administrators, and the Special Education team.

Strategies that will be implemented to support goal:

Using WINN groups, peer coaching, and gamifying some activities will help to support the goal. Explicitly and frequently modeling how to write a conclusion and procedural writing.

How challenge and rigor will be ensured for all students:

Differentiated instruction in reading and writing will be provided at students' ability levels to provide meaningful challenge and growth opportunities. Accelerated Reader provides individualized goals that match Star Reading.

How necessary interventions will be determined:

Formative and summative evaluations alongside informal teacher observation will provide necessary data to determine which interventions will be necessary. Interventions using resources from Wonder Works and Wonders ELD will be utilized as needed for specific students. Tier one differentiated support will also be provided through Wonders curricula.

Any professional learning needed:

SIOP strategies and CORE Literacy Training

Any resources needed and plans to obtain them:

Sharing resources and ideas across grade levels. Teachers work collaboratively to share ideas and modify their instruction.

Timelines and Progress Monitoring Plans:

Teams will monitor progress through interim SBA, unit assessments from Wonders, and check-ins throughout each topic studied.

Math: 3-5 Math SMART Goal: By May 2019, 77.3% of 3rd – 5th Grade students will meet or exceed standard as measured by the Math SBA.

Process used to determine goal:

Teams met to analyze baseline ELA assessment outcomes from district-provided curriculum in conjunction with the 2017-2018 school years' SBA data. Combined with informal and formal assessment data, teams also used observations to determine the goal.

Responsible individual or team:

3rd – 5th teachers, ELL, Safety Net, IAs, and the Special Education team, and administrators.

Strategies that will be implemented to support goal:

DreamBox, gamification, enrichment pages, heavily scaffolded lessons.

How challenge and rigor will be ensured for all students:

Teams acknowledge that careful lesson planning to include intentional opportunities to offer appropriate challenges at different skill levels is necessary.

How necessary interventions will be determined:

Formative and summative evaluations alongside informal teacher observation will provide necessary data to determine where specific interventions will be needed. Resources for intervention will include differentiated envision math resources as well as Focus envision.

Any professional learning needed:

Teachers will continue to collaborate with one another within the building as well as reaching out to other building teams for support on strategies for instruction.

Any resources needed and plans to obtain them:

Teachers will attend professional development classes (some of which may be offered by the district) and apply their knowledge to support student learning.

Timelines and Progress Monitoring Plans:

Teams will monitor progress through interim SBA, unit assessments from enVision, and check-ins throughout each topic studied.

Science: 5 Science SMART Goal: By May 2019, 75% of students will meet or exceed standard as measured by the WCAS.

Process used to determine goal:

Data from in class baseline assessments as well as OSPI's baseline assessment were analyzed by the 5th grade team to determine the goal.

Responsible individual or team:

5th grade team and administrators.

Strategies that will be implemented to support goal:

SIOP, team-teaching science, supplementing FOSS with Puzzlewise, IslandWood experience (camp) to connect classroom content to the global arena. Explicitly and frequently modeling how to write a conclusion and procedural writing has significant carryover from ELA to Science.

How challenge and rigor will be ensured for all students:

FOSS and supplementary materials combined with teacher skill and higher quality of questioning/discussion will provide additional rigor.

How necessary interventions will be determined:

Students who are below standard on classroom-based assessments on Conclusion and procedure writing, as well as those connected to FOSS and Puzzlewise will receive specific feedback and small group instruction from a classroom teacher or IA.

Any professional learning needed:

Ongoing Professional development on the new Next Generation Science Standards and a training for the pilot of a new district science curriculum.

Any resources needed and plans to obtain them:

Resources to practice for WCAS, focusing planning time on learning new science standards and preparation for science pilot. One of the 5th grade teachers is currently on the district science adoption committee and will have access to pilot the new science curriculum.

Timelines and Progress Monitoring Plans:

Pre/post-tests from each science kit, classroom-based assessments on writing procedures and conclusions, and Puzzlewise Assessments.

Achievement Gap SMART Goal: By May 2019, 66% of our Hispanic students will meet or exceed standard as measured by the ELA SBA and DIBELS.

Process used to determine goal:

This goal was established in the 2017-2018 school year by reviewing and analyzing the SBA and DIBELS data.

Responsible individual or team:

All staff.

Strategies that will be implemented to support goal:

Providing instruction using SIOP and CRT to engage all students. Continuing to build relationships with students and families. The strategies used to meet our K-5 ELA goals will also be used to meet the achievement gap goal.

How challenge and rigor will be ensured for all students:

Differentiated instruction in reading and writing will be provided at students' ability levels to provide meaningful challenge and growth opportunities. Accelerated Reader provides individualized goals that match Star Reading.

How necessary interventions will be determined:

Formative and summative evaluations alongside informal teacher observation will provide necessary data to determine which interventions will be necessary. Interventions using resources from Wonder Works and Wonders ELD will be utilized as needed for specific students. Tier one differentiated support will also be provided through Wonders curricula.

Any professional learning needed:

Ongoing professional development on Culturally Responsive Teaching, Equity, and SIOP.

Any resources needed and plans to obtain them:

Any additional CRT and SIOP information or guidebooks and trainings provided within our building or through the district's professional development offerings.

Timelines and Progress Monitoring Plans:

Teams will monitor progress through interim SBA, unit assessments from Wonders, and check-ins throughout each topic studied.

School Effectiveness SMART Goal: By May 2019, 90% of staff agree mostly or completely that all students respect those who are different from them as measured by the School Effectiveness Survey.

Process used to determine goal:

Staff members took a school effectiveness survey and this area had the lowest confidence rate as identified in the 2017-2018 CIP. This year, we want to continue our progress toward at least 90% of staff agreeing that students respect others who they perceive are different from them.

Responsible individual or team:

All staff, students, and families.

Strategies that will be implemented to support goal:

Kelso's Choice and Second Step are district-provided curriculum materials that cater to students' social-emotional well-being. Calming/regulation strategies, talking about differences with students and bringing in guest speakers are a few ways we will support the goal. Throughout our building are messages of kindness which serve as a visual reminder to students. Our PRIDE (Problem Solving, Respect, Integrity, Diligence, Empathy) characteristics are a major focus this year as we have already noticed and have received feedback from staff and parents that students are using this language and embodying this outside of school.

How necessary interventions will be determined:

Class meetings provide good outlets for students in a controlled environment. Staff are also able to monitor respectful behavior between students and provide direct interventions and timely feedback as needed.

Any professional learning needed:

Best practices on fostering respect among our students and professional development around equity.

Any resources needed and plans to obtain them:

Continuing to collaborate with staff members in our building, on learning walks, and within our professional circles.

Timelines and Progress Monitoring Plans:

Staff will take a mid-year survey before taking it once more at the end of the year. At the mid-year point we can re-evaluate how effective our strategies have been to foster attitudes of respect. We will also analyze student survey data on their perception of how students demonstrate respect toward one another.

Attendance SMART Goal:

By May 2019, we will increase our average daily attendance rate from 95.73% to 97%.

Process used to determine goal:

The attendance team noticed that we were close to achieving our goal and wanted to continue working toward it. At the end of last year, the average daily attendance rate was 95.73%. We know that if we continue to support those who are encountering barriers to accessing their education we will improve the rate and continue to provide quality education to all of our students.

Responsible individual or team:

Attendance team, classroom teachers, and administrators.

Strategies that will be implemented to support goal:

Notifying teachers with attendance reports highlighting students of concern, using attendance contracts, BECCA meetings, home/school two-way communication, Skyward Letters, preventative letters (sent during October conferences), building relationships with students/families, promoting our breakfast and PAWS before-school programs.

How necessary interventions will be determined:

Looking at attendance reports and teacher input as well as parent input to develop solutions and plans for implementation as needed.

Any professional learning needed:

Best practices on increasing student attendance and practices to support families.

Any resources needed and plans to obtain them:

Marcia Chapman, our BECCA coordinator, is a great resource.

Timelines and Progress Monitoring Plans:

The attendance team meets monthly to review students of concern and we are continually monitoring attendance and connecting with families and teachers to improve student attendance.

Discipline SMART Goal: By May 2019, the average number of office level discipline per month will decrease from 23 to 10.

Process used to determine goal:

We want to be more proactive in supporting students with strong emotions and decision-making. While this is another carryover goal from the 2017-2018 school year, we believe that consistent focus on frontloading students with appropriate strategies will continue to decrease the number of office level discipline.

Responsible individual or team:

All staff.

Strategies that will be implemented to support goal:

Second Step, Kelso's Choice, and class meetings have proven to be highly beneficial for students. In addition, the introduction and explicit instruction of PRIDE characteristics (Problem Solving, Respect, Integrity, Diligence, Empathy) and having various motivators attached to these will help students be more cognizant of actions that embody these five words. We have students engage in Positive Behavior Practice as well as restorative discussions. Communication about students of concern via face to face interaction, email, or behavior notification forms.

How necessary interventions will be determined:

Teachers and recess monitors are able to provide timely feedback to students and simultaneously teach prosocial replacement behaviors. LWSD system of progressive discipline is followed and additional restorative justice practices are added when age appropriate to focus on the teaching and learning of safe and respectful behaviors.

Any professional learning needed:

We acknowledge that students need support in repairing relationships between peers or with adults. We would like to explore more Restorative Justice practices.

Any resources needed and plans to obtain them:

Professional development through research and/or seminars around preventative strategies.

Timelines and Progress Monitoring Plans:

We will continue to use our behavior tracking system to monitor progress monthly.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:
We solicited feedback at our November PTA meeting as well as our Principals Coffee Talk and we will incorporate parent ideas into our strategic CIP planning. The ideas generated in these settings will be considered as we shape strategies around our school-wide goals.

Timelines and Progress Monitoring Plans: November and Spring PTA Meetings and Coffee Talks will provide a place to involve families in the CIP process. This provides a space for authentic feedback from families regarding various factors that contribute to the CIP.

2018-19 Strategies to inform parents, families and the community in the CIP process:
We will share CIP goals at General PTA meeting in November and inform our parents of our CIP process at a principal/PTA coffee talk in December. As part of the communication process, we will communicate our SBA and DIBELS scores, including areas of strength and challenge. We will also provide parents with state average scores on the SBA, district average scores on the SBA, and our school's performance on the SBA. We will also share DIBELS scores from our primary levels. This will give parents an avenue of comparison. We plan to continue to communicate the CIP process by placing our CIP plan on our school website and providing summary of our CIP goals and process to parents via Cat Tracks (school newsletter). We will also host Principal/PTA coffee talks to explain our process in developing goals for this year and how we will monitor our progress towards those goals. Teachers are also providing information on content/skill focus to parents on a regular basis in their classroom newsletters. Parents will be involved in attendance and academic conferences throughout the year and will have the chance to discuss growth and areas of focus for their child.

Timelines and Progress Monitoring Plans: As our data is collected, teachers consistently provide timely feedback to students and families. We are happy that there is healthy two-way communication between our school and families which allows for dialogue around student-specific goals as well as building-wide goals.



Continuous Improvement Process Plan 2018-2019

Helen Keller Elementary School

13820 108th Ave NE

Kirkland, WA 98034

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

Principal:	Sandra Dennehy
Associate Principal:	Edith Brumant

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I. Description of School

The vision of the Lake Washington School District is every student future ready. The mission of Helen Keller Elementary is to collaborate with the community to empower students to reach rigorous, yet attainable, academic and social goals.

Our core values can be summarized with the acronym GRIP:

Growth: developing intellectual abilities and social skills

Respect: treating others how you would like to be treated

Integrity: striving to make the right choices

Perseverance: working hard and trying your best

Helen Keller Elementary School is a K-5 school located in Kirkland WA, nestled into a well-established neighborhood in the Juanita region. Students who attend Helen Keller move on to Kamiakin Middle School and graduate from Juanita High School.

With just over 335 students, Helen Keller serves a diverse population and offers various programs and services to meet the needs of all learners. 58% of students are White, 15% of students are Hispanic/Latino, 14% of students are of 2 or more races, 8% of students are Asian, 4% of students are Black/African American, and 1% of students are American Indian. Thirty-eight students receive support through our English Language Learner program. While the primary language at Helen Keller is English, 17% of students have a primary language of Spanish, Russian, Farsi, Vietnamese, Cambodian, Arabic, or Mandarin. Our school also provides intensive support via Learning Centers which serves district students K-5 with developmental needs. In addition, we are one of a few schools who independently provide meal support to families in need through our Backpack Program which also runs throughout the summer months. Our school also houses extra-curricular enrichment activities including drama, sewing, jump rope, chess, Legos, jazzercise and visual arts.

We continue to see great strides toward progress and are confident that scores will increase as we continue working as a PLC and focus on the outcomes provided through the SBA interims, progress monitors, and end of year assessments. Helen Keller has wonderful staff filled with research-based practices mixed with fresh ideas. All of our educators work in collaborative teams, meeting weekly to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. We believe that authentic and timely feedback about our instructional practice will further our own professional growth and best support student learning.

Helen Keller Elementary School has a strong community partnership that involves local businesses, families, and neighbors. The school has become a community hub thanks to the staff and volunteers who provide opportunities including math and reading nights, the ice cream social, music programs, and the talent show to gather our families together. Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have used many data points such as test scores, grade report marks, attendance rates, and discipline to identify areas of concern for historically marginalized students. Four times a year the staff organize spirit assemblies where we acknowledge and celebrate students in our school for academic and life skill success. These assemblies, in which parents are invited, are also an opportunity where we

can emphasize the teachings of the Second Step program, used in every classroom and reinforced through daily class meetings and specialized classroom visits by the school counselor. We will continue to foster important life skills that make Helen Keller a safe and happy place to learn, take risks, and achieve greatness!

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	87	87	79	75.7			
		1 st	75	74	67	83			
		2 nd	82	73	72	70.4			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		68	77	72	74.1			
	% of 3 rd graders meeting or exceeding state standards in Math		74	75	77	67.2			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		63	54	78	85.9			
	% of 4 th graders meeting or exceeding state standards in Math		62	56	72	78.9			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		71	77	65	70.3			
	% of 5 th graders meeting or exceeding state standards in Math		48	45	52	61.1			
	% of 5 th graders meeting or exceeding state standards in Science		80	73	73	77.7			

- 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

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

To evaluate the outcomes of the goals set last year, staff carefully analyzed district assessment data. Kindergarten, first, and second grade teachers used the DIBELS end of year assessment data while grades 3-5 used SBA ELA and Math data. In addition, fifth grade analyzed WCAS data.

All narrative reflections are based on the end of year district assessment data for each grade level. Grade level teams disaggregated data using Power BI, the WCAP portal, and district-provided MTSS information. Together, each team answered admin-provided prompts to help guide the conversation and reflection. Grade level teams were given time during LEAP to capture their responses in our building's OneNote CIP folder. The questions provided to teams encouraged thoughtful reflection on teaching practices and how to reach under-performing subgroups. These reflections aim to guide teachers in their future practices and reduce the achievement gap.

In a similar fashion, grade level teams were given an opportunity to write their goals in our school's OneNote. The admin-provided template guided teams through a process where each student in the grade level is listed according to last year's end of year district assessment data. Using their reflections along with formal and informal data collected from the beginning of this year teachers made a prediction of where their students will be by the end of the school year as measured by DIBELS, SBA, and WCAS.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: By June 2018, 85% of our K-2 students will be at benchmark as measured by EOY DIBELS scores.	Outcome: An average of 76.3% of students K-2 met or exceeded the standard.
Narrative Reflection: As measured by the End of Year DIBELS assessment, students K-2 made progress toward achieving the overall reading goal. Upon looking at data across grade levels, teachers were surprised by the number of girls vs. boys below benchmark but were pleased to see traditionally underperforming groups such as low-income and ELL populations experiencing greater success on this assessment.	
Literacy: 3-5 ELA Goal: By June 2018, 74% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).	Outcome: An average of 76.7% of students taking the ELA SBA met or exceeded the standard.
Narrative Reflection: We are so proud of our students achieving the goal set forth at the beginning of the 2017-2018 school year. Various methods to reach all learners that this	

<p>grade band used included SIOP strategies, utilizing volunteers, daily 5, word work, and small group intervention. Moving forward teachers see a need for greater focus on reading and comprehending literary and informational text as well as using writing structures.</p>	
<p>Math: 3-5 Math Goal: By June 2018, 75% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).</p>	<p>Outcome: An average of 69% of students in grades 3-5 met or exceeded the standard.</p>
<p>Narrative Reflection: We are continuing to work toward our math goal however we are celebrating the fact that our average SBA math scores for grades 3-5 increased over the past year. According to SBA data, a trending area for focus would be concepts and procedures. Third grade has reflected on the achievement gap data and will work toward measures to ensure all students are successful. Fourth grade plans to focus on multiplication fluency at the beginning of the year to help support their work in decimals, fractions, area and perimeter. Fifth grade plans to offer before-school Dreambox sessions in addition to using it within the classroom.</p>	
<p>Science: 5th Science Goal: By June 2018, 77% of our students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science (WCAS).</p>	<p>Outcome: 77.7% of students met or exceeded the goal.</p>
<p>Narrative Reflection: As a new test for teachers to prepare students for, our students overall surpassed the goal set forth. Strategies such as using CER (claim, evidence, reasoning) as well as using FOSS kits to achieve NGSS standards has helped to support students in achieving this goal.</p>	
<p>Achievement Gap Goal: By June 2018, 65% of Hispanic students K-2 will meet benchmark as measured by EOY DIBELS. By June 2018, 52% of Hispanic students 3-5 will meet or exceed standard as measured by the ELA Smarter Balanced Assessment (SBA).</p>	<p>Outcome: An average of 62.5% of Hispanic students in K-2 met or exceeded the standard as measured by EOY DIBELS. 62% of Hispanic students grades 3-5 met or exceeded the standard as measured by the ELA SBA.</p>
<p>Narrative Reflection: We are proud of the growth in our achievement gap goal. While we celebrate this, we are cognizant of the fact that there is always more work to be done. In reflecting on our outcome, we can pinpoint practices and strategies that truly made an impact on our literacy results. These include small group intervention, one on one support as well as cross-curricular approaches. We also believe that the Equity work and culturally responsive teaching professional learning we did as a staff definitely impacted these scores. Staff has become much more aware of how greatly relationships impact</p>	

<p>student learning and have put in place a number of SIOP strategies based on the whole staff learning we engaged in. We also created a master schedule for the 2nd year and focused on ensuring students are in their class for all core content. Moving forward, we will need to continue this work, and support students in transferring their ELA knowledge, skills, and strategies into the mathematical realm for this subgroup as well as limit even more, how much we pull out our EL students, limiting it to once a day, even if they qualify for Safety Net.</p>	
<p>School Effectiveness Goal: By June 2018 80% of staff agree mostly or completely that staff works in teams across grade levels to help increase student learning as measured by the Nine Characteristics Survey.</p>	<p>Outcome: 78% of staff (21 of 27 respondents) agree mostly or completely that staff work in teams across grade levels to help increase student learning.</p>
<p>Narrative Reflection: As staff members reflected on their belief surrounding the importance of vertical teaming, they acknowledged that largely when they do it, it is on their own time and desire for it to somehow be built in to times where they are already supposed to meet. Nevertheless, there is evidence that staff members are actively seeking out opportunities to meet with members of other grade level teams to discuss strategies for behavior and academics. Moreover, specialists and interventionist are also collaborating with various grade levels to align content and practices.</p>	
<p>Attendance Goal: By June 2018, we will increase our average daily attendance rate from 95% to 97%.</p>	<p>Outcome: Our average daily attendance rate increased to 95.66%.</p>
<p>Narrative Reflection: Our average daily attendance rate saw minimal growth. We reflected on practices that helped to encourage student attendance. Building relationships was crucial for some of our students who were struggling with attendance. In addition, we had an attendance team that met once a month and discussed students of concern and what steps the school needed to take, starting with communication from the teacher. As letters went out to families based on the state/district requirements, administration met with families, reminding them the importance of coming to school and how that sets one up for success as well as incentivizing this through programs such as Walk to School Day.</p>	
<p>Discipline Goal: By January 2018, school administration will have fully implemented a discipline tracking system to communicate discipline issues and focus on reteaching opportunities.</p>	<p>Outcome: Our school fully implemented a discipline tracking system to communicate discipline issues and focus on reteaching opportunities.</p>
<p>Narrative Reflection: Our school's data tracking system is recorded using Microsoft Office Forms and is taken from Notice Notes that are written by classified staff and specialists</p>	

to inform classroom teachers of student behavior in settings outside the classroom. The data collected enables our staff analyze trends and patterns regarding location, time of day, students, and type of behavior. With this information we are able to be more proactive in implementing practices in a preventative manner rather than reactive. It also allows us to be reflective on how consistent we are or are not when it comes to what notice notes are being written for and what students are receiving them.

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: Involvement in the continuous improvement process will be a work in progress. The leadership team, PTA Presidents, and Principal will come up with a meaningful way of involving parents other than just having parent take the annual Perception Data Survey.

Reflection on Outcome: I can't say that we made much progress in this area, other than coming up with a plan for this year, which will be based on the School of Excellence survey sent out earlier this year. We are hoping to focus on community engagement, and have Principal chats lined up, school topics to be presented at each PTA meeting, and liaisons for our more marginalized communities.

2017-18 Strategies to inform parents, families and the community in the CIP process: Strategies to inform families about the continuous improvement process will include:

- Teacher Haiku pages and newsletters
- School website
- PTA meetings
- PTA Facebook
- Principal chats
- School newsletter
- Attendance conferences
- Ongoing parent conversations regarding student behavior and academic success

Reflection on Outcome: This year, we did share our school goals in all the above-mentioned ways, other than we did not get Principal chats on the calendar but have them scheduled this year. When presented at the PTA meeting, parents were engaged, interested, and thankful for the communication. We will do the same this year, with hopes that we will connect more with our more marginalized communities.

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: By May 2019 85.7% of K-2 students will be meeting or exceeding standard in ELA as measured by the EOY DIBELS.</p>
<p>Process used to determine goal: The K-2 team gathered analyzed BOY DIBELS data as well as end of 2017-2018 DIBELS data from Power BI to determine the goal for this school year. In addition, teams have also taken into account beginning of year assessment data and students' daily work on sight word recognition and fluency skills.</p> <p>Responsible individual or team: K-2 teams and administrators.</p> <p>Strategies that will be implemented to support goal: Small group instruction where students are placed according to their reading level will help support differentiated instruction. Embedding SIOP strategies into instruction, practicing sight words, utilizing Safety Net where appropriate are additional strategies the team will implement. The district's Wonders curriculum provides comprehension and fluency passages that will also be used.</p> <p>How challenge and rigor will be ensured for all students: Students will participate in reading practice daily. As student data is gathered in phonics, comprehension, and fluency teams will be able to identify students not showing expected growth. Intentional conversations focused on problem solving as well as implementation of these plans will ensure students are getting what they need. All students will have access to grade level material and will be challenged upward with more complexity as appropriate.</p> <p>How necessary interventions will be determined: DIBELS, formal assessments, and ongoing formative assessments will be used to determine interventions.</p> <p>Any professional learning needed: CRT knowledge and ongoing SIOP.</p> <p>Any resources needed and plans to obtain them: Teachers receive training through staff meetings and LEAP days. In addition, several teachers sign up for professional development classes provided by the district which take place outside of the school day to enhance their knowledge.</p> <p>Timelines and Progress Monitoring Plans:</p>

DIBELS MOY in January is a major progress monitoring tool used district wide. In addition, students will receive sight word and reading assessments. EOY DIBELS will be used to determine if the goal was achieved.

Literacy: 3-5 ELA SMART Goal:

By May 2019 71.7% of 3-5 students will be meeting or exceeding standard in ELA as measured by the 2019 SBA.

Process used to determine goal:

Teams met to analyze baseline ELA assessment outcomes from district-provided curriculum in conjunction with the 2017-2018 school years' SBA data and the first major test. Combined with informal and formal assessment data, teams also used observations to determine the goal.

Responsible individual or team:

3rd – 5th grade teachers, administrators.

Strategy/ies that will be implemented to support goal:

Using graphic organizers and SIOP strategies, providing opportunities for kinesthetic learners, and utilizing large and small groups for instruction incorporating learning centers, partner reading.

How challenge and rigor will be ensured for all students:

Offering higher-order questions during discussions and on tests.

How necessary interventions will be determined:

Formative and summative evaluations alongside informal teacher observation will provide necessary data to determine which interventions will be necessary. Intervention materials include Wonders and differentiated support.

Any resources needed and plans to obtain them:

SIOP materials such as a guidebook would be helpful for the implementation of the strategies. For any larger items, building funds and/or the PTA will assist as the need arises.

Timelines and Progress Monitoring Plans:

Teams will monitor progress through unit assessments, monthly reading fluency assessments, one on one reading, and SBA interims.

Math: 3-5 Math SMART Goal:

By May 2019 76.7% of K-2 students will be meeting or exceeding standard in ELA as measured by the 2019 Math SBA.

Process used to determine goal:

Teams met to analyze baseline ELA assessment outcomes from district-provided curriculum in conjunction with the 2017-2018 school years' SBA data. Combined with

informal and formal assessment data, teams also used observations to determine the goal.

Responsible individual or team:

3rd – 5th grade teachers, administrators.

Strategies that will be implemented to support goal:

DreamBox is offered to 5th graders before school as an additional way to get students engaged in their learning. This will be achieved through the use of DreamBox in all grade levels as well as small group facilitation with the teacher to review and provide extra practice as well as one on one support.

How challenge and rigor will be ensured for all students:

Students will be provided with differentiated instruction targeted to their individual level and incrementally increasing difficulty as appropriate while still exposing all students to grade level instruction.

How necessary interventions will be determined:

Pre/post assessments, exit slips, classroom observation will provide necessary data to determine where specific interventions will be needed.

Any professional learning needed:

Teachers will continue to collaborate with one another within the building as well as reaching out to other building teams for support on strategies for instruction.

Any resources needed and plans to obtain them:

Using SIOP strategies and accessing the guidebook.

Timelines and Progress Monitoring Plans:

Teams will monitor progress through unit assessments, math fact fluency assessments, and SBA interims.

Science: 5 Science SMART Goal:

By May 2019 80% of 5th grade students will be meeting or exceeding standard as measured by the 2019 WCAS.

Process used to determine goal:

5th grade teachers noticed that the WCAS assessment was heavily based on reading and writing thus, the team used the students' previous year's reading and writing data to formulate a prediction.

Responsible individual or team:

5th grade team, administrators.

Strategies that will be implemented to support goal:

While teaching using the FOSS science kits, teachers will also use SIOP strategies to help students solidify learning.

How challenge and rigor will be ensured for all students:
FOSS and supplementary materials combine with teacher skill and higher quality of questioning/discussion will provide additional rigor.

How necessary interventions will be determined:
Teachers will monitor the data collected formally and informally to guide intervention groups.

Any professional learning needed:
Ongoing Professional development on the new Next Generation Science Standards and a training for the pilot of a new district science curriculum.

Any resources needed and plans to obtain them:
Resources to practice for WCAS, focusing planning time on learning new science standards.

Timelines and Progress Monitoring Plans:
Teachers will monitor progress through FOSS unit assessments from each science kit.

Achievement Gap SMART Goal:
By May 2019 81.2% of K-2 and 3-5 Hispanic/Latinx students will meet or exceed standard as measured by K-2 EOY DIBELS and 3-5 ELA SBA.

Process used to determine goal:
Looking at last year's EOY K-2 DIBELS and 3-5 ELA SBA scores on Power BI, our current Hispanic/Latinx population make up a significant portion of students who are demonstrating a need for additional, intentional support. Combining the average of the K-2 and 3-5 goals gives us an overall average for this subgroup. We are currently at 62.5% of students in this subgroup meeting or exceeding standard.

Responsible individual or team:
All staff.

Strategies that will be implemented to support goal:
Small group instruction where students are placed according to their reading level will help support differentiated instruction. Staff is continuing to learn about and embed SIOP strategies into instruction. An emphasis that staff feels is important is practicing sight words and focusing on vocabulary and will utilize Safety Net and EL resources when appropriate. The district's Wonders curriculum provides resources specifically to support English language learners and as well as differentiates by reading levels. In addition, a focus on culturally responsive teaching, equity practices and reflection facilitated by the district and the Helen Keller equity team will help us address our goals in a meaningful way.

How challenge and rigor will be ensured for all students:

Using graphic organizers and SIOP strategies, providing opportunities for kinesthetic learners, and utilizing large and small groups for instruction incorporating learning centers and partner reading.

How necessary interventions will be determined:

As with any intervention, consistently looking at literacy data from informal and formal assessments, mid-year assessments, and from classroom observations, teachers are able to adjust intervention groups accordingly.

Any professional learning needed:

Ongoing professional development on Culturally Responsive Teaching, Equity, and SIOP.

Any resources needed and plans to obtain them:

Any additional CRT and SIOP information or guidebooks and trainings provided within our building or through the district's professional development offerings.

Timelines and Progress Monitoring Plans:

Classroom teachers K-5 are able to monitor the progress toward this goal through their plans to use classroom and state assessments such as DIBELS and SBA and breaking down their demographic data.

School Effectiveness SMART Goal:

By May 2019 80% of staff mostly or completely agree that staff work in teams across grade levels to help increase student learning as measured by our School Effectiveness Survey.

Process used to determine goal:

Staff took an administrator-created survey in Microsoft Forms to provide anonymous feedback regarding if they believed staff members worked in teams across grade levels. The survey revealed from 28 respondents that 75% mostly or completely agreed. They also had an opportunity to provide what worked well and what were some barriers to working in such a way.

Responsible individual or team:

All staff.

Strategies that will be implemented to support goal:

An apparent theme in the feedback provided included the desire for designated time for teams to work across grade levels as they currently use time outside of their professional collaboration to do this work or utilize email.

How necessary interventions will be determined:

In January, staff will take a follow up survey to determine progress toward the goal.

Any resources needed and plans to obtain them:

Individuals will organize their professional time to find moments to connect with other grade levels teams to discuss data, reflect on practices and share strategies to benefit student achievement.

Timelines and Progress Monitoring Plans:

In January we will provide a mid-year check-in survey and use it once more at the end of the school year.

Attendance SMART Goal:

By May 2019 we will maintain our average daily attendance rate of 98% as measured by Skyward attendance data.

Process used to determine goal:

Using Skyward, we were able to establish our baseline data by generating a report that calculated the average daily attendance rate from the beginning of the school year to November 15, 2018.

Responsible individual or team:

Attendance team in conjunction with all staff.

Strategies that will be implemented to support goal:

We will closely monitor student attendance to be proactive. Various methods of communication are utilized to inform families about attendance habits as well as to partner with them to help provide solutions to any attendance barriers.

How necessary interventions will be determined:

Our Skyward data and teacher input provides us the necessary information to determine students that we need to focus on.

Any professional learning needed:

Best practices on increasing student attendance and practices to support families.

Any resources needed and plans to obtain them:

Marcia Chapman, our BECCA coordinator, is a great resource.

Timelines and Progress Monitoring Plans:

The attendance team meets monthly to review students of concern and we are continually monitoring attendance and connecting with families and teachers to improve student attendance.

Discipline SMART Goal:

This year we will continue to use our behavior tracking system that was implemented in January 2018 to collect data and identify patterns to assist in reducing office level discipline.

Process used to determine goal:

We wanted to continue using it, collect valid data, and find trends. The following year we will use the data collected to formulate a goal based on the patterns we notice.

Responsible individual or team:
All staff.

Strategies that will be implemented to support goal:
Training classified staff and calibrating with all staff on practices. Equipping all parties with restorative practices and strategies in order to make the data more valid.

How necessary interventions will be determined:
Once there is sufficient valid data our staff will be able to collaborate and develop the necessary interventions based on the need.

Any professional learning needed:
We acknowledge that students need support in remaining calm when they perceive others around them are getting escalated. We would like to explore more strategies on self-management.

Any resources needed and plans to obtain them:
Professional development through research and/or seminars around self-management and impulse-control.

Timelines and Progress Monitoring Plans:
We will look at data collected by staff members to inform our practices. We will monitor our behavior tracking system to identify trends.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:
This year the Principal and PTA collaborated to create and distribute a survey in both English and Spanish. Available both electronically and on paper, families were invited to answer 20 questions regarding atmosphere, communication, policies, and curriculum.

Timelines and Progress Monitoring Plans:

This survey will be taken at the beginning and end of the year to show progress in the various areas. This information will help us reflect on our practices to ensure we are providing the best possible experience for not just students but families and community members.

2018-19 Strategies to inform parents, families and the community in the CIP process:
Strategies to inform families about the continuous improvement process will include:

- Power School pages and newsletters
- School website
- PTA meetings
- PTA Facebook
- Principal chats
- School newsletter
- Attendance conferences
- Ongoing parent conversations regarding student behavior and academic success

Timelines and Progress Monitoring Plans:

Our school is in constant communication with families. As we have already scheduled Principal Coffee Talks we will have the benefit of consistent feedback and adjustment throughout the year. Our school survey that will be administered again at the end of the year will also be a useful data point to gauge the efficacy of our communication and help us reflect on areas for growth.



Continuous Improvement Process Plan 2018-2019

John Muir Elementary School

14012 132nd Ave. NE

Kirkland, WA 98034

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

Principal:	Jeff DeGallier
Associate Principal:	Ric Baileykaze

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I. Description of School

John Muir Elementary (JME) is an outstanding community school where all students are provided a rich academic program in a safe, nurturing environment. The school, playground, and playfields are centers for both school-related and community-related activities. JME serves a socially, economically and ethnically diverse population of children. This diversity is a source of strength and pride for the school. The PTSA is active in supporting the educational process and provides enriching programs, which further enhance the positive school climate and culture for students, staff, and community members.

Our focus at JME is to equitably provide an academically rigorous experience that allows each student to achieve their personal best. The professional educators spend considerable time in staff development to continuously improve their practices to meet the needs of all children. Ongoing assessments allow teachers to monitor the progress of students to ensure they are making annual growth and alter instruction when necessary. In addition to our primary focus on developing strong academic skills, resources are dedicated to developing social and emotional skills.

School Demographics:

American Indian	.5%	Two or More Races	8.4%
Asian	24.6%	Special Education	14.9%
Black/African American	1.4%	English Learners	24.2%
Hispanic/Latino	18.3%	Low Income	33.2%
White	46.9%	Male/Female	51.7/48.3%
Pacific Islander	0.0%		

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	98.4%	87.1%	86.1%	91.3%			
		1 st	82.5%	79.1%	83.1%	72.4%			
		2 nd	82.7%	77.8%	86.1%	87.5%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		70.3%	73.1%	66.6%	66.1%			
	% of 3 rd graders meeting or exceeding state standards in Math		73.0%	74.6%	71.9%	60.8%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		68.4%	76.0%	62.0%	66.6%			
	% of 4 th graders meeting or exceeding state standards in Math		54.3%	80.0%	64.5%	72.2%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		68.7%	63.9%	78.1%	67.9%			
	% of 5 th graders meeting or exceeding state standards in Math		51.5%	37.7%	76.3%	61.5%			
	% of 5 th graders meeting or exceeding state standards in Science		75.0%	70.4%	83.6%	62.8%			

- 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

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

Instructional teams were guided by the building leadership team through a reflection process using school-wide data sheets and the Power BI app to analyze aggregate and disaggregate data. Teams reflected on the results of each goal from the 2017-18 CIP. Next, reflective questions guided their analysis of the goals applicable to their teaching assignment. Individual student data was analyzed to evaluate the achievement gap goal and results. Teams collaborated and recorded their reflections in OneNote.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: K-2 students will go from 73% at standard on the DIBELS, to 75% at standard.	Outcome: 83.9% of K-2 students are at standard on the DIBELS.
Narrative Reflection: Overall, kindergarten and second grade students exceeded the reading goal. Kindergarten had 93.1% of students at level or above and second graders had 87.5%. However, 1 st grade underperformed their expected outcome achieving a 72.4%. The overall growth is attributed to increased parent engagement strategies, focused interventions, and ongoing professional learning focused on foundational literacy instruction. Specifically, professional development time was dedicated to increasing phonemic awareness and phonics instructional skills. Achievement levels of students that qualify for EL or SPED continue to not meet standard.	
Literacy: 3-5 ELA Goal: Grades 3-5 students will go from 69% at or above standard on the SBA-ELA, to 77% at or above standard.	Outcome: 67.0% of 3-5 students are at standard on the SBA-ELA.
Narrative Reflection: Data shows that latino and the low-income sub-group of students had the lowest levels of proficiency on the ELA portion of the SBA. Of all students assessed in grades 3-5 on the ELA-SBA, the highest percentage of students scored a Level 4.	
Math: 3-5 Math Goal: 3-5 students will go from 68% at or above standard on the SBA-Math, to 68% at or above.	Outcome: 64.1% of 3-5 students are at standard on the SBA-Math.
Narrative Reflection: 2017-18 SBA-Math results did not meet expectations for the 3-5 cohort. 3 rd graders achieved a 60.8% proficiency, 4 th graders achieved 72%, and 5 th graders achieved 62%. Results were disappointing considering we spent a considerable amount of time in staff development with CORE focusing on foundational math skills.	

A continued concern is our inability to create the conditions where ELL and SpEd students achieve proficiency. As with the SBA-ELA, of all students assessed in grades 3-5 on Math, the highest percentage of students scored a Level 4.	
Science: 5 th Science Goal: 69% of students will be at standard as measured by the NGSS assessment.	Outcome: 62.8% of 5 th grade students are at standard in science.
Narrative Reflection: In Spring of 2017 5 th grade students took a new state science assessment implementing the new next generation science standards (NGSS). At the same time, Lake Washington School District has yet to adopt a curriculum aligned to the NGSS. This year's achievement of 62.8% is a baseline percentage we look forward to improving on.	
Achievement Gap Goal: 22% of students EL or exited EL students will move one level of proficiency, as measured by the 3-5 Math SBA.	Outcome: 10% of EL or exited EL students advanced one level of proficiency on the 3-5 Math SBA.
Narrative Reflection: The EL and exited EL sub-group had disappointing math results. Only 10% (four students) advanced a level of proficiency and 17.5% (seven students) dropped a level of proficiency.	
School Effectiveness Goal: The results of the Spring 2018 Nine Characteristics of Effective Schools Survey will show an increase in staff reporting mostly agree and completely agree in three areas: staff members trust one another, student discipline problems are managed well, and staff feels free to express their ideas and opinions with one another.	Outcome: In 2016-17 staff members reported that they mostly and completely agree that staff members trust each other 81% of the time, and 19% agreed slightly. In comparison, for 2017-18 Nine Characteristics data staff mostly and completely agreed 74% of the time and agreed slightly 27% of the time. In 2016-17 staff members reported that they mostly and completely agree that discipline problems are managed well 55% of the time while 33% agree slightly and 11% don't agree at all. 2017-18 data showed staff members mostly agree 58% of the time (none completely), slightly agree 39% of the time and 3% don't agree at all. In 2016-17 staff members reported that they mostly and completely agree that staff feels free to express their ideas and opinions with one another 80% of the time while 17% agree slightly and 3% do not agree at all. In 2017-18 Nine Characteristics data, 71%

	mostly and completely agree, 26% agree slightly, and 3% don't agree at all.
<p>Narrative Reflection:</p> <p>We did not meet the goals of our School Effectiveness data. While the “Staff Members Trust One Another” and “Staff Feels Free to Express Their Ideas and Opinions” data remained virtually stagnant (81% vs 74% mostly/completely agreeing and 80% vs 71% mostly completely agreeing respectively), a concern is staff perception that discipline problems aren't being handled well. In meetings with the PBIS team, we believe this is due to staff being unprepared to deal with Tier 3 behaviors and the significant impact this has on overall school climate and culture. Additionally, there is a perception of a lack of communication regarding the response to inappropriate school behaviors.</p>	
<p>Attendance Goal:</p> <p>We will continue to work to keep our average daily attendance above 94.7%.</p>	<p>Outcome:</p> <p>The average daily attendance last year was 94.4%.</p>
<p>Narrative Reflection:</p> <p>Average daily attendance remains steady at 94.4% due to the work of teachers communicating with parents via conferences and phone on the importance of regular and consistent attendance. Additionally, continued participation of staff and students in taking attendance every day, graphing daily attendance percentages, and calculating the daily attendance rate in order to win the school's “Traveling Attendance Trophy” were strategies to meet our goal.</p> <p>A concern remains for those students that are chronically absent throughout the year. Our assistant principal and district attendance specialist work with parents to help improve the attendance.</p> <p>Another concern that came to our attention during the school year is the number of students with chronic absenteeism in kindergarten and first grade. 15.94% of kindergarteners and 10.14% of first graders are deemed chronically absent according to PowerBi data, as opposed to 3.75% for 2nd grade, 2.90% for 3rd, 9.26% for fourth, and 6.33% for fifth.</p>	
<p>Discipline Goal:</p> <p>We will move onto Year 2 of implementation of the PBIS system to reduce lost instructional time and provide consistent and common expectations throughout the school. Baseline referral data will be gathered to help us target high need areas throughout the school.</p>	<p>Outcome:</p> <p>PBIS has completed year 2 of implementation, incorporating consistent routines and expectations across the school using R-espect, O-n task, A-ppropriate, R-esponsible (ROAR) expectations. Day 1 included teaching ROAR expectations for each grade level in the cafeteria, on the playground, in the hallway, bathroom and classrooms, and on the stairwell. After two weeks we had a ROAR kickoff assembly to introduce students to our new weekly ROAR Award and at the end of the Winter and</p>

	Spring Breaks we retaught expectations throughout the school including a Spring into ROAR Challenge.
<p>Narrative Reflection:</p> <p>Consistency is still an area of improvement. Although we've established common routines throughout the building and students are very excited about "ROARing" throughout the school, an area of improvement is establishing explicitly what teachers should expect in the hallway, etc. Students are <i>taught</i> routines but assessing specifically what the outcome should be remains an issue.</p> <p>Consistency with our use of referral forms is also an issue as is communication back to teachers regarding discipline issues. The PBIS team believes this year's Nine Characteristics data regarding discipline problems being handled well is a result of a lack of communication as well as Tier 3 behaviorally challenged students.</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"> • Conduct Title 1 Parent and Family Engagement Survey, October, 2017. • Continued work with Parent Advisory Committee established during the 2016-17 school year. • Continued expansion of the John Muir Elementary Natural Leaders' Program • Parent involvement/partnership with PBIS. • Seek input and feedback from PTSA leadership and general membership.
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2017-18 Strategies to inform parents, families and the community in the CIP process:
<p>Reflection on Outcome:</p> <p>Muir will publish information and involvement policies through the school newsletter and website, as well as provide families with copies of the "Parent and Family Engagement Plan." Information will be shared at meetings of our two parent groups: PTSA and Natural Leaders.</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: K-2 students will go from 76% to 88% at/above standard as measured by DIBELS Next composite. Specifically, 37 students in K-2 who are currently below standard, will advance one or more levels of proficiency.</p>
<p>Process used to determine goal: Teams analyzed historical and current data. Using a cycle of inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort to individual students. The building leadership team drafted questions to guide this analysis of beginning of year DIBELS data.</p>
<p>Responsible individual or team: Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.</p>
<p>Strategies that will be implemented to support goal: Teachers will use a variety of evidence-based practices to build foundational reading skills: common instructional routines, multi-modal strategies, tier two curriculum materials (Wonders, Lexia, Wonderworks, Heggerty: PA), SIOP, and alignment of EL/Safety Net services which allows for preteach and reteach so below standard students get more productive practice.</p>
<p>How challenge and rigor will be ensured for all students: Small group instruction provides opportunities to differentiate instruction and practice at students' identified ability levels. Ongoing progress monitoring of all students insures instruction is provided at the developmentally appropriate instructional level.</p>
<p>How necessary interventions will be determined: Teams will use curriculum-based measures and progress monitoring assessments to determine if/when interventions are needed including DIBELS, Wonders Assessments, Lexia reports, district ELA assessments, and classroom observations.</p>
<p>Any professional learning needed: Teams will receive implementation training on using the Heggerty Phonological Awareness Skills lessons. Additionally, experienced teachers will model effective implementation of Wonders for staff new to their grade level or John Muir Elementary. The CORE trainer will provide training to instructional leadership teams so that they may facilitate cycles of inquiry related to foundational reading skills during PLC time. K-2 teachers are receiving training in how to progress monitor on an as needed basis.</p>
<p>Resources needed: Additional copies of the Heggerty PA Skills lessons. Collaboration time.</p>
<p>Timelines and Progress Monitoring Plans:</p>

Grade level teams will monitor progress for targeted students on a monthly basis using DIBELS progress monitoring data. The entire staff will evaluate mid-year progress in January.

Literacy: 3-5 ELA SMART Goal:

Grades 3-5 students will go from 64% to 68% at/above standard as measured by SBA-ELA. This year a targeted goal is 36 exited EL students in 3-5 will maintain or advance one or more levels of proficiency on the SBA.

Process used to determine goal:

Teams analyzed historical and current data. Using a cycle of inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort to individual students. The building leadership team drafted questions to guide this analysis of Spring, 2018 SBA data and BOY DIBELS data.

Responsible individual or team:

Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.

Strategies that will be implemented to support goal:

Teachers will use a variety of evidence-based practices to build foundational reading skills: common instructional routines, multi-modal strategies, tier two curriculum materials (Wonders, Lexia, Wonderworks, Heggerty: PA), SIOP, and alignment of EL/Safety Net services which allows for preteach and reteach so below standard students get more productive practice.

How challenge and rigor will be ensured for all students:

Small group instruction provides opportunity to differentiate instruction and practice at students' identified ability levels. Ongoing progress monitoring of all students insures instruction is provided at the developmentally appropriate instructional level.

How necessary interventions will be determined:

Teams will use curriculum-based measures and progress monitoring assessments to determine if/when interventions are needed including DIBELS, Wonders Assessments, Lexia reports, district ELA assessments, and classroom observations.

Any professional learning needed:

Peer observations, cross-grade collaboration, as well as additional work with Interim Assessments would be valued professional learning.

Any resources needed and plans to obtain them:

No additional resources needed other than targeted use of LEAP time to collaborate on effective implementation of the curriculum.

Timelines and Progress Monitoring Plans:

Teams will monitor progress of the targeted students using DIBELS progress monitoring data; the entire staff will evaluate mid-year progress in January.

Math: 3-5 Math SMART Goal:

Grades 3-5 students will go from 65% to 67% at/above standard as measured by SBA-Math. Specifically, 36 exited EL students in 3-5 will maintain or advance one or more levels of proficiency.

Process used to determine goal:

Teams analyzed historical and current data. Following the step of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students. The building leadership team drafted guiding and reflective questions to support this dive into data.

Responsible individual or team:

Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.

Strategies that will be implemented to support goal:

Teachers will utilize small group interventions based on end of lesson assessments and multiple exposures to instruction and vocabulary building strategies will be used. Dreambox and ALEKS will be used to support data-based individualization. There will be more focus on concept development and collaborative planning.

How challenge and rigor will be ensured for all students:

Differentiated teaching and practice will be based upon ongoing assessment, identified resources for acceleration will be shared across grades.

How necessary interventions will be determined:

Dreambox/ALEKS progress, as well as topic and district assessments will be used to define needed interventions.

Any professional learning needed:

CORE Math Academy training for new staff, as well as more training around effective uses of Dreambox and interim assessments.

Any resources needed and plans to obtain them:

Collaboration and above listed learning.

Timelines and Progress Monitoring Plans:

Teams will follow an eight-week cycle of inquiry using district and curriculum assessments to evaluate teaching and learning.

Science: 5th Grade Science SMART Goal:

63% Of 5th grade students will be at/above standard as measured by the WCAS-Science Assessment.

Process used to determine goal:

Teams analyzed historical and current data. Following the step of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students. The building leadership team drafted guiding and reflective questions to support this dive into data.

Responsible individual or team:

Individual classroom teachers under the guidance and facilitation of each grade's leadership team representative.

Strategies that will be implemented to support goal:

Teams will integrate reading, experiments, and mini-lessons into the FOSS science curriculum. Outdoor education courses will be selected that align with NGSS topics. STEM projects and experiments will target the scientific method.

How challenge and rigor will be ensured for all students:

Students demonstrating proficiency will be provided opportunity to extend learning through ongoing STEM work through projects and experiments.

How necessary interventions will be determined:

Use of the district CDSAs and classroom observations will identify students in need of intervention.

Any professional learning needed:

Additional NGSS training with time to explore resources and assessment materials.

Any resources needed and plans to obtain them:

WSAC release items, practice assessment tools, as well as updated science curriculum tools.

Timelines and Progress Monitoring Plans:

Ongoing monitoring throughout each science unit, and formalized end of unit assessments will monitor progress.

Achievement Gap SMART Goal:

Exited EL students in 4th and 5th grade will maintain or advance one level of proficiency as measured by the SBA-Math.

Currently, there are two students scoring level 1, seven students scoring level 2, thirteen students at level 3, and 8 scored a level 4.

Process used to determine goal:

The Instructional Leadership team disaggregated school-wide data and identified this sub-group for focus. Analysis of historical and cohort data showed a widening of the achievement gap for exited EL's.

Responsible individual or team:

The Instructional Leadership team, made up of grade-level representatives, as well as department representatives.

Strategies that will be implemented to support goal:

Continued focus on professional learning for math and vocabulary instruction, team and cross-grade-level collaboration and peer visits to share best practices.

How challenge and rigor will be ensured for all students:
Data and instruction will be focused on all exited EL students, including those already at/above standard.

How necessary interventions will be determined:
Dreambox/ALEKS progress, as well as topic and district assessments will be used to define needed interventions.

Any professional learning needed:
CORE Math Academy training for new staff, as well as more training around effective uses of Dreambox.

Any resources needed and plans to obtain them:
Collaboration and above listed learning.

Timelines and Progress Monitoring Plans:
Teams will follow an eight-week cycle of inquiry using district and curriculum assessments to evaluate teaching and learning.

School Effectiveness SMART Goal:
The results of the 2018 Spring Nine Characteristics Survey will show an increase in staff mostly and completely agreeing in two areas: Focused Professional Development and High Levels of Collaboration and Communication. Within these two characteristics, staff identified an area for growth to be “creating opportunities for different staff members to lead professional development” as well as “staff members developing trust for one another.”

Process used to determine goal: Grade levels met to review Nine Characteristics survey data from Spring, 2018, and teams identified specific areas where perception data can be improved. After reviewing published information on Nine Characteristics of Highly Effective Schools, teams analyzed Spring 2018 survey data down to the item level within each characteristic to determine specific perception data that teams believed provided the greatest opportunity for improvement. This team level data was collected and commonalities were found that resulted in the selected goals for the 2018/2019 school year.

Responsible individual or team:
Grade level teams, ILT and MAC will be responsible for regularly collaborating to find opportunities for staff to lead professional development and build trust among one another.

Strategies that will be implemented to support goal:
Peer observations, improved collaboration, and staff leadership during staff and professional learning meetings. School administrators worked with CORE support to provide shared leadership training to members of the ILT. ILT members were then given opportunity to lead their teams on developing CIP goals. Also, new members of the JME staff are being intentionally encouraged to participate in district and building initiatives.

Activities at certificated staff meetings and LEAP presentations will be considered and planned that will allow for more members of the staff to lead professional learning.

Any professional learning needed:

Professional development in shared/distributed leadership will be conducted for ILT members. This professional development will be conducted by school administration and CORE. Also, professional learning specific to areas of leadership will be conducted by district leaders in areas such as NGSS, SIOP, and equity training.

Any resources needed and plans to obtain them:

No resources beyond current building professional development funds will be necessary. LEAP time will be the primary resource used to make progress toward the School Effectiveness Goal.

Timelines and Progress Monitoring Plans:

The JME CIP School Effectiveness goal will be monitored by the Instructional Leadership Team. A mid-year review in January at our ILT meeting will be conducted to determine if members see progress toward the goal or if additional strategies need to be considered and implemented.

Attendance SMART Goal:

We will continue to implement our incentive program to increase daily attendance and decrease tardies, as well as communicate with families of frequently absent students with a letter, phone calls, and meetings. We will continue to improve our efforts to better utilize the District Attendance Specialist to support our efforts with families. In addition, chronically absent kindergarten and first grade rates will decline from 15.94% and 10.14% respectively.

Process used to determine goal:

Reviewed last year's attendance data using Power Bi and identified two struggling grade levels with attendance.

Responsible individual or team:

Office staff, grade levels, district attendance specialist.

Strategies that will be implemented to support goal:

Regular attendance letters sent home, communication with families via phone and/or face to face if necessary.

How challenge and rigor will be ensured for all students:

Students will participate in the school's attendance incentive program (Traveling Trophy Award).

How necessary interventions will be determined:

Staff with attendance concerns will communicate with families at conferences and via phone if necessary. Administration will communicate with families after 10 excused absences in a year, two unexcused absences in a week and/or over 5 unexcused absences in a year.

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

Any resources needed and plans to obtain them:
No resources needed other than attendance data which is readily accessible by office staff.

Timelines and Progress Monitoring Plans:
Attendance data is pulled monthly from Skyward and teachers are encouraged to communicate concerns regularly.

Discipline SMART Goal:
The PBIS team's goals this year include collaboratively working with staff to establish minor behavior tracking norms in classroom settings, establishing consistent expectations among teachers, and improving communication with the referral process. Nine Characteristics survey data will show an increase in staff mostly/completely agreeing that discipline problems are handled well (58.06%).

Process used to determine goal:
The school PBIS team uses the PBIS Tiered Fidelity Inventory to guide our practice. Staff convened to determine a focus for Nine Characteristics data.

Responsible individual or team:
Teachers, office staff, playground staff

Strategies that will be implemented to support goal:
Improved referral communication including communicating office managed discipline decisions to teachers. Also, associate principal and counselor intern will conduct lunch groups with students with historically high rates of inappropriate behavior.

How challenge and rigor will be ensured for all students:
Restorative justice strategies will be used with all students struggling with behaviors. Close monitoring of students who demonstrate higher frequency of inappropriate behaviors will be conducted by SIT to determine if proactive interventions can be put in place that will reduce the need for reactive disciplinary actions.

How necessary interventions will be determined:
Discipline and referral data, day to day anecdotal data.

Any professional learning needed:
Trauma informed instruction through professional readings.

Any resources needed and plans to obtain them:
No resources needed at this time.

Timelines and Progress Monitoring Plans:
The PBIS team monitors discipline data monthly.

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

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

- Conduct Title 1 Parent and Family Engagement Survey, October, 2018.
- Continued work with Parent Advisory Committee established during the 2016-17 school year.
- Continued expansion of the John Muir Elementary Natural Leaders' Program
- Parent involvement/partnership with PBIS.
- Seek input and feedback from PTSA leadership and general membership.
- Conduct parent family engagement and parent input meeting at Kirkland Height's apartment complex.

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

Muir will publish information and involvement policies through the school newsletter and website, as well as provide families with copies of the "Parent and Family Engagement Plan." Information will be shared at meetings of our two parent groups: PTSA and Natural Leaders. The Title 1 Parent and Family Advisory Committee will conduct two meetings between December and May to get further feedback and input on strategies to involve parents, families, and the community in all aspects of our school program, including the CIP.

Timelines and Progress Monitoring Plans:

During the 2018-2019 school year the JME Instructional Leadership Team will monitor progress on all components of the Parent and Family Engagement strategies at three meetings: November, February, and April. School administrators will be responsible for scheduling and conducting the Parent Advisory Committee Meetings between December and May. Finally, a summary of Parent and Family Engagement efforts will be completed in June, 2019.



Continuous Improvement Process Plan 2018-2019

Sandburg Elementary School

12801 84th Ave NE

Kirkland, WA 98034

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

Principal:	Lori Pierce
Associate Principal:	Nate Litke

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I. Description of School

Located in the Finn Hill neighborhood of Kirkland, the Carl Sandburg Elementary community is dedicated to developing the whole child. Students are provided a challenging and rigorous curriculum and are strategically exposed to the responsibilities of global citizenship. We have 469 K-5 students, as well as another 22 pre-school students, and we share a campus with 71 students in Discovery Community School. Together, our school community supports 562 students, and we view ourselves as one community. Our students come from well-educated families who recognize education as a gateway to personal fulfillment and financial security. In addition to academic achievement, an increased awareness of environmental and social responsibility has resulted in many acts of stewardship. Students and parents keep our grounds pesticide free, recycle and compost, and complete service projects to benefit the Kirkland community. In partnership with Discovery Community School, we have been recognized with a Washington State Green School award for progress toward reducing environmental impact and costs. The Carl Sandburg staff is exemplary. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. Classroom doors are open to team members and teachers throughout the district. Our trust and respect for one another allows de-privatization to flourish. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Many of our teachers have completed a rigorous, performance-based process to become National Board Certified. We are a school that values rigorous academics and also values the arts. Our PTSA supports a strong art docent program in addition to teaching the district arts curriculum.

Our school is currently focusing on growth in a number of areas. 1) Teachers are learning to use new SMART Board Interactive Whiteboards and software to enhance student engagement and assessment practices. 2) Teachers have begun learning the Sheltered Instruction Observation Protocol (SIOP) to support English Language Learners and all students in becoming strong users of academic vocabulary as well as successful readers and writers. This learning is also part of our efforts to be Culturally Responsive teachers and to close the Achievement Gaps that persist for some of our students. We are deeply committed to equity and making sure all students are supported to be successful learners. To this end, we have also created a building Equity Team to evaluate and expand our practices from an equity lens. 3) Curriculum learning continues as teachers do professional learning around the Writing Curriculum implemented last year and the new Next Generation Science Standards.

We continue to work on meeting the needs and supporting every student through programs like the Peaceful Patio, an alternate recess space, and a Sensory Library. In addition, our building has adopted a Building-wide social and emotional curriculum, called Second Steps and Kelso's Choices, and we have also implemented a "Be Kind. Be Safe. Be Responsible."

motto that we do learning with year- round and use to celebrate our students' positive choices.

We have a very active PTSA and parent volunteer community. We engage families with frequent home to school communication, opportunities for involvement, and also community and family events.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	86.3%	92.5%	94.7%	95.3%			
		1 st	84.2%	74.7%	81.1%	80.0%			
		2 nd	89.7%	90.4%	87.7%	91.6%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		76.3%	77.9%	75.5%	77.9%			
	% of 3 rd graders meeting or exceeding state standards in Math		77.9%	88.2%	85.5%	80.5%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		79.4%	85.5%	90.1%	77.7%			
	% of 4 th graders meeting or exceeding state standards in Math		70.5%	84%	83.6%	85.5%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		90.4%	91%	83.3%	85.2%			
	% of 5 th graders meeting or exceeding state standards in Math		77.3%	78.4%	76.1%	72.1%			
	% of 5 th graders meeting or exceeding state standards in Science		95%+	94.1%	93.9%	78.6%			

- 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

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

During LEAP Week in August, staff did a deep dive into our 2017-2018 data and teams reflected on successes and areas for growth. Achievement data was shared with all staff as well as data broken down by state standard targets. Teachers focused on learning celebrations and analysis of outcomes to determine areas for growth. Then, in October 2018, staff came together over two sessions to review our goals, and look at where we met goals, where we need to continue to work, and used this analysis to set goals for the 2018-2019 school year. Digging into the data over two sessions prepared teachers for setting grade level goals in literacy, math, and science. Teachers meet regularly in PCC teams to engage in the cycle of inquiry and data analysis. This process includes the use of common formative assessments and responding to student learning needs with targeted instructional strategies. To increase teacher's repertoire of research-based strategies, differentiation is an area of professional development. At risk students receive Safety Net services or English Language Learner services. Teachers are also implementing new District Writing curriculum and learning about SIOP, SBA Interim Assessment blocks, Mobile Teaching, and new Next Generation Science standards in order to improve teaching and learning.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 80% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS.	Outcome: 88% of K-2 students met benchmark on the End of Year DIBELS assessment.
Narrative Reflection: We exceeded our goals for K-2 students meeting or exceeding standards. This goal was accomplished through strong staff collaboration and a focus in kindergarten and first grade on nonsense word fluency to build students' ability to decode sounds and phonics patterns.	
Literacy: 3-5 ELA Goal: 81% of students will meet or exceed state standards in literacy as measured by the SBA.	Outcome: 80% of students met standards in literacy on the SBA ELA assessment.
Narrative Reflection: We didn't quite meet our goal but were very close. Our 5 th grade students met or exceeded this goal. 3 rd and 4 th grade students did well in many areas. In 3 rd grade, we focused on informational text and identifying and explaining main ideas, and students showed strong growth in these areas. This work will continue this year with a focus on literary text and main message/theme.	

Math: 3-5 Math Goal: 84% of students will meet or exceed state standards in math as measured by the SBA.	Outcome: 80% of students met state standards in math as measured by the SBA.
Narrative Reflection: Again, we were close to our goal. 4 th grade met this goal, but 3 rd and 5 th didn't make the goal. We have identified factors and multiples, analyzing patterns and relationships, and representing and interpreting data as areas to continue to work with students on.	
Science: 5 th Science Goal: 83% students will meet or exceed state standards in science as measured by the MSP	Outcome: 79% of students met state standards in science as measured by the WCAS.
Narrative Reflection: The goal was set based on performance on the Measure of Science Progress or MSP exam. Instead, in 2017-2018, students took the new Washington Comprehensive Assessment of Science for the first time. Therefore, the score and the goal set are not based on the same assessment. The 2018 WCAS score should serve as a new baseline from which we can attempt to grow in future years.	
Achievement Gap Goal: 50% of students receiving Special Education Services in grades 3-5 will meet or exceed state standards in ELA as measured by the SBA (Baseline 39%) 50% of students who are English Language Learners will meet or exceed state standards in ELA as measured by the SBA (Baseline 25%)	Outcome: 39% of students receiving Special Education Services in grades 3-5 met state standards in ELA as measured by the SBA. 17% of students who are English Language Learners met state standards in ELA as measured by the SBA.
Narrative Reflection: We have identified this as a major area of work for the 2018-2019 school year based on our achievement. Students receiving Special Education services maintained the same achievement percentage as the previous year. Students receiving English Language Learner services actually performed at a lower rate than the prior year. Part of the challenge is that these subgroups represent a small number of students, so a change of one student can make the data swing drastically. Students in ELL showed growth on the ELPA 21 measure of English Language Proficiency.	
School Effectiveness Goal: On the 9 characteristics survey, 95% of staff will agree completely or agree mostly that all students can learn complex concepts (Baseline 86%). 90% of staff will agree mostly or agree completely that Teachers use effective strategies to help low-performing students meet high academic standards (Baseline 82%).	Outcome: 88% of staff agree completely or mostly that all students can learn complex concepts. 92% of staff agree mostly or completely that teachers use effective strategies to help low performing students meet high academic standards.

<p>Narrative Reflection: We met our goal that staff feel like teachers use effective strategies to help under-performing students succeed. As a staff, we have invested in practices such as normalizing the use of sensory items, creating inclusive classrooms, teaching growth mindset, focusing on individual student needs, and effective data use and progress monitoring to support students to meet high academic standards. While we didn't quite meet our goal for believing that all students can learn complex concepts, we grew from our Baseline of 86% to 88%, showing progress. We will continue to work on this goal.</p>	
<p>Attendance Goal: In 2016-2017, 49 students missed more than 10% of the school year (18 or more absences, excused or unexcused), representing roughly 11% of the school population. We will decrease this number to 30, or roughly 6% of the school population.</p>	<p>Outcome: 29 students or 5.5% of students missed more than 10% of the school year, meeting the chronic absenteeism definition.</p>
<p>Narrative Reflection: We achieved our goal of reducing the number of students meeting the chronic absenteeism threshold of 18 or more absences, or 10% of the school year. We did this through an ambitious process of community education, pre-approval for absences, letters home, and meeting with families exhibiting high levels of absences.</p>	
<p>Discipline Goal: Using the Nine Characteristics Survey, 90% of staff will feel like Discipline issues are being handled well (Baseline 82%)</p>	<p>Outcome: 87% of staff feel like Discipline issues are being handled well.</p>
<p>Narrative Reflection: While we didn't quite achieve our goal, we grew 5% from our baseline score. We did so by creating a subcommittee to develop a "Think Sheet" or reflection form that helps students process what happened and what they would do differently next time. Administrators worked closely with staff to communicate about student needs and to create supports for students to encourage them to be successful.</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: Curriculum night presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting school goals and expressing the importance of attendance. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include PTSA president and Administration team.

Reflection on Outcome: We have a highly involved parent community and PTSA. We have not yet formed a parent advisory, but we have elicited input from parents through PTSA meetings and DCS Steering and Community meetings.

2017-18 Strategies to inform parents, families and the community in the CIP process: Teachers regularly communicate with families through Powerschool Learning messages and resources are shared with families via Power School and teacher newsletters; awareness and strategies shared in principal monthly newsletter; Admin meets regularly with PTSA leadership.

Reflection on Outcome: Our parent community is overall well informed and highly active in school life. We need to work on getting voices of under-represented parent populations, such as families whose home language is not English, minorities, low-income families, etc...

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: 87% of student will meet or exceed district expectations on the DIBELS reading assessment.</p>
<p>Process used to determine goal: Each grade level team met and examined the current baseline data for this year's K-2 students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.</p> <p>Responsible individual or team: K-2 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.</p> <p>Strategy/ies that will be implemented to support goal: All K-2 grades will teach a rigorous, phonics-based program using the district adopted Wonders curriculum. Kindergarten and first grade will emphasize nonsense word fluency. Kindergarten intends to implement first sound switching and substitution games. First grade is emphasizing word work related to vowels, focusing on nonsense word practice, and engaging in small group support. Second grade is utilizing volunteers and IAs to give students extra fluency practice using the Read Naturally program as well as running records from Wonders. They are also using Words Their Way as supplemental phonics curriculum.</p> <p>How challenge and rigor will be ensured for all students: All three grades will engage in small group instruction in reading as well as checking in on students. Frequent formative assessment measures students' needs and informs instruction.</p> <p>How necessary interventions will be determined: Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services.</p> <p>Any professional learning needed: Staff are getting professional development in using new SMART technology to create engaging phonics games, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated instruction.</p> <p>Any resources needed and plans to obtain them:</p>

K-2 teams have indicated a need to work more with the teachers in each of these grades to learn about Words their Way and Fountas and Pinnell supplemental materials as well as comprehension monitoring materials to increase vertical alignment.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year, and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward this goal as well as doing progress monitoring with classroom assessments frequently in the interim.

Literacy: 3-5 ELA SMART Goal:

78% of students will meet or exceed state standards in ELA as measured by the Smarter Balanced Assessment.

Process used to determine goal:

Each grade level team met and examined the current baseline data for this year's 3rd-5th grade students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.

Responsible individual or team:

3-5 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.

Strategy/ies that will be implemented to support goal:

Third and Fourth grade teams are teaching a structure of Claim-Evidence-Reasoning (CER) to help students better respond to reading using textual evidence and analysis. Teachers are using a writer's workshop model and peer conferencing. Fourth grade has identified a need to focus on elaboration, helping students to extend their writing and include more detail. Students will also be engaging in self-reflection and data tracking about their own progress.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services. All 3rd-5th grade classrooms will use Smarter Balanced Interim Assessment blocks to monitor student progress in addition to district and classroom created assessments.

Any professional learning needed:

Staff are engaging in learning about new SMART technology and SIOP instructional practices for English Language Learners.

Any resources needed and plans to obtain them:

Staff are getting professional development in using new SMART technology to create engaging lessons, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated small group instruction. Some staff has also requested professional learning about students who need social/emotional or behavioral supports that impact their learning. We will continue to address this through Second Steps curriculum and building efforts to build in positive behavior supports.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year, and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments and SBA interims frequently.

Math: 3-5 Math SMART Goal:

80% of students will meet or exceed state standards in mathematics as measured by the Smarter Balanced Assessment (SBA).

Process used to determine goal:

Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.

Responsible individual or team:

3-5 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.

Strategy/ies that will be implemented to support goal:

The third grade team will focus on vocabulary building around math concepts, spiral instruction of concepts, and number talks to differentiate math instruction. They have also identified a goal to communicate with parents about skills and strategies to support their student's math learning. Fourth grade data has made them focus on using manipulatives to build foundational understanding of place value, fractions, and decimals as well as teaching students strategies for attacking word problems (CUBE-Circle key words, underline question, box action words, evaluate and eliminate). Fifth grade students will be focusing on tracking their own data and self-reflecting on their own learning and growth.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services. All 3rd-5th grade classrooms will use Smarter Balanced Interim Assessment blocks to monitor student progress in addition to district and classroom created assessments.

Any professional learning needed:

Staff are engaging in learning about new SMART technology and SIOP instructional practices for English Language Learners.

Any resources needed and plans to obtain them:

Staff are getting professional development in using new SMART technology to create engaging lessons, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated small group instruction. Some staff have also requested professional learning about students who need social/emotional or behavioral supports that impact their learning. We will continue to address this through Second Steps curriculum and building efforts to build in positive behavior supports.

5th grade is also taking an online class on developing mathematical mindset in students.

Any resources needed and plans to obtain them:

Timelines and Progress Monitoring Plans: By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year, and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments and SBA interims frequently.

Science: 5 Science SMART Goal:

81% of students will meet or exceed state standards in Science as measured by the Washington Comprehensive Assessment of Science (WCAS).

Process used to determine goal:

Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. Our baseline for students first taking this assessment last year was 79% meeting or exceeding standard.

Responsible individual or team:

5th grade team, intervention specialists, and administrators.

Strategy/ies that will be implemented to support goal:

Staff will receive several professional learning experiences to familiarize themselves with Next Generation Science Standards this year. In addition, staff are creating STEM learning opportunities through a rotation for students to apply and practice these standards. Teachers are using Ambitious Science Teaching (AST) principles, focusing on

planning for student engagement with science ideas and helping students develop their thinking using evidence-based explanations.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well teachers engaging in differentiated instruction.

Any professional learning needed:

Staff will receive several professional learning experiences to familiarize themselves with Next Generation Science Standards this year. The 5th grade team is doing some self-study with Ambitious Science Teaching principles as well, focusing on planning for student engagement with science ideas and helping them change to thinking about evidence-based explanations.

Any resources needed and plans to obtain them:

STEM Materials. The school received a grant last year for STEM materials and will continue to pursue such opportunities. AST videos are being used by 5th grade teachers. The district will be working to adopt curriculum materials and the school has several members on this team.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year, and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments.

Achievement Gap SMART Goal:

80% of students receiving special education services in grades 4 and 5 will show clear growth in state standards by growing one full achievement level on the Smarter Balanced ELA Assessment.

90% of students receiving English Language Learner services in grades K-5 will show growth on the ELPA 21 language assessment by gaining a full level in reading and in writing.

Process used to determine goal:

Interventions specialists and grade level teams met to review current student data. One of the challenges is that the populations is small, making data swing widely with changes in a few students. Over several sessions, intervention specialists also discussed with administrators how to improve outcomes for these populations. Goal for Students

receiving Special Education: In SBA, third grade students are taking the SBA for the first time, which will give a baseline score, which we can then focus on helping students show strong growth in taking the assessment. A student who begins at a Level 1 (below standard) will have a goal to move to Level 2 (near standard). A student who scored at Level 2 in the previous year will have a goal to score Level 3 (at standard) this year, and so on. Currently, there are 20 students in this subgroup. Goal for Students receiving ELL services: With the ELPA, there are 5 levels, which level 5 representing proficiency. We will focus on all students growing one level on the ELPA exam. We will use the Spring 2018 ELPA or for new students the Fall 2018 ELPA screeners as the baseline levels.

Responsible individual or team:

We share these goals as a team throughout the building.

Strategy/ies that will be implemented to support goal:

Students Receiving Special Education Services:

* In analyzing data for 4th and 5th grade students, it was noted that nearly 50% of students in this subgroup were noted as either writing off purpose or providing an insufficient response to score. Therefore, the goal will be to focus students on increasing output and staying within the assigned writing prompt so that students are able to be scored in this category.

*Students in this group did better with Listening and Research claims than reading and writing claims, suggesting a need to focus in these areas.

*3rd, 4th, 5th grade students need more exposure to the digital format of the assessment and more practice with questions that look like SBA. Students also need to practice with their accommodations and support tools. We further discussed the need to teach these students explicit test taking skills.

*We will also work with students and parents to change language and perception around assessments and to provide more parent education about how to support their students at home.

Students receiving English Language Learner Services:

*All staff are being trained in SIOP strategies for supporting academic language development. Staff will be trained in the first half of the components this year and the other half next year.

*We will also work with our community to provide more parent education about how to support their students at home.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well teachers engaging in differentiated instruction. Students also have individualized goals through their IEPs.

Any professional learning needed:
SIOP learning.

Any resources needed and plans to obtain them:
Time and learning around SBA, use of SBA Interim Assessment blocks and practice materials, all teachers have a copy of the SIOP for Teachers workbook and the Making Content Comprehensible for English Language Learning professional texts.

Timelines and Progress Monitoring Plans:
Oct 2018, first SIOP professional development, Dec 2018 second SIOP professional development session, Spring 2019 sessions 3 and 4.

School Effectiveness SMART Goal:
On the 9 characteristics survey, 95% of staff will agree completely or agree mostly that all students can learn complex concepts (Baseline 88%).

Process used to determine goal:
Last year, we had the same goal, with a baseline of 86%. We have made progress in this goal but will continue to build our understanding.

Responsible individual or team:
We share these goals as a team throughout the building.

Strategy/ies that will be implemented to support goal:
Staff conversations, learning around Culturally Responsive Teaching, implementing SIOP strategies into our pedagogy.

How challenge and rigor will be ensured for all students:
We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:
Check-ins and exit tickets during staff meetings.

Any professional learning needed:
Culturally responsive teaching, equity conversations, and SIOP learning are planned.

Any resources needed and plans to obtain them:
Already addressed in other sections.

Timelines and Progress Monitoring Plans:
Ongoing throughout 2018-2019 and 2019-2020 school year.

Attendance SMART Goal:

Only 6% of students will meet or exceed the Chronic Absenteeism threshold (missing 10% of the school year, or 18 or more absences, excused or unexcused).

Process used to determine goal:

In 2016-2017, 49 students missed more than 10% of the school year (18 or more absences, excused or unexcused), representing roughly 11% of the school population. We worked very hard in 2017-2018 to decrease this to 6% of the school population. We'd like to maintain this progress.

Responsible individual or team:

Office staff, teachers, parents.

Strategy/ies that will be implemented to support goal:

Meetings with any parents whose students have more than 10 absences total, more than 5 excused in a month, or more than 2 unexcused in a month. Meetings with parents whose students are excessively tardy. We also meet with parents who request approval for pre-arranged absences when we have concerns about the total attendance numbers. We have fully implemented the districts pre-approval process for absences, and we do frequent newsletter items and communications to families about the importance of attendance.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

We monitor attendance data every day, run letters once a month, and have an administrator assigned to address any concerns.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Systems already in place.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year.

Discipline SMART Goal:

Using the Nine Characteristics Survey, 90% of staff will feel like Discipline issues are being handled well (Baseline 87%).

Process used to determine goal:

We made 5% growth in this goal last year and would like to continue working on this until meeting the 90% goal.

Responsible individual or team:

All work on this together with Administrators.

Strategy/ies that will be implemented to support goal:

We introduced some new Positive Behavior Support elements this year, with the Be Kind. Be Safe. Be Responsible. Motto and a ticket system to recognize students who are meeting expectations. Teachers and the counselors are using Second Steps and Kelso curriculum with students. We all use common language. We will also continue to use the Think Sheet reflection system.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Review and check-ins with staff periodically.

Any professional learning needed:

Continue to collaborate on positive behavior supports and teaching Second Steps curriculum, as well as developing our PBIS supports.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year.

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 presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting school goals and expressing the importance of attendance. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include PTSA president and Administration team.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year. Move initial planning process to spring 2019 for the 2019-2020 school year.

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

Teachers regularly communicate with families through Powerschool Learning messages, newsletters, and resources are shared with families via Power School and email; awareness and strategies shared in principal monthly newsletter; Admin meets regularly with PTSA leadership.

Timelines and Progress Monitoring Plans:

Ongoing throughout the 18-19 school year. Presentation of current CIP at January general PTSA membership meeting.



Continuous Improvement Process Plan 2018-2019

Henry David Thoreau Elementary

8224 NE 138th St.

Kirkland, WA 98033

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

Principal:	Keri Levinson
Associate Principal:	Julie Guest

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I. Description of School

Henry David Thoreau Elementary sits nestled in the woods of the Finn Hill neighborhood in Kirkland, Washington. This neighborhood is home to the majority of our 454 students who attend Thoreau Elementary. Also included in our student body are approximately 100 students in four classrooms who travel to Thoreau from surrounding neighborhood schools to attend the Quest (HiCap) program each day. Additionally, Thoreau houses a Pull-Out Quest classroom where students 2nd – 5th grade attend once per week for HiCap enrichment programming. The students from Thoreau Elementary progress on to Finn Hill Middle School and Juanita High School.

Thoreau students bring a rich diversity of cultural backgrounds. Our students speak more than 30 different languages at home and currently 6.6% of students receive additional support as English Language Learners. Our student body is composed of 60% white students, 17% Asian students, 11% two or more races students, 10% Hispanic students, and 1% Black/African-American students. At Thoreau we celebrate this diversity and the individual uniqueness of each of our students.

The mission of Henry David Thoreau Elementary is to be a collaborative community that encourages individual growth and achievement by focusing on what is best for students. Our Vision states, “Students will be confident, engaged, knowledgeable community members, equipped for life-long learning.” We believe in the success of every student at Thoreau Elementary. We actively support each learner’s journey through classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system. For each student we lay a foundation, so they can, “Go confidently in the direction of your dreams! Live the life you've imagined.” Henry David Thoreau

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	87.5%	84.0%	74.1%	82.8%			
		1 st	85.7%	80.7%	81.5%	82.3%			
		2 nd	78.0%	86.6%	86.0%	83.5%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		90.0%	83.3%	85.9%	79.7%			
	% of 3 rd graders meeting or exceeding state standards in Math		80.0%	76.3%	80.2%	82.0%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		76.3%	82.3%	83.5%	82.1%			
	% of 4 th graders meeting or exceeding state standards in Math		65.4%	70.5%	68.4%	79.4%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		85.0%	73.4%	95.2%	87.0%			
	% of 5 th graders meeting or exceeding state standards in Math		62.5%	53.1%	77.7%	70.1%			
	% of 5 th graders meeting or exceeding state standards in Science		87.5%	71.8%	92.0%	83.1%			

- 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:

During August LEAP and team collaboration time in September, grade level teams analyzed data in Power Bi to evaluate the outcomes of our 2017-18 CIP goals. Teachers engaged in conversation and collaboration around the data using the tools to disaggregate the data by different demographics and discussing the areas of growth and areas of continued need. We looked for patterns and gaps in the data that would inform our instruction and identify the needs of our students in each academic area.

Following this deep dive into the data we met as K-2 and 3-5 grade level bands to share findings from the data and collaborate on writing the reflections for each area. The other goals: Achievement Gap, School Effectiveness, Attendance, and Discipline are set and monitored by Work Teams in which each certificated staff member participates. The Work Teams then met to analyze their goal area data and write the reflection on the outcomes of their goals. MTSS wrote the discipline reflection including next steps the team will take this year as an MTSS pilot school. School Culture & Climate wrote school effectiveness reflection. The building leadership team worked with our school secretary on the attendance goal and reflection. Finally, the PLC Work Team wrote the achievement gap reflection based on their work over the year leading professional learning in the building.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: Literacy: K-2 Reading Goal: 84% of K-2 students will be at benchmark on the End of Year Literacy assessment as measured by DIBELS.	Outcome: Outcome: 82.9% of K-2 students were at or above benchmark on the End of the Year Literacy assessment as measured by DIBELS.
Narrative Reflection: The outcome was lower than anticipated. We can celebrate the fact that 100% of K-2 students made growth in reading as measured per DIBELS scores. Direct instruction and targeted interventions were successful reading strategies that were used. Students who received safety net services and KISN retained their learning throughout the year. In the future, we will work to identify specific strategies for students who do not respond to tier 1 and tier 2 instruction.	
Literacy: 3-5 ELA Goal: 80% of 3-5 students will meet or exceed standard in ELA as measured by the SBA.	Outcome: 82.8% of 3-5 students met or exceeded standard in ELA as measured by the SBA.
Narrative Reflection: We exceeded our goal in ELA. The R/ACES rubric, use of success criteria and student self-evaluation, use of on demand writing unit, and SBA interim assessments all led to this success. We will focus on culturally responsive teaching strategies and SIOP for ELL students.	

Math: 3-5 Math Goal: 80% of 3-5 students will meet or exceed standard in Math as measured by the SBA.	Outcome: 77.4% of 3-5 students met or exceeded standard in Math as measured by the SBA.
Narrative Reflection: We improved from 75% to 77% but failed to meet our goal of 80%. Increase of Dreambox usage, more visualization during math, SBA interim assessments, Frog Club, and using games and centers in math were all beneficial for students. We can focus on acquisition of math vocabulary, students double checking their work and reading the directions, growth mindset around math, and more math through technology.	
Science: 5 th Science Goal: 75% of 5th grade students will meet or exceed standard in science as measured by the new science assessment tool.	Outcome: 83.1% of 5th grade students met or exceeded standard in science as measured by the WCAS - Science.
Narrative Reflection: We exceeded our goal for Science, on the new WCAS assessment, even though we were working from curriculum based on the 2009 Science Standards. Teachers were introduced to the Next Generation Science Standards (NGSS) and 3D learning during LEAP professional development. PTA recognized importance of Science by supporting Science Assemblies (Pacific Science Center) and Science Night.	
Achievement Gap Goal: We will close the achievement gap identified in our low-income students both on SBA and DIBELS. The gap ranges from 20-42% points behind same age peers. Our goal is to reduce the gap by 10% in all areas.	Outcome: We both met and didn't meet this goal. We were able to close the gap by 13% in our DIBELS data dropping that to a K-2 average of 7.29%. We do see the gap widen in 2nd grade and will be looking at that further in the 2018-19 school year. However, the gaps in SBA data persisted with a range of 25-46%.
Narrative Reflection: We are excited to see the growth in K-2 DIBELS. Some strategies used were more targeted phonics instruction along with ongoing progress monitoring. One program we started last year with intermediate students was Frog Club (before school time to complete work with teachers). Although beneficial, we did not see the gains in SBA scores. Some areas we can focus on further as a school are intervention strategies for students such as fourth and fifth grades' math intervention pilot, a more structured format for Frog Club, and more targeted/refined communication with families. Making sure families know about and can access support resources should also be a focus. As a building, we are increasing our knowledge of Sheltered Instruction Observation Protocol, Multi-tiered Systems of Support, and Culturally Responsive Teaching which we hope will shrink the achievement gap.	
School Effectiveness Goal: By June 2018 our school will have improved the responses to statement number 7i, "The school works with many community organizations to support its students." specifically reducing the response "I don't know" from 28.4% to 15% or less.	Outcome: We did not meet our goal despite a dedicated communication plan to inform our community of the many ways we work with many community organizations. Out of 83 people, 53 or 63.85% strongly or somewhat agreed. Yet, we still have 24 respondents, 28.92% who answered, "I don't know".

<p>Narrative Reflection: We informed our families about community organizations with Frog News blurbs, bulletin boards, PTA announcements and newsletters. Despite these efforts the data did not reflect growth. We wonder if the "I don't know" option was the easiest choice for families who were unsure of what the survey question was asking. We will continue to communicate to families about our community partnerships in hopes that families will become more aware of these partnerships.</p>	
<p>Attendance Goal: We will increase student on-time arrival from an average of 6% of all students tardy per day to 4% or less students per day as measured by daily attendance reports.</p>	<p>Outcome: We increased our student on-time arrival from an average of 6% of all students tardy per day to 3% or less students tardy per day as measured by daily attendance reports.</p>
<p>Narrative Reflection: Using a targeted plan to address chronic tardiness we were able to increase our on-time percentage to 97% per day. That is approximately 13 out of 456 students tardy per day. Many of those were the same students each day. In those cases, we worked with those families to provide the why behind on time arrival and problem solved strategies to decrease the chronic tardies. Another result of that collaboration was an increase in family engagement in their child's education. We will continue to work with those families who struggle to arrive on time. Some new strategies we are trying are walking, school buses, bike trains, and a partnership with the City of Kirkland and Metro with School Pool to promote ride shares to school.</p>	
<p>Discipline Goal: By June, through the use of new data collecting practices, our staff will have a better understanding of the impetus behind our current suspensions and will compose a plan with administration to support all students in reducing the number of suspensions in the following year through school-wide restorative practices.</p>	<p>Outcome: We did not have a data tracking system in place during the 2017-18 school year, so we were unable to fully meet our goal. However, in analyzing the student data on suspensions our number of suspensions remained steady from 2016-17 to 2017-18. Disaggregating the data down to individual student levels, we can see the antecedents that led to each suspension. We are currently working towards the second part of the goal, "compose a plan with administration to support all students in reducing the number of suspensions in the following year through school-wide restorative practices." that we will put into practice this year.</p>
<p>Narrative Reflection: A cause for celebration is that our suspension rate did not increase last year. Further, in the spring, staff members joined the district MTSS committee and Thoreau will be a pilot school in the 2018-19 school year. As a part of MTSS we will be piloting a data collection tool that should give us the data needed to meet this goal. We also have formed an MTSS committee that is working to strengthen our Tier 1 instruction and PBIS Tier 1 supports for all students. A part of that work is creating systems to track office referrals and ongoing professional learning for all staff, classified and certificated.</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:

- Bi-Weekly meetings to set goals with PTA board and inform on progress to goals seeking input into ways to engage families and the community to reaching goals.
- Schedule time in general PTA meetings to seek feedback from parents and community members on the CIP goals.
- Engage parents in reflection of progress towards CIP goals as grade levels post quarterly progress data.
- Work with FACE (Family and Community Engagement) PTA Liaison and Special Services Liaison to engage families in the CIP process.

Reflection on Outcome: While, our data shows that parents are informed of the goals and support the goals, it is difficult to determine if they feel involved in the process of setting and monitoring the goals or if they would prefer more involvement. However, we can infer from the data in the 2017/18 Parent-Community web survey where 90% of respondents believe we communicate our goals effectively and 92% support the goals of the school, that parents are pleased with their level of involvement. We believe these strategies are working because we use multiple ways to engage families with intentionally building relationships and face to face interaction being a key part of that plan.

The two areas we don't believe were successful were the use of PowerSchool and working with the FACE PTA Liaison. PowerSchool data shows parents are not regularly accessing the site or using that as a school/home communication tool. We plan to move to including progress monitoring of the CIP goals into our teacher newsletters to make the information more accessible to parents. We would also like to include an interactive component to sharing that information so that parent involvement is increased. The FACE PTA Liaison was a plan PTA had last year for a board position, but no one took on that position, so it was not a success. Our hope is to increase that partnership with PTA and provide involvement opportunities in different ways.

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

Teacher PowerSchool pages

- Updates on progress towards grade level goals at least 3 times during the year
- Strategies teachers are utilizing to develop students understanding and progress towards the goals

School Newsletter/Communication

- Building procedures and structures for meeting and monitoring CIP goals
- Grade level celebrations of academic progress
- Principal Coffees and presentations to PTA general meetings

- Bulletin board in main hallway focused on community engagement, PTA Bi-Weekly Meetings, PTA General Meetings.

Reflection on Outcome: The strategies to inform parents have been successful based on the 2017/18 Parent-Community web survey. 90% of respondents believe we communicate our goals effectively and 92% support the goals of the school. We believe these strategies are working because we use multiple ways to engage families with intentionally building relationships and face to face interaction being a key part of that plan.

The area we don't believe is successful is the use of PowerSchool class pages for progress monitoring communication. PowerSchool data shows parents are not regularly accessing the site or using that as a school/home communication tool. We plan to move to including progress monitoring of the CIP goals into our teacher newsletters to make the information more accessible to parents. We would also like to include an interactive component, such as a poll, to sharing that information so that parent involvement is increased.

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

2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

88% of K-2 students will be at benchmark as measured by DIBELS End of Year Literacy Assessment by June 2019 moving from 82.9% in 2017-18. All students will make clear growth this year in ELA as measured by DIBELS.

Process used to determine goal:

The process used to set the goal included a K-2 collaborative discussion using DIBELS data and looking at changing populations to determine achievable and rigorous goals. Projected growth was based on individual student's past performance and baseline data, since the assessment changes throughout the year for DIBELS. We also looked at trends over time and identified key gaps in our student achievement.

Responsible individual or team:

All team members including K-2 general education teacher, Safety Net teacher, Special Education teachers, HiCap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

The team will use a variety of targeted strategies to meet individual student needs including: small group reading instruction targeted to students' instructional levels, explicit phonics instruction (word work activities, Wonders Phonics activities, and hands on phonics/manipulatives), oral reading fluency emphasis in homework and with volunteer support, and high interest reading activities such as games and poems.

Students will also be supported with technology resources such as Wonders Online tools, Lexia, and other online sites.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Our Mission and Vision are aligned to this value and we built our goals on this premise. Continued use of data tracking, progress monitoring, collaboration between all staff, differentiation, and enrichment will ensure challenge and rigor for all students.

How necessary interventions will be determined:

Necessary interventions will be determined using progress monitoring within DIBELS, oral fluency passages (weekly, unit pre and post, homework, monthly), and one on one teacher conferencing. These methods ensure students who are struggling are identified and we have the necessary supports in place for them. Frequent formative assessments for grouping, intervention groups, targeted small group instruction, Safety Net for Reading, ELL groups, systematic, targeted, one-on-one conferencing, and hi-cap will be used to determine need.

Any professional learning needed:

Professional learning needed includes continued SIOP/CRT/MTSS training.

Any resources needed and plans to obtain them:

Thoreau has site-based leaders who are training the staff in these new strategies. Professional training this year will be focused on applying these strategies to ELA student learning.

Timelines and Progress Monitoring Plans:

Data used for CIP will be taken in September through May. We administer the DIBELS assessment whole group, three times a year. We also progress monitor students not at standard multiple times throughout the year. Wonders assessments, formative in class assessments, cycles of inquiry and interim assessments, PCC data teaming happen on an on-going basis.

Literacy: Grade 3-5 ELA SMART Goal:

85% of grade 3-5 students will meet or exceed standard in ELA as measured by the SBA by June 2019 moving from 83% in 2017-18.

Process used to determine goal:

Using the 2018 SBA as a baseline, we increased our goal to 85% to reflect our progress of exceeding our goal by 2.8% last year.

Responsible individual or team:

All team members including 3-5 general education teachers, Safety Net teacher, Special Education teachers, HiCap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

Teachers will use success criteria and student self-evaluation to evaluate student strengths and needs. Instructionally, teachers will use Wonders curriculum to teach reading strategies, R/ACES structure to structure complete answers, On-Demand writing unit, and SBA interim assessments gain mastery of ELA standards. Teachers will also focus on culturally responsive teaching and SIOP strategies to target growth for ELL students.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Challenge and rigor are ensured for all students in ELA through differentiated instruction and assessing the progress of each individual student and setting goals that push them to the next level based on success criteria that is visible and displayed in the classroom for students to self-assess their own progress and determine next steps. Students also use rubrics and check lists. Using low floor/high ceiling strategies help provide access all students.

How necessary interventions will be determined:

Progress monitoring, SBA interim assessments, use of SIT and Guidance team, use of behavior tools such as PBIS world, professional judgement, anecdotal notes, formative assessments, and PLC work are all methods used to determine interventions needed for individual students.

Any resources needed and plans to obtain them:

Continued SIOP training, culturally responsive teaching training, equity team work, strategies and curriculum for dyslexic students, and continued vertical alignment of academic vocabulary will help teachers grow in strategic areas that in turn will support student growth. Increased technology access, IA support time, and culturally relevant texts will aid in accomplishing this goal.

Timelines and Progress Monitoring Plans:

Students will be progress monitored on an on-going basis, Sept. 2018-May 2019.

Math: Grade 3-5 Math SMART Goal:

80% of grade 3-5 students will meet or exceed standard in Math as measured by the SBA moving from 77% in 2017-18.

Process used to determine goal:

Using baseline data from the 2018 SBA, this goal was chosen as an attainable benchmark for students.

Responsible individual or team:

All team members including 3-5 general education teachers, Safety Net teacher, Special Education teachers, HiCap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

Increased Dreambox usage, more visualization during math, SBA interim assessments, Frog Club, and using games and centers in math are targeted strategies to meet our goal. We will focus on acquisition of math vocabulary, students double checking their work and reading the directions, growth mindset around math, and increased technology resources.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Challenge and rigor are ensured for all students in Math through intentionally designed number talks and problem-solving opportunities that are low floor /high ceiling. Access to Hi-cap resources in PowerSchool also provides extension lessons for students that have met standard and are ready for deeper or above grade level work.

How necessary interventions will be determined:

Progress Monitoring (4/5 PM Pilot), SBA interim assessments, use of SIT and Guidance team, use of behavior tools such as PBIS world, professional judgement, anecdotal notes, formative assessments, and PLC work are tools used to determine necessary interventions.

Any professional learning needed:

Teachers are looking forward to 4/5 Pilot PM Training, Joe Boaler training, and the NCTM Conference in Seattle in order to grow teaching strategies needed to meet this goal.

Any resources needed and plans to obtain them:

PTA grants for new training materials, games, and manipulatives are desired for this year.

Timelines and Progress Monitoring Plans:

Students will be progress monitored on an on-going basis, Sept. 2018-May 2019.

Science: Grade 5 Science SMART Goal:

85% of 5th grade students will meet or exceed standard in Science as measured by the WCAS in May 2019 moving from 83% in 2017-18.

Process used to determine goal:

Using the 2018 WCAS as a baseline, 85% of 5th grade students will meet or exceed standard in Science as measured by the SBA.

Responsible individual or team:

All team members including 5th grade general education teachers, Safety Net teacher, Special Education teachers, Hicap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

Continuing to use the FOSS and STC curriculum. Inquiry based learning along with classroom discourse among students. Team will focus on acquisition of science vocabulary, students applying knowledge in their scientific notebook. Growth mindset around science and more science through technology are also tools that will be utilized.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Differentiation with flexible grouping and high expectations for all ensure we provide challenge and rigor for all. To support our goal, the team will increase the non-fiction reading within our classrooms.

How necessary interventions will be determined:

On-going formative assessments: FOSS response sheets; FOSS I-check forms from the websites; class discussions; teacher observations.

Any professional learning needed:

On-going NGSS Science standards training provided by LWSD.

Any resources needed and plans to obtain them:

The team will utilize a science conference, Nature Vision, and hands on activities and field trips as resources to meet this goal.

Timelines and Progress Monitoring Plans:

On-going progress monitoring will happen Sept.2018 - May 2019.

Achievement Gap SMART Goal:

50% of students who are receiving EL services will be at or above standard in math (an increase from 14%) as measured by SBA in spring of 2019.

Process used to determine goal: After reviewing data and group discussion, the team determined this was our biggest area of need and likely the biggest area where we can impact many students.

Responsible individual or team:

All team members including general education teachers, Safety Net teacher, Special Education teachers, Hicap classroom teachers, English Language Learning teacher, counseling, administration, and classified support staff.

Strategy/ies that will be implemented to support goal:

The team will use a variety of instructional strategies to support this goal including intentional focus on math vocabulary, use of SIOP strategies, and Culturally Responsive Teaching practices that build independent learners. Assessment tools such as the use of SBA interim tests and progress monitoring software pilot programs will help us identify the growth our students are making as well as continued areas for needed growth and adjust instruction accordingly. Environments such as EL intervention groups, Frog Club

Homework Club, and Safety Net Reading support provide small group and targeted instruction for EL learners.

How challenge and rigor will be ensured for all students:

Our staff operates from a premise that ALL students are capable of learning at high levels. Challenge and rigor are ensured for our EL students using leveled homework, leveled instruction, small group instruction to make sure each student has that just right level of challenge. The use of programs such as ALEKs/Dream Box help us in our differentiation.

How necessary interventions will be determined:

Assessment tools such as the use ELPA, SBA interim tests, and progress monitoring software pilot programs will help us identify the growth our students are making as well as continued areas for needed growth. These assessments will help us determine needed small group interventions and adjust instruction accordingly.

Any professional learning needed:

Teachers are looking forward to 4/5 Pilot PM Training, Joe Boaler training, and the NCTM Conference in Seattle in order to grow teaching strategies needed to meet this goal. Continued SIOP training, culturally responsive teaching training, equity team work, strategies and curriculum for dyslexic students, and continued vertical alignment of academic vocabulary will help teachers grow in strategic areas that in turn will support student growth.

Any resources needed and plans to obtain them:

Strengthening our communication with parents is a goal. We are looking for added ways to connect home and school, so parents have a better understanding of what they can do at home to support and teachers have a better understanding of how support students and families at school. Additionally, staff will share the names of students being served in EL, including identification of primary students for the purpose of early identification.

Timelines and Progress Monitoring Plans:

Students will be assessed with the ELPA each spring to determine EL proficiency levels. Math progress will be continually monitored using Interim SBA math assessments, math pilot monitoring tools, and enVision topic tests.

School Effectiveness SMART Goal:

85% of all families will feel welcome at Thoreau as measured by the Nine Characteristics survey and PTA School of Excellence Survey in 2019 moving from 74% in 2017-18.

Process used to determine goal:

- We used data from the 2018-19 PTA School of Excellence survey and 2017-18 9 Characteristics survey to create our goal.

Responsible individual or team:

- Administration, all building staff, students, and all members of the Thoreau community.

Strategy/ies that will be implemented to support goal:

- More effective communication, using the multilingual resources available.
- Effective and efficient collaboration between PTA and Thoreau staff to ensure that information gets to families in a useable way.
- Professional Learning and Parent Ed on how to use the translator on lwsd.org and translation in MS Word.
- Encourage different parents to volunteer in class or as chaperones through intentional relationship building.

How necessary interventions will be determined:

- Teachers need to identify the language most appropriate for the family of each student to receive their communication in.

Any professional learning needed:

- Training on the translation resources available.

Any resources needed and plans to obtain them:

- How do we create signs in many languages? Print shop? Do they already exist?

Timelines and Progress Monitoring Plans: November-May 2019, Progress Monitoring in January and March at Wednesday LEAP.

Attendance SMART Goal:

We will raise the number of students with “satisfactory level” absences from 65% to 75%, as measured by monthly attendance records reported in PowerBi.

Process used to determine goal:

Attendance data from 2017-2018 year was review on PowerBi and it was determined chronic absenteeism was an impactful area of growth for Thoreau.

Responsible individual or team:

Classroom teachers, administration, counselors, and office staff will collaborate to support students and families in reaching this goal.

Strategy/ies that will be implemented to support goal:

Principal and Secretary will meet monthly to review absences. Where patterns are identified, principal, associate principal, and counselor will work with families struggling to get students to school. When necessary, staff will follow expected district and state procedures to connect students and families with extra supports such as the District Attendance and Becca specialist.

Timelines and Progress Monitoring Plans:

Monthly attendance reports will help us determine patterns and families in need of support.

Discipline SMART Goal:

80% of Thoreau certificated staff will agree mostly or completely that student discipline problems are managed well as measured by the Nine Characteristics survey in 2019 moving from 72% in 2018-18.

Process used to determine goal:

Based on input from certificated and classified staff, establishing effective restorative discipline processes and systems are a priority for our school.

Responsible individual or team:

Administrators, classroom teachers, intervention specialists, classified support staff, MTSS work team, and members of our Guidance Team work collaboratively to support each student meeting their behavior goals.

Strategy/ies that will be implemented to support goal:

Positive Behavior Intervention Support will be systemized over the course of the year which will include office communication slips to track data on student behavior, green sheets (building behavior expectations), a student support slip, and a communication report to families. An MTSS data tracking system will be put into place to help us see patterns in our student behavior needs. This year we will also post common signage for Thoreau expectations: Work Hard, Be Kind, and Be Safe.

How challenge and rigor will be ensured for all students:

We will maintain high expectations building wide, provide frequent positive reinforcement to students, and provide time for reflection on progress by staff members.

How necessary interventions will be determined:

We will be using the expected behavior matrix to teach Tier 1 expectations and determine when interventions are necessary.

Any professional learning needed:

PBIS training will be provided by Lake Washington School District. Continue work on social-emotional learning and strategies and restorative practices.

Any resources needed and plans to obtain them:

MTSS team worked to create forms that support the process.

Timelines and Progress Monitoring Plans:

Mid-year pulse will be gathered from the staff. Review of data will provide actionable information for all stakeholders and inform our response.

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

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

- Bi-Weekly meetings to set goals with PTA board and inform on progress to goals seeking input into ways to engage families and the community to reaching goals.
- Schedule time in general PTA meetings to seek feedback from parents and community members on the CIP goals.
- Engage parents in reflection of progress towards CIP goals as grade levels post quarterly progress data.
- Work with PTA Liaison and Special Services Liaison to engage families in the CIP process.

Timelines and Progress Monitoring Plans: A mid-year update and feedback opportunity regarding progress and strategies will be held in February.

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

Parents, families, and community will be informed through the monthly principal newsletter and website of the Continuous Improvement Plan after it has been reviewed and published by the school board.

Timelines and Progress Monitoring Plans: A mid-year update and feedback opportunity regarding progress and strategies will be held in February with community members.



Continuous Improvement Process Plan 2018-2019

Finn Hill Middle School

8040 NE 132nd Street

Kirkland, WA 98034

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

Principal:	Victor J. Scarpelli, Jr.
Associate Principal:	Niki Cassaro

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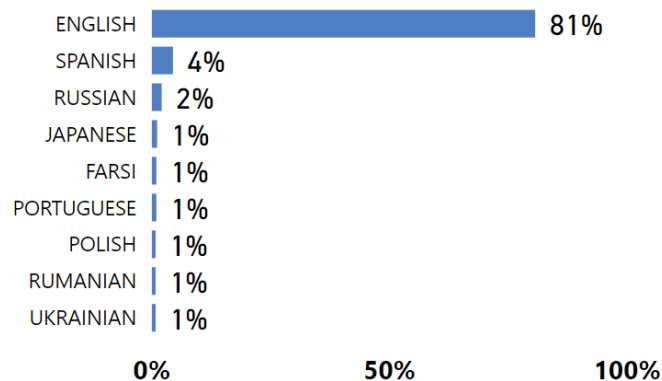
I. Description of School

Finn Hill Middle School is located in the Finn Hill neighborhood of Kirkland, WA. Students from four elementary schools – Juanita Elementary, Sandburg Elementary, Thoreau Elementary, and Bell Elementary – attend our school.

Demographics from the 2017 – 2018 school year show our 630 students identified racially as:

White	64%	Asian	10%
Hispanic/Latino	12%	Black/African American	4%
Two or More Races	10%	Native American	< 1%

Students at Finn Hill Middle School have a variety of native languages:



To support students academically, Finn Hill Middle School has several programs:

- College Prep: Our twice weekly intervention and enrichment program embedded in the school day supports students needing extra academic support and offers students who are ready for a challenge a variety of enrichment opportunities.
- After school tutoring and homework clubs: Sometimes students need a little help to perform at their best. With this idea in mind, teachers host after school tutoring and homework clubs in language arts, math, and science to provide extra learning support for students.
- School-wide adoption of Advancement via Individual Determination (AVID) strategies: The school provides planners for every student and explicitly teaches students how to use them effectively. All teachers start class with a “Welcome Screen” that includes a bell starter/entry activity, the day’s learning target(s), and what students should write in their planners. All teachers provide time each class period for students to fill in their planner; many teachers model writing in the planner daily throughout the year. Students are also taught Focused notetaking and notemaking (formerly Cornell notes) in nearly every class. These skills are used widely throughout courses at Finn Hill.

- Family Learning Nights and Workshops: Teachers offer a variety of family learning nights and workshops through the school focused on different topics.
- Monday Routine: Every Monday during Falcon Time, students engage in a short Monday routine which includes checking their grades and selecting a College Prep session (often determined via the grade check) which students then write in their planner.

To inspire students, fuel their passions, and support students socially and emotionally, Finn Hill hosts:

- Falcon Time: Students attend Falcon Time every Monday and Friday. This student-led personalization period is aimed at building and fostering peer-to-peer relationships as well as classroom and school community. Our school also hosts a wide variety of assemblies during Falcon Time, ranging from kindness assemblies to Internet/Social media safety assemblies.
- 8th grade Overnight Field Trip: 8th grade students participate in a shared experience by attending a two-day overnight retreat. To better create a sense of community, understanding of others, and exhibit our FHMS PRIDE characteristics, students participate in a series of team building activities. Because students work in various groups during team building and cabin time, they are better able to learn about themselves and the community of students at our school.
- 8th grade annual field trip to a local university: Part of college and career readiness involves understanding the opportunities available after high school. This field trip, which all 8th graders attend, focuses on what college offers. Students tour the campus and learn what attending college is like, including the many areas of study possible. Understanding the requirements for college admission is critical at this stage as 9th grade marks an important transition for students as colleges look at transcripts from 9th grade forward.
- High-quality music programs – band, choir, and orchestra: Our music programs allow students to development their skills and perform a variety of music.
- Athletic programs: Students are encouraged to participate in a variety of sports - cross country, basketball, volleyball, badminton, soccer, wrestling, tennis, and track throughout the school year.
- Clubs: Student involvement in at least one of our clubs – National Honor Society, Technology Student Association (TSA), Chess Club, Code Breaker, Drama Club, G.L.O.W., Green Team, and Math Olympiad is recommended. Students are encouraged to initiate the creation of their own clubs of interest following the Associated Student Body (ASB) process.

Finn Hill Middle School provides many opportunities for student leadership beyond elected ASB positions. Our two leadership classes plan activities, events, and assemblies for the student body. Our Where Everyone Belongs (WEB) program also provides a leadership opportunity for thirty-two students, who are called WEB Leaders. These students attend days of leadership training prior to the start of school and lead sixth grade orientation on the first day of school and lead their Falcon Times which meets twice a week for 30 minutes for the entire school year.

This year, Finn Hill will begin to implement our Positive Behavioral Interventions and Supports (PBIS) system. Falcon P.R.I.D.E. is the framework for our system which emphasizes **P**ositivity, **R**espect, **I**ntegrity, **D**etermination, and **E**mpathy. Staff and students are working to define positive expectations within this frame for all areas of our school. The goal is to catch students successfully showing their Falcon P.R.I.D.E. as often as possible.

Our mission at Finn Hill is to ensure that each student will graduate high school prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. Middle school is critical in ensuring success in high school. Finn Hill staff is dedicated to student academic success, the development of skills related to future readiness, and supporting each students' personal growth.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th 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
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	71.6%	75.0%	71.5%	71.7%			
	% of 6 th graders meeting or exceeding state standards in Math	48.2%	66.1%	65.1%	69.2%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	74.6%	73.5%	78.7%	73.0%			
	% of 7 th graders meeting or exceeding state standards in Math	63.4%	56.9%	72.7%	66.8%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	75.7%	78.1%	73.3%	82.2%			
	% of 8 th graders meeting or exceeding state standards in Math	58.7%	70.2%	56.5%	68.3%			
	% of 8 th graders meeting or exceeding state standards in Science	82.5%	92.5%	85.3%	86%			

- 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:

During the 2017-2018 school year, teams planned units and lessons collaboratively and offered College Prep sessions every Tuesday and Thursday to reinforce and reteach concepts to students needing extra support. Teams also offered a variety of enrichment experiences during College Prep throughout the school year for students needing or seeking extensions to their learning.

As part of the data analysis process, content teams analyzed SBA data trends for grade level cohorts and by individual student heavily through the fall and during the school year. The analysis of SBA data and knowledge of the Common Core State Standards for Literacy and Math and the Next Generation Science Standards for Science were used to determine the 2017 – 2018 goals. Content teams monitored student progress throughout the year at least twice per quarter. This progress monitoring supported regular student assignment to College Prep reteaching or reinforcement sessions.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: 80% of students will meet or exceed state standards in Literacy.	Outcome: 75.5% of students met or exceeded standard on the Spring 2018 SBA.
Narrative Reflection: 71.7% of 6 th graders, 73% of 7 th graders, and 82.2% of 8 th graders met or exceeded standard on the SBA, resulting in an overall achievement rate of 75.5% of students in grades 6 – 8 meeting or exceeding standard. . Additionally, 9.6% of students identified as English Learners, 31.6% of students receiving Special Education services, and 41.9% of students identified as low income met or exceeded standard on the SBA. A difference in achievement existed between males and females; 72.5% of males met or exceeded standard while 79% of females met or exceeded standard. Students meeting or exceeding standard disaggregated by race follows: <ul style="list-style-type: none"> ▪ Asian: 82% ▪ White: 82% ▪ Two or More Races: 73% ▪ Hispanic/Latino: 52% ▪ African American/Black: 29% An analysis of SBA data over time shows that students grow academically during their years at Finn Hill Middle School in Literacy. More specifically, when looking at students' performance from sixth to eighth grade, students increasingly met standard despite the school not meeting the 2017 -2018's Literacy goal. Students in grade 8 met the Literacy goal while 6th and 7th grade students did not. Collaboration with the four feeder elementary schools may provide insight into student learning needs.	
Math: 6-8 Math Goal: 71% of students will meet or exceed state standards in Math.	Outcome: 68% of students met or exceeded state standards on the Spring 2018 SBA.
Narrative Reflection: 69.2% of 6 th graders, 66.8% of 7 th graders, and 68.3% of 8 th graders met or exceeded standard on the SBA, resulting in an overall achievement rate of 68% of students in grades 6 – 8 meeting or exceeding standard. Additionally, 24.2% of students identified as English Learners, 23.3% of students receiving Special Education services, and 37.6% of students identified as low income met or exceeded standard on the SBA. A nominal difference in achievement existed between males and females. Students meeting or exceeding standard disaggregated by race follow: <ul style="list-style-type: none"> ▪ Asian: 81% ▪ White: 73% ▪ Two or More Races: 67% ▪ American Indian: 50% ▪ Hispanic/Latino: 44% ▪ African American/Black: 36% 	

Overall, student performance was lower than expected though certain groups, specifically students identifying as Asian and White, demonstrated higher levels of proficiency than their non-Asian and non-White peers. In addition, English Learners (EL), students receiving Special Education services, and students identified as low income performed significantly lower than their non-EL, non-Special Education, and non-Low-Income peers.

The math team values depth of learning, specifically understanding how mathematical concepts are related to one another, recognizing patterns, and understanding the whys in mathematics. The team's challenge was and continues to be managing the breadth of learning articulated in the Common Core State Standards while ensuring the depth of learning as articulated in the Eight Mathematical Practices is experienced by each student. Finally, the team has spent considerable time teaching students mathematical perseverance – not giving up when a problem seems hard or causes one to struggle – and considers this a vital skill in learning mathematics. The team feels that despite the attention given to this skill, students continue to find this area challenging. These topics will be a focus for the team moving forward.

Science: 8 Science Goal:

90% of our 8th grade students will meet or exceed state standards in Science.

Outcome:

86% of our students met or exceeded state standards on the Spring 2018 WCAS.

Narrative Reflection:

Disaggregated had not been released at the time of writing this Continuous Improvement Plan. It is worth noting that the first WCAS was given during the 2017 – 2018 school year. This assessment differs greatly from previous state assessments (MSP) in science as it is based on new standards, the Next Generation Science Standards. The Science goal set for the 2017 – 2018 school year was lofty given the fact that the district adopted new curricula to support the new standards adopted by the state. In addition, limited information was known about the WCAS, making it challenging to prepare students for the structure of the exam.

That being said, 8th grade science students who took the 2018 WCAS did exceedingly well last year and performed beyond the state average of 52.95% and our District average of 78.3% of students meeting or exceeding standard. The team felt preparing students with test taking strategies and online testing opportunities supported student scores. One-to-one student computers made regular online practice testing opportunities possible as a part of teaching test taking strategies during class time. The science team also gave instruction on reflection techniques while testing to make sure students responded to all parts of questions and completed the test. All teachers focused on teaching standards at all levels.

Achievement Gap Goal:

50% of African American, Hispanic/Latino students who scored a level 2 on the 2017 Math Smarter Balanced Assessment will meet standard on the 2018 Math Smarter Balanced Assessment.

Outcome:

12 6th and 7th grade African American/Black and Hispanic/Latino students earned a Level 2 score on the 2017 Math SBA. Of these 12 students, 8 students took the 2018 Math SBA. Of these 8 students, 12.5% of

	students met standard on the Math SBA in 2018.
<p>Narrative Reflection:</p> <p>As noted in each of our content area goals, certain subgroups of students did not meet standard more often than other subgroups. These subgroups include students who identify as African American/Black and Hispanic/Latino, the two groups on which our Achievement Gap Goal focused. Our goal focused on growing at least 50% students who identified as Black/African American and Hispanic/Latino from a Level 2 on the 2017 Math SBA to a Level 3 on the 2018 Math SBA. We did not meet this goal as only 12.5% of these students earned a Level 3 on the 2018 Math SBA. Reducing the achievement gap continues to be a focus of the school as we have not seen significant growth in this area. It is important to note that while our achievement gap goal focused on two sub groups and the Math SBA, we saw similar trends in Literacy as measured by the SBA. Our efforts need to expand beyond these two subgroups to include students identified as English Learners, low-income, and students receiving Special Education services as these groups of students have historically not met or exceeded standard on state assessments at a higher rate than their peers in other subgroups.</p> <p>Areas of celebration include an increase in 6th grade students identified as low-income meeting standard on the Math SBA from 19.5% in 2015 to 45.2% in 2018 and an increase in 8th grade students identified as Hispanic/Latino meeting standard on the ELA (Literacy) SBA from 50% in 2015 to 71.4% in 2018.</p>	
<p>College and Career Readiness Goal:</p> <p>We will recruit at least 15% of the 7th grade students who identified as a member of a historically underserved ethnicity to participate in a high school course during the 2018-19 school year; 100% of the students identified as a member of a historically underserved ethnicity who are participating in a high school course will pass the course with at least a “C” grade.</p>	<p>Outcome:</p> <p>19/45 (42%) students enrolled at Finn Hill Middle school during the 2017-2018 school year who identified as a member of a historically underserved ethnicity are enrolled in at least 1 high school level course (Spanish I, French I, Algebra, or Geometry). The second portion of this goal is not reportable at the current time as the grading period has not ended.</p>
<p>Narrative Reflection:</p> <p>We exceeded our goal in the area of College and Career Readiness as it relates to enrollment in a high school level course by students who identified as a member of a historically underserved ethnicity. While this is most certainly a celebration, successful student performance in these courses is a critical aspect. Reporting on student success in these courses is premature at this time as the first grading period does not close until mid- November. The school will monitor student learning progress throughout the year. To ensure students enrolled in High School level courses are successful, teachers are offering College Prep sessions aimed at supporting each student in these courses, making the goal of passing the course with a grade of at least a “C” attainable.</p>	

<p>School Effectiveness Goal: 100% of our staff will agree that they receive time to collaborate and that our targeted professional development helped them achieve their student growth goals and improve instruction in the classroom.</p>	<p>Outcome: 77% of staff agree that the school provided focused professional development while 85% of staff agree that they receive time to collaborate.</p>
<p>Narrative Reflection: Most of our staff indicated success with regard to providing time for collaboration and 77% of staff thought the school offered enough targeted professional development (PD). These are both celebrations despite not meeting our goal of 100% agreement. During the 2017 – 2018 school year, the school continued to provide common planning periods for many of our content teams. Collaboration time was built into at least one staff meeting each month and our Wednesday LEAP afternoons; this time was aligned to targeted professional development. As evidenced by focus group and survey data, time to collaborate continues to be one of the top priorities for staff. The school continues to try to find ways to build in meaningful collaboration time. Our school has been thoughtful about targeted PD which is often teacher led. Our AVID site team, composed of teachers in nearly every content area, provided PD to all staff on rigorous instructional strategies throughout the school year.</p>	
<p>Attendance Goal: We anticipate that new attendance policies will increase our overall number of unexcused absences, but we will strive to educate our families about the new policies and reduce the overall unexcused absence rate to less than 1% by June 2018 as reported by Skyward</p>	<p>Outcome: 7% of all absences during the 2017 – 2018 school year were unexcused.</p>
<p>Narrative Reflection: As expected, the new attendance policies which included stricter rules did increase the number of unexcused absences from about 2% during the 2015-2016 school year to 7% during the 2016 – 2017 school year. As with any significant change, education is required to increase awareness and knowledge of new practices. Time is also a critical factor in the change process. During the 2017 – 2018 school year, the school will continue to educate our students, families, and community about the importance of attendance, and the critical role it plays in student academic success.</p>	
<p>Discipline Goal: We will reduce our out-of-school Short Term Suspension rate by 50% by June 2018 as reported by Skyward.</p>	<p>Outcome: During the 2016-2017 school year when looking only at In School Suspensions and Short-Term Suspensions, (21%) were In-School. During the 2017 – 2018 school year, (29%) suspensions were In School.</p>
<p>Narrative Reflection: We fell short of our goal of reducing our short-term suspension rate by 50%. For students whose behaviors resulted in a short-term suspension, we saw a decrease of 8% in assignment to out-of-school short-term suspension and an increase of 8% assigned to short-term in-school suspension. To truly impact suspension rates overall, a focus on</p>	

restorative practices is critical, specifically understanding what purpose student behaviors serve. Addressing minor behavior issues in this way when behaviors first appear and developing solutions collaboratively with the student and family will ultimately decrease the number of suspensions overall. During the 2018 – 2019 school, the FHMS staff will focus on developing knowledge around restorative practices and will revisit our school-wide discipline system with the intent of providing meaningful intervention.

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 reflection from the 6th grade and new student parent information night in August guided one portion of our parent input. The principal met with the PTSA board in August to discuss planned August LEAP work and SBA data to support instructional strategies and interventions throughout the upcoming school year.

Reflection on Outcome:

Both groups offered resources and support through teacher and school grants as well as feedback on the data.

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

The CIP plan was posted on the school website, available to all parents, families, and community members. In addition, the CIP was present to the PTSA during the October general meeting.

Reflection on Outcome:

Parents, families, and the community were informed of the school's work and offered support in the form of grants, feedback, and volunteer hours.

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:

78% of students will meet or exceeded standard on the Spring 2019 SBA.

Process used to determine goal:

The Literacy team, composed of all English/Language Arts and Social Studies teachers in the school analyzed historical data and considered what a reasonable goal was based on student scores and trends over past years.

Responsible individual or team:

The entire staff is responsible for supporting students in reaching this goal, especially subject areas using informational texts (STEM).

Strategies that will be implemented to support goal:

SIOP and AVID strategies will be used school-wide to support students in reaching standard. The Literacy Team will focus on annotation processes and the use of a variety of graphic organizers (SQ2PRS, Double Entry, Cornell notes, and Focused Note-taking) to maximize student learning in Literacy. The team will also use the SBA Interim Block Exams to familiarize students the SBA testing tool as well as progress monitor student learning. Finally, the team will hold reteaching and reinforcement sessions as well as enrichment sessions during College Prep to support student learning.

How challenge and rigor will be ensured for all students:

The Literacy team is committed to providing a challenging and rigorous learning environment for students. The team regularly utilizes leveled reading, differentiation tasks, and rubrics. In addition, the team offers enrichment opportunities for students during College Prep sessions.

How necessary interventions will be determined:

- Staff will assign students to College Prep to reinforce and reteach sessions based on their performance on formative and summative assessments in the classroom.
- Students who did not meet standard on the SBA were offered placement in Safety Net courses.
- The AVID elective class was offered to 7th and 8th grade students who were below standard on their SBA tests in Math and/or ELA and had a GPA between a 2.8 to a 3.3.
- The school utilizes a co-teaching model in grades 6, 7, and 8, allowing students who qualify for Special Education services in Reading or Written Expression or who are designated as English Learners to learn Literacy in a general education classroom with their same aged peers. This model also allows for strategic small group instruction.
- The school is focused on implementing components of the SIOP model into every unit and lesson. Specifically, the Literacy team is focusing on lesson preparation and building background as an instructional practice aimed at reaching and making learning meaningful for each student, especially English Learners.
- The Literacy team is providing differentiation using leveled texts, helping students find their “just right” level, and supporting students in moving to more challenging level.
- The Literacy team is collaborating on scaffolded writing tasks and using common planning time to develop these tasks with a focus on student learning needs.
- Assistive technology is used for readings to make learning accessible to each student regardless of their current reading level. These tools include Read & Write (a text to audio tool) and audio texts of books and articles.

Any professional learning needed:

- Ongoing SIOP and AVID professional learning sessions during LEAP time.
- Department book study on strategy implementation
- Money and time to attend conferences that support our literacy goal

Any resources needed and plans to obtain them:

- Resources to determine student reading levels (Lexile levels)
- Culturally responsive informational texts

- Time to continue to develop curriculum to support reading and understanding informational texts
- Time to implement the professional learning that we have acquired
- Library budget for more culturally responsive texts
- Funds to purchase books for literature circles that support culturally responsive teaching, EL students, different reading levels

Timelines and Progress Monitoring Plans:

The team will use collaborative team time to monitor student program toward goals at least four times per year.

Math: 6-8 Math SMART Goal:

70% of students will meet or exceeded standard on the Spring 2019 SBA.

Process used to determine goal:

The Math Team analyzed SBA data for the current year and past years, paying close attention to student achievement in each category.

Responsible individual or team:

The Math Team is responsible for setting and making progress toward this goal.

Strategy/ies that will be implemented to support goal:

The Math Team will utilize a variety of strategies to reach their goal of 70% of students meeting or exceeding standard on the 2019 SBA. These strategies include:

- Regular use of the SBA Interim Block Assessments to progress monitor students and teach students how to use this assessment tool,
- The implementation of Culturally Responsive Teaching practices and AVID and SIOP strategies focused on teaching students how to be independent learners, self-advocates, and collaborators,
- Emphasizing connections between math concepts and connections between math and the modern world,
- Regular and frequent use of formative assessments to provide the teacher and student with feedback about student learning progress which will inform next steps for both the teacher and the student,
- Strategic and deliberate assignment of students to College Prep for a 4 to 6 week intervention period aimed at closing mathematical gaps and building student confidence in mathematics,
- Regular family communications in the form of newsletters, upcoming assessment notifications, emails to families of struggling students, regular updates to PowerSchool and the Skyward grade book to keep families informed of learning and student progress,
- The Math Homework Club – a weekly after school math tutoring group.

How challenge and rigor will be ensured for all students:

The Math Team offers a variety of opportunities for challenge and rigor in and out of the classroom.

- The ALEKS software differentiates problems for students based on performance;
- Teachers regularly plan enrichments into their curriculum to challenge students during each unit;

- Strategic grouping;
- College Prep enrichment activities like Code Breaker and Tessellations, and Math Olympiad.

How necessary interventions will be determined:

The Math Team has identified students needing extra support in math based on their SBA score and performance on classroom-based assessments. These students will be assigned to a 4 to 6 week math intervention cycle during College Prep for additional support. Student progress will be reassessed after the initial cycle, and all students will be reviewed for subsequent 4 to 6 week intervention cycles. In addition to this targeted intervention, the math team will regularly develop and utilize common formative assessments to provide both the teacher and student information on student learning and will inform next steps for both parties.

Any professional learning needed:

The Math Team would like to attend the National Council of Teachers of Mathematics (NCTM) regional conference being held in Seattle this year to gain insights on how to best serve each student given their varying needs.

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

The team will monitor the progress of students selected for the intensive math intervention cycle during College Prep. In addition, the team will meet at least four times throughout the school year to progress monitor the learning of all students with respect to the Common Core State Standards and Eight Mathematical Practices.

Science: 8 Science SMART Goal:

87% of our 8th grade students will meet or exceeded standard on the Spring 2019 WCAS.

Process used to determine goal:

The science team analyzed the WCAS scores from 2018, and previous MSP scoring trends.

Responsible individual or team:

All science teachers at Finn Hill Middle School will be responsible for implementing strategies aimed at reaching the 2019 WCAS goal.

Strategy/ies that will be implemented to support goal:

- The science team will work in teams to focus on modeling in all grade levels.
- The team will use multiple formative assessments to monitor student learning throughout units to identify students needing extra support or extension.
- The team will use specific intervention strategies from October through April to identify and address students who are falling behind and assign them targeted re-teaching during College Prep along with study hall opportunities for their grade level.
- Science tutoring will be open to all students, and a weekly science study hall will be available for students to get additional help.

- Teachers are available before or after school for individualized or small group help; teachers will encourage students who are struggling to meet standard to obtain help during these times.
- Parents of students who are falling significantly behind and not making progress will be contacted by their student's science teacher to make them aware of help available for their student.
- Science teachers will continue to offer engaging, rigorous enrichment opportunities during College Prep to reinforce our goals and extend learning opportunities for students who have met the standard or are ready for more rigor.
- SIOP and AVID strategies to support vocabulary for English Learners (EL) and other students with literacy concerns will be utilized.
- The 8th Grade Science Team will include WCAS Wednesday lessons prior to state testing focusing on testing strategies designed to familiarize students with the exam and provide practice answering questions and prompts similar to those on the WCAS.

How challenge and rigor will be ensured for all students:

- The Science Team will collaboratively design lessons that include AVID and SIOP strategies for all units.
- The Science Team will use specific intervention strategies from October through April to identify and address students who are falling behind and sign them up for targeted re-teaching during college prep opportunities for their grade level.
- Science Team will regularly encourage students to take advantage of enrichment activities during targeted College Prep opportunities.
- Activities in science class will be differentiated, providing challenge and rigor for students needing extension and enrichment.

How necessary interventions will be determined:

- Science teachers will continue to offer engaging and rigorous enrichment opportunities during our College Prep sessions to reinforce goals and extend learning opportunities for students who have met the standards or are ready for more rigor.
- We will use specific intervention strategies from October through April to identify and address students who are falling behind and sign them up for targeted re-teaching during College Prep along with study hall opportunities for their grade level.
- Science Tutoring is offered after school.
- Grade level teams analyze interim formative and summative assessments results and use this data as information to change instruction. The team will also identify individual students needing intervention using this data provide opportunities for reteaching during targeted College Prep sessions.

Any professional learning needed:

Given that the WCAS is in its second year, any information or training on the test and its contents as it relates to the level of rigor would be helpful.

Any resources needed and plans to obtain them:

- Designated collaboration time beyond LEAP afternoons focused on allowing the science grade level teams to collaborate on the strategies mentioned above. This time could come in the form of release time.

- IA or Paraeducator support for English Learners and students who need additional learning support

Timelines and Progress Monitoring Plans:

Together, the team will monitor student learning progress on a regular basis, at least twice quarterly, though this progress monitoring will likely occur more frequently.

Achievement Gap SMART Goal:

42% of students identified as low income will meet or exceed standard on the Spring 2019 Math Smarter Balanced Assessment (SBA), an increase of nearly 5% from the 2018 Math SBA.

Process used to determine goal:

Assessment data was reviewed in all areas, and the greatest area of improvement lies in math. In particular, students identified as low income meet and exceed standard a level significantly below their non-low-income peers across all grade levels.

Responsible individual or team:

The team primarily responsible for this goal is the math team. All staff are supporting students in reaching this goal as students in need of intensive intervention to strengthen their math content knowledge and skills will be using their College Prep time for math only.

Strategy/ies that will be implemented to support goal:

The Math Team will utilize a variety of strategies to reach this goal. These strategies include:

- Regular use of the SBA Interim Block Assessments to progress monitor students and teach students how to use this assessment tool;
- Strategic and deliberate assignment of students to College Prep for a 4 to 6 week intervention period aimed at closing mathematical gaps and building student confidence in mathematics,
- Regular family communications in the form of newsletters, upcoming assessment notifications, emails to families of struggling students, regular updates to PowerSchool and the Skyward grade book to keep families informed of learning and student progress,
- The Math Homework Club – a weekly after school math tutoring group.
- The implementation of Culturally Responsive Teaching practices and AVID and SIOP strategies focused on teaching students how to be independent learners, self-advocates, and collaborators.

How challenge and rigor will be ensured for all students:

The math team is dedicated to integrating the Common Core State Standards' (CCSS) eight Mathematical Practices into their units and lessons. In doing so, students will regularly engage in collaborative practices that require them to think together, participate in math discussions, and justify their mathematical thinking and reasoning. An emphasis on using mathematical vocabulary in their discussions will ensure students discuss math like mathematicians. Teachers will also utilize cultural modeling to help scaffold students' conceptual understanding of math. Specifically, teachers will support student learning of concepts by using metaphors, references to topics that interest

students, music references, TV shows, music, connecting math to the “real world”, and other student-centered topics. Finally, teachers will regularly provide positive, actionable feedback to students that support the idea that the learning process includes making mistakes and learning from them.

How necessary interventions will be determined:

The Math Team has identified students needing extra support in math based on their SBA score and performance on classroom-based assessments. These students will be assigned to a 4 – 6 week math intervention cycle during College Prep for additional support. Student progress will be reassessed after the initial cycle, and all students will be reviewed for subsequent 4 to 6 week intervention cycles. In addition to this targeted intervention, the math team will regularly develop and utilize common formative assessments to provide both the teacher and student information on student learning and will inform next steps for both parties.

Any professional learning needed:

The team and school needs continued professional learning on Culturally Responsive Teaching practices and common formative assessment practices.

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

The team will monitor the progress of students selected for the intensive math intervention cycle during College Prep. In addition, the team will meet at least four times throughout the school year to progress monitor the learning of all students with respect to the Common Core State Standards and Eight Mathematical Practices.

College and Career Readiness SMART Goal:

98% of 8th grade students will complete the required components of Xello.

Process used to determine goal:

College and Career Readiness begins with students knowing themselves and their interests. Since this year will be the final year in middle school for 8th grade students, we believe helping students gain an awareness of themselves and the many opportunities the future holds is critical to student success in high school and beyond. This year, Xello is replacing Career Cruising, our former College and Career Readiness tool. This provides the school with an opportunity to explore college and career pathways in a new way.

Responsible individual or team:

The Counseling Team will teach classes relating to the required Xello components. The school will support the Counseling Team’s work to ensure students complete required Xello components during Falcon Time after counselors have taught their lessons.

Strategy/ies that will be implemented to support goal:

Counselors will develop and teach high-interest lessons that prepare students to complete the required components of Xello.

How challenge and rigor will be ensured for all students:

The Xello program allows students to explore a variety of areas, including but not limited to students' interests, careers related to those interests, colleges, apprenticeships, and many other post-secondary options. Students, at a minimum, will be required to complete certain components. Many other components exist, and students will be encouraged to explore those components during College Prep sessions or at home.

How necessary interventions will be determined:

Counselors will work with students who have not completed components individually or in small groups during College Prep.

Any professional learning needed:

Counselors need continued training on Xello. Classes are currently offered by the district.

Any resources needed and plans to obtain them:

None at this time

Timelines and Progress Monitoring Plans:

After the initial lessons are taught, and time is provided for students to complete the required components, counselors will review student progress and begin meeting with students who have not completed the required components. Completion monitoring will be ongoing until all students complete the required components.

School Effectiveness SMART Goal:

80% of staff will agree completely or agree mostly that staff keep the school's goals in mind when making important decisions as measured by the 2019 Nine Characteristics survey as compared to 70% in 2018.

Process used to determine goal:

A review of the Nine Characteristics data showed this area of the Nine Characteristics survey is an area of growth for the school.

Responsible individual or team:

All school staff are responsible for making progress toward this goal.

Strategy/ies that will be implemented to support goal:

School-wide and content specific goals will be reviewed by teams regularly as well as during staff meetings and professional learning sessions. In addition, decision-making bodies such as the Department Chairs team will be reminded of school-wide goals prior to making decisions.

How challenge and rigor will be ensured for all students:

Coherence is critical in ensuring goals are met. By focusing our efforts on our school's goals consistently, we will strengthen challenge and rigor for all students.

How necessary interventions will be determined:

Interventions are not necessary for this goal.

Any professional learning needed:

Administrators and team leaders will be diligent in incorporating school goals into all professional learning sessions.

Any resources needed and plans to obtain them:

None at this time

Timelines and Progress Monitoring Plans:

A staff survey will be given three times during the 2018 – 2019 school year to obtain feedback on our progress toward this goal.

Attendance SMART Goal:

5% or less of all absences during the 2018 – 2019 school year will be unexcused as compared to 7% during the 2017 – 2018 school year.

Process used to determine goal:

The 2017 – 2018 school year marked a change in attendance law. During this school year, our unexcused absence rate was 7%. The 3 years prior, under previous legislation, saw our unexcused absence rate at roughly 2%. A change of 2% over this school year seemed responsible given that families and students need to continue being educated about the new attendance expectations as well as our need to develop a school-wide system that addresses the number of chronically absent students (some of whom have a combination of excused and unexcused absences).

Responsible individual or team:

The entire school staff, though the counseling staff, administration, and the attendance secretary will take leadership over this goal.

Strategy/ies that will be implemented to support goal:

- Regular communication from the principal to families on the importance of attendance
- Phone calls and emails from our Attendance Secretary seeking to understand to purpose of the absence(s) and reiteration of the importance of attendance
- Implementation of the Positive Behavior Intervention and Supports (PBIS) System
- Build partnerships with families of students who have unexcused absences
 - School-family meetings for students who have 3, 5, and 10+ unexcused absences
 - School-family co-creation of an attendance plan aimed at improving attendance
- Focus on building connections and relationships with students
 - Counselor check-ins for students with unexcused absences
 - Assign students a staff mentor
- Consider referral to the building YES counselor

How challenge and rigor will be ensured for all students:

For students with many absences, attending school is often a challenge.

How necessary interventions will be determined:

Students with three or more unexcused absences will begin a process in which they meet with their counselor who will seek to understand the reason for their absences. Subsequent absences will result in family-school meetings in order to create a partnership between two entities aimed at improving student attendance.

Any professional learning needed:

None at this time.

Any resources needed and plans to obtain them:

None at this time.

Timelines and Progress Monitoring Plans:

Attendance will be monitored every two weeks.

Discipline SMART Goal:

All discipline administered in classrooms and by school leadership will involve restorative discipline practices appropriate for each situation.

Process used to determine goal:

The goal was determined based on the following reasoning and research on behavior. Punitive discipline does not change behavior. Restorative practices – understanding one's own behavior drivers, the behaviors impact on others, and how different choices in the future will result in different outcomes – change behavior. All aspects of our school discipline, even discipline that results in consequences like detentions and suspensions, will have at least one restorative component embedded in it as we believe discipline's purpose is to improve or change student behavior.

Responsible individual or team:

All school staff are responsible for implementing this goal.

Strategy/ies that will be implemented to support goal:

- Relationships. Staff will take time to build positive relationships with students.
- PBIS. The school will implement a Positive Behavior Intervention and Supports (PBIS) system over the duration of the school year.
- 5:1 positive to negative interaction ratio. Staff will focus on creating opportunities for positive interactions such that the interaction ratio of positive to negative interactions will be 5 to 1.
- 3 step conversations. Staff will use 3-step conversations to redirect misbehavior and increase student awareness of it.
- Processings. When misbehavior does occur, staff will use processings to support students' reflections of their behavior and its impact on themselves, their peers, and their teacher. In addition, students will develop different ways to act in the future and debrief with their classroom teacher.
- Mediation. Counselors will support student reflection when behaviors impact peer relationships directly and offer mediation to restore relationships as a strategy.
- Reflection Conversations. School administration will use reflective conversations to support students in understanding the impact of their behavior and how the impact may differ from the intent.

How challenge and rigor will be ensured for all students:

Asking students to reflect on their own behavior, its impact, and how they could act differently in the future provides challenge and rigor to all students who go through this process.

How necessary interventions will be determined:

Staff will meet together to develop intervention plans for students who have significant discipline/behavior issues in an effort to support behavior change and create positive relationships through common responses to misbehavior and increase predictably of expectations.

Any professional learning needed:

The school will focus some of its professional learning time on restorative discipline practices led by school leaders as well as teachers who are knowledgeable about the topic.

Any resources needed and plans to obtain them:

None

Timelines and Progress Monitoring Plans:

This goal will be monitored on an on-going basis by reviewing data in the Discipline Database (in which teachers enter all processings) as well as data generated from the referral process.

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 will be reviewed by the Parent-Teacher-Student Association (PTSA). Feedback will be gathered.

Timelines and Progress Monitoring Plans:

The plan will be presented for review and feedback will be gathered in November 2018.

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

The principal will discuss the CIP during Coffee Talk with the Principal and at the PTSA. The plan will also be posted on the school's website.

Timelines and Progress Monitoring Plans:

The CIP discussions will occur in January 2019, and the CIP will be posted on the website in January 2019.



Continuous Improvement Process Plan 2018-2019

Kamiakin Middle School

14111 132nd Ave. NE

Kirkland, WA 98034

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

Principal:	Joe Joss
Associate Principal:	Danielle Warman

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I. Description of School

Kamiakin Middle School is located in the Kingsgate neighborhood at the most northwest corner of Kirkland, bordering Woodinville. Our elementary feeders include John Muir, Robert Frost, Helen Keller, and Thoreau. Kamiakin was built in 1975 as an “open concept” school, which meant that there were few walls between classrooms and other open areas like the library, etc. With educational change, walls have been erected between classrooms, the library and other common spaces. We have gained seven portables to address the need for classrooms.

The Kamiakin student population was as high as 800 in 2000 but has declined to a steady population between 575 and 625 over the past 10 years. Throughout the years Kamiakin has been home to a middle school Quest program, transition program, Intervention center program, high school transition program and pre-school program for several years. We are a welcoming community, and a proud diverse community. 31.8% of our student population is identified as low income. Our racial makeup is 47% White, 21% Asian, 19% Hispanic and 2% Black. We also have 11% of our student community that identifies as two or more races. English is still our majority language spoken at 66% with Spanish being 12%. 13.8% of our student body is helped by our Special Education program and services.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th 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
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	62.7%	67.3%	63.1%	68.1%			
	% of 6 th graders meeting or exceeding state standards in Math	42.9%	52.2%	53.2%	63.1%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	69.2%	67.9%	64.7%	61.9%			
	% of 7 th graders meeting or exceeding state standards in Math	53.8%	54.3%	51.4%	45.2%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	66.4%	70.2%	66.1%	64.6%			
	% of 8 th graders meeting or exceeding state standards in Math	55.8%	46.2%	54.7%	50.5%			
	% of 8 th graders meeting or exceeding state standards in Science	61.1%	72.7%	67.8%	55.9%			

- 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:
Administrators provided the 2017 - 2018 data during a LEAP Wednesday in September. District administrators have provided tools, including OneNote and Power BI that we are learning as a staff. These new tools also allow us to better examine the individual student and our specific classes. Curricular departments have had the opportunity to look at the data by grade level and individual student data for the last month. They processed their individual student growth goals, department goals and CIP goals during LEAP Wednesdays, PGE time and department time.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: Student proficiency scores on the 6-8 grades English Language Arts Smarter Balanced Assessment will improve from 65% to 70% by June 2018.	Outcome: Actual student proficiency scores on the 6-8 grades English Language Arts Smarter Balanced Assessment is 64.8%.
<p>Narrative Reflection: 6th Grade LA Goals Process: Student SBA Data Accessed via Power BI; 6th grade students experienced a 5% increase in achievement from 63% to 68%; this is a small enough margin that it might be due to the characteristics of an individual class. Our goal is to have 72% of students meeting or exceeding standard. For writing specifically, 79% of students were from at/near to exceeding standard. Since this still includes level two students, we believe that a focus on writing is valuable; writing is a critical skill. Our goal is to have at least 84% of students in this category for writing.</p> <p>6th grade LA Team: Our focus this year for 6th grade LA is improvement of writing stamina and the introduction and practice of using cited text evidence. This is in accordance with CCSS W6.4 and W6.1 To do this, we plan to: incorporate writing practice across a variety of tasks and prompts. We will use ACE to address incorporating text-evidence. We will conduct conferences with individual students to facilitate growth and assist with formative assessment. An additional critical component is the inclusion of student interest and choice in topics of formal writing in order to remove potential barriers to engagement. To ensure students are challenged, assignments will include appropriate scaffolded options for those students significantly below standard and those who have already met or exceeded the standard. To do this, we will partner with ELL and SPED, and will also work with the district level ELA Advanced CCSS cohort at the district. To support our work with writing, we are also using data from the SRI Lexile test to help support our work with writing by ensuring students are able to access the materials they are using as resources for text evidence. To monitor student progress, we will conduct formative assessments (conferences, classwork, daily writing) and summative writing assessments at the end of each unit; each unit will include specific practice around our focus standards. Students will re-take the Lexile exam four times over the course of the school year.</p>	

7th/8th grade Goals:

Student SBA data accessed from Power BI: 61.9% of the 7th grade students met/exceeded standard in 2017-18 school year. Our goal is to have 65% of students meeting or exceeding standard. 64.6% of the 8th grade students met/exceeded standard in 2018-19. Our goal is to have 68% of students meeting or exceeding stand in 2018-19.

7th and 8th grade team grade will focus on the following CCSS standards. CCSS W7.4 and W8.4: Produce clear and coherent writing in the development, organization, and style which are appropriate to task, purpose, and audience. CCSS W7.10 and W8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for range of discipline specific tasks, purposes, and audiences. CCSS R7.1 and R8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. In addition, the 8th grade will also focus on CCSS L8.3 8.3 delineate a speaker's argument and specific claims, evaluating the soundness of the reasons and relevance and efficiency of the evidence and identifying when irrelevant evidence is introduced.

The 7th/8th grade team focus will be writing and listening skills. Our team is excited to continue to foster the critical thinking and abstract reasoning skills of our students and their interpretations of the variety of informational text, literary text and pod-casts. We will use formative and summative assessments to monitor our students' progress throughout the year. We will continue to partner with the Special Education and English Language Learning departments to successfully scaffold and support the diverse needs of our students.

Math: 6-8 Math Goal: Student proficiency scores on the 6-8 grades Math Smarter Balanced Assessment will improve from 53% to 56% by June 2018.

Outcome: Actual student proficiency scores on the 6-8 grades Math Smarter Balanced Assessment is 52.9%

Narrative Reflection: The 2017-18 school year was our second year of using the new Glencoe Math Course 1 curriculum, and the first year of using a revised sequence of the textbook content. The new sequence was really successful in building confidence in students at the beginning of the year as we developed growth mindset and productive routines in the classroom. The 6th grade math team also had more consistent ALEKS.com expectations for students throughout the year and allowed students to set their growth goals for their own ALEKS progress. In addition, the sixth grade math team implemented discourse and task makeover strategies from the district math cohort series to increase student confidence and student math talk in the classroom. These strategies allowed for equitable access to math content by giving all students access to the math concepts without focusing on speed and numeracy. The 6th grade math team continues to collaborate frequently to discuss teaching strategies help support all students.

Our focus was finding and sharing multiple ways to share a problem; we had hoped this would increase student's ability to communicate their reasoning. There was also the

realization from our side that we need to refine how we teach these skills: at the time there was more focus on modeling rather than communicating in some areas. We dealt with a lot of behavior and apathetic attitudes, which limits the positive mathematical communication between students. Historically this group of students was a lower performing group, most likely contributing to the behaviors and attitudes. The information from this group did significantly impact our push for co-taught classes the following year as a way to increase the collaborative learning and small group work that this group of students needed. We see that the 6th grade scores increased significantly, and we also know that this is the first group of students that have had the Common Core State Standards taught their entire school careers and this shows the value of the CCSS.

Science: 8 Science Goal: 8th grade students will improve proficiency on the WCAS Assessment from 68% meeting standard, to 72% meeting standard by June 2018.

Outcome: Actual 8th grade student proficiency on the WCAS Assessment is 55.9%

Narrative Reflection: We saw a major dip in the 8th grade science scores (a bit more than 10%). However, this was the 1st year on the NGSS test, which is a completely different format and focus from the MSP. We as teachers had access to very few practice problems prior to the test, so it was difficult to prep students for what they might see. This year, we hope to see positive growth, and we believe that our focus on Ambitious Science Teaching (AST) will help with that. Both AST and the NGSS test focus on modeling and explaining phenomenon using science knowledge and data.

We feel that we did well last year selecting context-rich phenomena to focus our units around. We also began implementing modeling, which improved over the course of the year. It was difficult to have high quality models because we needed more training, and that wasn't available until January.

This year, we are working on improving our modeling in class. Our goal is to improve the way we teach kids how to model, and to improve the quality of student models so that students learn to construct complex explanations using words, pictures, and evidence.

Achievement Gap Goal: Reduce the gap percentage of "at standard" on the Smarter Balanced Assessment for the class of 2022 between White students and Hispanic students from 36.1 percent gap for the ELA SBA to less than 30 percent; and from 41.5 percent gap for the math SBA to less than 35 percent.

Outcome: Goal was met. In 2017-18 the achievement gap was reduced at Kamiakin Middle School on both the ELA and Math portions of the Smarter-Balanced Assessment. The achievement gap within ELA was reduced to a 22.2 percent achievement Gap, and reduced to a 34 percent achievement gap in math.

Narrative Reflection: Although we are making progress in reducing the gap, the at-standard gap between students based on race is significant. It is clear that this must remain a key area of focus at Kamiakin. Interventions that may have contributed to the

reduction of the gap include increased focus on equity and diversity dialogue within professional development, frequent monitoring of data, improved support within our ELL department to support Hispanic students who are also language learners, and cultural programming at Kamiakin specifically dedicated to enhancing engagement for Hispanic students.	
College and Career Readiness Goal: Reduce “Any F in a core course” for the class of 2022 from 6.45% in 2016-17 to less than 5% in 2017-18.	Outcome: Data revealed no significant change of reduction or increase.
Narrative Reflection: Interventions used to reduce F grades included the adoption of an after-school tutoring program, enhanced student intervention system, and focused dialogue conferences with families. However, given no significant change in the data, it is clear that we must explore further intervention to reduce failing grades at Kamiakin.	
School Effectiveness Goal: Improve “Staff routinely work together to plan what will be taught” from 75% agree mostly/completely in 2016-17 to at least 80% in 2017-18. “Teachers provide feedback to each other to help improve instructional practices” from 70% agree mostly/completely in 2016-17 to at least 75% in 2017-18.	Outcome: “Staff routinely work together to plan what will be taught” was down to 42% in 2017-2018. “Teachers provide feedback to each other to help improve instructional practices” was down to 47% in 2017-2018
Narrative Reflection: The Kamiakin staff and administration have been working together to examine the building culture, started during the spring of 2018. Working with our LWEA representatives, the teaching staff provided feedback in critical areas for the administration to examine. Administration met with the teachers in an open meeting and then followed up with smaller optional group meetings to hear feedback, proposals and ideas from staff. The issue of working together and having the necessary time to collaborate is an issue that we have looked at closely and believe reflected the outcome from our 9 Characteristics survey. We will be changing our staff meetings and LEAP time together to provide the opportunity for collaboration, which began during the August LEAP week.	
Attendance Goal: Reduce 4+ unexcused absences for the class of 2022 from 10.17% in 2016-17 to less than 7% in 2017-18.	Outcome: 3.78 percent of total students were moderate to severely chronically absent (4+ unexcused absences) in 2017-18.
Narrative Reflection: Narrative Reflection: Through the enhancement of attendance practices including attendance contracts and family dialogue, frequent monitoring of attendance data, and the inclusion of truancy interventions, we were able to meet and	

exceed this goal. We lowered our 4+ unexcused absence rate significantly from the previous year.

Discipline Goal: Reduce serious discipline risk score for the class of 2022 from 5.71% in 2016-17 to 4% or below in 2017-18.

Outcome:

**LWSD no longer uses a serious discipline risk score within its data platforms*

Narrative Reflection: Approximately 6 percent of students in the class of 2022 received exclusionary discipline in 2016-17. In 2017-18 this number increased to approximately 12 percent for the class of 2022. Although the risk score data is unavailable, it is clear that discipline occurrences increased rather than decreased. Upon reflection, it is important to note the addition of an intervention center at Kamiakin Middle School in 2017-18, which may account for the rise in discipline data. Further, in exploring the data further, it is important to note that three non-intervention center students with whom were not present at Kamiakin in the 2016-17 school year accounted for over 10 occurrences of exclusionary discipline. It is clear that exclusionary discipline must be a main focus of concern at Kamiakin in our efforts to reduce it. In the past two years, we have increased our use of in-school suspension and will continue to advocate for resources to enhance this practice. In addition, Kamiakin is committed to adopting innovative PBIS systems and has created a ten-person PBIS team to explore the causation of exclusionary discipline in order to reduce it.

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:

- Communication regarding the CIP and our goals in the Kamiakin Principal's bulletin (weekly communication)
- Presentation to PTA regarding the CIP and school process toward looking at our student data
- Principal's monthly tea

Reflection on Outcome: Sharing our CIP plan and goals has been accomplished mainly through our PTA and at Principal's teas which are held monthly. Feedback has been valuable and mostly around the types of curriculum and student behaviors that we have reported.

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

- Communication regarding the CIP and our goals in the Kamiakin Principal's bulletin (weekly communication)
- Presentation to PTA regarding the CIP and school process toward looking at our student data
- Principal's monthly tea

Reflection on Outcome: Sharing our CIP plan and goals has been accomplished mainly through our PTA and at Principal's teas which are held monthly. Feedback has been valuable and mostly around the types of curriculum and student behaviors that we have reported.

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

	SMART Goals
Literacy: 6-8 ELA	Student proficiency scores on the 6-8 grades English Language Arts Smarter Balanced Assessment will improve from 64.8% to 70% by June 2019.
Math: 6-8 Math	Student proficiency scores on the 6-8 grades Math Smarter Balanced Assessment will improve from 53.9% to 58% by June 2019.
Science: 8 Science	8th grade students will improve proficiency on the WCAS Assessment from 55.9% meeting standard, to 65% meeting standard by June 2019.
Achievement Gap	Reduce the achievement gap by more than 7 percent on the ELA SBA in all grade levels for African-American/Black students in 2018-19.
College and Career Readiness	100 percent of 8 th grade students will receive education regarding College Bound Registration. 100 percent of 8th grade parents/families will receive notification regarding access to College Bound Scholarship.
School Effectiveness:	Staff routinely work together to plan what will be taught. To go from 42% agree mostly/completely to over 60% The staff works in teams across grade levels to help increase student learning. To go from 42% agree mostly/completely to over 60%
Attendance:	Reduce percentage of students who are chronically absent from 14.7 percent in 2017-18 to less than 11 percent in 2018-19.
Discipline:	Reduce students with exclusionary discipline events from 10.19 percent in 2017-18 to less than 7 percent in 2018-19.

2018-2019 SMART Goals, Strategies and Resources

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: PGE 6 ELA SMART Goal: On the 2019 SBA, 84% of 6th grade students will be approaching, at, or above standard on the writing portion of the SBA.</p> <p>Process used to determine goal: Student SBA Data from 2016-17 and 2017-18 Accessed via Power BI.</p> <p>Responsible individual or team: 6th grade LA/SS team.</p>

Strategy/ies that will be implemented to support goal:

To do this, we plan to: incorporate writing practice across a variety of tasks and prompts. We will use ACE to address incorporating text-evidence. We will conduct conferences with individual students to facilitate growth and assist with formative assessment. An additional critical component is the inclusion of student interest and choice in topics of formal writing in order to remove potential barriers to engagement. To ensure students are challenged, assignments will include appropriate scaffolded options for those students significantly below standard and those who have already met or exceeded the standard.

How challenge and rigor will be ensured for all students:

To ensure students are challenged, assignments will include appropriate scaffolded options for those students significantly below standard and those who have already met or exceeded the standard.

How necessary interventions will be determined:

To do this, we will partner with ELL and SPED, and will also work with the district level ELA Advanced CCSS cohort at the district. To support our work with writing, we are also using data from the SRI Lexile test to help support our work with writing by ensuring students are able to access the materials they are using as resources for text evidence.

Any professional learning needed:

ELA Advanced Cohort.

Any resources needed and plans to obtain them:

Nothing above what we already using.

Timelines and Progress Monitoring Plans:

To monitor student progress, we will conduct formative assessments (conferences, classwork, daily writing) and summative writing assessments at the end of each unit; each unit will include specific practice around our focus standards. Students will re-take the Lexile exam four times over the course of the school year.

Literacy: PGE 7 ELA SMART Goal:

To increase students reaching standard on the SBA from 68.1% to 72%.

Process used to determine goal:

For the last several years, the 7th grade team has focused on using text evidence to support claims and inform (CCSS 7.1a). We have observed a consistent downward trend in 7th grade ELA SBA scores.

Responsible individual or team:

7th ELA PGE Team – V. Reinert, G. Herrick, K. Enslein, E. Fleshman.

Strategy/ies that will be implemented to support goal:

As a group we started with SBA 2018 scores as our baseline data. We will give an early-year and mid-year article from Common Lit that asks students to cite text evidence in

their answer. At the end of the year, we will re-issue the first Common Lit assessment to determine student growth.

For Quest students, their SBA scores do not accurately reflect their ability to cite text evidence. Therefore, teachers will use the Beginning of the Year Reading Log scores.

How challenge and rigor will be ensured for all students:

Those students who need additional challenge will be encouraged to begin demonstrating mastery based on the 8th grade standards.

How necessary interventions will be determined:

Those students far below standard will be challenged to demonstrate growth towards standard. We will determine this based on previous SBA data, knowledge of students, IEP data, ELL status, in class work, and formative in-class assessments.

Any professional learning needed:

None at this time.

Any resources needed and plans to obtain them:

Common Lit assignments & quizzes; SBA data (accessed through PowerBI and Skyward).

Timelines and Progress Monitoring Plans:

Sept 2018 – May 2019; Progress Monitoring to occur in January 2019 and March/April 2019.

Literacy: PGE 8 ELA SMART Goal:

Focusing on CS 8.3, we expect that we will be able to move all of our students up by at least half of a level. Students presently listed at a Level 3 are expected to remain at or above standard.

Process used to determine goal:

This standard was chosen by our team based on 2017-2018 SBA scores that indicated this was an area of need as they come into 8th grade.

Responsible individual or team:

Peter Verdoes, Marcy Martin, Drew Budge.

Strategy/ies that will be implemented to support goal:

Assessments and lessons based on textual evidence gathered from Podcasts and TED talks.

How challenge and rigor will be ensured for all students:

All assessments will include levels 2, 3 and 4 questions. Students will access the pod casts and Ted Talks from their computers so each student is able to stop and start the pod casts in order to work at their individual pace. This will give students more practice that is similar to the SBA.

How necessary interventions will be determined:

Our team will conduct grade level meetings and continued collaboration focused on ongoing data collection and analysis of SBA scores directed our decision to focus on 8th grade ELA for our formal student goal process on listening skills.

Any professional learning needed:
Not at this time.

Any resources needed and plans to obtain them:
None at this time.

Timelines and Progress Monitoring Plans:
October 2018-May 2019.

Math: PGE 6 Math SMART Goal:
On the 2019 SBA, 6th Grade students will improve proficiency in the Math SBA Summative Assessment from 63% to 68% by June 2019.

Process used to determine goal:
Initial ALEKS data from beginning of 18-19 school year. SBA Scores from 5th grade to find. Safety Net data from elementary school.

Responsible individual or team:
6th Grade Math team – Peggy Solum, Kris Dougherty, Sara Partlow.

Strategy/ies that will be implemented to support goal:
Anchor charts, Focus on story problems and problem strategies. Monthly growth mindset activities work to make math more accessible to all students. ALEKS program for self paced students.

How challenge and rigor will be ensured for all students:
Challenge problems provided frequently in class and for homework.
ALEKS program allows students to move ahead of curriculum and set their own learning path.

How necessary interventions will be determined:
ALEKS data, daily classwork and homework, quizzes and summative assessments are all used to determine if intervention is needed.

Any professional learning needed:
Equity in Mathematics Symposium.

Any resources needed and plans to obtain them:
Glencoe Curriculum, ALEKS program, Engage NY Curriculum.

Timelines and Progress Monitoring Plans:

Common assessments are given for every mid-chapter quiz and chapter test. These assessments are used to monitor proficiency of each standard and help us determine what topics need to be revisited.

Math: PGE 7-8 Math SMART Goal:

Our goal is for 100% of our students to improve their abilities to communicate their mathematical reasoning, the 3rd Claim on the SBA.

Process used to determine goal:

We reviewed student achievement levels using SBA data, as well as gathered anecdotal data/evidence from our classrooms about what areas had significant room for growth possibilities.

Responsible individual or team:

Julie Bergevin, Jennifer Hahn, Kelsey Pollett.

Strategy/ies that will be implemented to support goal:

Our strategy to improve these skills is to provide targeted instruction on ways for students to justify mathematical thinking.

How challenge and rigor will be ensured for all students:

Our problems are considered “low-floor, high ceiling” so all students should be able to answer some part of the question. We will intentionally select problems that have multiple representations possible for students who quickly thinking of one representation, questions that are cross-content and allow for students to make deeper connections between concepts.

How necessary interventions will be determined:

Based on initial results, we are prepared to include diagrams, pictures, word banks, and vocabulary for students that need additional support.

Any professional learning needed:

None needed at this time.

Any resources needed and plans to obtain them:

We need access to team planning time and plan to use PGE LEAP days for this purpose.

Timelines and Progress Monitoring Plans:

We will collect 3 data points from students throughout the school year; one initial data point, one from during our instruction process, and one data point near the end of the year after our targeted instruction has taken place. We will monitor students in class during the instruction process to see if adjustments are necessary.

Science: 8 Science SMART Goal:

Quality goal: All students will improve the quality of their models from having 2 or fewer effectively used elements to 3 or more effectively used elements.

Process used to determine goal:

Entire science department is focusing on modeling (NGSS SEP #2, developing and using models).

Responsible individual or team:

Underbrink, Knowels, Strong.

Strategy/ies that will be implemented to support goal:

1 week unit to explicitly teach about models, and what makes a good model.

Additionally, students will create and revise models every unit during the year.

How challenge and rigor will be ensured for all students:

Unit tests given as model based assessments in which students must combine multiple concepts in a unique way to create a model showing their understanding.

How necessary interventions will be determined:

Students will evaluate the quality of their models each unit and monitor their progress

Any professional learning needed:

Prior work on Ambitious Science Teaching is supporting this goal.

Any resources needed and plans to obtain them:

Rubric to assess quality of student models, created by Kinsey and Roz with help from their professional learning coach.

Timelines and Progress

Monitoring Plans: full year, monitoring each unit (4-7 weeks).

PGE 6-8 CTE SMART Goal:

Reduce lab injuries and unsafe behavior incidents by 20% compared to last year.

Process used to determine goal:

Team discussion.

Responsible individual or team:

CTE teachers in FHMS, RMS, KiMS, RHMS.

Strategy/ies that will be implemented to support goal:

Uniform safety contract/expectations and quiz.

How challenge and rigor will be ensured for all students:

Consistent 21st century skill standards and expectations applied to all students.

How necessary interventions will be determined:

Language interventions for ELL students will be applied.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
N/A.

Timelines and Progress Monitoring Plans:
Oct 2018 – May 2019.

PGE 6-8 Physical Education SMART Goal:
84% of students will show improvement from start of semester to end of semester.

Process used to determine goal:
Team collaboration to determine our goal of 84% improvement during Fitness Wednesdays.

Responsible individual or team:
Department.

Strategy/ies that will be implemented to support goal:

- Varied fitness activities
- Use of Heart Rate Monitors

How challenge and rigor will be ensured for all students:

- 9 Minute Club challenge
- Class/grade/gender challenges
- Student analyzing previous run date

How necessary interventions will be determined:

- Lack of effort and intrinsic motivation

Any professional learning needed:

- Conferences

Any resources needed and plans to obtain them:

- Time

Timelines and Progress Monitoring Plans:

- Weekly

PGE 6-8 Visual Arts SMART Goal: Our students are interested in learning to draw realistically. Therefore, our goal is to improve drawing skills. We chose anchor standard 2 because drawing is the foundation for creating in all mediums. We chose to focus on anchor standard 9 to facilitate growth in giving valuable feedback with relevant vocabulary (proportion, space, value).

Process used to determine goal:
Pretest and summative project scores.

Responsible individual or team:
Middle School Art Team.

Strategy/ies that will be implemented to support goal:
Reteaching, one-on-one demos, visual, auditory, and written demonstrations.

How challenge and rigor will be ensured for all students:
Continued verbal informal feedback throughout unit. Peer-critiques. Students have options to reach level 4 through development within their work.

How necessary interventions will be determined:
On a student by student basis as formative practices and summative work ensues.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
Team collaboration to build rubric and share ideas for project/summative assessments.

Timelines and Progress Monitoring Plans:
We are working with either semester or quarter classes. Assessment will take place with our drawing unit as it arises within our curriculum. Monitoring will be conducted as students progress through the unit with their drawing practices and projects.

PGE 6-8 Counseling SMART Goal:

Process used to determine goal:
As a counseling team we are focusing on data collection as our PGE goal.

Responsible individual or team:
Melissa Pierson and Liz Biell.

Strategy/ies that will be implemented to support goal:
We will be using Microsoft forms and Power BI to implement our goal.

How challenge and rigor will be ensured for all students:
Our data collection will inform our practice and program for working with students.

How necessary interventions will be determined:
Data will be reviewed quarterly, and student interventions will be determined based off this data.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:
N/A.

Timelines and Progress Monitoring Plans:
Quarterly.

Achievement Gap SMART Goal:
Reduce the achievement gap by more than 7 percent on the ELA SBA in all grade levels for African-American/Black students in 2018-19.

Process used to determine goal:
Currently the average achievement gap between white students and students who are identified as African-American is 49 percent. While White students have a 69 percent average at-standard score, only 20 percent of Black/African-American students have demonstrated proficiency. This gap is significant and remains in place regardless of socio-economic status (free and reduced) status. Although it is slightly less of a gap for Black/African-American students who are non-special education and non-ELL students, Black/African-American students have the largest achievement gap within the SBA English Language Arts Assessment scores at Kamiakin Middle School.

Responsible individual or team:
School-Wide Progress Monitoring, ELA department.

Strategy/ies that will be implemented to support goal:
We plan to reduce the gap by identifying our subgroup of students by name and embedding each student into teacher and department sub-goal groups for monitoring throughout the school year. In addition, with the addition of our equity team at Kamiakin, we have a building-wide focus on equity practices in the classroom including culturally responsive teaching practices. Further, many teachers and administrators are receiving equity training to specifically enhance instructional strategies and curriculum to meet the needs of all students, and specifically our Black/African-American students. We strongly believe that all students are capable of learning and that systematic changes must be made to ensure that all students meet proficiency in literacy, writing, and reading.

How challenge and rigor will be ensured for all students:
Standards-based grading, professional development for cultural competency.

How necessary interventions will be determined:
Through progress monitoring of student's growth as individuals, we can apply interventions that are timely and appropriate.

Any professional learning needed:
Continued cultural competency training.

Any resources needed and plans to obtain them:

We are working with our building leadership team to identify resources. In addition, we are working with the district equity team to identify systematic changes and resources necessary to support our work.

Timelines and Progress Monitoring Plans:

January: Identify subgroup of students and partner individual students to teachers, align each student with engagement connection to school, disseminate subgroup to teachers

February: Create individual profiles for admin review and progress monitor.

March: Identify RTI if needed through SIT process.

April: Identify supports needed for SBA testing and continue progress monitoring.

College and Career Readiness SMART Goal:

100 percent of 8th grade students will receive education regarding College Bound Registration. 100 percent of 8th grade parents/families will receive notification regarding access to College Bound Scholarship.

Process used to determine goal:

Upon discussing the most valuable steps that middle school students and their families can do to prepare for college and career, the College Bound scholarship process was reported by alumni families as a positive motivator for encouraging goal-setting related to college and career.

Responsible individual or team:

Counseling Staff.

Strategy/ies that will be implemented to support goal:

Counseling staff will present Xello presentations to all 8th grade students, which will include information about future College Bound process. Letters will be mailed and emailed to families regarding registration details. Translation services will be used to ensure home languages are used for communication. Counseling staff will meet with individual students to educate students on registration process.

How challenge and rigor will be ensured for all students:

Students whose families are low-income status and may not have resources to contribute to future college needs will have a positive reinforcement and incentive to graduate high school with pre-implemented supports for college.

How necessary interventions will be determined:

Counseling staff will meet with administrators to discuss effectiveness throughout the education timeline.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Access to family communication systems

Timelines and Progress Monitoring Plans:

Xello presentations will be during the month of January. Parent letters will go out in March. Registration for students will be from March through June 1st.

School Effectiveness SMART Goal:

- Staff routinely work together to plan what will be taught. To go from 42% agree mostly/completely to over 60%
- The staff works in teams across grade levels to help increase student learning. To go from 42% agree mostly/completely to over 60%

Process used to determine goal:

Administration used the 9 Characteristics Survey results from school year 2017-2018 to determine two specific goals that Kamiakin staff could work on together.

Responsible individual or team:

Kamiakin staff. Administration will follow up by giving the 9 Characteristics survey in the spring and comparing percentages from the 2017 – 2018 school year and the current school year.

Strategy/ies that will be implemented to support goal:

Kamiakin staff will be working together during Professional Learning LEAP time to engage each other and student learning. We will also use the Team Collaborative LEAP time to engage their PGE & CIP goal teams.

How challenge and rigor will be ensured for all students:

Effectively working together as a collaborative staff we will specifically address the needs of students that are not being met. Comparing teaching strategies and expectations will help all of us address the student need.

How necessary interventions will be determined:

Effectively working together as a collaborative staff we will specifically address the needs of students that are not being met. Comparing teaching strategies and expectations will help all of us address the student need.

Any professional learning needed:

Working together collaboratively as a staff.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

The work began at the end of November, beginning of December with two professional learning LEAP day times. Looking to have an informal assessment at the end of 1st semester to guide the work and continued conversation.

Attendance SMART Goal:

Reduce percentage of students who are chronically absent from 14.7 percent in 2017-18 to less than 11 percent in 2018-19.

Process used to determine goal:

When examining attendance data, it was apparent that Kamiakin's chronically absent rate was significantly higher than the rest of the district. The district average is 10 percent, while Kamiakin is around 14 percent. In addition, in examining historical data, the number of chronically absent students over the course of four years has remained stagnant, with no significant change. It is time that we reduce the number of chronically absent students.

Responsible individual or team:

Danielle Warman, Associate Principal; Sheetal Kulkarni, Attendance secretary; Marcia Chapman, JLC Truancy specialist.

Strategy/ies that will be implemented to support goal:

Weekly attendance meetings including a weekly updated excel sheet with current interventions and attendance numbers. Discussion with district leaders regarding chronic excused absences.

How challenge and rigor will be ensured for all students:

Students will be asked inquiry questions as a part of the attendance conference and contract process.

How necessary interventions will be determined:

Weekly attendance meetings provide frequent formative data to identify needed interventions.

Any professional learning needed:

Continued learning and use of new SBIRT tool.

Any resources needed and plans to obtain them:

attendance incentive plans sometimes include incentives resources for kids (McDonalds coupons, candy bars, etc.).

Timelines and Progress Monitoring Plans:

Ongoing monitoring; June 1st is summative end-point.

Discipline SMART Goal:

Reduce students with exclusionary discipline events from 10.19 percent in 2017-18 to less than 7 percent in 2018-19.

Process used to determine goal:

The administrative team examined historical and current discipline data to identify areas of needed growth. We identified that Kamiakin's percentage of students with an incident is significantly higher (consistently at least 3 percent higher) than other comprehensive

middle schools in the district. In addition, we also identified that this year, we have less students with incident, yet more repeat offenses per student. In identifying the difficulty of tracking real-time data in our current systems, we decided to focus on decreasing our percentage number of students with an incident.

Responsible individual or team:

Administrative Team in collaboration with counseling department, PBIS Team, and SIT team.

Strategy/ies that will be implemented to support goal:

We plan to take better formative data on a more regular basis to identify specific and particular issues that we can proactively address. In addition, we plan to identify alternatives to exclusionary discipline such as enhancement of programs outside of the school day and that are restorative in nature.

How challenge and rigor will be ensured for all students: We plan to include students on quarterly discipline forums to offer insight and be a part of the challenging conversations that must be explored when discussing the reasons for the heightened behavioral concerns at Kamiakin.

How necessary interventions will be determined: By analyzing data more frequently, we will bring this data to our PBIS team to create systematic changes to address behavioral barriers that prevent access to learning. This process will occur throughout the year.

Any professional learning needed: The PBIS team will take part in year-long professional development. In addition, administration is interested and needs support around restorative justice and drug aversion programs.

Any resources needed and plans to obtain them: PBIS resources are being provided by the district. Restorative alternatives to discipline is a subject that may provoke additional resources.

Timelines and Progress Monitoring Plans:

- May 1st is the summative deadline for exclusionary discipline reporting
- Every three weeks, Associate Principal Danielle Warman will review formative discipline data with secretaries to examine needed changes; this data will be shared in admin meetings and with the staff and students to provoke dialogue regarding needed interventions

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

<p>2018-19 Strategies to involve parents, families and the community in the CIP process:</p> <ul style="list-style-type: none">• Communication regarding the CIP and our goals in the Kamiakin Principal's bulletin (weekly communication)• Presentation to PTA regarding the CIP and school process toward looking at our student data• Principal's monthly tea
<p>Reflection on Outcome: Sharing our CIP plan and goals has been accomplished mainly through our PTA and at Principal's teas which are held monthly. Feedback has been valuable and mostly around the types of curriculum and student behaviors that we have reported.</p>
<p>2018-19 Strategies to involve parents, families and the community in the CIP process:</p> <ul style="list-style-type: none">• Communication regarding the CIP and our goals in the Kamiakin Principal's bulletin (weekly communication)• Presentation to PTA regarding the CIP and school process toward looking at our student data• Principal's monthly tea
<p>Reflection on Outcome: Sharing our CIP plan and goals has been accomplished mainly through our PTA and at Principal's teas which are held monthly. Feedback has been valuable and mostly around the types of curriculum and student behaviors that we have reported.</p>



Continuous Improvement Process Plan 2018-2019

Juanita High School

10601 NE. 132nd Street
Kirkland, WA 98034
425-936-1600

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

Principal:	Kelly A. Clapp
Associate Principal:	Joe Gorder
Associate Principal:	Kelly Konicki
Associate Principal:	Christine McMillan

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I. Description of School

Juanita High School is located in Kirkland on the West side of the Lake Washington School District. We have six elementary schools and two middle schools that feed into Juanita. Juanita is a diverse high school in race and ethnicity as well as in learning styles and interests. We celebrate a student population that is comprised of 16% Latina/o; 18% Asian; 2% Black/African American; 9% two or more races, and 54% white. We also have more than fourteen different languages represented in our school.

Juanita is proud of its work to ensure that we provide an excellent, rigorous education for each student in our school. Aligned with our District Mission and Vision, Juanita prepares each student to be Future Ready for college, the global workplace and for personal success.

In order to serve each student, Juanita offers a blend of Advanced Placement and college preparatory work, including courses sanctioned by the University of Washington and the University of Cambridge. Our growing English Language Learner program supports students from all around the world, and when appropriate, we use safety net programs to provide extra assistance to ensure that students graduate on time. We offer a variety of courses that are aligned to student interests and prepares them for the workplace such as our STEM Global Health Signature Program. This year we have incorporated the AVID system and have one freshman class.

Juanita is fortunate to have strong parent and community ties, evidenced by our active PTSA and Booster clubs. Our community supports our work in both our academic and extracurricular endeavors. This has been especially true over the last year as we navigate through the challenges that the construction project brings. Our community has demonstrated flexibility and responsiveness to our changing circumstances.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2017-18	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% 2012	TBD**	95%
	% of 10 th graders accumulating 12.0 credits	74% 2012	TBD**	95%
	% of 10 th graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 th graders meeting or exceeding state standards in Literacy			95%
	% of 10 th graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 th graders meeting or exceeding state standards in Math*			95%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% 2012		95%
	% of 11 th graders meeting or exceeding state standards in Science		31.3% 79.6% for those that took test	95%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% class of 2013	93.3% class of 2018	100% class of 2018
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% 2014	TBD**	95% class of 2018
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% class of 2012	82.5% class of 2016	95% 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
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84%	88%	83%	80%			
	% of 10 th graders accumulating 12.0 credits	74%	81%	83%	77%			
	% of 11 th graders meeting or exceeding state standards in Literacy			81.7%				
	% of 10 th graders meeting or exceeding state standards in Literacy				82.6%			
	% of 11 th graders meeting or exceeding state standards in Math			26.3%				
	% of 10 th graders meeting or exceeding state standards in Math				59%			
	% of 10 th graders meeting or exceeding state standards in Biology	79%	87%	80.5%				
	% of 11 th graders meeting or exceeding state standards in Science				48.3%			
High School Students Graduating Future Ready	% graduation rate	89.5%	87.5%	89.3%	91.8%			
	% of 11 th and 12 th graders enrolled in a dual credit college-level course	67.8	76.9%	Enter score	86% - 12 89%-11			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	79%	74%	74%	84%			

- 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 <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy Goal: 85% of students will meet or exceed the standard on the SBA.	Outcome: 82.6% met or exceeded standard on the SBA.
Narrative Reflection: <ul style="list-style-type: none"> • The designated RTI support was not implemented consistently in the department. Teachers did not have RTI support from the designated staff person which hindered our progress towards our goals. • Teachers met on a regular basis to review data, met in PGE teams, and monitor progress. • Successfully implemented an SBA practice session for all 10th graders. 	
Math Goal: Students will reason abstractly and qualitatively to solve problems, showing their thinking process, their steps/justification, and a sound explanation of their solution to a problem that requires reasoning/problem solving skills. Greater than 50% of students will show growth through the school year using this skill.	Outcome: 64.5% showed growth in reasoning and problem solving.
Narrative Reflection: <ul style="list-style-type: none"> • This goal was reached but it does not show a connection to improved grades and higher scores on the SBA. • We need to be more clear about what "reasoning/problem solving" means. Next time the math team would specify that the problems need to be more on the side of contextual/application based and not problems that students have been taught rote steps to solve. 	

<ul style="list-style-type: none"> We need to do a better job about progress monitoring throughout the year as a department with this in addition to our Professional Community and Collaboration Teams. 	
Science Goal: 80% of students in all classes will be able to demonstrate meeting standard on two NGSS performance expectations by the end of the year;	Outcome: 63% of juniors take the WCAS last spring, 71% of whom passed with a level 3 or 4. Of those, only 58% passed the Earth Science portion of the exam.
Narrative Reflection: <ul style="list-style-type: none"> The science team met regularly throughout the year during lunches and PCC time to discuss instructional strategies and interventions. 	
Achievement Gap Goal: Improve the passing rates and attendance for our ELL students.	Outcome: 19 EL students were at risk for chronic absenteeism. The graduation rate for our EL students was 62.5%.
Narrative Reflection: <ul style="list-style-type: none"> The EL team met with teachers and talked about S grades and modifications and pairing those ideas together. We looked at which subject's students failed more often. We successfully identified students with extra needs such as unaccompanied students and SLIFE. 	
On-Track Credits Goal: 90% of the class of 2021 will be on track for graduation by the end of the year (freshman).	Outcome: 80% of the class of 2021 is on track to graduate on time.
Narrative Reflection: <ul style="list-style-type: none"> We used our Intervention Time (ACT) to support students who needed extra help. We looked at grade data from semesters 1 and 2 from last year and it is clear that even when attending fairly regularly we have large numbers of students who are failing classes, and the failures happen in most departments. 	
College and Career Readiness Goal: By the end of the school year 90% of the class of 2019 will have taken, or will be enrolled in a college and/or career readiness course.	Outcome: We did not define exactly what the courses are to accurately measure this goal.
Narrative Reflection: <ul style="list-style-type: none"> We did not determine our measure for this goal. 	

<ul style="list-style-type: none"> We met last spring to start talking about how we are removing barriers/gates for students who we believe would benefit from more rigorous instruction. These classes include AP and honors courses. We allowed students to self-select for the following year. 	
<p>School Effectiveness Goal:</p> <p>Our goal is to increase the percentage of respondents who mostly agree or agree completely that “school work is meaningful for students” from 47% in 2016-17 to 55% in 2017-18.</p>	<p>Outcome:</p> <p>58% of the respondents mostly or agreed completely that school work is meaningful for students.</p>
<p>Narrative Reflection:</p> <ul style="list-style-type: none"> We met this goal this year, but it is unclear as to whether we are assessing that students actually think about their work, or how the adults perceive the work in our school. 	
<p>Attendance Goal: Reduce the number of students missing in excess of 18 days this school year through personal contact with the students.</p>	<p>Outcome: Last year we had 4 students who were in the category of severe chronic absence.</p>
<p>Narrative Reflection:</p> <ul style="list-style-type: none"> Administrators worked with our Becca Coordinator to develop a process for tracking and monitoring attendance conversations with families and students more effectively. We worked to improve our timely and accurate attendance taking at the classroom level through whole group learning during LEAP as well as through individual conversations with teachers. Administrators worked with our Attendance Secretary to improve processes related to attendance tracking and monitoring. 	
<p>Discipline Goal: We are going to implement a clear and consistent behavior support process during the 2017-18 school year that all staff and students understand.</p>	<p>Outcome: We shared a Behavior Support Matrix with staff.</p>
<p>Narrative Reflection:</p> <ul style="list-style-type: none"> There was no progressive plan in place prior to this school year. The steps to take prior to writing a behavior referral seemed unclear yet to some staff so we know this is something to work on this for the 2018-19 school year. We started a process last year to examine the behaviors that are common issues throughout our school, but we have not yet developed common expectations around them that we can teach, model and reinforce. 	

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: <ul style="list-style-type: none">• Meeting with PTSA to share the CIP.
Reflection on Outcome: <ul style="list-style-type: none">• We did not engage our community/parents in the goal setting process last year. It was the principal's first year at this school and all we really did was share. To that end, we have a new strategy to engage families and students in the process.

2017-18 Strategies to inform parents, families and the community in the CIP process: <ul style="list-style-type: none">• Meeting with PTSA to share the CIP.• Posting our CIP so that all could see it.
Reflection on Outcome: <ul style="list-style-type: none">• We did share the CIP with the public by posting it and brief discussion at PTSA.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy SMART Goal: We will move from 82.6% to 85% of students will meet their graduation requirement by demonstrating proficiency or better in the spring of 2019.
Process used to determine goal: <ul style="list-style-type: none">• The ELA team met to review the goal and SBA data.
Responsible individual or team: <ul style="list-style-type: none">• All core subject teachers.
Strategy/ies that will be implemented to support goal: <ul style="list-style-type: none">• We have implemented 9-10 grade safety net teams as well as 9-12 co-taught teams.• All 10th grade ELA classes take a "mock" ELA exam to prepare;• 9th grade ELA team will meet to discuss vertical teaming with 10th for SBA prep.• We are trying push-in targeted assistance for juniors who receive individualized educational plans.
How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons.
- Some students receive a challenge through enrollment in honors, AP, and Cambridge classes.
- Teachers are addressing rigor in their Professional Growth and Evaluation Goals.

How necessary interventions will be determined:

- Teachers will examine English course grades as well as 8th and 10th SBA scores;
- Teachers will review Safety Net enrollment at semester, and enroll/exit students as necessary
- Teachers will use our intervention period (ACT) on a weekly basis to work with individual students as needed.

Any professional learning needed:

- We would like to have a schoolwide emphasis on literacy across the curriculum.

Any resources needed and plans to obtain them:

- SBA exemplars by end of 1st semester.
- District-provided; support in implementing interim assessments.

Timelines and Progress Monitoring Plans:

- PCC time during LEAP
- End of semester to August, including testing window, testing data receipt, and evaluation.

Math SMART Goal:

Increase the numbers of students demonstrating proficiency or better on the Math SBA from 60% to 70%.

Process used to determine goal:

- We discussed as a team that we want more students passing and on track for graduation. We want to focus on how to best support those that are struggling.

Responsible individual or team:

- All members of the math team.

Strategy/ies that will be implemented to support goal:

- We are implementing interim practice tests.
- We will use team time to focus on what kinds of problems students will see and work towards helping all students have some experience with them.
- We will be calling students into ACT who are struggling in their math course this year for extra help.
- We will distribute a tutor list to parents and students who might benefit from outside tutoring in a math class.

How challenge and rigor will be ensured for all students:

- Regularly work into lesson plans the importance of being able to explain processes and thinking along with answers.
- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons.

How necessary interventions will be determined:

- Interims will be administered by Alg 1, Geo and Alg 2 teachers throughout the year.
- All other interventions will be determined by PCCs and individual teachers as needed.

Any professional learning needed:

- We are asking for release time to do learning walks, meet in job alike and conduct research.
- Some members of our team are going to try to attend a math conference this year.

Any resources needed and plans to obtain them:

Timelines and Progress Monitoring Plans:

- We will monitor progress throughout the year.
- We will do at least 2 interims prior to the SBA (A1, Geo, A2 teachers).

Science SMART Goal:

80% of those taking the Washington Comprehensive Assessment of Science (WCAS) will demonstrate proficiency with a level 3 or 4, with 65% receiving a 3 or 4 on the Earth and Space Science portion of the exam.

Process used to determine goal:

- We met as a team and analyzed our results from last year: 71% of juniors taking the WCAS passed with a level 3 or 4, while 58% passed the Earth and Space science portion.

Responsible individual or team:

- Science team

Strategy/ies that will be implemented to support goal:

- We are implementing three new courses this year to better address the Next Generation State Science Standards (NGSS). These three courses (Biology in the Earth System, Chemistry in the Earth System, and Physics in the Universe) integrate Earth Science standards along with the Biology, Chemistry, and Physics standards. Transitioning towards core science classes that address all NGSS standards should improve student success on the WCAS.
- We are also implementing partial Ambitious Science Teaching (AST) practices this year, using phenomena-based teaching with a focus on scientific practices, cross-cutting concepts, and engineering, in order to better align to the type of science teaching methods targeted by the WCAS and NGSS. We are also pursuing continued professional development regarding AST methodology.

How challenge and rigor will be ensured for all students:

- We have implemented an integrated honors system which will help improve student outcomes, both students who would traditionally sign up for honors and students who would not traditionally sign up for honors. Material will be differentiated on multiple levels.
- AST teaching strategies, as well as the Science and Engineering Practices emphasized by the NGSS, ensure that content is centered around challenging, relevant, real-world phenomena to recruit student interest and contextualize learning.

How necessary interventions will be determined:

- Regular assessment, both in teams and as a department, will show where intervention is necessary and what form it should take. For classes in which more intervention is needed, a science interventionist might be available, or additional science teacher support could help. For classes in which minor interventions are needed, teachers can get support from other teachers common to the students, from parents and other science teachers, from ELL and SPED teachers, and from counselors.
- The need for this intervention will be determined based on student behavior and work, as well as informal and formal formative and summative assessments.

Any professional learning needed:

- We need continued training both on implementing rigorous standards-aligned NGSS curricula, as well as ways of effectively using AST tools to teach.
- We would also benefit from additional time with each other to further develop our new courses and integrated honors system. Training regarding how to effectively implement an integrated honors system would be beneficial as we are at the starting stages of implementation and don't yet have a bank of best practices.
- We wonder as well if other training exists, similar to AST, which might offer additional benefits to students: examples include POGIL training which some of us have done, Modeling training, Energy Theatre training, or additional NSTA teaching tools which will help us further develop our curriculum.

Any resources needed and plans to obtain them:

- Paid time to further develop new curriculum and integrated honors.
- Professional development targeted towards additional teaching strategies aligned with NGSS, the WCAS, integrated honors, or other aspects of the standards such as engineering integration.

Timelines and Progress Monitoring Plans:

- We will monitor the progress of new courses monthly in Professional Collaboration Groups and share as a department on a regular basis.
- Students will take the WCAS exam in June 2019, and we will analyze this year's WCAS results when they are released next October.

Achievement Gap SMART Goal:

Improve the graduation rate for our EL students from 62.5% to 80%.

Process used to determine goal:

- We looked at data related to graduation rates and grades.

Responsible individual or team:

- All teachers.

Strategy/ies that will be implemented to support goal:

- We have been doing some targeted work to ensure our EL students are being supported appropriately in their non-EL classes. We have engaged in learning around SIOP and other strategies to ensure Culturally Responsive Teaching.
- EL teachers are collaborating with general education teachers to help provide modifications as needed.
- We are monitoring the D and F list per quarter and following up with teachers in whose classes students are not performing well to see what support they need and to help them with communication with families.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons. We have been working to reinforce the idea that lack of proficiency in English does not mean that students have a disability.

How necessary interventions will be determined:

- We will track grade and attendance data.
- EL and general education teachers will provide classroom-based interventions as well as supporting students through our ACT.

Any professional learning needed:

- We will continue to implement District-provided learning around SIOP and other CRT strategies.

Timelines and Progress Monitoring Plans:

- This is ongoing daily work, but our benchmarks will be at grading periods to determine if students are earning credits.

On-Track Credits SMART Goal:

Our goal will be for 85% of 9th graders and 85% of 10th and 11th graders to be on track for graduation (not credit deficient).

Process used to determine goal:

- Teachers, administrators and counselors will monitor the quarter and semester D and F reports to identify students who are struggling.
- As a staff we will use our growing tier one support system to help those students who are at risk of not passing.

Responsible individual or team:

- All staff shares responsibility.
- We also have specific departments that have chosen to focus in this area. Our CTE department is working to ensure that attendance is carefully managed and monitored through the use of the Flexisched tool during ACT. The social studies team is contributing by reducing the number of tardies in classrooms to maximize instructional time.

Strategy/ies that will be implemented to support goal:

- Communicate with parents and students about credit retrieval programs such as FUEL ED, summer school options and fee based external course options.
- Introduce students and parents to the tutoring programs available through JHS and through the community.
- Provide students and parents with study tips, strategies and tools that promote academic success through freshmen meetings, individual meetings, and a quarterly newsletter from the counseling office.
- Teachers will communicate with students and families if students are at risk of not passing.
- Teachers will implement the new Student Support Process for students of concern.

How challenge and rigor will be ensured for all students:

- In interactions with students and parents we will promote enrollment in challenging classes and college prep courses.

How necessary interventions will be determined:

- We will compare and disaggregate data to see if particular subgroups of students who may be at risk, are making progress toward on-track graduation.

Any professional learning needed:

- Staff will engage in professional learning around effective tier-one interventions for ensuring student growth and academic success.

Any resources needed and plans to obtain them:

- We will implement and promote the use of the new Student Support Process form for tracking interventions used in the classroom.
- Counselors and administrators will retrieve the quarter and semester D and F list and review it with administrators.

Timelines and Progress Monitoring Plans:

- Quarterly review of data.

College and Career Readiness SMART Goal: 100 % of the senior class of Juanita High School 2019 will complete their High School & Beyond Plan (HSBP), using the program Xello, by May 31, 2019, in order to complete their state of Washington graduation requirement and to have a clear post-graduation plan of their choosing.

Process used to determine goal:

- This goal aligns with the Lake Washington School District vision of every student being Future Ready: Prepared for College, Prepared for Global Workplace and Prepared for Personal Success. HSBP completion is also a state of Washington Graduation requirement

Responsible individual or team:

- Margaret Campbell will be responsible for monitoring, but all staff are required to ensure that students are working on the HSBP during designated work times.

Strategy/ies that will be implemented to support goal:

- Rolling out Xello to students;
- 1-1 meetings with students; classroom visits; frequent student emails offering deadlines and support; communication with parents via email and telephone, reminders over intercom, raffles for prizes for students who have completed their plan.
- Communications to teachers via email with directions for homeroom HSB completion, small group completion, individual junior meetings, senior meetings.

How challenge and rigor will be ensured for all students:

- Xello uses different scenarios to guide students through processes of interest inventory, learning styles, personality styles, then through grade level lessons designed to walk them through made up scenarios and then their own scenario for clarification and student understanding. Xello uses student reflection and short answers to firm up their future plans and prepare the student for college or work.

How necessary interventions will be determined:

- If seniors have not completed the plan by 12/21/18 (winter break), then small groups will be established starting in January 2019 to complete the plan.
- Meetings will be held and phone calls to students & parents will be carried out over the next few months to remind them to complete their plan, so they can graduate.

Any professional learning needed: None

Any resources needed and plans to obtain them:

- Counselors will remind seniors to finish plan and will have students talk directly with Margaret Campbell if they have specific questions or need support. These resources will be obtained by communicating with student's counselors.

Timelines and Progress Monitoring Plans:

- Senior completion by 12-21-18 and the whole school completion with their grade-level lessons by 4-5-19 (spring break). Monitoring is done daily by checking Xello for student engagement and plan completion.

School Effectiveness SMART Goal: We would like to move from 58% of the respondents mostly or agreed completely that school work is meaningful for students to 90% of the respondents most or agree completely.

Process used to determine goal:

- School Effectiveness Data was briefly explained during a Wednesday LEAP session and all results were posted on our staff OneNote.
- We showed progress in this area, but we are working on many areas in our school to help students see the connection between school to future, so this goal seems meaningful.

Responsible individual or team:

- All staff.

Strategy/ies that will be implemented to support goal:

- We have started some work around rigor and instruction to ensure that students are appropriately challenged.
- We did one session during our all-day LEAP where we reviewed administrative policies around homework as well as best practices. This is in response to the additional period in our day. We want to make sure that homework is reasonable.
- We have a new High School and Beyond (HS&B) Coordinator who is giving students feedback on work that is not acceptable to ensure that they are taking the plan seriously. The HS&B plan provides a connection between what students do here at school to their futures.
- The Performing and Visual Arts team developed their own goal in this area in order to help students understand the relevance of their education and understand its long-term positive impact.

How challenge and rigor will be ensured for all students:

- All teachers received a document that is a rubric for designing student work in order to determine the level of rigor that lessons require from students.

How necessary interventions will be determined:

- By paying attention to individual needs and assessing steady growth.
- Asking appropriate experts in our building as needed for extra support for student success.
- scheduling students through the flexi-schedule for AC Time to support individual success.
- Continuing to ensure that there is open communication through Skyward, phone calls, newsletters and emails.

Timelines and Progress Monitoring Plans:

- We are going to do a student survey where we are asking for feedback in this area during 1st semester.

Attendance SMART Goal: Improve the percentage of ninth graders who have satisfactory attendance from 65% to 85%.

Process used to determine goal:

- We looked at attendance data. We know that the transition from middle school to high school is critical and if we can get our ninth graders on the right path, they will be more successful throughout high school. The data show that the percentage of students who are at the satisfactory level decreases after their ninth-grade year.

Responsible individual or team:

- All Juanita Staff are responsible to ensure that students are attending school and classes.

Strategy/ies that will be implemented to support goal:

- We are working to ensure that teachers are taking accurate and timely attendance.
- We have improved processes to reduce the number of students are allowed to leave class for non-essential reasons.
- Administrators are working to help teachers improve their communication between school and families.
- We are finding different solutions to discipline issues when students make poor choices in order to keep them here at school. The more some students are out of school, the less many are inclined to attend regularly.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons. We know that if work is relevant and appropriately challenging they will be more likely to attend.

How necessary interventions will be determined:

- Administrators monitor reports to track attendance and tardies provided by our attendance secretary.
- We have developed a plan to have our IA who monitors the in-school suspension program work with our Becca specialist to provide support for attendance issues.

Timelines and Progress Monitoring Plans:

- This occurs daily. We will know if we were successful at the end of the year.

Discipline SMART Goal: Reduce the number of exclusionary discipline instances from 138 instances to under 100.

Process used to determine goal:

- We have looked at data as an administrative team and as District.

Responsible individual or team:

- Administrators will monitor but it is the responsibility of all staff to monitor student behavior and respond appropriately.

Strategy/ies that will be implemented to support goal:

- Prevention needs to be a focus of work this year. To that end we are starting with respect and what that looks like in classrooms, hallways and other areas of our school.
- Administrators are working with teachers to ensure they have effective strategies to prevent disruptive behaviors in classrooms and then know what to do when issues arise.

Any professional learning needed:

- As part of being an MTSS pilot school this year, PBIS is a strategy we will be using to prevent discipline issues and then reward the positive behaviors that do occur as well.

Timelines and Progress Monitoring Plans:

- This is ongoing daily work.
- Administrators meet regularly with campus security to monitor issues and develop plans for addressing them.

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

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

- Principal Kelly Clapp will share goals with PTSA and ask for input for strategies to involve others as well as achieve success in each goal.

Timelines and Progress Monitoring Plans:

- Principal Kelly Clapp will first with meet PTSA membership on December 5th and then will be sharing progress at other meetings during the year.

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

- General goals will be posted on website and shared via School Messenger and PTSA publication (Town Crier).

Timelines and Progress Monitoring Plans:

- Communication will occur in December 2018.



Continuous Improvement Process Plan 2018-2019

Community School

11133 NE 65th St.

Kirkland, WA 98033

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

Principal:	Margaret Kinney
Associate Principal:	Mike O'Donnell

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I. Description of School

Community School is a long-standing Choice school that shares a campus with the International Community School in Kirkland Washington. CS is part of the Juanita Learning Community.

Community School's mission is to provide a program which strives for excellence and success in learning while providing opportunities for each child to realize his or her own individual potential, by challenging the students academically, physically, creatively, socially and emotionally in an atmosphere of cooperation and trust.

This is accomplished by maintaining a non-competitive learning environment, emphasizing academic, social and emotional growth.

The Community School promotes a balance of strong academic skills, students' interests, self-motivation, and responsibility to community through 19 Constructs. Some of the most salient constructs are multi-age classrooms, LWSU curriculum frameworks, year-long thematic projects, Music, Art and PE specialists, portfolios and student-led conferences, Science Festival and a high level of day-to-day parent involvement.

Given the non-competitive, non-grading format of the school, most parents elect to opt out of state-wide testing. District required DIBELS testing is reported three times a year in grades 1 and 2. Common District Summative Assessments (CDSAs) are also used to further extend our knowledge of each student's achievements. These data, along with the K-12 Insight data have helped substantiate our goal setting this year.

Current demographics at Community school are: 74% White, 13% Asian, 7% Two or more races, 4% Hispanic Latino, 1% Black. 90% report English as their native language. 4% report Russian. 15.9% receive Special Education. 1.4% Low Income and 7% ELL.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	n/a	n/a	n/a	n/a			
		1 st	100%	87.5%	71.4%	100%			
		2 nd	94.4	87.5%	76.5%	75%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		100%	100%	100%	88%			
	% of 3 rd graders meeting or exceeding state standards in Math		100%	100%	100%	88%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		100%	100%	100%	92%			
	% of 4 th graders meeting or exceeding state standards in Math		100%	100%	100%	83%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		100%	100%	100%	87%			
	% of 5 th graders meeting or exceeding state standards in Math		100%	100%	100%	73%			
	% of 5 th graders meeting or exceeding state standards in Science		100%	100%	n/a	n/a			

- 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:

Community School implemented scheduled weekly activities to support our CIP goal in literacy including Reading Pals, special services, literature circles, “Book Women”, and parent support in reading. To support our math goals, we implemented math groupings in our classrooms, used volunteer parent support, pull-out support, and in-class special support. To evaluate the effectiveness of the above-mentioned activities, we administered daily/weekly grade-level check-ins, informal classroom assessments, formal district-wide assessments. Community School teachers meet as staff weekly to reflect on data collected relative to our CIP goals. Teachers reviewed the CIP throughout the year. Goals and achievements were discussed at the end of the school year and again at the beginning of the 2018 school year. Challenges in implementation of the CIP included monitoring levels of progress within a classroom of two grade levels and meeting the needs of students exceeding standard.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: All students in grade 1 and 2 will meet or exceed standard CCSS for literacy as measured by DIBELS and CDSA Continuums.	Outcome: Goal wasn't met. The 25% of students in second grade who did not achieve standard were recommended for additional assessment and support.
Narrative Reflection: Teachers reviewed the continuous improvement plan throughout the year. Goals and achievements were discussed at the end of the school year and again at the beginning of the 2018 school year. For this goal we use the DIBELS assessments that are collected for all first and second graders three times a year: beginning of the year (BOY), middle of the year (MOY) and at the end of the year, (EOY). DIBELS achievement for the graduating class of 2028 suggests that they are still on track to graduate. Scores at the EOY assessment indicated 25% of second graders needed continued monitoring and support to achieve grade level. Given the diversity of this group, we are pleased to celebrate their hard work and success.	
Literacy: 3-5 ELA Goal: All students in grade 3-5 will meet or exceed standard CCSS for literacy as measured by the CDSA continuums.	Outcome: The goal was not met. The 12% of third graders, the 8% of 4 th graders, and the 13% of 5 th graders who did not achieve standard were provided continued additional support and specially designed instruction.
Narrative Reflection:	

<p>Our goal was met with 89% of students in grades 3-5 meeting or exceeding standard in literacy. We are proud of our student's growth and celebrate their hard work. We continue to use district assessments to monitor progress over time.</p>	
<p>Math: 3-5 Math Goal: By the end of the 2017-2018 School year, all students in Grades 3-5 will meet or exceed standard according to the CDSA assessments as they align with the CCSS.</p>	<p>Outcome: Goal was not met. The 12% of thirds graders, 17% of 4th graders, and 27% of 5th graders did not achieve standard in math. These students continue to receive additional support and specially designed instruction in this area.</p>
<p>Narrative Reflection: There are no externally moderated data for this content area; however, current CDSA data relates that students are monitored daily by formative assessment methods and performance against the standards we are working on. Students that demonstrate delay in their mathematics ability receive additional support by way of individualized instruction, tutoring in and outside of school, enrichment tools and numerous collaborative learning opportunities among multi-grade level peer groups.</p>	
<p>Science: 5th Science Goal: n/a</p>	<p>Outcome: No externally available data to inform this goal</p>
<p>Narrative Reflection: Science instruction in a multi-age program requires specialized curriculum and district rotation for science kits is modified to insure, that as students advance in their grade levels, that they don't repeat units. Thus, close attention is paid to the standards being taught.</p> <p>There is no externally moderated data for this content area. Daily, students are monitored by formative assessment methods. Students that demonstrate delay in their science ability receive additional support by way of individualized instruction, tutoring in and outside of school, and numerous collaborative learning opportunities among multi-grade level peer groups.</p>	
<p>Achievement Gap Goal: 100% of the students receiving additional IEP support will improve their literacy score to meet or exceed standard. Our Achievement gap goals are designed to insure students who are in need of specialized support meet and exceed their classroom learning expectations in literacy and math.</p>	<p>Outcome: Community School's achievement gap students have been identified as students having an IEP, or receiving ELL support. To date, all available district resources are utilized to insure all accommodations and IEPs are met.</p>
<p>Narrative Reflection: Students who demonstrated being at risk or well below benchmark applied for and received an Individualized Educational Plan. These students now receive specialized</p>	

services in order to provide them with the necessary support. We have observed significant growth with these students in relation to their learning plans.	
School Effectiveness Goal: 100% of families will participate in the January, parent-only portion of the mid-year conference and ask for further information related to their child's achievement.	Outcome: All parents did attend, but not all parents elected to have an exclusive meeting.
<p>Narrative Reflection:</p> <p>The January student conferences featured a parent only component. All parents did attend, but not all of the parents elected to have an exclusive meeting and they allowed their child to remain in the conference. Moving forward, we will continue to communicate the purpose of the parent only part of the conference and what additional information we can provide to the parents during this meeting. Since Community School does not provide traditional report cards, letter grades or ranking styled assessments, we encourage and welcome opportunities for our parents to learn more about their student's learning from the standards-based assessments we use every day to determine their child's learning progress. Doing so will provide clarity on their status, progression and next levels of challenge and achievement. We anticipate that this will allow our parent to have a more detailed picture of their child's achievements and learning.</p>	
Attendance Goal: provide families with the district/state attendance rules/guidelines.	Outcome: All families requesting extended absences are notifying the Principal in writing.
<p>Narrative Reflection:</p> <p>We addressed a number of issues related to extended trips for some families. In our parent meeting, we provided more information about the impact on learning of these longer trips away from school. We worked with the Principal to provide clear and accurate district policies on this issue.</p>	
Discipline Goal: there are too few disciplinary issues to report and they are thus suppressed.	Outcome: n/a
<p>Narrative Reflection:</p> <p>Discipline tends to be highly focused and we look for ways to support all of the students from a holistic perspective. Looking ahead we will continue to work with the Principal, counselors and instructional assistants to provide our students with multiple supports if necessary.</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: Community School staff met with the Steering Committee monthly to get input on school performance and communicate Community School's plans for continual improvement processes in academic and non-academic areas. Parent education opportunities were provided multiple times throughout the year in the form of mandatory parent group meetings.

Reflection on Outcome: Parents remained involved in the CIP process

2017-18 Strategies to inform parents, families and the community in the CIP process: Administrators posted the plan to the school website and shared CIP process during a parent meeting.

Reflection on Outcome: Parents remained informed in the CIP process

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

2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

By the end of the 2018-2019 school year, all students in grades 1 and 2 will meet or exceed standard CCSS for literacy as measured by EOY DIBELS and CDSAs.

Process used to determine goal:

DIBELS reporting will be analyzed by the teachers and Principal upon completion of the BOY, MOY, and EOY assessments.

Responsible individual or team:

The first/2nd grade teacher, the second/third grade teacher and the Principal will monitor the DIBELS scores.

Strategy/ies that will be implemented to support goal:

All students will receive direct and collaborative instruction and those not at standard will receive the necessary interventions through one-on-one tutoring, collaborative work with peers, timely communication to the families for support, additional instructional aide support as needed.

How challenge and rigor will be ensured for all students:
Students will be allowed to read at their independent reading levels without the constraints of grade-level materials.

How necessary interventions will be determined:
Based on assessment data, students will receive additional support in a variety of settings.

Any professional learning needed:
Continued effort by the teachers to utilize the analytics available when using the DIBELS assessment tool and data. Teachers are members of district-wide literacy groups.

Any resources needed and plans to obtain them:
TIF time dedicated to specific DIBELS instructions and data analysis with the teachers involved.

Timelines and Progress Monitoring Plans:
2018-2019 school. DIBELS will be administered three times a year. Other assessment will be given throughout the school year.

Literacy: 3-5 ELA SMART Goal:
By the end of the 2018-2019 school year, all students in grades 3-5 will meet or exceed standard CCSS for literacy as measured by CDSAs.

Process used to determine goal:
CDSA data will be analyzed by the teachers and Principal upon completion of the assessments.

Responsible individual or team:
The 3-5 grade teachers and the Principal will monitor the DIBELS scores.

Strategies that will be implemented to support goal:
All students will receive direct and collaborative instruction and those not at standard will receive the necessary interventions through one-on-one tutoring, collaborative work with peers, timely communication to the families for support, additional instructional aide support as needed,

How challenge and rigor will be ensured for all students:
Students will be allowed to read at their independent reading levels without the constraints of grade-level materials.

How necessary interventions will be determined:
Based on assessment data, students will receive additional support in a variety of settings.

Any professional learning needed:

Continued effort by the teachers to utilize the analytics available when using the various assessment tools and data. Teachers are members of district-wide literacy groups.

Any resources needed and plans to obtain them:

TIF time dedicated to specific technology instructions and data analysis with the teachers involved.

Timelines and Progress Monitoring Plans:

2018-2019 school year. CDSAs will be administered three times a year. Other assessment will be given throughout the school year.

Math: 3-5 Math SMART Goal:

The goal by the end of the 2018-2019 school year is that all students in grades 3-5 will meet or exceed standard per the math CCSS.

There is no externally assessed data for this goal, however the teachers do maintain Common District Summative Assessments (CDSAs) data for each CCSS. Current CDSA data relates that students are monitored daily by formative assessment methods and performance against the standards we are working on. Students that demonstrate delay in their mathematics ability receive additional support by way of individualized instruction, tutoring in and outside of school, enrichment tools and numerous collaborative learning opportunities among multi-grade level peer groups.

Science: 5 Science SMART Goal:

There is no externally available data to inform this goal.

Science instruction in a multi-age program requires specialized curriculum and district rotation for science kits is modified to insure as students advance in their grade levels, that they don't repeat units. Thus, close attention is paid to the standards being taught. Student are monitored daily by formative assessment methods. Students that demonstrate delay in their science ability receive additional support by way of individualized instruction, tutoring in and outside of school, and numerous collaborative learning opportunities among multi-grade level peer groups.

Achievement Gap SMART Goal:

At the end of the 2018-2019 school year, 100% of the students receiving additional IEP support will improve their literacy score to meet or exceed standard.

Community School achievement gap students have been identified as students having an IEP. Monitoring and supporting each student, while required as per the IEP, requires achievement information to determine each student's progress.

School Effectiveness SMART Goal:

At the end of the 2018-2019 school year, 100% of the families will have participated in the January, parent-only portion of the mid-year conference and asked for further information related to their children's achievement.

K-12 Insight Data was used to inform this goal as well as ongoing feedback from parents through teacher/parent interaction. Our previous goal of offering a mid-year parent only conference was partially successful, and we determined that we should continue to provide this option for our parents. Likewise, we also recognize that we need to clearly outline what information is available and what this information can tell us. The effectiveness of the parent only conference will be measured by the number of families that request a parent-only portion of the January conference.

Attendance SMART Goal:

At the end of the 2018-2019 school year, 100% of the families will have no unexcused absences.

Attendance at the Community School is maintained by the Office Manager. To date, all attendance reports indicate normal attendance patterns and all absences are excused. The district provided new rules for unexcused absences and the manner in which these are to be monitored and reported. These rules were presented to the parents during the first PTSA meeting of the year and all attendance matters are addressed by the office manager and principal immediately.

Discipline SMART Goal:

There are too few disciplinary issues to report and they are thus suppressed. All serious discipline is referred to the principal and they are dealt with in an expeditious manner.

Discipline tends to be highly focused and we look for ways to support all of the students from a holistic perspective. Looking ahead we will continue to work with the Principal, counselors and instructional assistants to provide our students with multiple supports if necessary.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Community School staff will meet with the Steering Committee monthly to get input on school performance and communicate Community School's plans for continual improvement processes in academic and non-academic areas. Parent education opportunities will be provided multiple times throughout the year in the form of mandatory parent group meetings.
Timelines and Progress Monitoring Plans: Parents will remain involved in the CIP process.
2018-19 Strategies to inform parents, families and the community in the CIP process: Administrators will post the plan to the school website and share CIP process during a parent meeting.
Timelines and Progress Monitoring Plans: Parents will remain informed of the CIP process.



Continuous Improvement Process Plan 2018-2019

Discovery Community School

12801 84th Ave NE

Kirkland, WA 98034

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

Principal:	Lori Pierce
Associate Principal:	Nate Litke

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I. Description of School

Located in the Finn Hill neighborhood of Kirkland, the Carl Sandburg/Discovery Community School community is dedicated to developing the whole child. Students are provided a challenging and rigorous curriculum and are strategically exposed to the responsibilities of global citizenship. We have 71 students in Discovery Community School and share a campus with 469 K-5 students, as well as another 22 pre-school students. Together, our school community supports 562 students, and we view ourselves as one community. Our students come from well-educated families who recognize education as a gateway to personal fulfillment and financial security. In addition to academic achievement, an increased awareness of environmental and social responsibility has resulted in many acts of stewardship. Students and parents keep our grounds pesticide free, recycle and compost, and complete monthly service projects to benefit the Kirkland community. In partnership with Discovery Community School, they have been recognized with a Washington State Green School award for progress toward reducing environmental impact and costs. The Carl Sandburg/Discovery Community School staff is exemplary. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. The Discovery Community School staff aligns their practices closely and ensures that feedback and communication is consistent, as our teachers graduate students to the next team member. Classroom doors are open to team members and teachers throughout the district. Our trust and respect for one another allows de-privatization to flourish. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Many of our teachers have completed a rigorous, performance-based process to become National Board Certified. We are a school that values rigorous academics and values the arts. Our PTSA supports a strong art docent program in addition to teaching the district arts curriculum.

Our school is currently focusing on growth in several areas. 1) Teachers are learning to use new SMART Board Interactive Whiteboards and software to enhance student engagement and assessment practices. 2) Teachers have begun exploring the Sheltered Instruction Observation Protocol (SIOP) to support English Language Learners and all students in becoming strong users of academic vocabulary and readers and writers. This learning is also part of our efforts to be Culturally Responsive teachers and to close the Achievement Gaps that persist for some of our students. We are deeply committed to equity and making sure all students are supported to be successful learners. To this end, we have also created a building Equity Team to evaluate and expand our practices from an equity lens. 3) Curriculum learning continues as teachers do professional learning about Writing Curriculum implemented last year and about the new Next Generation Science Standards.

We continue to work on meeting the needs and supporting every student through programs like the Peaceful Patio, an alternate recess space, and a Sensory Library. In addition, our building has adopted a Building-wide social and emotional curriculum, called Second Steps

and Kelso's Choice, and we have also implemented a "Be Kind. Be Safe. Be Responsible." Motto that we do learning and celebrating year- round.

We have a very active parent steering group, PTSA and parent volunteer community. We engage families with frequent home to school communication, opportunities for involvement, and community and family events.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th 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 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	92.8	90.9	80.0	90.9			
		1 st	78.5	92.3	90.0	90.9			
		2 nd	91.6	92.3	100.0	88.8			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		83.3	100.0	66.6	84.6			
	% of 3 rd graders meeting or exceeding state standards in Math		83.3	100.0	91.6	92.3			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		100.0	100.0	92.3	91.6			
	% of 4 th graders meeting or exceeding state standards in Math		100.0	100.0	92.3	91.6			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		84.6	100.0	92.3	100.0			
	% of 5 th graders meeting or exceeding state standards in Math		76.9	100.0	100.0	100.0			
	% of 5 th graders meeting or exceeding state standards in Science		92.3	100.0	100.0	100.0			

- 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:

During LEAP Week in August, staff did a deep dive into our 2017-2018 data and teams reflected on successes and areas for growth. Achievement data was shared with all staff. Teachers focused on learning celebrations and analysis of outcomes. Then, in October 2018, staff came together over two sessions to review our goals, and look at where we met goals, where we need to continue to work, and used this analysis to set goals for the 2018-2019 school year. Digging into the data over two sessions prepared teachers for setting grade level goals in literacy, math, and science. Teachers meet regularly in PCC teams to engage in the cycle of inquiry and data analysis. This process includes the use of common formative assessments and response to student learning needs with targeted instructional strategies. To increase teacher's repertoire of research-based strategies, differentiation is an area of professional development. At risk students receive Safety Net services or English Language Learner services. Teachers are also implementing new District Writing curriculum and learning about SBA Interim Assessment blocks, Mobile Teaching, and new Next Generation Science standards to improve teaching and learning.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 87% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS.	Outcome: 90.3% met or exceeded benchmark as measured on the Spring, 2018 End of Year DIBELS.
Narrative Reflection: One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students. In this instance, 10 of 11 students met standard in K, 10 of 11 students in 1 st , and 8 of 9 students in second. We exceeded our goals for K-2 students meeting or exceeding standards. Students who do not meet standard are being supported through Safety Net and in-class interventions. Teachers are focusing on nonsense word fluency, representing a focus on building students ability to decode sounds and phonics patterns.	
Literacy: 3-5 ELA Goal: 87% of students will meet or exceed state standards in literacy as measured by the SBA.	Outcome: 91.6% met or exceeded benchmark in literacy as measured on the SBA.
Narrative Reflection:	

One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students. In this instance, 11 of 13 3rd graders met standard, 11 of 12 4th grades met standard and 11 of 11 5th grade students met standard. We exceeded our goals for 3-5 students meeting or exceeding standards. In 3rd grade, we focused on informational text and identifying and explaining main ideas, and students showed strong growth in these areas. This work will continue this year with a focus on literary text and main message/theme.

Math: 3-5 Math Goal:

95% of students will meet or exceed state standards in math as measured by the SBA.

Outcome:

94.4% met or exceeded benchmark in math as measured on the SBA.

One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students. In this instance 12 of 13 3rd graders met standard, 11 of 12 4th graders met standard and 11 of 11 5th graders met standard. We were very close to reaching our goal. We have identified factors and multiples, analyzing patterns and relationships, and representing and interpreting data as areas to continue to work with students on. Students were provided access to Dreambox adaptive math software. In addition to math fact practice homework, students also played math games during lunch and completed timed tests with parent volunteers. Technology integration extended to math. Students worked collaboratively to solve challenge problems on Kahn Academy and teachers selected some additional resources from New York Math.

Science: 5th Science Goal:

98% students will meet or exceed state standards in science as measured by the WCAS.

Outcome:

100% of students met or exceeded state standards in science as measured by the WCAS.

Narrative Reflection:

Every student that took the WCAS met or exceeded the standard. This goal was set based on performance on the Measure of Science Progress or MSP exam. In 2017-2018, students took the new Washington Comprehensive Assessment of Science for the first time. Therefore, the score and the goal set are not based on the same assessment. The 2018 WCAS score should serve as a new baseline from which we can attempt to grow in future years.

Achievement Gap Goal:

Outcome:

80% of students receiving Special Education Services will meet or exceed state standards in ELA as measured by the SBA and DIBELS (Baseline for 3-5 is 75% and Baseline for K-2 is 56%).	50% of students receiving Special Education services met or exceeded the state standards in ELA as measured by the SBA and DIBELS.
<p>Narrative Reflection:</p> <p>60% of our K-2 students met or exceeded this standard and 33% of our 3-5 students met or exceeded the standard. One of the data challenges is that grade levels in DCS are so small that the performance percentages swing widely based on the performance of just a few students We have identified this as a major area of work for the 2018-2019 school year based on our achievement. Students Receiving Special Education services maintained the same achievement percentage as the previous year. Students receiving English Language Services performed at a lower rate than the prior year.</p>	
<p>School Effectiveness Goal:</p> <p>On the 9 characteristics survey, 95% of staff will agree completely or agree mostly that all students can learn complex concepts (Baseline 86%). 90% of staff will agree mostly or agree completely that Teachers use effective strategies to help low-performing students meet high academic standards (Baseline 82%). (Measured in conjunction with Sandburg).</p>	<p>Outcome:</p> <p>88% of staff agree completely or mostly that all students can learn complex concepts. 92% of staff agree mostly or completely that teachers use effective strategies to help low performing students meet high academic standards.</p>
<p>Narrative Reflection:</p> <p>We met our goal that staff feel like teachers use effective strategies to help under-performing students succeed. As a staff, we have invested in practices such as normalizing the use of sensory items, creating inclusive classrooms, teaching growth mindset, focusing on individual student needs, and effective data use and progress monitoring to support students to meet high academic standards. While we didn't quite meet our goal for believing that all students can learn complex concepts, we grew from our Baseline of 86% to 88%.</p>	
<p>Attendance Goal:</p> <p>In 2016-2017, 49 students missed more than 10% of the school year (18 or more absences, excused or unexcused), representing roughly 11% of the school population. We will decrease this number to 30, or roughly 6% of the school</p>	<p>Outcome:</p> <p>29 students or 5.5% of students missed more than 10% of the school year, meeting the chronic absenteeism definition.</p>

population. (Measured in conjunction with Sandburg).	
<p>Narrative Reflection:</p> <p>We achieved our goal of reducing the number of students meeting the chronic absenteeism threshold of 18 or more absences, or 10% of the school year. We did this through an ambitious process of community education, pre-approval for absences, letters home, and meeting with families exhibiting high levels of absences.</p>	
<p>Discipline Goal:</p> <p>Using the Nine Characteristics Survey, 90% of staff will feel like Discipline issues are being handled well (Baseline 82%) (Measured in conjunction with Sandburg).</p>	<p>Outcome:</p> <p>87% of staff feel like Discipline issues are being handled well.</p>
<p>Narrative Reflection:</p> <p>While we didn't quite achieve our goal, we grew 5% from our baseline score. We did so by creating a subcommittee to develop a "Think Sheet" or reflection form that helps students process what happened and what they would do differently next time. Administrators worked closely with staff to communicate about student needs and to create supports for students to encourage them to be successful.</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: Curriculum night presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting school goals and expressing the importance of attendance. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include PTSA president and Administration team.</p>
<p>Reflection on Outcome:</p> <p>We have a highly involved parent community and PTSA. We have not yet formed a parent advisory, but we have elicited input from parents through Parent Steering, DCS Community Meetings, PTSA meetings and leadership.</p>

<p>2017-18 Strategies to inform parents, families and the community in the CIP process: Teachers regularly communicate with families through Powerschool Learning messages and resources are shared with families via Power School and teacher newsletters; awareness and strategies shared in principal monthly newsletter; Admin meets regularly with DCS leadership.</p>

Reflection on Outcome:

Our parent community is overall well informed and highly active in school life. We need to work on getting voices of under-represented parent populations, such as families whose home language is not English, minorities, low-income families, etc....

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

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: 90% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS.
Process used to determine goal: Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.
Responsible individual or team: K-2 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.
Strategy/ies that will be implemented to support goal: Since DCS teaches multi-age classes, we align our goals with the focuses for each grade level. All K-2 grades will teach a rigorous, phonics-based program using the district adopted Wonders curriculum. Kindergarten and first grade will emphasize nonsense word fluency. Kindergarten intends to implement first sound switching and substitution games. First grade is emphasizing word work related to vowels, focusing on nonsense word practice, and engaging in small group support. We will also be using graphic organizers, Total Body Response, model the writing process for students, mentor texts and on-demand writing units.
How challenge and rigor will be ensured for all students: All three grades will engage in small group instruction in reading as well as checking in on students. Frequent formative assessment measures students' needs and informs instruction.
How necessary interventions will be determined: Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services.
Any professional learning needed: Staff are getting professional development in using new SMART technology to create engaging phonics games, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated instruction.

Any resources needed and plans to obtain them:

The team would like to have more instructional assistant time provided via the WINN building protocol as well as adding more social and science resources that would connect to these reading areas.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward this goal as well as doing progress monitoring with classroom assessments frequently in the interim.

Literacy: 3-5 ELA SMART Goal:

89% of students will meet or exceed state standards in literacy as measured by the SBA.

Process used to determine goal:

Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.

Responsible individual or team:

3-5 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.

Strategy/ies that will be implemented to support goal:

Since DCS teaches multi-age classes, we align our goals with the focuses for each grade level. Third and Fourth grade teams are teaching a structure of Claim-Evidence-Reasoning (CER) to help students better respond to reading using textual evidence and analysis. Teachers are using a writer's workshop model and peer conferencing. Fourth grade has identified a need to focus on elaboration, helping students to extend their writing and include more detail. Students will also be engaging in self-reflection and data tracking about their own progress. We will also be using graphic organizers, Total Body Response, model the writing process for students, mentor texts and on-demand writing units.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services. All 3rd-5th grade classrooms will use Smarter Balanced Interim Assessment blocks to monitor student progress in addition to district and classroom created assessments.

Any professional learning needed:

Staff are engaging in learning about new SMART technology and SIOP instructional practices for English Language Learners.

Any resources needed and plans to obtain them:

Staff are getting professional development in using new SMART technology to create engaging lessons, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated small group instruction. Staff have also requested professional learning about students who need social emotion or behavioral supports that impact their learning. We will continue to address this through Second Steps curriculum and building efforts to build in positive behavior supports. The team would like to have more instructional assistant time provided via the WINN building protocol as well as adding more social and science resources that would connect to these reading areas.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments and SBA interims frequently.

Math: 3-5 Math SMART Goal:

86% of students will meet or exceed state standards in math as measured by the SBA.

Process used to determine goal:

Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. These goals were then combined using a per student formula to determine the building goal for the grade span.

Responsible individual or team:

3-5 teaching teams as well as intervention specialists and administrators. As a school team, we all share responsibility.

Strategy/ies that will be implemented to support goal:

Since DCS teaches multi-age classes, we align our goals with the focuses for each grade level. In our building, the third grade team will focus on vocabulary building around math concepts, spiral instruction of concepts, and number talks to differentiate math instruction. They have also identified a goal to communicate with parents about skills and strategies to support their student's math learning. Fourth grade data has made them focus on using manipulatives to build foundational understanding of place value, fractions, and decimals as well as teaching students strategies for attaching word problems (CUBE-Circle key words, underline question, box action words, evaluate and eliminate). Fifth grade students will be focusing on tracking their own data and self-reflecting on their own learning and growth. We will be using math manipulatives, Dreambox adaptive math program within the classroom, Moby Max computer math program and both small group and partner work.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well as Safety Net, ELL, and Special Education services. All 3rd-5th grade classrooms will use Smarter Balanced Interim Assessment blocks to monitor student progress in addition to district and classroom created assessments.

Any professional learning needed:

Staff are engaging in learning about new SMART technology and SIOP instructional practices for English Language Learners.

Any resources needed and plans to obtain them:

Staff are getting professional development in using new SMART technology to create engaging lessons, in SIOP strategies for reaching ELL students, and will continue to work together on differentiated small group instruction. Some staff have also requested professional learning about students who need social emotion or behavioral supports that impact their learning. We will continue to address this through Second Steps curriculum and building efforts to build in positive behavior supports. 5th grade is taking an online class on developing mathematical mindset in students.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year, and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments and SBA interims frequently

Science: 5 Science SMART Goal:

90% of students will meet or exceed state standards in science as measured by the Washington Comprehensive Assessment of Science (WCAS).

Process used to determine goal:

Each grade level team met and examined the current baseline data for these students as well as previous year's data to determine an appropriate goal. Our baseline for students first taking this assessment last year was 100% meeting or exceeding standard.

Responsible individual or team:

5th grade team, intervention specialists, and administrators.

Strategy/ies that will be implemented to support goal:

Staff will receive several professional learning experiences to familiarize themselves with Next Generation Science Standards this year. In addition, staff are creating STEM

learning opportunities through a rotation for students to apply and practice these standards. Teachers are using Ambitious Science Teaching (AST) principles as well.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well teachers engaging in differentiated instruction.

Any professional learning needed:

Staff will receive several professional learning experiences to familiarize themselves with Next Generation Science Standards this year. The 5th grade team is doing some self-study with Ambitious Science Teaching principles as well, focusing on planning for student engagement with science ideas and helping them change to thinking about evidence-based explanations.

Any resources needed and plans to obtain them:

STEM Materials-the school received a grant last year for STEM materials and will continue to pursue such opportunities. AST videos. The district will be working to Adopt Curriculum materials and the school has several members on this team.

Timelines and Progress Monitoring Plans:

By November 2018, grade level teams set goals for student growth and their own professional goals for the 2018-2019 school year. We have baseline data for all students already collected for this school year and will monitor again in Dec/Jan and in April/May to make sure students are making progress toward their goals as well as doing progress monitoring with classroom assessments.

Achievement Gap SMART Goal:

Being measured in conjunction with Sandburg Elementary

80% of students receiving special education services in grades 4 and 5 will show clear growth in state standards by growing one full achievement level on the Smarter Balanced ELA Assessment

90% of students receiving English Language Learner services in grades K-5 will show growth on the ELPA 21 language assessment by gaining a full level in reading and in writing.

Process used to determine goal:

Interventions specialists and grade level teams met to review current student data. One of the challenges is that the population is small, making data swing widely with changes

in one student. Over several sessions, intervention specialists also discussed with administrators how to improve outcomes for these populations. In SBA, third grade students are taking the SBA for the first time, which will give a baseline score, which we can then focus on helping students show strong growth in taking the assessment. A student who begins at a Level 1 (below standard) will have a goal to move to Level 2 (near standard). A student who scored at Level 2 in the previous year will have a goal to score Level 3 (at standard) this year, and so on. Currently, there are 20 students in this subgroup. With the ELPA, there are 5 levels, which level 5 representing proficiency. We will focus on all students growing one level on the ELPA exam. We will use the Spring 2018 ELPA or for new students the Fall 2018 ELPA screeners as the baseline levels.

Responsible individual or team:

We share these goals as a team throughout the building

Strategy/ies that will be implemented to support goal:

Students Receiving Special Education Services:

* In analyzing data for 4th and 5th grade students, it was noted that nearly 50% of students in this subgroup were noted as either writing off purpose or providing an insufficient response to score. Therefore, the goal will be to focus students on increasing output and staying within the assigned writing prompt so that students are able to be scored in this category.

*Students in this group did better with Listening and Research claims than reading and writing claims, suggesting a need to focus in these areas.

*3rd, 4th, 5th grade students need more exposure to the digital format of the assessment and more practice with questions that look like SBA. Students also need to practice with their accommodations and support tools. We further discussed the need to teach these students explicit test taking skills.

*We will also work with students and parents to change language and perception around assessments and to provide more parent education about how to support their students at home.

Students receiving English Language Learner Services:

*All staff are being trained in SIOP strategies for supporting academic language development. Staff will be trained in the first half of the components this year and the other half next year.

*We will also work with our community to provide more parent education about how to support their students at home.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Frequent data monitoring makes teachers clear about student needs and appropriate interventions are determined from this data. Instructional assistants will be used to work with students needing additional intervention as well teachers engaging in differentiated instruction. Students also have individualized goals through their IEPs.

Any professional learning needed:

SIOP learning.

Any resources needed and plans to obtain them:

Time and learning around SBA, use of SBA Interim Assessment blocks and practice materials, all teachers have a copy of the SIOP for Teachers workbook and the Making Content Comprehensible for English Language Learning professional texts.

Timelines and Progress Monitoring Plans:

Oct 2018, first SIOP professional development, Dec 2018 second SIOP professional development session, Spring 2019 sessions 3 and 4.

School Effectiveness SMART Goal:

Being measured in conjunction with Sandburg Elementary

On the Nine characteristics survey, 95% of staff will agree completely or agree mostly that all students can learn complex concepts (Baseline 88%).

Process used to determine goal:

Last year, we had the same goal, with a baseline of 86%. We have made progress in this goal but will continue to build our understanding.

Responsible individual or team:

We will all work on this goal.

Strategy/ies that will be implemented to support goal:

Staff conversations, learning around Culturally Responsive Teaching, implementing SIOP strategies into our pedagogy.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Check-ins and exit tickets during staff meetings.

Any professional learning needed:

Culturally responsive teaching, equity conversations, and SIOP.

Any resources needed and plans to obtain them:

Already addressed in other sections.

Timelines and Progress Monitoring Plans:

Ongoing throughout 2018-2019 and 2019-2020 school year.

Attendance SMART Goal:

Only 6% of students will meet or exceed the Chronic Absenteeism threshold (10% of the school year, or 18 or more absences, excused or unexcused).

Process used to determine goal:

In 2016-2017, 49 students missed more than 10% of the school year (18 or more absences, excused or unexcused), representing roughly 11% of the school population. We worked very hard in 2017-2018 to decrease this to 6% of the school population. We'd like to maintain this progress.

Responsible individual or team:

Office staff, teachers, parents.

Strategy/ies that will be implemented to support goal:

Meetings with any parents whose students have more than 10 absences total, more than 5 excused in a month, or more than 2 unexcused in a month. Meetings with parents whose students are excessively tardy. We also meet with parents who request approval for pre-arranged absences when we have concerns about the total attendance numbers. We have fully implemented the districts pre-approval process for absences, and we do frequent newsletter items and communications to families about the importance of attendance.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

We monitor attendance data every day, run letters once a month, and have an administrator assigned to address any concerns.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Systems already in place.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year.

Discipline SMART Goal:

Using the Nine Characteristics Survey, 90% of staff will feel like Discipline issues are being handled well (Baseline 87%).

Process used to determine goal:

We made 5% growth in this goal last year and would like to continue working on this until meeting the 90% goal

Responsible individual or team:

All work on this together with Administrators.

Strategy/ies that will be implemented to support goal:

We introduced some new Positive Behavior Support elements this year, with the Be Kind. Be Safe. Be Responsible. Motto and a ticket system to recognize students who are meeting expectations. Teachers and the counselors are using Second Steps and Kelso curriculum with students. We all use common language. We will also continue to use the Think Sheet reflection system.

How challenge and rigor will be ensured for all students:

We have high expectations for students in reading and writing. We will use progress monitoring and formative assessment to inform instruction.

How necessary interventions will be determined:

Review and check-ins with staff periodically.

Any professional learning needed:

Continue to collaborate on positive behavior supports and teaching Second Steps curriculum, as well as developing our PBIS supports.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year.

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 presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting school goals and expressing the importance of attendance. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include PTSA president and Administration team.

Timelines and Progress Monitoring Plans:

Ongoing throughout the school year. Move initial planning process to spring 2019 for the 2019-2020 school year.

2018-19 Strategies to inform parents, families and the community in the CIP process: Teachers regularly communicate with families through PowerSchool Learning messages, newsletters, and resources are shared with families via Power School and email; awareness and strategies shared in principal monthly newsletter; Admin meets regularly with PTSA leadership.

Timelines and Progress Monitoring Plans:

Ongoing throughout the 18-19 school year. Presentation of current CIP at January general PTSA membership meeting.



Continuous Improvement Process Plan 2018-2019

Environmental & Adventure Middle School

8040 NE 132nd St.

Kirkland, WA 98034

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

Principal:	Victor Scarpelli
Associate Principal:	Niki Cassaro

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I. Description of School

The Environmental & Adventure School (EAS) is a Lake Washington School District Choice School. Founded in 1999, it is celebrating its twentieth year of successfully providing middle-level learners with a challenging educational program based on an environmentally-focused thematic integrated curriculum, infused with adventure-learning and community stewardship.

Located on the Finn Hill Middle School campus, EAS draws students from all geographic areas of the district. While distribution of the student population varies from year-to-year, the majority of EAS students generally reside in the west side of the district. Additionally, a significant portion of the school population has historically come from the Redmond High School feeder area.

School Programs

The heart of EAS is its thematically-integrated curriculum that facilitates critical connections of student learning experiences. Subject-area classes share the same annual school-wide curricular theme, so student learnings are integrated and connected from class-to-class. The thematic curriculum uses the concept of “environment” as the integrating context, or “lens”, that organizes student learnings. This connects students to their environments – both natural and built – at the local, regional, and global levels.

Our Community Stewardship Projects (CSPs) connect our students to their local community. These work groups allow students to make meaningful contributions to their community as they work with various social service organizations, work to restore and enhance natural habitats, or mentor younger students in environmental learnings. To date, EAS students have contributed over 90,000 hours of service towards environmental and social needs in our community.

Adventure-education is also a standard of EAS. Embedded in each excursion are school and academic goals. We begin the school year with a week-long outdoor education and community-building experience at Camp Hamilton, near Monroe, WA. This allows our new sixth-graders to make immediate connections with peers, staff, and parent volunteers. In addition, we have spring and year-end outdoor learning expeditions.

In partnership with our parents and the local community, EAS provides a wide variety of elective class options through our Wednesday Electives Program. Students participate in five different six-week elective classes in the areas of Arts & Crafts, Performing Arts, Technology, and Sports that take place both on and off campus.

Another distinctive EAS program is our annual Healthy Choices Fair. This three-day event is organized as a health conference with daily keynote speakers and break-out sessions. These deliver district and state mandated health curriculum along with a diverse set of elective offerings in the areas of physical, mental, and social health. Sessions are taught by EAS staff, community partners, and parents with health-field expertise.

Unique Characteristics of School

The majority of EAS classes (LA, SS, Science, STEM, and Art) consist of balanced, multi-age student groups. This recognizes that middle-level students are on a variety of cognitive and social continuums and allows students to mentor and assume leadership roles, develop a strong classroom community, and offers structured challenge for younger learners. It also allows students to spend several years with the same teacher, allowing teachers to develop a deeper understanding of each individual student's strengths and needs.

All EAS students take Spanish in grades 6-8. Students learn the language in-depth and develop a strong understanding of a variety of Hispanic cultures.

EAS has employed standards-based grading since 2003. Student work products are assessed on demonstration of mastery to meet defined district, state, and national learning standards.

Our high level of parent involvement is another hallmark of EAS. Middle school is often a time when parental engagement decreases as compared to the elementary years due to students having a greater number of teachers and varying schedules throughout the year. The reverse is true at EAS, where our project-based curriculum, stewardship activities, and adventure-learning expeditions are, in part, made possible, by the large volunteer commitment of our parents. EAS parents do not merely chaperone and transport students. They also apply their expertise in partnering with EAS teachers to create unique and engaging Wednesday Elective offerings, challenging adventure-education rotations, and other learning events.

EAS teachers pool two class periods of contractual prep time each week. This creates time for extended weekly staff meetings and additional time for integration of curriculum, evaluating individual student progress, planning for expeditions and school events, and developing and evaluating PGE and CIP goals and strategies.

Current Demographics:

Enrollment: 141

- Males: 73
- Female: 68

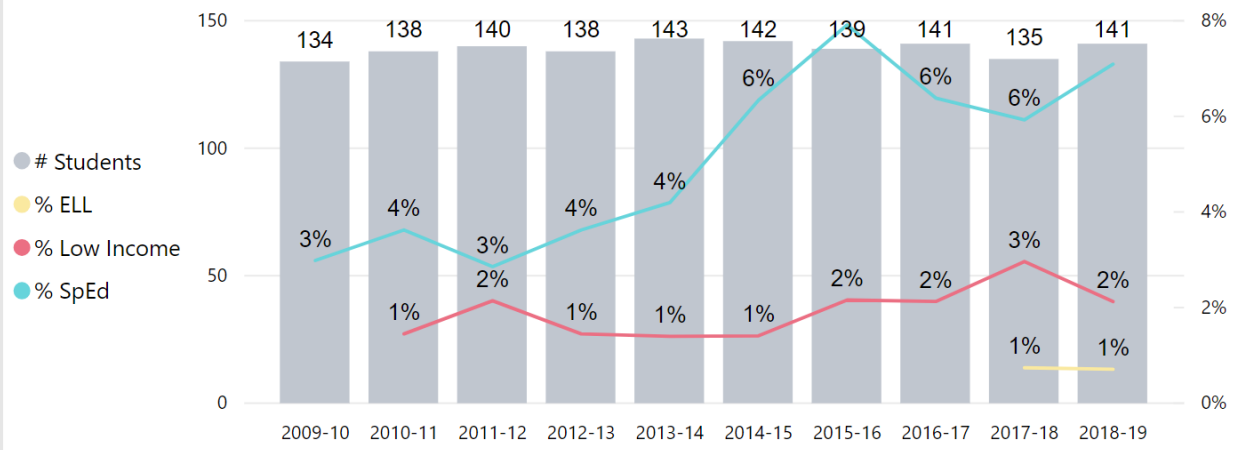
Special Education: 10 (7.1%)

Low Income: 3 (2.1%)

ELL: 1 (0.7%)

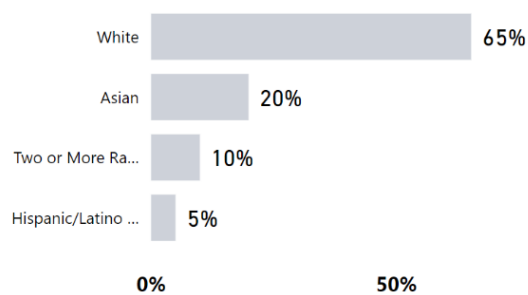
Exited ELL: 15 (7%)

Enrollment

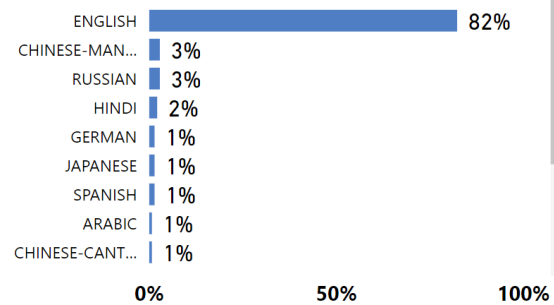


Current Race/Cultural/Language Data:

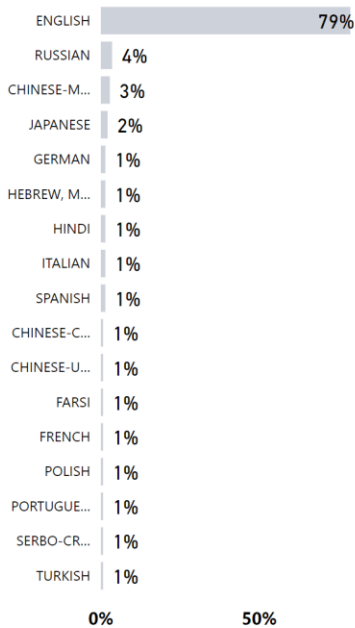
Race/Ethnicity



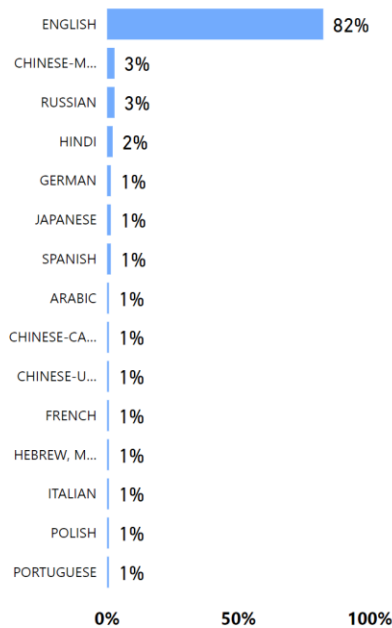
Native Language (Language student first learned)



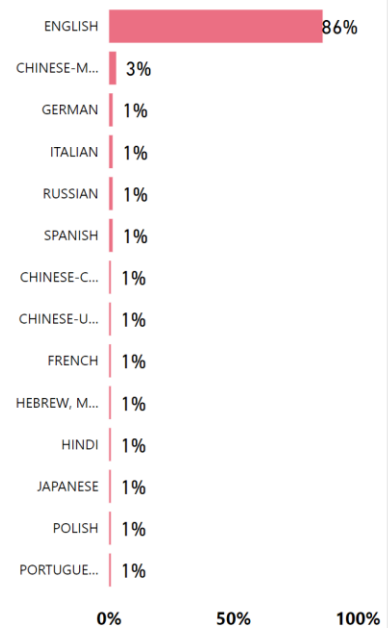
(1) Language Most Used in Student's Home



(2) First Language Learned



(3) Language Most Used by Student at Home



II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th 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
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	85.7%	78.2%	93.8%	85.1%			
	% of 6 th graders meeting or exceeding state standards in Math	75.5%	63.0%	89.7%	82.9%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	86.6%	91.6%	81.8%	91.4%			
	% of 7 th graders meeting or exceeding state standards in Math	82.2%	85.4%	84.0%	80.8%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	85.4%	≥95%	93.7%	84.0%			
	% of 8 th graders meeting or exceeding state standards in Math	72.7%	86.6%	87.5%	75.0%			
	% of 8 th graders meeting or exceeding state standards in Science	85.4%	≥95%	≥95%	86.3%			

- 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:

The EAS staff meets to reflect on CIP goals and outcomes throughout the year during our extended Wednesday staff meetings. In August of 2017, the staff evaluated our state testing data during LEAP week and drew initial conclusions.

Our meetings throughout each year inform our PGE work, which is closely tied to our CIP plan. The state testing data reveals areas needing improvement, which become the focus of our PGE strategies. These strategies focus on bolstering student skills in those identified areas. Teachers cooperatively develop shared instructional strategies and assessment tools that target the identified critical skills and are used in all classes. Teachers monitor student progress through a cycle of pre-assessment, three instruction/assessment cycles, and a post-assessment in all classes.

We found need for improvement of both the ELA “writing” claim and the math “communicating and reasoning” claim across all grades, with specific need in the 7th grade cohort.

Our primary challenge was to identify a specific set of needed key skills to address that could be addressed in different classes – Language arts, social studies, science, STEM, art, Spanish and math. For this we directed our team’s 2017-18 PGE efforts to focus on “Communicating and Reasoning”. Specifically, we sought to improve our students’ abilities to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others in both ELA and mathematics.

EAS teachers chose to use the “ACES” strategy to improve students’ communicating & reasoning skills. The ACES acronym is:

- A – Answer the prompt
- C – Cite reasoning (multiple citations) that supports your answer; including direct quotations from sources
- E – Explain how the citations/quotations support your answer (with elaboration)
- S – Summarize, clearly restating your answer

EAS teachers developed an instructional plan and tools to implement the ACES process in all classes. These included subject-specific pre-instructional assessments, a cycle of two additional subject-specific, embedded instructional lessons & leveled assessment tools in each class, along with a common, standards-based scoring rubric.

Our goal was to move all EAS students to “at or above-standard” in their ability to clearly construct arguments that supported their reasoning in correctly answering a prompt. More specifically, our goal was to have all EAS students demonstrate at- or above-standard competency in applying the ACES strategy to correctly answer prompts and support their reasoning.

We delivered the instruction & assessments to all EAS students. Our focus group was our 7th grade cohort of 47 seventh graders, with our target group being core group of 20 seventh graders who scored “Below” or “At or Near Standard” on both the SBA ELA-Writing and the SBA Math-Communicating and Reasoning: claims.

Following our pre-instructional assessments, we found that only 7 of our 47 seventh-graders met standard in clearly supporting their answers to the prompt in all subject areas. Following our cycle of two instructional lessons & assessments, only four 7th grade students needed additional remediation, after which ALL forty-seven 7th graders had demonstrated at or above standard skills in each subject area.

Throughout this process, EAS teachers tracked student progress with a shared tracking sheet. They also set individual improvement goals for every EAS 7th grader. Teachers regularly devoted staff meeting time to discuss instructional strategies and student progress.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: Increase the number of EAS students (6 th -8 th) meeting standard on the SBAC-ELA from 89.8% to 92%.	Outcome: 86.9% met or exceeded standard on the Spring 2018 SBA—This shows a slight decrease of 1.9%, or the equivalent of one less student meeting standard as compared to the previous year.
Narrative Reflection: We were initially disappointed that we did not see improvement in this area. When we analyzed the data by grade-level cohort groups, we were pleased to find that, while the 7 th grade class had shown a drop of 2.4% in those meeting standard as compared to their 6 th grade scores (93.8% to 91.4%), our 8 th grade class demonstrated a gain of 2.2% as compared to their 7 th grade scores (81.8% to 84.0%). While these represent less than a difference of 2 students meeting or not meeting standard, it did show that our three grade-level cohorts had very little variation and that each had responded similarly to instructional interventions.	
Math: 6-8 Math Goal: Increase the number of EAS students (6 th -8 th) meeting standard on the SBAC-Math assessment from 87.1% to 90%	Outcome: 79.7% met or exceeded standard on the Spring 2018 SBA. This shows a significant decrease of 7.4% from the previous year.
Narrative Reflection: Both our 7 th and 8 th grade cohort groups showed a roughly 9% drop in those meeting standard as compared to their previous year’s scores. These results were not expected and very concerning. They must be a focus of our team’s CIP and PGE efforts for the coming year.	

<p>Science: 8 Science Goal: Maintain the number of EAS students meeting standard on the MSP Science-8 assessment at our current $\geq 95\%$.</p>	<p>Outcome: 86.3% of 8th graders met or exceeded standard on the Spring 2018 WCAS test. This shows a significant decrease of 11.6% from the previous year.</p>
<p>Narrative Reflection:</p> <p>Initially, we hoped this disappointing outcome might be due to the change from MSP to WCAS. Analysis of other LWSD middle schools did not show decreases; most held steady or slightly increased the percent of students meeting or exceeding standard.</p> <p>This very unexpected outcome must also be a focus of our team's CIP/PGE efforts for the coming year.</p>	
<p>Achievement Gap Goal:</p> <p>Due to our small school size, the data for all our subgroups was suppressed, so we could not evaluate nor set goals for them.</p>	<p>Outcome:</p> <p>This year, Power-BI data does not suppress the small subgroup data. While we cannot evaluate goals from last year, we can set goals for the coming year.</p>
<p>Narrative Reflection:</p> <p>The data shows that only 50-60% of our Special Education students are meeting or exceeding standard on the SBA ELA and Math assessments. This must also be a focus of instructional efforts in the coming year.</p> <p>Interestingly, 100% of our 8th grade SpEd students met standard on the WCAS-Science assessment. This is cause for celebration.</p>	
<p>College and Career Readiness Goal:</p> <p>All EAS students in grades 6-8 will complete the two 8th grade LWSD HBSC Career Cruising activities, identifying a career field of interest and, from that investigation, produce a reflective work product for inclusion in their end-of-year display/portfolio of learning.</p>	<p>Outcome:</p> <p>This goal was met. All 139 EAS students completed the Career Cruising activities and produced a written reflection on their identified careers of interest.</p>
<p>Narrative Reflection:</p> <p>This work prompted much discussion among students and between students and parents. In many ways, that is an unidentified goal of the process. We look forwards to additional</p>	

reflective discussions as students track their Career Matchmaker results for and additional year.	
<p>School Effectiveness Goal:</p> <p>The Spring '18 Nine Characteristics Survey will show increased agreement among EAS staff, with results showing staff “Agree Mostly” or “Agree Completely” on all 60 assessment questions.</p>	<p>Outcome:</p> <p>The results of the Spring 2018 Nine Characteristics Survey showed that EAS staff “Agreed Mostly” or “Agreed Completely” on 97% (58 of 60) of applicable survey questions. This represented a nearly 5% increase in staff consensus over the Spring 2017 data.</p>
<p>Narrative Reflection:</p> <p>The Spring 2018 results showed strong alignment/agreement among EAS staff members in virtually every area of the survey. This shows not only a common, shared perception of school effectiveness, but also of attitudes and shared goals among staff.</p>	
<p>Attendance Goal:</p> <p>We will continue to maintain a truancy incidence rate of $\leq 0.1\%$.</p>	<p>Outcome:</p> <p>We met this goal, as we had zero truanies and only 12 unexcused tardies (0.04%) for the year.</p>
<p>Narrative Reflection:</p> <p>Our success was due to increased follow-up for two specific students who had a history of unexcused tardies to the start of school. Specifically, this involved repeated office contacts with parents and parent-student conferences for each student that addressed this primarily parental issue.</p>	
<p>Discipline Goal:</p> <p>We will lower school-wide incidences of harassment/bullying by 50% from 12 students receiving corrective discipline to ≤ 6.</p>	<p>Outcome:</p> <p>We met this goal as only 5 students needed corrective discipline for HIB during the school year.</p>
<p>Narrative Reflection:</p> <p>This is cause for celebration, as all EAS staff made significant efforts to increase presence and supervision of students during transitions (class breaks, lunches, before/after school in common areas).</p>	

Additionally, our Leadership group (selected 8th grade students) implemented several “kindness” initiatives throughout the year. This helped increase the positive school culture.

Finally, we initiated several targeted communications to parents at the start of the school year, soliciting their assistance in early-reporting of any HIB concerns raised by their students. This allowed us to be more proactive and deal with precursors to HIB behavior before it manifested itself.

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:

- Timely focus on students experiencing academic or behavior issues, involving students, staff, and parents.
- Extensive parent involvement in EAS programs including the three annual week-long excursions, Healthy Choices Fair, Career Day, 10 days of Community Stewardship Projects, and Wednesday Electives program.

Reflection on Outcome:

Throughout the year, EAS teachers devote significant staff meeting time to discussing the progress of each and every student. Additionally, we hold a “student review” at the end of every academic term. While the primary focus is academic progress, we are very intentional about discussing the social/emotional progress of each student. This provides numerous perspectives on each student to be shared and acted upon as needed. This allows us to be very proactive in adjusting instruction/programs and implementing interventions at an earlier stage.

Parental engagement and community connection continues to be a hallmark of our school programs. As previously mentioned in the “Description of School” section, many EAS programs depend on strong parent/community involvement. Parental and community volunteer involvement is tracked by our volunteer programs coordinator.

Our three, week-long excursions were supported by over 125 parents who spent all or part of the week with us. Additionally, over 30 different parents provided support by driving carpools of students to excursion sites.

Our Wednesday Electives program provided 20 elective classes led by 48 parents. We partnered with 32 community vendors to provide additional Wednesday Elective offerings for our students. A great many EAS parents also supported the programs by driving carpools of students to off-site class sessions.

Our Community Stewardship Projects (CSPs) also enlists many parents to carpool students to off-site project work sessions for the 10 days of CSP work. These projects also involve partnerships with city and county parks, non-profit environmental organizations. Additionally, they involve partnerships with community social service organizations, such as HopeLink, St. Vincent de Paul, Salvation Army, and Northwest Harvest.

In summary, the aforementioned avenues for parental involvement at EAS have powerful benefits beyond the obvious support of school programs. Frequently partnering with parents in a variety of situations greatly enhances communication between staff and parents, who become true partners in the educational process. Parents and staff become familiar with each other well-beyond the relationships in a typical middle school. Due to this, student interventions are instituted earlier and/or in less overt ways. In many ways, the “cracks” that students might fall through are significantly decreased.

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

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: 6-8 ELA SMART Goal: Increase the number of EAS students (6th-8th) meeting standard on the SBAC-ELA from 86.9% to 90%.</p>
<p>Process used to determine goal: During September & October, EAS staff met to evaluate the past several years of SBA data. This goal is intended to move our combined 6th-8th grade SBA results back to, or near, high marks of previous years. We seek improvement goals that are realistic yet challenge our instructional program.</p> <p>Responsible individual or team: All EAS teachers. Student improvement in the writing process will be addressed in all classes, regardless of subject.</p> <p>Strategy/ies that will be implemented to support goal: We have tied our team’s PGE work to these efforts, creating a writing protocol that will aid students in identifying critical aspects of a prompt, analyzing informational text for an answer, and to specifically answer the prompt, supporting their thinking with textual references. This protocol has the acronym W.A.S.P.:</p> <p>W— What is the question asking you to do? (<i>Identify the type of writing you will need to do...Annotate the prompt to identify. List? Compare/contrast? Justify? Describe? Explain?</i>)</p> <p>A— Analyze the text for the answer. (<i>Mark the text for key pieces that will help you answer the question — underline, highlight, use asterisks, etc.</i>)</p> <p>S— Support your writing with textual evidence (<i>Once you begin writing, answer the question and support your response with examples from the text.</i>)</p>

P— Paraphrase what the text evidence or citation means. (*In your own words, further explain/elaborate upon the significance or importance of the evidence and how it best answers the question.*)

How challenge and rigor will be ensured for all students: All EAS students will be instructed in the WASP protocol and undergo three instruction/assessments in each of their LA/SS, Science/STEM, and Art classes for a total of nine cycles. Student work will be assessed with a common, standards-based rubric. All student scores will be tracked, with individual student improvement goals based upon the initial pre-assessment. All EAS students will be expected to be at- or above-standard by the end of the WASP instruction/assessment cycles. Any students not meeting standard at that time will receive additional, remedial instruction and assessment opportunities until they meet or exceed the standard.

How necessary interventions will be determined:

Instructional interventions will be based upon tracked student WASP assessment scores.

Any professional learning needed:

EAS staff will share developed strategies and work products.

Any resources needed and plans to obtain them:

Each EAS teacher will create specific, subject-area prompts and will identify and/or create related textual resources.

Timelines and Progress Monitoring Plans:

This work will be tied to our team PGE plan, so the timeline will conform to the year's PGE timeline. Student scores will be kept on a shared tracking document. Evaluation of student progress will occur at PGE team meetings.

Math: 6-8 Math SMART Goal:

Increase the number of EAS students (6th-8th) meeting standard on the SBAC-Math assessment from 79.7% to 86%.

Process used to determine goal:

During September & October, EAS staff met to evaluate the past several years of SBA data. This goal is intended to move our combined 6th-8th grade SBA results back to, or near, high marks of previous years. We seek improvement goals that are realistic yet challenge our instructional program.

Responsible individual or team:

EAS Math teachers (Marcus Rose, Marie Jo Andrada, and Michelle Minato)

Strategy/ies that will be implemented to support goal:

All EAS math classes will formalize and standardize the use of the ALEKS adaptive math learning system. All EAS students will participate, and class time will be devoted each week to ALEKS work. Students will also be expected to use the program outside of class to meet both performance goals set for each math class.

How challenge and rigor will be ensured for all students: The adaptive nature of the ALEKS program addresses the specific math learning needs of each student, ensuring appropriate challenge and rigor.

How necessary interventions will be determined:

The adaptive nature of ALEKS adjusts the mathematical tasks delivered to each student based on their submitted work. Math teachers will closely monitor student use of the program and progress towards class-specific goals.

Any professional learning needed:

Initial teacher inservice on the ALEKS program, including the student and teacher interfaces.

Any resources needed and plans to obtain them:

None. ALEKS is a district-provided program.

Timelines and Progress Monitoring Plans:

EAS math teachers met in August to establish common expectations and standards for use across all math classes. Individual teachers will monitor student progress with the ALEKS program throughout the year.

Science: 8 Science SMART Goal:

Increase the number of EAS students meeting standard on the WACS-8 assessment from 86.3% to $\geq 95\%$.

Process used to determine goal:

During September & October, EAS staff met to evaluate the past several years of MSP-Science & WCAS data. This goal is intended to return our 8th grade WCAS results back to the high marks of previous years.

Responsible individual or team: EAS Science teachers (Brian Healy & Marcus Rose)

Strategy/ies that will be implemented to support goal:

- 1) EAS Science and STEM coursework will be audited to ensure that all district, state, and NGSS standards are being addressed by our three-year, thematic curriculum.
- 2) All EAS Science & STEM classes will increase the emphasis on teaching the Scientific Method along with proper experimental design and evaluation of variables.
- 3) EAS Science and STEM instructors will spend additional class time on the WCAS practice tests in the two weeks prior to state testing. This will include additional student time on the practice tests and class discussions on concepts addressed and strategies used to answer sample prompts.

How challenge and rigor will be ensured for all students:
All EAS students will be assessed on different aspects of the scientific process and application of the Scientific Method. Particular emphasis will be placed on identification of experimental and controlled variables.

How necessary interventions will be determined:
Throughout the year, EAS Science and STEM teachers will monitor and adjust instruction based on evaluation of student work products

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
Access to current NGSS standards, which are all online.

Timelines and Progress Monitoring Plans:
Students will receive targeted instruction in each of their three trimesters in both Science and STEM classes.

Achievement Gap SMART Goals:

- 1) Increase the number of EAS Special Education students meeting standard on the SBAC-ELA assessment from 50% to 70%.
- 2) Increase the number of EAS Special Education students meeting standard on the SBAC-Math assessment from 60% to 70%.

Process used to determine goal:
When EAS staff reviewed our 2018 state testing results, the results of our Special Education students stood out more than those of any other subgroup. Of our ten 6th-8th grade SpEd students, only 50% met or exceeded standard on the SBA-ELA assessment. For the SBA-Math assessment, only 60% met or exceeded the standard. We feel that these goals are realistic yet challenge our instructional program.

Responsible individual or team:
All EAS teachers; Scott Kielty, SpEd Resource Room instructor.

Strategy/ies that will be implemented to support goal:
EAS teachers will more closely monitor SpEd student performance in all classes and will meet monthly with Scott Kielty to review individual student progress. Weekly communication will be strengthened using a shared, digital Student Work Log, where EAS teachers will enter specific weekly work goals for each SpEd student, allowing Scott to make more timely interventions and provide targeted assistance to EAS SpEd students when in their resource room class with him. These strategies will tighten the communication loop, reducing the delay between observed learning difficulties and remediation.

How challenge and rigor will be ensured for all students:

In addition to teacher direction, EAS SpEd students will self-monitor their work logs, assuming primary responsibility for completing work and meeting performance goals. This process will allow greater individualization and accountability for EAS SpEd students.

How necessary interventions will be determined:

EAS teachers and Scott Kielty will constantly monitor SpEd student progress. Communication via the weekly Student Work Log and monthly team meetings will provide more frequent and timely intervention plans.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

- Monthly staff meeting time dedicated to discussing each SpEd student's progress.
- The digital Student Work Log has been created by Scott Kielty and is electronically sent to each EAS teacher for updates each week.

Timelines and Progress Monitoring Plans:

The efficacy of this process will be monitored throughout the year, primarily at monthly staff meeting time dedicated to this.

College and Career Readiness SMART Goal:

All EAS students in grades 6-8 will complete the two 8th grade LWSD HBSC Xello (formerly Career Cruising) activities, identifying a career field of interest and, from that investigation, produce a reflective work product for inclusion in their end-of-year display/portfolio of learning.

Process used to determine goal:

During the August 2018 LEAP week, EAS staff discussed the use of Career Cruising during the previous school year and how it was included in our end-of-year student displays of learning. Teachers agreed that this was successful and prompted positive student investigation and discussion of career options and should be replicated again this coming year. Repeating this process will provide EAS 7th and 8th graders with longitudinal data about their career interests over 2- and 3-years respectively.

Responsible individual or team:

EAS Advisory Teachers (Marie Jo Andrada, John Hamilton, Brian Healy, Michelle Minato, and Marcus Rose).

Strategy/ies that will be implemented to support goal:

Once the Xello platform is fully provisioned, students will complete the Career Matchmaking and Investigation activities through their Advisory classes. Advisory teachers will monitor student completion of work products through the Xello interface. They will also guide students in the completion of their year-end reflection on their results.

How challenge and rigor will be ensured for all students:

Beyond the basic completion of the two required 8th grade activities, 6th and 7th grade students will also complete the Xello activities. This will allow all EAS students to become familiar with the Xello interface over their three middle school years, better-equipping them for its use in high school.

How necessary interventions will be determined:

Advisory teachers will monitor student progress and quality of work during the school year and will work with individual students as needed.

Any professional learning needed:

Staff inservice on use of the Xello platform and changes from the previous Career Cruising platform.

Any resources needed and plans to obtain them:

Staff meeting time will be devoted to staff training once the Xello platform is fully provisioned.

Timelines and Progress Monitoring Plans:

Once the Xello platform is fully provisioned, EAS Advisory teachers will establish a timeline for work product completion. The two required activities should be completed by May 1st. The end-of-year reflective piece will be completed in May. Advisory teachers will monitor student progress using the established timeline.

School Effectiveness SMART Goal:

The Spring 2019 Nine Characteristics Survey will show strong consensus among EAS staff, with results showing staff “Agree Mostly” or “Agree Completely” on $\geq 90\%$ of the assessment questions.

Process used to determine goal:

During the August LEAP week, EAS staff met to review the results of the Spring 2018 Nine Characteristics Survey. We were pleased with the high level of consensus showed by the data and seek to maintain this.

Responsible individual or team: All EAS staff.

Strategy/ies that will be implemented to support goal:

- Continue efforts to have consistent, clear communication and shared responsibilities among staff. This includes shared creation of staff meeting agendas, timely “staff meeting action items” published to staff following each meeting.
- Continue to work as a team to formulate our annual PGE team plan, with shared decision-making and shared evaluation of progress toward goals during the year.
- Continue to consistently analyze the needs of all EAS students to make needed adjustments to program and instruction in the most timely manner possible. This is accomplished by consistently devoting time at weekly staff meetings to examine

and discuss student academic and social progress with an emphasis on at-risk students. This allows staff to make small, frequent, and timely interventions.

How challenge and rigor will be ensured for all students:

Continuing to regularly review individual student progress throughout the year will increase student accountability for their progress.

How necessary interventions will be determined:

Based on the cycle of student review, EAS staff will work together to determine the most appropriate intervention(s).

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Dedicated staff meeting time for student review and discussion.

Timelines and Progress Monitoring Plans: Ongoing throughout the year.

Attendance SMART Goal:

We will continue to maintain a truancy incidence rate of $\leq 0.1\%$.

Process used to determine goal:

During staff meetings at the end of September 2018, EAS staff reviewed the past year's attendance data and agreed on this goal. Staff also agreed that this is primarily a parent-communication issue, as we have very few true student trancies. The primary need is for parents to consistently and accurately report student absences.

Responsible individual or team:

All EAS staff. Office Manager Colleen McLaughlin will be the lead on this, following up with students and parents regarding any unexcused absences.

Strategy/ies that will be implemented to support goal:

Clear communication at the start of the year of attendance policies and reporting procedures. Timely reminders of the process will be published in the EAS News Bulletin.

How challenge and rigor will be ensured for all students:

N/A.

How necessary interventions will be determined:

Our Office Manager will follow-up with parents as needed when absences have not been excused. The Lead Teacher, Brian Healy, will follow-up with parents as needed if this is not successful.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
Ongoing throughout the year.

Discipline SMART Goal:
We will maintain our current level of school-wide incidences of harassment/bullying requiring corrective discipline at ≤ 6 incidents.

Process used to determine goal:
During staff meetings at the end of September 2018, EAS staff reviewed the HIB discipline records from the previous year. We were very pleased with the decrease in incidences of HIB requiring corrective action.

Responsible individual or team:
All EAS staff. Brian Healy, Lead Teacher will be the lead on this. The EAS 8th Grade Leadership Team will also play an important role.

Strategy/ies that will be implemented to support goal:

- Clear communication of district and school policies regarding HIB. This occurred during the first week of school and at Curriculum Night. This included role-play scenarios to educate students and parents on how to properly address and report incidents of HIB.
- Encouraging parents to regularly discuss school climate with their students and to immediately communicate any HIB concerns to EAS staff. This allows early investigation and intervention before HIB issues develop further.
- EAS 8th Grade Leadership will continue to implement “Kindness” activities throughout the school year. This includes weekly recognition of individual acts of student kindness at all-school Monday Morning Meetings.
- Quick and decisive action taken on all reported HIB incidences. This will raise awareness of the “zero tolerance on HIB” for all students.
- Continued use of restorative discipline measures in the resolution of HIB incidences. We feel this practice greatly reduces the number of repeated incidents.

How challenge and rigor will be ensured for all students:

We will continue to include HIB-related questions as part of our start-of-year EAS Handbook Test. Students not correctly answering these questions will receive remediation by their Advisory teacher until they can successfully complete those questions. This process ensures and documents understanding of HIB policies by all students.

How necessary interventions will be determined:

Each incidence of HIB will be addressed based on the situation, severity, and characteristics of the students involved. The goal is that early awareness and interventions will be largely educational, without the need for corrective discipline.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:

Ongoing throughout the year. The Lead Teacher will maintain discipline records that will be monitored and discussed by EAS staff at the end of each trimester during the associated student review.

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

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

Overall, we seek to continually increase parental involvement in school programs. When parents are intimately involved in school activities, they have increased awareness of how our CIP strategies enhance student learning and engagement. Efficacy is greatly enhanced by strong school-home partnerships. EAS will continue to involve parents, families, and our community by

- Parents partnering with EAS teachers as chaperones and instructors during our three, week-long adventure-education expeditions.
- Parents partnering with EAS Staff to plan and deliver our annual three-day “EAS Healthy Choices Fair”. This includes many parents delivering health-career related sessions for students.
- Parents partnering with EAS staff on our ten days of Community Stewardship Projects, serving as carpool drivers, chaperones, and working alongside teachers to instruct students. We also partner with several community organizations such as Kirkland Parks, Northwest Harvest, St. Vincent de Paul, and local environmental organizations to create unique learning experiences for our students. This program also partners EAS students with 4th and 5th grade students from Thoreau, Sandburg, and Juanita elementaries in the delivery of environmental education lessons.
- Parents partnering with EAS staff for our Wednesday Electives sessions. Parents create and deliver approximately 40% of these elective sessions. Other sessions are delivered by community organizations and vendors, such as Vertical World, Arena Sports, STEM for Teens, Jet City Improv, Studio East, NW Aerials, and local arts & crafts instructors.

Timelines and Progress Monitoring Plans:

These efforts are ongoing and the EAS staff continually monitors and adjusts as needed. Our Volunteer Coordinator, Laura Bartoletti, keeps parental involvement data and reports this to staff on a regular basis.

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

We will continue to use twice-weekly “EAS News Bulletin” to inform our school community of CIP actions and progress towards goals. This year we are also including a section titled “EAS Educational Insights” every other week. This section will share specific school strategies and offer advice on effective home strategies to promote student success.



Continuous Improvement Process Plan 2018-2019

Futures School

10601 NE. 132nd Street
Kirkland, WA 98034
425-936-1600

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

Principal:	Kelly A. Clapp
Associate Principal:	Joe Gorder
Associate Principal:	Kelly Konicki
Associate Principal:	Christine McMillan

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I. Description of School

Futures School, located at Juanita High School, is a choice school that serves as a credit recovery option for juniors and seniors. Futures School is aligned with graduation policy for the Lake Washington School District and rooted in the principles of educational equity and good citizenship. Futures School students receive a curriculum that is rigorous, relevant, and supported by high-quality instruction. In accordance with the LWSU Student Profile, students' progress towards their goals while learning to create positive personal relationships.

The Futures School staff creates a student-centered environment conducive to learning. Teachers design meaningful learning targets based on data-driven assessments, including SBA data and other test score information. They meet regularly to discuss how to support individual students and collaborate on creating effective instructional strategies so that all students may achieve the standards. Together with the Juanita High School staff, Futures School teachers collectively design assessment strategies and teaching practices that encourage critical thinking and practical applications in the context of each academic subject.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2017-18	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% 2012	TBD**	95%
	% of 10 th graders accumulating 12.0 credits	74% 2012	TBD**	95%
	% of 10 th graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 th graders meeting or exceeding state standards in Literacy			95%
	% of 10 th graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 th graders meeting or exceeding state standards in Math*			95%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% 2012		95%
	% of 11 th graders meeting or exceeding state standards in Science		31.3% 79.6% for those that took test	95%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% class of 2013	93.3% class of 2018	100% class of 2018
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% 2014	TBD**	95% class of 2018
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% class of 2012	82.5% class of 2016	95% 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
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84%	88%	83%	80%			
	% of 10 th graders accumulating 12.0 credits	74%	81%	83%	77%			
	% of 11 th graders meeting or exceeding state standards in Literacy			81.7%				
	% of 10 th graders meeting or exceeding state standards in Literacy				82.6%			
	% of 11 th graders meeting or exceeding state standards in Math			26.3%				
	% of 10 th graders meeting or exceeding state standards in Math				59%			
	% of 10 th graders meeting or exceeding state standards in Biology	79%	87%	80.5%				
	% of 11 th graders meeting or exceeding state standards in Science				48.3%			
High School Students Graduating Future Ready	% graduation rate	89.5%	87.5%	89.3%	91.8%			
	% of 11 th and 12 th graders enrolled in a dual credit college-level course	67.8	76.9%	Enter score	86% - 12 89%-11			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	79%	74%	74%	84%			

- 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

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

The teams met during their professional collaboration time as well as other team-determined time to review data.

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy Goal: Each student will earn passing grades in all Futures School language arts classes and all students will pass the ELA SBA.	Outcome: All students who stayed in the program achieved the grades goal but the data for the SBA is not reflected separately from Juanita High School.
<ul style="list-style-type: none"> • We do team teaching in Futures and the collaborative work for designing lessons, assessing and instruction has paid off. 	
Math Goal: Each student will earn passing grades in all Futures School math classes and all students will pass the Math COE or Math SBA.	Outcome: All students who stayed in the program achieved the grades goal but we the data for the SBA is not reflected separately from Juanita High School.
Narrative Reflection: <ul style="list-style-type: none"> • The low achievement of JHS and Futures is still an area of concern, particularly for our low-income and SPED students. 	
Science Goal: Each student will earn passing grades in all Futures School science classes.	Outcome. All students who stayed in the program achieved the science goal.
<ul style="list-style-type: none"> • We partner with JHS science classes to ensure students get the science credits they need. 	

Students who have a 504 plan for anxiety will report a reduction in anxiety levels after the implementation of new classroom strategies.	Outcome: The qualitative data is that the strategies the teachers are using are helping students.
<ul style="list-style-type: none"> The person who was in charge of Futures is no longer here, so it will be critical that we have a quantitative way to collect the data regarding the effectiveness of the strategies such as through a survey. Two of the 504 monitors for the school were part of the Futures program, so they were extremely aware of what works and what does not. 	
On-Track Credits Goal: 75% on-time Graduation Rate.	Outcome: We achieved an 86.7% graduation rate.
<ul style="list-style-type: none"> We are proud of this success. Teachers who work with Futures students meet regularly to discuss student achievement in academic, social and behavioral achievement and/or concerns. 	
College and Career Readiness Goal: 100% completion with High School and Beyond plan.	Outcome: All seniors who graduated completed the HSB.
<ul style="list-style-type: none"> Futures follows the same process as JHS. 	
School Effectiveness Goal (same as JHS): Increase the percentage of respondents who mostly agree or agree completely that "school work is meaningful for students" from 47% in 2016-17 to 55% in 2017-18.	Outcome: 58% of the respondents mostly or agreed completely that school work is meaningful for students.
<ul style="list-style-type: none"> We met this goal this year but it is unclear as to whether we are assessing that students actually think about their work, or how the adults perceive the work in our school. 	
Reduce percentage of student with chronic absenteeism to 35%	Outcome: The number of chronically absent students was 13, which is 34.21%.
<ul style="list-style-type: none"> This is a slight reduction, but it is still too high a number. 	
Discipline Goal: Maintain out-of-school suspensions at zero days.	Outcome: We had one student who had an out-of-school suspension.
<ul style="list-style-type: none"> There were a total of 7 incidents during the year, involving 6 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: <ul style="list-style-type: none">• Meeting with PTSA to share the CIP and talk about Futures School.
Reflection on Outcome: <ul style="list-style-type: none">• We did not engage our community/parents in the goal setting process last year. It was the principal's first year at this school and all we really did was share. To that end, we have a new strategy to engage families and students in the process.
2017-18 Strategies to inform parents, families and the community in the CIP process: <ul style="list-style-type: none">• Meeting with PTSA to share the CIP• Posting our CIP so that all could see it
Reflection on Outcome: <ul style="list-style-type: none">• We did share the CIP with the public by posting it and brief discussion at PTSA.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy SMART Goal: 100% of students will meet their graduation requirement by demonstrating proficiency or better in the spring of 2019.
Process used to determine goal: <ul style="list-style-type: none">• The ELA team met to review the goal and SBA data (Futures and JHS teachers as it is not a separate goal).
Responsible individual or team: <ul style="list-style-type: none">• All core subject teachers.
Strategy/ies that will be implemented to support goal: <ul style="list-style-type: none">• We have implemented 9-10 grade safety net teams as well as 9-12 co-taught teams.
How challenge and rigor will be ensured for all students: <ul style="list-style-type: none">• All classroom teachers have been provided a task rubric for designing students work. The document includes a "rigor divide" that they can use to help plan lessons.• Some students receive a challenge through enrollment in honors, AP, and Cambridge classes.• Teachers are addressing rigor in their Professional Growth and Evaluation Goals.

How necessary interventions will be determined:

- Teachers will examine English course grades as well as 8th and 10th SBA scores;
- Teachers will review Safety Net enrollment at semester, and enroll/exit students as necessary
- Teachers will use our intervention period (ACT) on a weekly basis to work with individual students as needed.

Any professional learning needed:

- We would like to have a schoolwide emphasis on literacy across the curriculum.

Any resources needed and plans to obtain them:

- SBA exemplars by end of 1st semester.
- District-provided; support in implementing interim assessments.

Math SMART Goal: 100% of students will meet their graduation requirement by demonstrating proficiency or better in the spring of 2019.

Process used to determine goal:

- Futures teachers worked with JHS teachers to look at data and determine needs.

Responsible individual or team:

- All members of the math team.

Strategy/ies that will be implemented to support goal:

- We are implementing interim practice tests.
- We will use team time to focus on what kinds of problems students will see and work towards helping all students have some experience with them.
- We will be calling students into ACT who are struggling in their math course this year for extra help.
- We will distribute a tutor list to parents and students who might benefit from outside tutoring in a math class.

How challenge and rigor will be ensured for all students:

- Regularly work into lesson plans the importance of being able to explain processes and thinking along with answers.
- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons.

How necessary interventions will be determined:

- Interims will be administered by Alg 1, Geo and Alg 2 teachers throughout the year.
- All other interventions will be determined by PCCs and individual teachers as needed.

Any professional learning needed:

- We are asking for release time to do learning walks, meet during job alike time and conduct research.
- Some members of our team are going to try to attend a math conference this year.

Timelines and Progress Monitoring Plans:

- We will monitor progress throughout the year.
- We will do at least 2 interims prior to the SBA (A1, Geo, A2 teachers).

Science SMART Goal: Futures students will pass all their required science courses this year.

Process used to determine goal:

- All science teachers met as a team and analyzed our results from last year: 71% of all juniors taking the WCAS passed with a level 3 or 4, while 58% passed the Earth and Space science portion.

Responsible individual or team:

- Science team

Strategy/ies that will be implemented to support goal:

- We are implementing three new courses this year to better address the Next Generation State Science Standards (NGSS). These three courses (Biology in the Earth System, Chemistry in the Earth System, and Physics in the Universe) integrate Earth Science standards along with the Biology, Chemistry, and Physics standards. Transitioning towards core science classes that address all NGSS standards should improve student success on the WCAS.
- We are also implementing partial Ambitious Science Teaching (AST) practices this year, using phenomena-based teaching with a focus on scientific practices, cross-cutting concepts, and engineering, in order to better align to the type of science teaching methods targeted by the WCAS and NGSS. We are also pursuing continued professional development regarding AST methodology.

How challenge and rigor will be ensured for all students:

- We have implemented an integrated honors system which will help improve student outcomes, both students who would traditionally sign up for honors and students who would not traditionally sign up for honors. Material will be differentiated on multiple levels.
- AST teaching strategies, as well as the Science and Engineering Practices emphasized by the NGSS, ensure that content is centered around challenging, relevant, real-world phenomena to recruit student interest and contextualize learning.

How necessary interventions will be determined:

- Regular assessment, both in teams and as a department, will show where intervention is necessary and what form it should take. For classes in which more intervention is needed, a science interventionist might be available, or additional science teacher support could help. For classes in which minor interventions are

needed, teachers can get support from other teachers common to the students, from parents and other science teachers, from ELL and SPED teachers, and from counselors.

- The need for this intervention will be determined based on student behavior and work, as well as informal and formal formative and summative assessments.

Any professional learning needed:

- We need continued training both on implementing rigorous standards-aligned NGSS curricula, as well as ways of effectively using AST tools to teach.
- We would also benefit from additional time with each other to further develop our new courses and integrated honors system. Training regarding how to effectively implement an integrated honors system would be beneficial as we are at the starting stages of implementation and don't yet have a bank of best practices.
- We wonder as well if other training exists, similar to AST, which might offer additional benefits to students: examples include POGIL training which some of us have done, Modeling training, Energy Theatre training, or additional NSTA teaching tools which will help us further develop our curriculum.

Any resources needed and plans to obtain them:

- Paid time to further develop new curriculum and integrated honors.
- Professional development targeted towards additional teaching strategies aligned with NGSS, the WCAS, integrated honors, or other aspects of the standards such as engineering integration.

Timelines and Progress Monitoring Plans:

- We will monitor the progress of new courses monthly in Professional Collaboration Groups and share as a department on a regular basis. Students will take the WCAS exam in June 2019, and we will analyze this year's WCAS results when they are released next October.

Achievement Gap SMART Goal: Improve the graduation rate for low-income students from 71.43% to 86%.

Process used to determine goal:

- We looked at data related to graduation rates and grades.

Responsible individual or team:

- All teachers.

Strategy/ies that will be implemented to support goal:

- At both JHS and Futures we are looking at processes and systems to reduce barriers for our low-income students. Examples include, making sure that students who have fines for laptops still have access to a laptop for their education and waiving fees and fines when appropriate.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a "rigor divide" that they can use to help plan

lessons. We have been working to reinforce the idea that lack of proficiency in English does not mean that students have a disability.

How necessary interventions will be determined:

- We will track grade and attendance data.

Timelines and Progress Monitoring Plans:

- This is ongoing daily work but our benchmarks will be at grading periods to determine if students are earning credits.

On-Track Credits SMART Goal: We want to have 100% of our juniors get back on track to graduate.

Process used to determine goal:

- Teachers, administrators and counselors will monitor the quarter and semester D and F reports to identify students who are struggling.
- As a staff we will use our growing tier one support system to help those students who are at risk of not passing.

Responsible individual or team:

- All staff shares responsibility.

Strategy/ies that will be implemented to support goal:

- Track credits when students enroll in Futures.
- Communicate with parents and students about credit retrieval programs such as FUEL ED, summer school options and fee based external course options.
- Teachers will communicate with students and families if students are at risk of not passing.
- Teachers will implement the new Student Support Process for students of concern.

How challenge and rigor will be ensured for all students:

- In interactions with students and parents we will promote enrollment in challenging classes and college prep courses.

How necessary interventions will be determined:

- We will monitor the data to see if particular subgroups of students who may be at risk, are making progress toward on-track graduation.

Any professional learning needed:

- Staff will engage in professional learning around effective tier-one interventions for ensuring student growth and academic success.

College and Career Readiness SMART Goal: 100 % of the senior class of Juanita High School and Futures 2019 will complete their High School & Beyond Plan (HSBP), using the program Xello, by May 31, 2019, in order to complete their state of Washington graduation requirement and to have a clear post-graduation plan of their choosing.

Process used to determine goal:

- This goal aligns with the Lake Washington School District vision of every student being Future Ready: Prepared for College, Prepared for Global Workplace and Prepared for Personal Success. HSBP completion is also a state of Washington Graduation requirement.

Responsible individual or team:

- Margaret Campbell will be responsible for monitoring the goal but all staff are required to ensure that students are working on the HSBP during designated work times.

Strategy/ies that will be implemented to support goal:

- Rolling out Xello to students.
- 1-1 meetings with students; classroom visits; frequent student emails offering deadlines and support; communication with parents via email and telephone, reminders over intercom, raffles for prizes for students who have completed their plan.
- Communications to teachers via email with directions for homeroom HSB completion, small group completion, individual junior meetings, senior meetings.

How challenge and rigor will be ensured for all students:

- Xello uses different scenarios to guide students through processes of interest inventory, learning styles, personality styles, then through grade level lessons designed to walk them through made up scenarios and then their own scenario for clarification and student understanding. Xello uses student reflection and short answers to firm up their future plans and prepare the student for college or work.

How necessary interventions will be determined:

- If seniors have not completed the plan by 12/21/18 (winter break), then small groups will be established starting in January 2019 to complete the plan.
- Meetings will be held and phone calls to students & parents will be carried out over the next few months to remind them to complete their plan, so they can graduate.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

- Counselors will remind seniors to finish plan and will have students talk directly with Margaret Campbell if they have specific questions or need support. These resources will be obtained by communicating with student's counselors.

Timelines and Progress Monitoring Plans:

- Senior completion by 12-21-18 and the whole school completion with their grade-level lessons by 4-5-19 (spring break). Monitoring is done daily by checking Xello for student engagement and plan completion.

School Effectiveness SMART Goal (goal aligned with JHS): We would like to move from 58% of the respondents mostly or agreed completely that school work is meaningful for students to 90% of the respondents most or agree completely.

Process used to determine goal:

- School Effectiveness Data was briefly explained during a Wednesday LEAP session and all results were posted on our staff OneNote.
- We showed progress in this area, but we are working on many areas in our school to help students see the connection between school to future, so this goal seems meaningful.

Responsible individual or team:

- All staff.

Strategy/ies that will be implemented to support goal:

- We have started some work around rigor and instruction to ensure that students are appropriately challenged.
- We did one session during our all-day LEAP where we reviewed administrative policies around homework as well as best practices. This is in response to the additional period in our day. We want to make sure that homework is reasonable.
- We have a new High School and Beyond (HS&B) Coordinator who is giving students feedback on work that is not acceptable to ensure that they are taking the plan seriously. The HS&B plan provides a connection between what students do here at school to their futures.
- The Performing and Visual Arts team developed their own goal in this area in order to help students understand the relevance of their education and understand its long-term positive impact.

How challenge and rigor will be ensured for all students:

- All teachers received a document that is a rubric for designing student work in order to determine the level of rigor that lessons require from students.

How necessary interventions will be determined:

- By paying attention to individual needs and assessing steady growth.
- Asking appropriate experts in our building as needed for extra support for student success.
- scheduling students through the flexi-schedule for ACTime to support individual success.
- Continuing to ensure that there is open communication through Skyward, phone calls, newsletters and emails.

Timelines and Progress Monitoring Plans:

- We are going to do a student survey where we are asking for feedback in this area during 1st semester.

Attendance SMART Goal: Reduce chronic absenteeism from 34% to 20%.

Process used to determine goal:

- We looked at attendance data.

Responsible individual or team:

- All Juanita and Futures Staff are responsible to ensure that students are attending school and classes.

Strategy/ies that will be implemented to support goal:

- We are working to ensure that teachers are taking accurate and timely attendance.
- We have improved processes to reduce the number of students are allowed to leave class for non-essential reasons.
- Administrators are working to help teachers improve their communication between school and families.
- We are finding different solutions to discipline issues when students make poor choices in order to keep them here at school. The more some students are out of school, the less many are inclined to attend regularly.

How challenge and rigor will be ensured for all students:

- All classroom teachers have been provided a task rubric for designing students work. The document includes a “rigor divide” that they can use to help plan lessons. We know that if work is relevant and appropriately challenging they will be more likely to attend.

How necessary interventions will be determined:

- Administrators monitor reports to track attendance and tardies provided by our attendance secretary.
- We have developed a plan to have our IA who monitors the in-school suspension program work with our Becca specialist to provide support for attendance issues.

Timelines and Progress Monitoring Plans:

- This occurs daily. We will know if we were successful at the end of the year.

Discipline SMART Goal: Reduce the number of exclusionary discipline instances from 7 to 0.

Process used to determine goal:

- We have looked at data as an administrative team and as District.

Responsible individual or team:

- Administrators will monitor but it is the responsibility of all staff to monitor student behavior and respond appropriately.

Strategy/ies that will be implemented to support goal:

- Prevention needs to be a focus of work this year. To that end we are starting with respect and what that looks like in classrooms, hallways and other areas of our school.

- Administrators are working with teachers to ensure they have effective strategies to prevent disruptive behaviors in classrooms and then know what to do when issues arise.

Any professional learning needed:

- As part of being an MTSS pilot school this year, PBIS is a strategy we will be using to prevent discipline issues and then reward the positive behaviors that do occur as well.

Timelines and Progress Monitoring Plans:

- This is ongoing daily work.
- Administrators meet regularly with campus security to monitor issues and develop plans for addressing them.

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

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

- Principal Kelly Clapp will share goals with PTSA and ask for input for strategies to involve others as well as achieve success in each goal.

Timelines and Progress Monitoring Plans:

- Principal Kelly Clapp will first with meet PTSA membership on December 5th and then will be sharing progress at other meetings during the year.

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

- General goals will be posted on website and shared via SchoolMessenger and PTSA publication (Town Crier).

Timelines and Progress Monitoring Plans:

- Communication will occur in December 2018.



Continuous Improvement Process Plan 2018-2019

International Community School/High School

11133 65th Street

Kirkland, WA 98033

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

Principal:	Margaret Kinney
Associate Principal:	Mike O'Donnell

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I. Description of School

The International Community School (ICS) is a public school born of community action where parents and educators came together in 1997 to create a small, academically rigorous secondary education program with a focus on international awareness. ICS is the first community initiated school in the Lake Washington School District, and the only seven-year, middle/high school. ICS started with 159 students and currently has 440 in seven grades.

ICS has distinguished itself with its multi-year integrated course of study. Each year's studies assume the students' mastery of a shared foundation of knowledge established in prior years. Admission is equally available to all district students beginning in grade 6 through an open lottery system. Enrichment and challenge through AP and Honors are opportunities for all students; as well as just-in-time interventions, accommodations, and scaffolding to allow access and success for all students. The results are challenging, meaningful, and purposeful educational experiences for all.

ICS sits in the center of the Houghton neighborhood of Kirkland. It's close to Google, Microsoft, and Amazon offices. Because ICS a choice/lottery school our students come from all corners of the District; however, many of our students who live a great distance from our campus have parents who work nearby. Like all Choice schools, there isn't guaranteed district provided transportation. There are shuttles provided in areas where we have the highest concentration of students. Other students ride city busses, rely on parents, or, once in high school, drive themselves. With over 20 clubs each year, and a strong student government, our ASB is active and strong. Student athletes return to their home school to participate in sports.

The ICS PTSA is an integral part of the school community. Each year they strive to enhance the educational experiences of our students. Parents offer students a variety of clubs and activities, provide the staff with supplemental supplies, instructional aids, and continuing education classes. The PTSA asks all families to donate \$200 yearly, and volunteer 30 hours during the school year. PTSA leaderships partners with ICS administration to communicate, educate, and engage families.

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2017-18	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% 2012	TBD**	95%
	% of 10 th graders accumulating 12.0 credits	74% 2012	TBD**	95%
	% of 10 th graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 th graders meeting or exceeding state standards in Literacy			95%
	% of 10 th graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 th graders meeting or exceeding state standards in Math*			95%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% 2012		95%
	% of 11 th graders meeting or exceeding state standards in Science		31.3% 79.6% for those that took test	95%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% class of 2013	93.3% class of 2018	100% class of 2018
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% 2014	TBD**	95% class of 2018
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% class of 2012	82.5% class of 2016	95% 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
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	92%	93%	95%	87.5			
	% of 10 th graders accumulating 12.0 credits	93%	95%	95%	98%			
	% of 11 th graders meeting or exceeding state standards in Literacy	97%	100%	100%				
	% of 10 th graders meeting or exceeding state standards in Literacy				95%			
	% of 11 th graders meeting or exceeding state standards in Math	26%	5%	60%				
	% of 10 th graders meeting or exceeding state standards in Math				92%			
	% of 10 th graders meeting or exceeding state standards in Biology	97%	99%	10.2%				
	% of 11 th graders meeting or exceeding state standards in Science				90.5			
High School Students Graduating Future Ready	% graduation rate	97.5	95.7	99%	100%			
	% of 11 th and 12 th graders enrolled in a dual credit college-level course	84.1%	88.7%	90%	Enter score			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	86%	89.7%	84.1%	87.5%			

- 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

2017-2018 Goal <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy Goal: Decrease the percentage of students performing below standard in Claim Research and Inquiry.	Outcome: Met goal moving from 2.4% below standard to 0% below standard for the Research Claim.
Narrative Reflection: Students below standard in 2017 targeted with instruction interventions through PGE process and IEP services.	
Math Goal: Increase the number of special education students performing at or above standard in the claim of Communicating and Reasoning.	Outcome: We moved from 50% below standard in 2016 to 100% at or near standard in 2018.
Narrative Reflection: Because we are small and know the students we are able to provide just-in-time intervention and write math growth goals in the IEP.	
Science Goal: 95% of students will meet or exceed standard on the WCAS test.	Outcome: 90% met or exceeded standard on the WCAS test.
Narrative Reflection: This was the first class to take the WCAS and 4 total students were below standard.	

Achievement Gap Goal: Decrease the number of students receiving failing grades.	Outcome: We are not on track our percentage of 9 th grade students earning 6 credits decreased 94.5% to 87.5%.
Narrative Reflection: Our grading policy prevents students from earning credit with below a C minus.	
On-Track Credits Goal: Increase the number of 10 th grade students who are on-track for graduation.	Outcome: Our percentage of 10 th grade students on track is 98%, up from 96%.
Narrative Reflection: Our student accessed in-district remediation and online credit retrieval. When appropriate, students earned a P rather than an NC – if the grade was above an F on the District's grading policy.	
College and Career Readiness Goal: Train teachers to help facilitate class room-based career exploration using Career Cruising.	Outcome: Teachers collaborate with the college and career counselor and learned Career Cruising.
Narrative Reflection: Buy in is spotty; staff attitudes about this work are mixed.	
School Effectiveness Goal: Analyze and modify the Block document, considering changes in the world, new staff members, and change in demographics.	Outcome: Using LEAP team time, block teachers began the work of tweaking the Block document.
Narrative Reflection:	
Attendance Goal: We will educate families and students about the impact of excused absences (over 18) on academic performance.	Outcome: 92% of our high school students have satisfactory attendance.
Narrative Reflection: 34% of our 12 th grade students were at-risk for an academic impact due to absences. Absences increase significantly in the 12 th grade.	
Discipline Goal: The goal is to improve the climate and culture of the school.	Outcome: Student survey data shows 87% of our student's report feeling safe and supported at school.

Narrative Reflection:

A comprehensive survey was given to students to inform our decisions moving forward as a school. Although having 87% of our student's report feeling safe and supported, over 60% report feeling stressed or anxious.

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:

As a community school, parent involvement is expected on numerous levels. During the monthly PTSA meetings the CIP goals are shared and related to how the goals will improve their students learning at ICS. The PTSA also stages Middle School and High School specific parent events that have included college counseling, college preparedness and the social and emotional changes of middle school students.

Reflection on Outcome:

PTSA has partnered with the school to address awareness of social and emotional issues by offering parent education meetings, mentoring new families, and gathering feedback and input to help us know what parents need.

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

The CIP is shared with the PTSA and portions of the plan are on the school's website and during PTSA parent meetings.

Reflection on Outcome:

The CIP was on the website; however, it wasn't shared formally at a PTSA meeting.

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

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy SMART Goal: Increase the percentage of Special Education students meeting or exceeding standard from 66.7 to 86%.</p>
<p>Process used to determine goal: We analyze state test results, SBA ELA. We reviewed PGE Team goals and reviewed results of last years goals.</p> <p>Responsible individual or team: Humanities teachers, special education teachers.</p> <p>Strategies that will be implemented to support goal: Ongoing case management and goal review with IEP provider and classroom teachers.</p> <p>How challenge and rigor will be ensured for all students: Students will reach the same standards as all students or have the necessary modifications based on their IEP's.</p> <p>How necessary interventions will be determined: IEP team determined.</p> <p>Any professional learning needed: No</p> <p>Any resources needed and plans to obtain them: No</p> <p>Timelines and Progress Monitoring Plans: Quarterly progress reports. SBA scores.</p>
<p>Math SMART Goal: Increase the number of Special Education students meeting or exceeding standard from 92.1% to 100%.</p>
<p>Process used to determine goal: We analyze state test results, SBA ELA, Math and Science. We reviewed PGE Team goals and reviewed results of last year's goals. We review IEP goals and progress.</p> <p>Responsible individual or team: Math teachers, special education teacher.</p>

Strategies that will be implemented to support goal: Ongoing case management and goal review with IEP team.

How challenge and rigor will be ensured for all students: Students will reach the same standards as all students or have the necessary modifications based on their IEP's

How necessary interventions will be determined: IEP determined.

Any professional learning needed: No

Any resources needed and plans to obtain them: No

Timelines and Progress Monitoring Plans:
Quarterly progress reports, SBA scores, spring 2019.

Science SMART Goal:
Increase the percentage of students meeting or exceeding standard on the WCAS from 90% to 100%.

Process used to determine goal:
Analysis of 11th grade WCAS data.

Responsible individual or team:
Science team, Special Education teacher.

Strategies that will be implemented to support goal:
High quality differentiated instruction. Delivery of new science curriculum aligned with the WCAS, and goal review with IEP provider and classroom teachers.

How challenge and rigor will be ensured for all students:
Learning targets will be aligned with NGSS standards and supports will be put in place to allow all students to access the curriculum.

How necessary interventions will be determined:
By knowing each student who is below standard we can make individual intervention plans per student.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
Daily progress monitoring, classroom based formative assessments, and summative assessments. Spring 2019 WCAS scores.

<p>Achievement Gap SMART Goal: Although ICS data doesn't demonstrate an achievement gap, our demographic data is concerning. Our goal is to increase the number of historically under-represented, low income, and ELL students, to more closely match the district.</p>
<p>Process used to determine goal: We analyzed current and historical demographic data, student achievement data.</p> <p>Responsible individual or team: Administration with the entire staff, as well as the PTSA leadership.</p> <p>Strategies that will be implemented to support goal: Creating systematic changes to address long-standing barriers to access ICS.</p> <p>How challenge and rigor will be ensured for all students: None.</p> <p>Any professional learning needed: Equity training, culturally responsive teaching training,</p> <p>Any resources needed and plans to obtain them: Not at this time.</p> <p>Timelines and Progress Monitoring Plans: We have developed a three-year plan to change our message, address barriers to access, and become aligned with other LWSD schools.</p>
<p>On-Track Credits SMART Goal: Decrease the number of credit deficient students from seven to zero.</p>
<p>Process used to determine goal: Review of earned credit data.</p> <p>Responsible individual or team: Counselors, teachers, special education case manager.</p> <p>Strategy/ies that will be implemented to support goal: Help students identify opportunities to retrieve credit through online classes, summer school, and other outside opportunities.</p> <p>How challenge and rigor will be ensured for all students: Students will meet the same standards as all students.</p> <p>How necessary interventions will be determined:</p>

Early identification of credit deficiency, just-in-time interventions, Guidance Team referrals, teacher meetings, school-based tutoring and other academic support.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
Review threshold reports quarterly. Ongoing progress monitoring by counselors and teachers.

College and Career Readiness SMART Goal:
100% of students will be complete grade level requirements by June 2019.

Process used to determine goal:
Review of performance data.

Responsible individual or team:
Career counselor, teachers, administrators.

Strategy/ies that will be implemented to support goal:
Early identification of credit deficiency, just-in-time interventions, Guidance Team referrals, teacher conferences, school-based tutoring and other academic support.

How challenge and rigor will be ensured for all students:
All student will reach the CCSS.

How necessary interventions will be determined:
This is determined case-by-case. If students aren't making progress, a team will identify barriers to success and determine plan to support the student.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
Quarterly grade reports.

School Effectiveness SMART Goal:
When asked the question – How important to you was the block curriculum in deciding to attend ICS? 70% of current 11th graders responded, not important at all; 54% of current 12th graders. Our goal is to work on the question “who are we” – “what makes us unique”.

Process used to determine goal:
School-wide student survey.

Responsible individual or team:
Staff, parents, and students.

Strategy/ies that will be implemented to support goal:
Analysis of student survey data, utilize committees to review curriculum, and community building opportunities.

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

How necessary interventions will be determined:
None.

Any professional learning needed:
PD/Equity, Rigor, and Grading Practices.

Any resources needed and plans to obtain them:
PTSA financial support to hire outside trainers.

Timelines and Progress Monitoring Plans:
3-year process.

Attendance SMART Goal:
Decrease the number of chronically absent high school students from 16 to 10.

Process used to determine goal:
District attendance data.

Responsible individual or team:
Administrators, counselors, attendance secretary, teachers.

Strategy/ies that will be implemented to support goal:
Attendance letters, parent/student conferences, make necessary referrals to counselors and/or outside services.

How challenge and rigor will be ensured for all students:
Chronically absent students will be given every opportunity to make up missed work and won't be penalized academically.

How necessary interventions will be determined:
Case by case, determined by identified barriers to attendance. Referrals, Guidance teams, conferences.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
Quarterly review of attendance data. Daily attendance data from teachers. Progress monitoring.

Discipline SMART Goal:
We will form a Threat Assessment Team.

Process used to determine goal:
Compliance with ongoing safety initiatives.

Responsible individual or team:
Principal.

Strategy/ies that will be implemented to support goal:
Attend PSESD training.

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

How necessary interventions will be determined:
N/A.

Any professional learning needed:
Yes.

Any resources needed and plans to obtain them:
Yes, training provided by district.

Timelines and Progress Monitoring Plans:
Team will be formed and trained by May 2019.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Distribute SBA reports to all families. Discuss CIP process with PTSA leadership. Teacher/family communication regarding planned interventions.

Timelines and Progress Monitoring Plans: Ongoing.

2018-19 Strategies to inform parents, families and the community in the CIP process: Parent involvement is encouraged on many levels. CIP goals are shared, including progress updates. Each month teachers highlight student achievement in our newsletter and at PTSA meeting.

Timelines and Progress Monitoring Plans: Monthly meetings with PTSA leadership to receive feedback from families and areas for which we can communicate more.
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