



# Lake Washington

## School District

**Continuous Improvement Plans**

# **LAKE WASHINGTON**

# **LEARNING COMMUNITY**

**2018-2019**

- Audubon Elementary School
- Franklin Elementary School
- Kirk Elementary School
- Lakeview Elementary School
- Rose Hill Elementary School
- Rush Elementary School
- Twain Elementary School
- Kirkland Middle School
- Rose Hill Middle School
- Lake Washington High School
- Emerson K-12
- Emerson High
- Northstar Middle School
- Stella Schola



## Continuous Improvement Process Plan 2018-2019

Audubon Elementary School

3045-180<sup>th</sup> Ave NE

Redmond, WA 98052

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

Principal:	James "Kimo" Spray
Associate Principal:	Ian Maver

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# I. Description of School

Audubon is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly to ensure high levels of learning. Using Common Core and District Power Standards as our guide, we manage our resources to aid each child so that all can excel.

Audubon is an award-winning school that continues a commitment to excellence by personalizing the school experience and fostering growth for every student.

Our dedicated staff works together tirelessly to support children and support each other.

Our PTSA and our active volunteers promote a strong sense of community and connectedness.

Audubon services an area bordered by Microsoft's main campus to the west and Lake Sammamish to the East.

We expect our students to be responsible, respectful, safe, and to give their best effort each day.

## DEMOGRAPHICS (2017-2018)

Enrollment 596

### Gender

- Female 55%
- Male 45%

### Race/Ethnicity

- Asian 51%
- White 38%
- Hispanic/Latino 5%
- Two or More Races 5%
- Black/African American 1%

### Special Programs

- English Language Learners 27%
- Low Income 3%
- Special Education 7%
- Section 504 2%

## II. District Performance Targets

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

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

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.9%	91.5%	87.4%	85.8%		
		1 <sup>st</sup>	88.5%	91.8%	84.7%	90.0%		
		2 <sup>nd</sup>	90.1%	92.4%	86.5%	89.7%		
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		88.5%	88.6%	81.8%	86.2%		
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		89.0%	91.1%	82.1%	91.4%		
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		84.0%	79.7%	82.0%	81.3%		
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		90.7%	89.2%	87.6%	78.9%		
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		88.1%	81.4%	88.0%	85.7%		
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		84.0%	80.0%	85.7%	82.0%		
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		93.6%	87.1%	90.5%	89.5%		

- 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

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <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 Reading SMART Goal: Students will move from <b>85.5%</b> to <b>88%</b> meeting benchmarks measured by the End of the Year administration of the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment. (272=At or Above [85.5%] , 46=below [14.5%] <b>318 Total</b> )	Outcome: 88.7% of K-2 Students met EOY DIBELS benchmarks
Narrative Reflection: Kindergarten, first, and second grade teams met and reviewed last year's goals. As a group they reviewed the strategies that they focused on last year in relationship to the students' success as measured by Dynamic Indicator of Basic Early Literacy Skills (DIBELS). The team concluded that they reached their goal last year based on their classroom based instructional strategies to support student learning. The team decided that they wanted to raise their goal from last year and continue to use the classroom-based strategies as well as begin to have regular vertical articulation meetings across the grade levels to discuss strategies being used from one year to the next. The team hopes to see even more growth and improvement measured by the end of year DIBELS assessment.	
Literacy: 3-5 ELA Goal: To move from 84.4% to 88% meeting benchmarks measured by the ELA Smarter Balanced Assessment	Outcome: Remained the same with 84.4% of 3 <sup>rd</sup> thru 5 <sup>th</sup> grade students at proficient or better in ELA as measured by the SBA
Narrative Reflection: Third, Fourth, and Fifth grade teachers reviewed and analyzed the student success on the ELA Smart Balanced Assessment in relation to last year's goal. The team did not reach their goal last year. During the team reflection, they agreed that they did not consistently practice, across all grade levels, the testing procedure and format to support student learning of differentiating between narrative, opinion, and informational writing. The team plans on using vertical articulation meetings to discuss how they will intentionally provide opportunities for students to better understand and differentiate these writing pieces. The team agreed that with these new strategies in place, they wanted to keep their goal the same as last year.	
Math: 3-5 Math Goal: To move from 85% to 88% meeting benchmarks measured by the Math Smarter Balanced Assessment (SBA).	Outcome: Remained the same with 84.5% of 3 <sup>rd</sup> thru 5 <sup>th</sup> grade students at proficient or better in Math as measured by the SBA. 92% of 3 <sup>rd</sup> grade student met proficiency.
Narrative Reflection:	

Third, Fourth, and Fifth grade teachers reviewed and analyzed the student success on the Math Smart Balanced Assessment in relation to last year's goal. The team did not reach their goal last year. During the team reflection, they agreed that they did not provide opportunities for students in which questions build on top of each other nor did they spend enough time teaching students how to explain their answers and their mathematical thinking. The team plans on using vertical articulation meetings to discuss how they will intentionally provide opportunities for students to better understand questions that build upon each other as well as explaining their answers and mathematical thinking. The team agreed that with these new strategies in place, they wanted to keep their goal the same as last year.

Science: 5<sup>th</sup> Science Goal:  
To move from 90.5% to 92% meeting benchmarks measured by State Science Assessment.

Outcome:  
Remained the same with 89.6% of students in 5<sup>th</sup> grade meeting proficiency in Science as measured by the WCAS (New test).

**Narrative Reflection:**

The fifth-grade team reviewed and analyzed last year's State Science assessment data in comparison to their goal from last year. The team did not reach their goal last year. During the team reflection, they noted that they need to provide more opportunities for students to identify systems and sub-systems. The team also noted that with the new Next Generation Science Standards coming in and a new science test being implemented this year, they wanted to keep their goal the same to be able to have a new baseline from the new state assessment for next year.

Achievement Gap Goal:  
Focus: Hispanic/Latino Students' State Assessment Performance  
DIBELS: To move from 63.6% (7 of 11) to 82% (9 of 11) of 1<sup>st</sup> and 2<sup>nd</sup> grade Hispanic/Latino students at benchmark as measured by the EOY DIBELS Results  
  
SBA ELA and SBA Math: To move currently enrolled Hispanic/Latino 4<sup>th</sup> and 5<sup>th</sup> grade students who did not meet standard (Level 3) by one performance level as measured by the ELA and Math SBA. This represents 6 out of 10 students currently enrolled who took the ELA 2017 exam.

Outcome:  
9 out of 11 (82%) of 1<sup>st</sup> or 2<sup>nd</sup> grade Hispanic/Latino children met or exceeded standard on the DIBELS Next assessment.  
  
10 out of 12 (83%) of 3<sup>rd</sup> thru 5<sup>th</sup> grade Hispanic/Latino children met or exceeded standard on the ELA portion of the SBA.  
  
8 out of 12 (66%) of 3<sup>rd</sup> thru 5<sup>th</sup> grade Hispanic/Latino children met or exceeded standard on the Math portion of the SBA. 3 students who did not meet level 3, moved up by one performance level.

**Narrative Reflection:**

We met our goal for this year with most of our students scoring 'Above Benchmark'. Of the seven students who met standard, all scored 'Above Benchmark'. The two students who did not meet standard scored 'Well Below Benchmark'. Both are part of our four-week cycle and both are receiving support through special services.

SBA data suggests less confidence in Math with only 66% of students meeting or exceeding standard.

<p>School Effectiveness Goal: Focus 1: Building Trust School Effectiveness Survey Questions: 26, 29, 45, 59 Q.26 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 51.7% to over 80% Q.29 To increase 'Agree Mostly/Completely' from 87% to 100% Q.59 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 74% to over 90%</p> <p>Focus 2: Improving Feedback Quality and Opportunities School Effectiveness Survey Questions: 44, 47 Q.44 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 64% to over 80% Q.47 To have no responses of 'Don't Agree At All' and to increase 'Agree Mostly/Completely' from 64% to over 80%</p> <p>Focus 3: Communication and Accountability School Effectiveness Survey Questions: 25, 27, 45 Q.25 To increase 'Agree Mostly/Completely' from 84% to over 90% Q.45 To have no responses of 'Don't Agree At All'</p>	<p>Outcome: Q. 26 'The staff works in teams across grade levels to help increase student learning'. Results: 98% Agree Completely or Mostly</p> <p>Q. 29 'Staff members trust one another' Results 93% Agree Completely or Mostly</p> <p>Q. 45 'High quality work is expected of all the adults who work at the school' Results: 85% Agree Completely or Mostly</p> <p>Q. 59 'The staff feels free to express their ideas and opinions to one another' Results: 95% Agree Completely or Mostly</p> <p>Q. 44 'Teachers provide feedback to each other to help improve instructional practices' Results: 78% Agree Completely or Mostly One staff member responded "Don't agree at all"</p> <p>Q. 47 'Staff members get help in the areas they need to improve' Results: 85% Agree Completely or Mostly There were no responses of 'Don't Agree At All'</p> <p>Q. 25 'Staff members work together to solve problems related to school issues' Results: 88% Agree Completely or Mostly</p> <p>Q. 27 'Staff routinely work together to plan what will be taught' Results: 96% Agree Completely or Mostly</p> <p>Q. 45 'High quality work is expected of all the adults who work at the school' Results: 85% Agree Completely or Mostly Q.45 To have no responses of 'Don't Agree At All'</p>
<p>Narrative Reflection: The Building Culture team met and reflected on last year's goal and the nine characteristics survey to determine its success. The team agreed that the data did support growth in many of the focus areas from last year. However, during the discussion it was agreed that one of our focus areas from last year, Communication and accountability, was an area that we wanted to continue to see growth. We had new staff</p>	

members coming on board and new grade level teams working together and felt that this should continue to be the focus for this school year to continue to see growth.

**Attendance Goal:**

To improve attendance for 'at-risk' students identified as having 10% or more absences OR 10% or more tardies OR a combination of tardies and absences that exceeds 10% of affected school days exclusive of students who are gone due to extended travel or verified medical/sick reasons. With individualized plans for each targeted student, we would expect to improve attendance by reducing attendance concerns to below 10% of affected days.

**Outcome:**

The number of students having significant attendance concerns (excluding extended, planned absences) has dropped from 7 to 4 students.

**Narrative Reflection:**

As this is not a significant problem at Audubon, the number of students we need to address will fluctuate dramatically if we try to quantify it using overall percentages. Fortunately, we can address attendance needs on a case-by-case basis (less than five students in the school).

Extended planned absences are beyond our control and we have developed a common plan to provide parents with sufficient resources to support their child during the time they are away for more than one week.

**Discipline Goal:**

Focus: Students' Personal Responsibility and Self-Control  
Indicators: Behavior Communication Slips, Praise Notes

To improve student behavior in the areas of personal responsibility and self-control tracked through behavior communication slips (reduction by 25%) and praise notes (increase by 25%).

(18-19 Goal) Reduce the total number of Behavior communication slips in large group common areas from 173 by 10%. These areas include hallway, lunchroom, bathrooms, playground, and morning line ups. 173 were in common areas.

**Outcome:**

Total number of behavior communications building wide last year was 236, down from 484 the previous year. This was a drop of 51%.

Praise notes increased by over 25% because of focus placed on them by lunch and recess supervision. Praise notes drawing happened during student lunch which increased interest in praise notes use.

**Narrative Reflection:**

The Behavior Committee met and discussed our goal from last year and the behavior communication slips data. The team agreed that we demonstrated growth towards our goal. During the reflection discussion, it was noticed that in common areas where there are large groups of students, we noticed a higher rate of behavior communication slips. The team agreed that we wanted to see a reduction in large group common areas of behavior communication slips.

**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:** Parents were involved in the CIP process on an informational level with the CIP process and goals shared at a principal talk with parents. As this is an optional opportunity, only about ten parents were involved in the question-answer session.

**Reflection on Outcome:**

Our goals for 2018-2019 are reflective of a lack of active parent participation in the CIP process that might influence our yearly goals. Even with a question-answer session, the affect on our goals was minimal at best. Our intent in 2018-2019 is to formalize parent participation in the process. This would be so much easier to do if we had a three or five-year plan rather than a year-to-year document.

**2017-18 Strategies to inform parents, families and the community in the CIP process:** PTSA Website, Coffee with the Principal, Message Center

**Reflection on Outcome:** The PTSA website has turned into the most used resource for parents about what is going on at school including the Continuous Improvement Plan. They also have a new Facebook site as well. Using this forum to get information out to the Audubon community is invaluable.

## 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 Reading SMART Goal: Students will move from <u>85.5% to 88%</u> meeting benchmarks measured by the End of the Year administration of the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment. (272=At or Above [85.5%] , 46=below [14.5%] <b>318 Total</b>)</p>
<p>Process used to determine goal:            Analyze and evaluate K-2 DIBELS Scores (BOY)</p> <p>Responsible individual or team:</p> <ul style="list-style-type: none"> <li>• Kindergarten thru 2nd grade classroom teachers</li> </ul> <p>Strategy/ies that will be implemented to support goal:</p> <ul style="list-style-type: none"> <li>• Stretch and shrink for sounds</li> <li>• Touch and slide phonemes</li> <li>• Context clue reading passages</li> <li>• Read Naturally/Zoo Fluency</li> <li>• Words their way</li> <li>• Headsprout</li> <li>• RazKids</li> </ul> <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> <li>• Leveled reading passages</li> <li>• Book Club</li> </ul> <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• DIBELS benchmarks</li> <li>• Classroom specific progress monitoring</li> </ul> <p>Any professional learning needed:</p> <ul style="list-style-type: none"> <li>• Continuation of Equity training (CRT)</li> <li>• Training on Read Naturally, Headsprout</li> </ul> <p>Any resources needed and plans to obtain them:</p> <ul style="list-style-type: none"> <li>• Wonders</li> <li>• Read Naturally/ Zoo Fluency</li> <li>• Words their way</li> <li>• Headsprout</li> <li>• Razkids</li> </ul> <p>Timelines and Progress Monitoring Plans:</p> <ul style="list-style-type: none"> <li>• Periodic checks</li> <li>• (MOY) DIBELS</li> </ul>
<p>Literacy: 3-5 ELA SMART Goal:            To move from 85% to 88% meeting benchmarks measured by the ELA Smarter Balanced Assessment (SBA).</p>
<p>Process used to determine goal:</p>

- Looking at our previous goal and the data and having a growth mindset.

Responsible individual or team:

- 3rd thru 5th Grade Classroom Teachers

Strategy/ies that will be implemented to support goal:

**Reading** - inferencing; citing relevant text evidence; plagiarism vs. paraphrasing; vocabulary

more modeling of inferencing, text evidence gathering and write-up. (Culturally, Indian kids copy from the board and don't necessarily have a lot of exposure to inferencing. Therefore, they may not know what we're looking for. We can't assume they know the language and practice of inferencing.)

**Writing** - PGE goals around writing for grades 3-5; write logical inferences, prove using text; being able to read informational text and respond with a narrative piece; more fast drafts so they get more comfortable putting thoughts on paper; have visual reference for modeling (posters, OneNote, etc.) Lots of practice with flexible thinking (ex: different styles of pre-write graphic organizers). Specifically target creativity, as that is a perceived weakness. Model it. Then head into writing.

How challenge and rigor will be ensured for all students:

- Differentiating; small groups; constructive feedback; rubrics; formative check-ins

How necessary interventions will be determined:

- Based on pre-assessments, on demand feedback and ongoing check-ins

Any professional learning needed:

- Training for teachers to find and print the data for the Power BI website.
- How do we access additional SBA data for specific strands in reading and writing.

Any resources needed and plans to obtain them:

- Staff professional development; help

Timelines and Progress Monitoring Plans:

- Through PGE - 3rd (Informational), 4th (Elaboration with Informational), and 5th (Elaboration with Narrative) are all using Writing as a PGE goal

Math: 3-5 Math SMART Goal:

To move from 85% to 88% meeting benchmarks measured by the Math Smarter Balanced Assessment (SBA).

Process used to determine goal:

- Looked at what 88% looks like numerically
- Looked at incoming third graders
- Looked at "watch" students who have left Audubon

Responsible individual or team:

- 3rd thru 5th Grade Classroom Teachers

Strategy/ies that will be implemented to support goal:

- Math rotations
- Small groups
- Quick Checks
- Independent strategies
- ELL targeted vocabulary for math

How challenge and rigor will be ensured for all students:

- Pre-assessments for each topic
- Open up the level 4 question on the end of topic assessment
- Critical thinking questions where they explain how they solved it

- Math talk

How necessary interventions will be determined:

- Pre-test, post-test and quick checks
- Informal observations
- Observations

Targeted group for small groups

Any professional learning needed:

- Dreambox
- Learning Walks
- SBA training for the interim test

Any resources needed and plans to obtain them:

- Mathematical Mindset by Jo Boaler
- SBA training for the interim test

Timelines and Progress Monitoring Plans:

- By May 2019
- Topic tests

Science: 5 Science SMART Goal:

To move from 90.5% to 92% meeting benchmarks measured by WCAS State Science Assessment.

Process used to determine goal:

The WCAS is a new test based on the Next Generation Science Standards (NGSS) and therefore last year's data (Spring 2018) provides baseline data for comparison.

Responsible individual or team:

5th Grade Classroom Teachers, Science Lead, Bldg. Administrator.

Strategy/ies that will be implemented to support goal:

- Use content specific vocabulary (for systems) when conducting hands on investigations
- Identify systems, their parts, and variables when working with visual or hands on models for each unit
- Graphic organizers that include input/outputs and how energy is transferred within a system
- Use "system" as it is used in Next Generation Science Standards (Crosscutting Concept #4: system and system models)

How challenge and rigor will be ensured for all students:

- Comparing experiment data and write ups through the units.

How necessary interventions will be determined:

- Team discussions based on student performance on common assessments.

Any professional learning needed:

- NGSS trainings

Any resources needed and plans to obtain them:

- Power BI training with admin to break down Science State Assessment data

Timelines and Progress Monitoring Plans:

- Unit tests

Achievement Gap SMART Goal:

Academic tracking of common performance data for Hispanic/Latino students to include report card data (Literacy/Math), state assessment data (ELA/Math), Basic early learning skills assessment (DIBELS) and other performance indicators as determined by the Achievement Gap subcommittee. Adding of students not reaching standard to 4-week cycle review.

DIBELS Performance Goal: To move from 64% (7 of 11) to 91% (10 of 11) of 1<sup>st</sup> and 2<sup>nd</sup> grade Hispanic/Latino students at benchmark as measured by the EOY administration of the DIBELS assessment.

SBA Performance Goal: To move currently enrolled Hispanic/Latino 4<sup>th</sup> and 5<sup>th</sup> grade students who did not meet standard (Level 3) up one performance level as measured by the Math SBA. (3 of 9 students)

Process used to determine goal:

Needs assessment--In our district, our learning community and our school, the performance of students who identify as Hispanic/Latino has lagged behind other ethnic/racial groups. In the past, grade level data did not report this disparity because of a limited number of students in each grade level. Now, by bundling all Hispanic/Latino students, the lagging performance is evident. In 2017-2018, an Achievement Gap Committee was convened to identify goals and provide common strategies across grade levels to address the issue.

Responsible individual or team:

- Equity/Achievement Gap Committee

Strategy/ies that will be implemented to support goal:

- Identification of students
- Tracking of past performance-Report Cards, Common Assessments
- Targeted instruction (phonemic awareness?)
- Tracking of future performance through common measures
- Support through SIOP and Culturally Responsive Teaching

How challenge and rigor will be ensured for all students:

- Four-week cycle
- Goal implies a need for challenge and rigor for students, particularly Hispanic/Latino students who are lagging behind other cultural/ethnic groups across the state and district.

How necessary interventions will be determined:

- Looking at the achievement gap is a question of suitable, incremental challenge and rigor for our under-performing children.

Any professional learning needed:

- SIOP
- CRT
- Individual Learning Plans

Any resources needed and plans to obtain them:

- SIOP Training Materials and Staff Development
- CRT Training Materials and Staff Development

Timelines and Progress Monitoring Plans:

- The Equity/Achievement Gap Committee will convene three times during the school year to progress monitor and track growth towards goal.

School Effectiveness SMART Goal:

Increase Communication and Accountability as measured by our School Effectiveness Survey Questions: 25, 45.

Q.25 'Staff members work together to solve problems related to school issues'

- To increase 'Agree Mostly/Completely' from XX% to over XX%

Q.45 'High quality work is expected of all adults who work at the school'

- To have no responses of 'Don't Agree At All'

Process used to determine goal:

Building Culture Committee met in August and did a review of our goals from last year, the data to determine its success as measured by our 9 characteristics survey, and what items we wanted to keep or refresh for the new school year. The team reported that the professional learning involved around Fierce Conversations was an area that we wanted to continue to explore as a staff and tie this learning in with our new learning around Culturally Responsive Teaching, or CRT. Specifically, our communication and accountability practices.

Responsible individual or team:

- Building Culture Committee

Strategy/ies that will be implemented to support goal:

- Fierce Conversations reminders and strategies during staff meetings
- Reflections from staff about how those conversations go
- CRT professional development as a staff.
- Communication assumptions and expectations

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

How necessary interventions will be determined:

- Using the 9 Characteristics survey to compare dipstick data during the year to last year's end results for focusing on communication and accountability practices.

Any professional learning needed:

- Fierce Conversations models
- CRT

Any resources needed and plans to obtain them:

- Current resources (Fierce, CRT)
- CRT book as a foundation for work of the school year, books ordered and provided to staff.

Timelines and Progress Monitoring Plans:

- Survey Staff Quarterly to evaluate our progress and adjust our strategies as necessary.

Attendance SMART Goal:

To improve attendance for 'at-risk' students identified as having 10% or more absences OR 10% or more tardies OR a combination of tardies and absences that exceeds 10% of affected school days exclusive of students who are gone due to extended travel or verified medical/sick reasons. With individualized plans for each targeted student, we would expect to improve attendance by reducing attendance concerns to below 10% of affected days.

Excluding extended family vacation or extended illness, we will identify all students having difficulty with absences or tardies establishing an individual plan for support based upon its impact on learning.

Process used to determine goal:

Data is proved by Skyward through our Student Registrar. First, we need to validate that our attendance concerns are not widespread. This has been confirmed through the data. Principal and Counselor are provided with data for students who have 10 or more absences during the first two months of the 2018-2019 school year. We removed 11 students from the list who were registered as 'absent' even though they attended Pull-Out Quest at another school.

We categorized our students into three groups: 1. Absence due to Vacation, 2. Absence due to Illness, and 3. Combination of #1 and #2

Of the 63 students, 40 students were absent due to Vacation/Travel/Visa, 6 students were absent due to confirmed Illness/Medical Appointments, and 17 students were absent due to a combination of reasons.

The students that we are specifically following up on/targeting for support are narrowed down to 13 students with 6 students already designated as having attendance concerns.

Responsible individual or team:

- Building Administration and Counselor with support from Health Room Secretary

Strategy/ies that will be implemented to support goal:

- Counselor contact
- Use of McKinney-Vento resources
- For one family (two students), use of Becca resources
- Ongoing attendance tracking
- Incentives to students (plan)

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

How necessary interventions will be determined:

- Interventions will be determined on a case-by-case basis with regular communication and conversation between Student Registrar, Building Administration and Counselor

Any professional learning needed:

- Staff identification of McKinney-Vento candidates--what to look for and how to report it properly
- Community Resources--What is available and how to access
- Becca Laws and Resources

Any resources needed and plans to obtain them:

- Becca Coordinator
- McKinney-Vento Coordinator
- Wrap-Around Services (Ask M. Gillingham)

Timelines and Progress Monitoring Plans:

- Monthly review of attendance data

Discipline SMART Goal:

Reduce the number of Behavior communication slips in large group common areas from 173 by 10% (less than 156). These areas include hallway, lunchroom, bathrooms, playground, and morning line ups.

Process used to determine goal:

Behavior Committee met in August with representation from Kindergarten, 1st, 2nd, and 3rd grade teachers present on committee. We reviewed previous years goal and data supporting that goal and discussed areas for improvement within the data. Data suggested that we had an opportunity to address expectations in common areas. Much of the data showed that common areas with large groups of students increased behavior communications.

Responsible individual or team:

- Behavior Expectations Committee with support from Health Room Secretary and Counselor

Strategy/ies that will be implemented to support goal:

- Simplify expectations
- 4-5 specific expectations based on specific areas in the building: Hallway, Lunchrooms, Bathrooms, Playground, Morning LineUps
- Posters placed around areas with expectations visible for students.
- Continue tracking location of behavior communication slips.

How challenge and rigor will be ensured for all students:

- Explicitly teaching common area expectations to all students.

How necessary interventions will be determined:

- Collectively look at data to determine if a school wide, grade level wide, classroom, or individual intervention is necessary to support student learning of common area behavior expectations.

Any professional learning needed:

- Staff meeting introduction to the common area expectations, their origins, and purpose.

Any resources needed and plans to obtain them:

- Large posters for the common areas visible for students to refer to. Work with Office Manager to order posters from printing department.

Timelines and Progress Monitoring Plans:

- Have Posters design made by December.
- Ordered and ready for putting up around the school house by end of December.
- Monitor and track data from January - March

## **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 PTSA is convening a small group to review the CIP with school personnel.

Timelines and Progress Monitoring Plans:

First Meeting: January 2019

Subsequent Meetings: May/June 2019; Sept./Oct. 2019, Dec. 2019

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

- Use of the PTSA Website
- Coffee with the Principal
- PTSA General Meetings Report

Timelines and Progress Monitoring Plans:

- CIP Posted Dec. 2018
- Coffee with the Principal: Jan. 2019, Apr. 2019, Sept. 2019, Dec. 2019
- PTSA General Meetings Report TBD 2019



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

Franklin Elementary School

12434 NE 60<sup>th</sup> ST

Kirkland, WA 98033

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

Principal:	Jimmy Cho
Associate Principal:	Ryan Scott

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# I. Description of School

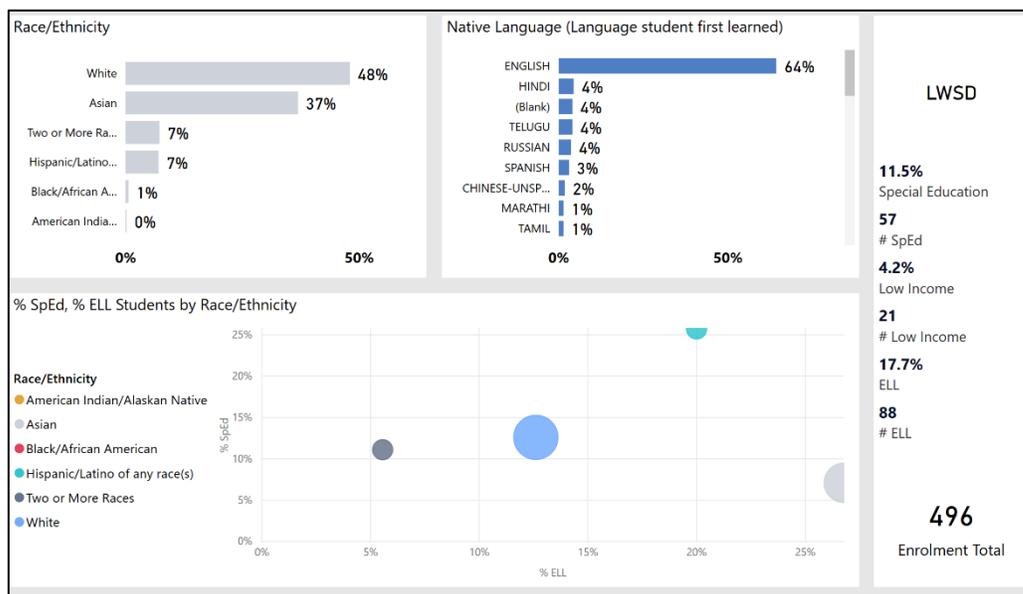
Franklin Elementary school is located in the Bridle Trail neighborhood of Kirkland and serves portions of Redmond and Kirkland. Franklin currently serves 496 students from Kindergarten through Fifth grade. Students then move on to Rose Hill Middle School, and then on to Lake Washington High School.

Franklin continues to be a high-achieving school. The staff continues to work with families and students to ensure both academic and social success of all students. Every year, we set attainable yet challenging academic goals in all subject areas. Improvement of student learning is a continuous process. As a staff, we believe all children can be successful. Staff spent much of our Wednesday Learning Enhancement and Academic Planning (LEAP) days working on analyzing student work, making plans for improvement, reviewing best instructional practices to improve student learning, collaborating with grade level colleagues and collaborating with vertical teams.

Franklin Elementary serves students first and foremost in the general education setting. Other programs include English Language interventions, Safety Net interventions, Resource Room interventions, and a Learning Center program. Each of these systems provides students with the supports they need to successfully access the curriculum and meet their educational goals.

Franklin staff have worked for the past few years on increasing our capacity in growth mindset. We have participated in book studies, workshops, and most recently have conducted Skype trainings with educator and author, Kristi Mraz. In the coming year, we plan to host Kristi for a day of growth mindset and social/emotional learning. The aim of this work is to develop a culture of social/emotional awareness and growth in staff and students.

Presented below is the current demographic data for Franklin Elementary:



## II. District Performance Targets

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

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

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	96.5%	86.5%	88.2%	71.6%			
		1 <sup>st</sup>	92.1%	90.6%	85.7%	91.0%			
		2 <sup>nd</sup>	93.3%	88.9%	91.1%	86.2%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		72.8%	81.2%	78.9%	74.1%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		75.7%	84.8%	75.7%	68.9%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		80.5%	80.0%	75.4%	83.3%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		76.0%	80.6%	74.1%	78.1%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		88.6%	83.3%	81.9%	89.0%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		81.0%	71.2%	68.4%	74.5%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		86.0%	93.9%	87.5%	81.8%			

- 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:

Franklin staff spent time during August LEAP time, as well as several Wednesday LEAP afternoons to analyze data, evaluate outcomes, and reflect on the work of their students. Teaching staff reflected on the strategies used last year to meet student needs and determined the effectiveness of those strategies based on student performance.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal:  86.92% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS.	Outcome:  83.5% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS.
<p>Narrative Reflection:</p> <p><b>K:</b> Out of 78 total kindergarteners 44 students performed well above benchmark, 9 performed at benchmark, 12 performed below benchmark and 9 performed well below benchmark (four students did not have an EOY score out of the 78). Due to progress monitoring, none of the EOY scores were unexpected. We identified all of our below benchmark students within the first several months of school and were able to provide them with the necessary supports. A continued focus for K-2 literacy is supporting the students who are below benchmark but are not receiving district services. This includes our students who are learning English. These students receive additional support but, not additional direct literacy instruction.</p> <p><b>1<sup>st</sup>:</b> Since the DIBELS assessment is a moving target it was difficult to show student growth with certain student populations. These students were showing significant growth on other literacy assessment measures. 92% of students are performing at benchmark. The other 8% still made good progress through the year which is cause for celebration. Ongoing teaching of phonics skills as well as scheduled Safety Net and ELL services will be part of our current plan.</p> <p><b>2<sup>nd</sup>:</b> We expected all students to make growth. We had students who were identified at beginning of the year as needing extra support that were on the bubble and participated in extra services, such as reading wizards, that made progress. Students achieved higher than expected. Most students showed clear growth. Supporting students who have been identified as ELL or needing extra services such as SPED is our ongoing goal. We could also identify students who are on the bubble that do not qualify for Safety Net, but could benefit from additional support. We should also monitor students who have been exited from Safety Net, ELL, or SPED services that may need additional support.</p>	

<p>Literacy: 3-5 ELA Goal:</p> <p>75.68% will meet or exceed standard as measured on the Spring, 2018 SBA.</p>	<p>Outcome:</p> <p>82.2% met or exceeded standard as measured on the Spring, 2018 SBA.</p>
<p>Narrative Reflection:</p> <p><b>3<sup>rd</sup>:</b> Our ELA goal for the 17-18 school year was to be at 78.9%. Out of 58 students, 74,1% were able to pass the SBA. Our scores were lower than anticipated. However, as an intermediate grade 3-5 team, our goal was for 74% of students to meet or exceed the state standard standards as demonstrated on the SBA. Students scored low on text structures and features for literary and informational text. We noticed that this needs to be an instructional focus for the 18-19 school year. Out of 58 students, 90% of students were at or above standard for writing. This is a cause for celebration because we incorporated multiple writing techniques this year to support all the diverse needs of our students, especially our ELL population 71.4% of our ELL students were able to meet the state standard. Clearly, our instruction helped boost writing scores. The SBA data shows that students scored low on text structures and features for literary and informational texts. We want to collaborate to come up with new and innovative ways to support our students in this literacy area.</p> <p><b>4<sup>th</sup>:</b> We had no students score lower than anticipated. More than half our students scored 4 (59%). This was higher than anticipated. The fact that 59% got 4's is a huge success! Also, almost all of our students, except eight students, were at standard or above on the writing claim. We had almost all 2's and 1's for writing conventions. We will need to focus on teaching more grammar and conventions.</p> <p><b>5<sup>th</sup>:</b> Our ELA data was at the level we expected. We were pleased that 62% of our students performed above standard in ELA. Additional work with our students receiving ELL and Special education services will be an area of focus in the coming year.</p>	
<p>Math: 3-5 Math Goal:</p> <p>75.68% will meet or exceed standard as measured on the Spring, 2018 SBA.</p>	<p>Outcome:</p> <p>74.6% met or exceeded standard as measured on the Spring, 2018 SBA.</p>
<p>Narrative Reflection:</p> <p><b>3<sup>rd</sup>:</b> Our math goal for the 17-18 school year was to be at 75.7%. Out of 58 students, 68.9% of students were considered at or above grade level. As a 3-5 grade band, we anticipated that 74% of students would be at or above grade level for math. Our scores are lower than anticipated. We noticed that students struggled with interpreting data and fractions. We plan on incorporating more of these subjects in our math practice. For the 17-18 school year, we worked hard to help our students break down multi-step problems with different math operations. Our SBA data shows that our students were above proficiency and better than the rest of the test in this area. The SBA data shows</p>	

that students struggled with fractions and interpreting data. This will be a focus of our math instruction this year and we will collaborate as a team to meet the diverse needs of our students and raise our 18-19 scores.

**4<sup>th</sup>:** We had no students score lower in math than expected. We had many at standard score 4's! Many rose to the occasion. We have 53% of our students got 4's, which is a huge cause for celebration. We still need to work on problem solving and data analysis. This is something that we worked on year-long and will still take time for the students to become stronger at. However, this does not discount the progress they have made since the beginning of the year.

**5<sup>th</sup>:** Our math scores were lower than we expected. We had a small group of students in the 5<sup>th</sup> grade last year and every student had a big percentage impact one way or another. So, this score was lower than we anticipated and hoped for. On the plus side, 58% of our students performed above standard. Additional work with our students receiving ELL and Special education services will be an area of focus in the coming year.

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

86.54% will meet or exceed standard as measured on the Spring, 2018 WCAS.

Outcome:

81.8% met or exceeded standard as measured on the Spring, 2018 WCAS.

Narrative Reflection:

**5<sup>th</sup>:** The science WCAS data was at the level we expected. We were pleased that 82% of our students performed at or above standard. Additional work with our students receiving ELL and Special education services will be an area of focus in the coming year.

Achievement Gap Goal:

5 out of 8 students identified as below or well below benchmark in first grade on BOY DIBELS will be at/above benchmark by EOY DIBELS.

Outcome:

5 out of 8 students identified as below or well below benchmark in first grade on BOY DIBELS were at/above benchmark by EOY DIBELS.

Narrative Reflection:

We are pleased to have met our goal, with 5 out of 8 identified students achieving benchmark or above on their DIBELS assessment. We are also pleased that the other 3 students made growth, albeit not yet at benchmark. We will continue to focus efforts on our students receiving EL services, as well as our low-income students. We will continue to identify students who are not performing at standard and depending on the parameters of our program's service delivery model, work to provide academic instructional support for these students.

<p>School Effectiveness Goal:</p> <p>Teachers receive feedback on how they are doing - 90% or higher will agree mostly or agree completely.</p>	<p>Outcome:</p> <p>45% agreed mostly or completely that teachers receive feedback on how they are doing.</p>
<p>Narrative Reflection:</p> <p>While administrators made efforts to be in classrooms on a regular basis to provide feedback, that was not the perception of more than half the staff. Administrators will confer with the Building Leadership Team to brainstorm ideas on how to change that perception, as well as continuing to meet with teachers to provide feedback.</p>	
<p>Attendance Goal:</p> <p>For the 2017-2018 school year, we will achieve an unexcused absence rate of 5% or less of total absences.</p>	<p>Outcome:</p> <p>Unexcused absences were 4% of total absences for the 2018-2019 school year.</p>
<p>Narrative Reflection:</p> <p>This goal was met in part because of our amazing registrar and her accurate attendance keeping. Administration also made concerted efforts to follow up with families who had not notified the office of absences. The office team also diligently contacted families to notify the school of any extended absences, using an online form to track pre-planned absences throughout the school year.</p>	
<p>Discipline Goal:</p> <p>For the 2017-2018 school year, we will reduce discipline referrals by 50% from previous school year.</p>	<p>Outcome:</p> <p>Discipline referrals were reduced by 50% from the previous school year.</p>
<p>Narrative Reflection:</p> <p>Administration, working with the school counselor and other staff, proactively worked with students to mitigate office referrals. This took the form of recess behavior plans, classroom behavior plans, as well as lunchroom systems that encouraged and rewarded positive behaviors. Franklin staff will continue these measures in the coming school year.</p>	

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

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

- Work closely with PTA to identify specific needs to help support staff and students through resources, time, volunteers, and community building events.
- Organize and utilize parent support in classrooms and building-wide.
- Work with Watch D.O.G.S. program to involve more parents in supporting student and school needs.

Reflection on Outcome:

- Monthly PTA-President meetings helped solidify the relationship with the PTA. This led to PTA-supported intervention programs offered before-school to students.
- Watch D.O.G.S. participation continues to grow, with over half of the 2017-2018 school year supported by a parent volunteer during the school day.

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

- Quarterly principal newsletters sent to all families.
- Regular teacher newsletters with timely updates for parents on how to build the home/school connection.
- PTA weekly newsletter with regular school updates.

Reflection on Outcome:

- Parents indicated support of the ways in which information was communicated throughout the school year.

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

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: K-2 Reading SMART Goal:</p> <p>83.7% (216 of 258 students) will be at or above standard using End of Year DIBELS data.</p>
<p>Process used to determine goal:</p> <p><b>K:</b> To determine our SMART goal, we looked at our BOY year DIBELS assessment scores as well as additional literacy assessments given.</p> <p><b>1<sup>st</sup>:</b> The first-grade team looked at student's Fall DIBELS scores.</p> <p><b>2<sup>nd</sup>:</b> Based on students' reading fluency measured by the BOY DIBELS, we determined 84 students should be at standard by the end of the year. We considered students' needs.</p> <p>Responsible individual or team:</p> <p><b>K:</b> Kindergarten Team</p> <p><b>1<sup>st</sup>:</b> First Grade Team</p> <p><b>2<sup>nd</sup>:</b> Second Grade Team</p> <p>Strategy/ies that will be implemented to support goal:</p> <p><b>K:</b> Small group instruction, safety net support, ELL support, IA support.</p> <p><b>1<sup>st</sup>:</b> Small group instruction, one on one conferring, whole group instruction, differentiation and progress monitoring.</p> <p><b>2<sup>nd</sup>:</b> Teacher support, small group, Safety Net, Reading Wizards, parent volunteers, and reading homework.</p> <p>How challenge and rigor will be ensured for all students:</p> <p><b>K:</b> Based on progress monitoring, formative and summative assessments, students will have individual goals that will continue to help them grow individually.</p> <p><b>1<sup>st</sup>:</b> Small group support instruction/differentiated instruction.</p> <p><b>2<sup>nd</sup>:</b> We will use differentiated reading instruction to ensure students are getting the challenge and rigor at their individual level.</p> <p>How necessary interventions will be determined:</p> <p><b>K:</b> On-going assessments of specific reading strategies.</p> <p><b>1<sup>st</sup>:</b> Necessary interventions will be determined by BOY and MOY year DIBELS as well as progress monitoring.</p> <p><b>2<sup>nd</sup>:</b> We will continue to progress monitor using running records, individual reading conferences, DIBELS, and BPST.</p> <p>Any professional learning needed:</p>

**K:** None needed at this time, but we will continue to look for local opportunities to strengthen instruction.

**1<sup>st</sup>:** On-going team discussions/planning time.

**2<sup>nd</sup>:** We would appreciate more training about strategies for supporting students who have dyslexia.

Any resources needed and plans to obtain them:

- Team-time to collaborate and new materials to support CIP goal
- Additional books, sound cards, take home readers and headphones

Timelines and Progress Monitoring Plans:

**K/1:** Students will take the DIBELS assessment in January and May. If students have qualified for additional intervention through the district, they will be progress monitored every two weeks. If students are receiving intervention in the classroom they will be progress monitored as needed.

**2<sup>nd</sup>:** January- BPST, DIBELS, Weekly reading conferences, Running Records as needed  
May- BPST, DIBELS.

Literacy: 3-5 ELA SMART Goal:

82.3% (204 of 248 students) will be at or above standard using SBA data measurements.

Process used to determine goal:

**3<sup>rd</sup>:** We looked at 2016-17 SBA data. We also pulled information from 2016-17 DIBELS data. We took reading inventories to check fluency, accuracy, and comprehension. We collected data from ELL teachers. We looked at writing pre-assessment prompts. Our goal was selected based on the number of students receiving ELL, Safety Net, and specially designed instruction.

**4<sup>th</sup>:** To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students that is specific, measurable, attainable, reasonable and timely for our students.

**5<sup>th</sup>:** Based on our SBA scores from 2018 - We determined where students currently are in their learning growth and based our goals off current assessments given.

Responsible individual or team:

**3<sup>rd</sup>:** The third grade team

**4<sup>th</sup>:** The fourth grade team

**5<sup>th</sup>:** The fifth grade team

Strategy/ies that will be implemented to support goal:

**3<sup>rd</sup>:** Targeted weekly intervention for struggling students; Team collaboration weekly to align instructional needs of students; Flexible groups; Weekly small group instruction for all students; Graphic organizers; Access to anchor charts and previous lesson material; Strategies for breaking down multi step tasks

**4<sup>th</sup> / 5<sup>th</sup>:** Reading groups; Access to online curriculum; Enrichment reading activities and websites; Regular collaboration; Differentiated instruction; Enrichment projects; Parent volunteers.

How challenge and rigor will be ensured for all students:

**3<sup>rd</sup>:** Differentiated Instruction; Small group instruction; Targeted Intervention; Pre-assessments and baseline data tell us which kids are at or above standard already; Enrichment activities available daily; Project based learning; Safety net and ELL technology programs.

**4<sup>th</sup>:** In order to ensure all our students are receiving challenge and rigor, we provide enrichment activities for students who need it. These activities may include individual research projects, providing extended learning opportunities in reading and writing, and collaboration activities through Power Learning.

**5<sup>th</sup>:** Matching reading levels to text levels to meet student needs, enrichment lessons, intervention with specialists, small group lessons with intervention.

How necessary interventions will be determined:

**3<sup>rd</sup>:** Weekly progress monitoring; Baseline assessments.

**4<sup>th</sup>:** We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets. Based on data, some students are receiving additional supports through Safety Net and/or English Language services.

**5<sup>th</sup>:** Safety net, progress monitoring students, meeting with students and keeping anecdotal notes; End of week assessments, leveled reading tests, response sheets, small group; work and formative assessments.

Any professional learning needed:

**3<sup>rd</sup>:** Continued collaboration with 3rd grade team, professional learning community, school specialist.

**4<sup>th</sup> / 5<sup>th</sup>:** Sharing outside resources as a staff and within our PCCs (even the greater learning community).

Any resources needed and plans to obtain them:

**3<sup>rd</sup> / 4<sup>th</sup> / 5<sup>th</sup>:** Lower level books for struggling readers; Interactive educational games; Professional development books; Online responsive reading resource for students; The plan is to obtain these things through our CIP funds.

Timelines and Progress Monitoring Plans:

**3<sup>rd</sup>:** Summative district assessments; Formative assessments throughout the units; Weekly team meetings to discuss progress; End of year general assessment; SBA data.

**4<sup>th</sup> / 5<sup>th</sup>:** We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

Math: 3-5 Math SMART Goal:

73% (181 of 248 students) will be at or above standard using SBA data measurements.

Process used to determine goal:

**3<sup>rd</sup>:** To set our goals, we utilized and analyzed classroom and district assessment data to guide us in creating goals for students in third grade for the Math content area that is specific, measurable, attainable, reasonable and timely for our students. Based on data,

some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

**4<sup>th</sup>:** To set our goals, we utilized and analyzed standardized state assessment and district assessment data to guide us in creating goals for students in fourth grade for the Math content area that is specific, measurable, attainable, reasonable and timely for our students. Based on data, some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

**5<sup>th</sup>:** We looked at last year's SBA scores from 2018. We determined where students currently are in their learning growth and based our goals off current assessments given.

Responsible individual or team:

**3<sup>rd</sup>:** The third grade team

**4<sup>th</sup>:** The fourth grade team

**5<sup>th</sup>:** The fifth grade team

Strategy/ies that will be implemented to support goal:

**3<sup>rd</sup>:** Targeted weekly intervention for struggling students; Team collaboration weekly to align instructional needs of students; Flexible groups; Weekly small group instruction for all students; Graphic organizers; Mnemonic devices to help remember math concepts; Access to anchor charts and previous lesson material; Strategies for breaking down multi step tasks.

**4<sup>th</sup> / 5<sup>th</sup>:** Math groups; Access to online curriculum; Enrichment math activities and websites; Regular collaboration; Differentiated instruction; Manipulatives; Enrichment projects; Parent volunteers.

How challenge and rigor will be ensured for all students:

**3<sup>rd</sup>:** Differentiated Instruction; Small group instruction; Targeted Intervention; Pre-assessments and baseline data tell us which kids are at or above standard already Enrichment activities available daily; Project based learning.

**4<sup>th</sup>:** To ensure all our students are receiving challenge and rigor, we provide enrichment activities for students who need it. These activities may include individual research projects, providing extended learning opportunities in math, and collaboration activities through Power School Learning. We are ensuring students receive necessary intervention through small group re-teaching, individual conferencing and modified learning targets

**5<sup>th</sup>:** Flexible math grouping, enrichment lessons, intervention with specialists, small group lessons with intervention and push in ELL services.

How necessary interventions will be determined:

**3<sup>rd</sup>:** Weekly progress monitoring; Baseline assessments

**4<sup>th</sup>:** Based on data, some students are receiving additional supports through Safety Net and/or English Language services. We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

**5<sup>th</sup>:** After we take our assessments we regroup our students to meet the needs of our struggling students and then push our students who are ready to move ahead.

Any professional learning needed:

**3<sup>rd</sup> / 4<sup>th</sup> / 5<sup>th</sup>:** Sharing outside resources as a staff and within our PCCs (even the greater learning community); Continued collaboration with grade-level team, school specialists.

Any resources needed and plans to obtain them:

**3<sup>rd</sup>:** Lower level books for struggling readers, interactive educational games, professional development books. The plan is to obtain these things through our CIP funds.

**4<sup>th</sup> / 5<sup>th</sup>:** Math enrichment resources.

Timelines and Progress Monitoring Plans:

**3<sup>rd</sup>:** Summative district assessments; Formative assessments throughout the units; Weekly team meetings to discuss progress; End of year general assessment; SBA data.

**4<sup>th</sup>:** We are continuing to monitor our progress toward these goals through periodic formative and summative assessments and standardized tests to progress monitor.

**5<sup>th</sup>:** End of unit assessments, CDSA's, mid-point quizzes, and using base line data.

Science: 5 Science SMART Goal:

78% (78 of 100 students) will be at or above standard using WCAS data measurements.

Process used to determine goal:

Based on our SBA scores from 2018, we determined where students currently are in their learning growth and based our goals off current assessments given.

Responsible individual or team:

Fifth grade team.

Strategy/ies that will be implemented to support goal:

Students will use graphic organizers, small group instruction, one-on-one instruction, visual aids, multiple opportunities for practice, whole group sharing and discussions.

How challenge and rigor will be ensured for all students:

Incorporating NGSS with enrichment activities, science fair, BrainPOP Quizzes and research projects.

How necessary interventions will be determined:

Opportunities to meet with their science teacher and review material. Study guides and additional readings to build background knowledge.

Any professional learning needed:

Continued training on Next Generation Science Standards (NGSS).

Any resources needed and plans to obtain them:

None at this time.

**Timelines and Progress Monitoring Plans:**

Throughout the 2018-2019 school year, students will use interactive notebooks, monthly projects and assessments, which will be reviewed for progress-monitoring purposes.

**Achievement Gap SMART Goal:**

71% (15 out of 21 students) identified as Below or Well-Below Benchmark in first grade on EOY DIBELS will be At/Above Benchmark by EOY 2019 DIBELS.

**Process used to determine goal:**

Our team reviewed the EOY DIBELS results and discussed that early intervention will result in the greatest growth in this academic area - attainability of the goal being strongest at this grade level.

**Responsible individual or team:**

Intervention and SPED-Heather Uberti and Jessica Bourget-SPED, and Shawna Rothaus-Safety Net.

**Strategy/ies that will be implemented to support goal:**

An intervention program is being implemented that is strategically aligned with the needs of individual students/small groups and provides for differentiated instruction for individual students/groups that are determined based on student need and skill level. This curriculum combines multiple elements of early reading instruction and incorporates multisensory strategies to more actively engage students.

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

Each student took a placement test to ensure they are placed strategically within the curriculum. Within the curriculum there are review lessons to ensure success and imbedded opportunities for challenge and enrichment.

**How necessary interventions will be determined:**

Through the process of analyzing multiple assessment data and progress monitoring records, teachers are able to determine where performance gaps exist and how best to address them through effective interventions.

**Any professional learning needed:**

Professional Learning is being offered through the LWSD and our team is working collaboratively to align best practices with this curriculum and strategies for serving students effectively in our school.

**Any resources needed and plans to obtain them:**

Individualized magnetic-lined white boards (3 sets of 10), Raised edge writing paper, Letter Naming Fluency games, and Primary Journals that will be provided by the PTSA at Franklin.

Timelines and Progress Monitoring Plans:

Benchmark data will be gathered in September 2018, January 2019, and May 2019.

School Effectiveness SMART Goal:

By May of 2019, staff agreement to the statement that “the school provides ample information to families about how to help students succeed in school” will increase from 75% combined "agree mostly" and "agree completely" responses to 90% "agree mostly" and/or "agree completely" as measured by survey data collected from the 2018-2019 Nine Characteristics Survey.

Process used to determine goal:

Staff reviewed the Nine Characteristics survey data from 2017-2018.

Responsible individual or team:

Several teams will be responsible for the success of this goal, including the Administrative team, classroom teachers, and members of the Building Leadership Team (BLT).

Strategy/ies that will be implemented to support goal:

Beginning with curriculum night, the administrative team will present the vision for the year-long Social/Emotional work that will be taken on this year, guided by the work of Kristi Mraz and her book *Mindset for Learning*. Staff will spend some Wednesday LEAP time to discuss the five stances, and staff will develop ways to communicate this work to the community.

How challenge and rigor will be ensured for all students:

Including parents on our work on the five stances will challenge all students, as parents will be given the opportunity to use common language and strategies at home that students are already exposed to at school.

How necessary interventions will be determined:

Feedback will be solicited from families to determine the success of the community outreach.

Any professional learning needed:

Kristi Mraz will come to Franklin in the spring, and families will be invited to an evening workshop with Ms. Mraz.

Any resources needed and plans to obtain them:

Funding for Kristi Mraz’s visit will be provided by PTA, as well as by the Lake Washington Literacy Council, who will be partnering with Franklin in bringing Ms. Mraz to Franklin.

Timelines and Progress Monitoring Plans:

We will get community feedback at several points throughout the school year, especially after the visit from Kristi Mraz. The spring 9-Characteristics survey will be the final data point on how successful our work for the year has been.

Attendance SMART Goal:

Students tardy to school will decrease from 8% of students tardy over 20 days during the 2017-2018 school year to 4% of students tardy over 20 days during the 2018-2019 school year.

Process used to determine goal:

A Skyward report was run to determine the number of students tardy more than 20 times during the 2017-2018 school year.

Responsible individual or team:

Our attendance secretary and Associate Principal are responsible for tracking the goals, as well as supporting families in educating them about the importance of on-time attendance at school.

Strategy/ies that will be implemented to support goal:

We will educate families about the importance of on-time attendance. Additionally, the new entry control system makes it more difficult for students to enter the building after the bell has rung, so this extra barrier may be a motivator to on-time attendance.

How challenge and rigor will be ensured for all students:

All families will be educated about the importance of on-time attendance.

How necessary interventions will be determined:

Monthly reports will be run to determine tardy students throughout the year, and families will be contacted individually if a student is tardy more than 10 times.

Any professional learning needed:

No professional learning needed at this time.

Any resources needed and plans to obtain them:

No additional resources are needed at this time.

Timelines and Progress Monitoring Plans:

Attendance reports will be run monthly and families communicated with.

Discipline SMART Goal:

For the 2018-2019 school year, we will reduce discipline referrals by 50% from the previous school year.

Process used to determine goal:

We analyzed office referral data from the previous school year.

Responsible individual or team:

Administrative team and office staff will be responsible for tracking data. All staff will be responsible for instilling in students the importance of positive, kind behaviors during the school day.

Strategy/ies that will be implemented to support goal:

Students will be encouraged to behave through class behavior charts (results of which are announced each week over the intercom to the top class in K-1, 2-3, and 4-5 grade bands), as well as through coaching and instruction from teachers and instructional assistant staff.

How challenge and rigor will be ensured for all students:

All students will be taught how to behave in a positive fashion, with all students to exceed expectations by being leaders toward their classmates.

How necessary interventions will be determined:

Behavior plans will be developed for students needing additional support.

Any professional learning needed:

None needed at this time.

Any resources needed and plans to obtain them:

None needed at this time.

Timelines and Progress Monitoring Plans:

School/Class behaviors are monitored each week, with adjustments made as needed.

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

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

- Regular meetings with PTA leadership
- Evening presentations/workshops with parents/community invited
- Microsoft Forms to engage feedback for our Growth Mindset family connection videos leading to our spring parent workshop
- Watch D.O.G.S. program, involving parents in the daily work of student growth

Timelines and Progress Monitoring Plans:

- Monthly check-ins with principal PTA president
- Regular accountability check-ins with teaching staff and principal regarding Growth Mindset team goals

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

- Principal newsletter sent to all families
- Teacher newsletters sent to families
- PTA newsletter sent to all families

Timelines and Progress Monitoring Plans:

- Newsletters are sent on a regular basis, either weekly, monthly or quarterly



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

Peter Kirk Elementary School

1312 6<sup>th</sup> Street

Kirkland, WA 98033

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

Principal:	Monica Garcia
Associate Principal:	Ian Maver

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# I. Description of School

Located in Kirkland, just West of I-405 and North of 85<sup>th</sup>, Peter Kirk Elementary serves families who reside in the West of Market, NorKirk, and Highlands neighborhoods. Students who reside within our attendance boundaries transition to Kirkland Middle School and then Lake Washington High School. Last spring, Peter Kirk Elementary was selected as 425 Magazines “Best Elementary School of 425,” citing above average performance on large scale assessments and an on target student to teacher ratio.

One of the defining characteristics of Peter Kirk is the partnership between the school and families. On any given day, the number of parent volunteers approaches the number of staff. From reading with students to presenting art enrichment programs, parents are willing partners in creating rich, meaningful experiences for each student at Peter Kirk.

Based upon May 2018 enrollment, 564 students attended Peter Kirk during the 2017 – 2018 school year. 8.2% of our students qualified for Special Education Services, 3.7% met the qualification for Low Income, and 7.6% met the qualification criteria that describes English Language Learners.

English is the primary language spoken at home for 85% of our students, 2% of our families speak Farsi, Spanish, and Japanese. Other languages spoken by families include Russian, Chinese (Mandarin and Unspecified), Finnish and Dutch.

With respect to Race and Ethnicity,

- 69% of our families identify their student as White. This is a 15% decrease from 84% of families who identified as white in 2013
- 12% of families identify as two or more races. This is an 8% increase from 4% of families in 2013
- Ten percent identify as Asian, an increase of 3% from 2013
- 6% identify as Hispanic/Latino, a two percent increase between 2013 and 2018
- In 2013, less than 1% of families identified their student as Black/African American
- In 2018, 2% of our students were identified as Black/African American

As a result of the 2016 modernization bond, construction on the new Peter Kirk building began in April 2018. Construction on the new facility will be completed in August 2019. During construction, students continue to learn in the ‘old building.’

## II. District Performance Targets

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

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

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	72.2	78.4	84.0	72.7			
		1 <sup>st</sup>	81.8	81.8	89.9	91.4			
		2 <sup>nd</sup>	92.5	88.3	88.9	97.7			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		82.7	91.6	91.4	73.1			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		79.3	84.5	91.4	65.0			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		86.8	89.5	90.2	89.5			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		78.7	88.5	87.8	86.4			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		82.4	87.6	85.7	95.5			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		79.7	76.2	78.7	77.0			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		94.5	92.7	95.9	90.0*			

- 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 Continuous Improvement Process began in Spring of 2018, as we collected and received assessment results. Our CIP work is woven into our Professional Growth and Evaluation system. As the administrative team meets with grade levels, teams reflect on initial data and identifies strategies and practices that were successful.

In fall, when final SBA and WCAS results are available, staff completed a more thorough analysis, looking for patterns of achievement and failures. Using classroom-based data, a more thorough analysis of student strengths and learning needs was completed.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 92% of primary students will meet or exceed standard on End of Year DIBELS.	Outcome: 87.2% of students in Kindergarten through grade 2 met or exceeded standards on End of Year DIBLES (EOY).
<p>Narrative Reflection:</p> <p>Within the K – 2 grade band, we fell short of the goal.</p> <ul style="list-style-type: none"> <li>72% of our kindergarten students ended the 2017 – 2018 school year at or above benchmark. In fall of 2017, we set rigorous goals for our kindergarten cohort. The previous cohort ended their kindergarten year with 84% meeting standard. In the spirit of reaching for more, we had hoped to at least meet that goal. In retrospect, this class may have been an outlier. Historically, between 72 and 78% of kindergarten students have met or exceeded benchmark on EOY DIBELS.</li> <li>84.3% of our first-grade students met benchmark on EOY DIBELS. This represents a .3% increase from the cohort performance the previous year.</li> <li>96% of second grade students met benchmark. 89.8% of this group met benchmark as first grade students, demonstrating a 6.3% increase in percent of students meeting or exceeding benchmark.</li> </ul> <p>As a staff, we consider trends within cohorts as an indicator of our effectiveness. Students who ended last year in second grade have demonstrated consistent growth from kindergarten through grade 2. As kindergarteners, 78% met benchmark. In first grade, 90% of the same group met benchmark. As second grade students, 96% met benchmark.</p>	
Literacy: 3-5 ELA Goal:	Outcome:

88% of students in grades three through five will meet or exceed standard on the English/Language Arts SBA

86.7% of students in grade three through five met or exceeded standard on the SBA – ELA.

Narrative Reflection:

### **Third Grade:**

As third grade is the first time that students experience the Smarter Balanced Assessment, in addition to teaching content, the team makes a concerted effort to assure that students have opportunity to practice responding to questions in a format that is consistent with this assessment.

Third grade students demonstrated relative strengths in the following ELA targets:

- Language Use (7)
- Key Details (8)
- Central Ideas (9)
- Analysis within or across texts (12)

Third grade students demonstrated performance similar to the test as a whole in all other areas, with the exception of Text Structures and Text Features. In this one area, the cohort performance was worse than the rest of the test.

### **Fourth Grade:**

Fourth grade students demonstrated relative strengths in the following ELA targets:

- Within Literary Texts, Identifying key details and word meanings. (Literary Text, Targets 2 and 3)
- Informational Texts, using text structures or features and Language use (Informational texts, targets 13 and 14)
- Composing full texts in Narrative, Informational, and Opinion Writing (Writing Target 2, 4, 7)
- Analyzing information sources (Research and Inquiry, target 3))

Fourth grade students demonstrated performance similar to the test as a whole in all other areas, with the exception of Using Key Details and Reasoning and Evidence in Literary Texts (Targets 1 and 4). This cohort of students has underperformed on this target both years that they have participated in the SBA. Writing/Revising brief texts in informational writing (Target 3), Editing (Writing target 9) and Interpreting and Integrate Information in Research and Inquiry (Target 2). This group of students has underperformed on Opinion Target 9 as both third and fourth grade students.

### **Fifth Grade**

Fifth grade Students demonstrated relative strengths in the following ELA target areas:

- Within Reading, in Informational Texts: Word Meaning (Reading Target 10) and Reasoning, Evidence in Informational Texts (Reading Target 11) and Text Structures or Text Features (Reading Target 13)
- Within Writing: Composing Full Texts (Narrative Writing, Target 2, Opinion Writing, Target 7) and Language and Vocabulary, (Writing Target 8)

Fifth grade students demonstrated performance similar to the test as a whole in all other areas, with the exception of Central Ideas (Reading Target 2), Reasoning and Evidence in Literary Texts (Reading Target 4), Writing/Revising Texts in Opinion Writing (Target 6) and Editing (Writing Target 9). This cohort has underperformed on Writing Target 9, Editing, for the past three years. One additional area in which students underperformed compared to their performance on the rest of the assessment was Interpreting and Integrating information (Research and Inquiry, Target 2). This cohort has underperformed on this target each year they have participated in the SBA.

Moving forward, students would benefit from additional, targeted instruction addressing skills associated with Literature reading target 4 and Writing Target 9 as students across multiple grades have underperformed in these areas. Examples of skills associated with these two targets include:

Literature:

- Make inferences or draw a conclusion about a text
- Make inferences or draw conclusions in order to compare texts
- Use supporting evidence as justification/explanation

Writing

- Apply or edit grade-appropriate grammar usage, capitalization, punctuate and spelling to clarify a message and edit narrative, information and opinion texts.

Math: 3-5 Math Goal:

87% of students in grades three through five will meet or exceed standard on the Mathematics SBA.

Outcome:

76.1% of students in grades three through five met or exceeded standard on the mathematics assessment.

Narrative Reflection:

Grade 3

Final SBA results for our third-grade students was lower than anticipated. Two factors Late in window testing and absences. In an effort to maximize the time for instruction, the math assessment was scheduled during the last week of the assessment window. We have successfully done so in past years. This year, the school experienced a higher than normal absence pattern as a virus moved through third grade. Student health and wellbeing was prioritized.

Relative strengths on the Mathematics Assessment include:

- Representing and solving problems involving multiplication and division
- Understanding properties of multiplication and the relationship between multiplication and division.
- Solving problems involving the four operations, and identifying and explaining patterns in arithmetic
- Solving problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects

- Reasoning with shapes and their attributes.

Third grade students demonstrated performance similar to their performance on the test as a whole in all other areas, with the exception of Target H, representing and interpreting data and Target I, Geometric measurement: understanding concepts of area and relating area to multiplication and to addition.

#### Grade 4

Relative strengths on the Mathematics Assessment Include:

- Geometric measurements (Target I)
- Graphing points on the coordinate plane (Target J)
- Classification of two dimensional figures (Target K)

Fourth grade students demonstrated similar performance on the remaining assessed the exception of Target C, Understanding the place value system.

#### Grade 5

Relative strengths on the Mathematics Assessment Include:

- Geometric measurement: understanding concepts of volume and relate volume to multiplication and addition (Target I)
- Graphing points on the coordinate plane to solve real-world and mathematical problems (Target J)
- Classifying two-dimensional figures into categories based on their properties (Target K)

Fifth grade students demonstrated performance like their performance on the remaining assessed targets, except for Target C, understanding the place value system.

This cohort of students demonstrated growth from pervious assessment cycles on the following targets:

- Representing and interpreting data (Target H)
- Geometric measurement (Target I)
- Graphing points on the coordinate plane (Target J)

70% of fifth grade students will meet or exceed standard on the Washington Assessment of Science (WCAS).	Outcome: 90.0% of fifth grade students met or exceeded standard on the WCAS.
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#### Narrative Reflection:

When setting the goal for WCAS, staff took a conservative approach. We anticipated a dip in scores form the Science MSP and were unsure how students would perform given the new format. Staff proceeded to deliver instruction and to tailor learning experiences to provide exposure to the new format. Student performance on this first assessment is cause for celebration.

Achievement Gap Goal:	Outcome:
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<p>25% of students receiving specially designed instruction in mathematics will meet or exceed standard on the SBA.</p>	<p>35% of students receiving Specially Designed Instruction (SDI) in mathematics met or exceeded standard on the SBA.</p>
<p>27% of students who have previously participated in the SBA will meet or exceed standard.</p>	<p>36.8% of students in grades 4 and 5, who had previously participated in the SBA met or exceeded standard on the SBA.</p>

Narrative Reflection:

While we exceeded both of the identified goals, students not receiving specially designed instruction outperformed this sub group. Where 36% (of 28 special education students, grades 3 through 5) met or exceeded standard, 78% of those who did not receive SDI met or exceeded standard.

The following groups are demonstrating performance below their comparison groups in mathematics:

- 27% of students identified as English language learners met or exceeded standard, compared to 76% of non-ELLs.
- 68% of girls met or exceeded standard on the Mathematics assessment, where 79% of boys demonstrated proficiency. The gap is most disparate in grade 3, with 52% of girls meeting standard compared to 79% of boys. Of note, fourth grade girls outperformed boys by 10%.

These gaps are less apparent in SBA- English Language Arts results and in DIBELS. The performance gap between English Language Learners in primary grades (DIBLES) is close to 5% and becomes significantly more disparate in the intermediate grade band, where the gap between ELLs and non-ELLS is 49%. Where there is a 33% gap between students receiving special education support and those who do not in primary grades, the gap widens in intermediate to 41% as students experience the increase demand, complexity and rigor of the Smarter Balanced Assessment.

School Effectiveness Goal:  
Increase parent participation in Effective School Surveys from 5% to 50%.

Outcome:  
The number of families participating in the Effective School Survey increased from 5% to 14%, a 9% increase.

Narrative Reflection:

While we fell short of our goal of 50% of families completing the Effective School Survey, we did see a 50% increase in overall participation rates. When setting goals last fall, staff expressed an interest in selecting areas for continuous improvement that reflects input from both groups, families and staff. Additionally, staff felt strongly that having more family participation would provide direction from a more representative group of families. Moving forward, we will continue to invite participation in multiple ways and through whole school and classroom communication.

<p><b>Attendance Goal:</b>  Increase the percentage of students with satisfactory or at-risk attendance from 94% to 98%. (17 or fewer absences)</p>	<p><b>Outcome:</b>  The percentage of students with satisfactory or at-risk attendance decreased from 94% to 92%. (17 or fewer absences)</p>
<p><b>Narrative Reflection:</b></p> <p>Considering absence level by grade, Kindergarten had the highest percentage (14%) of students with attendance patterns described as ‘Moderate’ or ‘Severe Chronic’ absences, followed by first grade, with 9% of students in the same categories.</p> <p>Building ‘buy in’ for sound attendance patterns continues to be an area for focus. From following district procedure with attendance communication to increasing the ‘cost of missed instruction’ due to absences and increasing the rigor of instruction from the first minute to the last minute, we have opportunity to communicate the value of being at school.</p>	
<p><b>Discipline Goal:</b>  Reduce the number of recess incident reports receive by boys by 35%.</p>	<p><b>Outcome:</b>  The number of male students receiving recess incident slips decreased from 412 during the 2017 – 18 school year, to 215 during the 2018 – 2019 school year. This is a reduction of 52%.</p>
<p><b>Narrative Reflection:</b></p> <p>Having a playground that is accessible and positive is important for school culture. Reducing the number of incident slips received by boys is cause for celebration, especially given the fact that the playground area decreased in spring, once construction began. Several factors can be attributed to this decrease. First, each child went through a recess orientation, during which recess coaches (classified staff members), reviewed playground expectations and guidelines for each area of the playground. This orientation occurred at the beginning of the year and mid-year, once construction began. In addition to receiving clarification on playground rules, this allowed students to meet each recess coach, learn their name, and plant the seeds of relationship. Time was set aside to provide training and norming for recess coaches. Working with the Associate Principal, classified staff had the opportunity to discuss common recess mistakes and agree upon how to best intervene. Further, our Associate Principal has provided coaching for recess supervisors on the playground, with the goal of increasing the amount of positive interactions between adults and students.</p> <p>Reflecting upon this discipline goal, students in kindergarten and first grade are still more likely to behave in a manner that is documented with a recess incident slip. This does make sense as these two groups are new to school and in the process of learning to play on a playground with two hundred students. Comparing data from the end of 2017 to the end of 2018, there was a 53% reduction in the percentage of kindergarten and first grade students demonstrating behavior that warranted a recess incident slip.</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:

The Peter Kirk community is active. From reading with students to Watch DOGS, parents partner with us in supporting student growth. Parents read and practice math facts with students throughout each grade level. Additionally, individuals and the PTSA partner with us to provide enrichment opportunities such as Science Night, Math Night, and our annual Reading celebration.

Reflection on Outcome:

The Peter Kirk community is so willing to provide support for student in any form. On any given day, the number of volunteers in the building approaches the number of staff members. Our families are creative, resourceful and innovative. Our PTSA partners in CIP work by funding programs that offer math and reading intervention and enrichment. They partner in their advocacy for student well-being and they continue to partner in assuring that our campus remains a safe and positive place to learn.

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

Last year, assessment results were shared with families via a narrated email. Parents have indicated that they find the format informative and allows them to look more closely at the data. Continuous Improvement Process ultimately reflects efforts with individual students. To that end, we communicate with parents in a variety of ways and in a manner that reflects an ongoing relationship. Other strategies for informing parents include presentation at PTSA general membership meetings, articles in the school newsletter, and discussions with prospective families during building tours.

Reflection on Outcome:

According to the Effective School Survey, 81% of families agree somewhat or strongly that the school communicates its goals effectively to families and the community. In response to the statement "I have a clear understanding of what the school is trying to accomplish," 88% agree somewhat or strongly. The term 'inform' implies one-way communication. Other than the Effective School Survey, school bulletin, classroom bulletin, we are interested in exploring other ways to communicate our efforts, celebrate successes and partner to find solutions to the challenges that are unique to our school..

## 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:

84% of students will meet or exceed benchmark on end of year DIBELS.

Kindergarten, first, and second grade teachers take ownership of this goal. Student success in reading is a point of pride for Peter Kirk staff. Our Safety Net teacher partners provide intervention for readers who are approaching standard.

Progress will be monitored using DIBELS assessment in January and May. Further, student progress will be monitored using assessments associated with literacy instruction, including those included in our curriculum and informal assessment data collected daily, during small group instruction.

Student groupings are determined using routine assessments and biweekly progress monitoring. Groups are adjusted to include those who need support in specific skill areas. Further, the team uses ongoing formative assessment collected during whole class, small group and one to one instruction to adjust instruction and shift groups to best serve students. Both intervention and rigor are assured using leveled texts, providing access to 'just right books' and instructional texts that include vocabulary and structure consistent with student learning needs.

Grade level specific strategies that will be implemented to support goal:

#### Kindergarten

In addition to routine literacy instruction, the kindergarten team will use Headsprout and Read Naturally to provide differentiated support. For those who need intervention, the team provides small group instruction, Safety Net and ELL support.

#### First Grade

The first-grade team accesses Safety Net and ELL services to support students who qualify. Additionally, they have access to additional instructional aid time to provide an extra dose of support. This allows for an extra dose of support for students who do not qualify for Safety Net, ELL, or Special Education Services. Further, the first grade team hosts a Reading Club before school to support those students who do not qualify for extra services but who demonstrate a need for additional support. The Reading Club is funded through the generosity of the Lake Washington Schools Foundation.

#### Second Grade

The second grade team identifies phonemic awareness as an area of strength for this cohort. To support reading fluency, the team also uses Raz-Kids, Epic Books and builds in activities that promote fluency. This team also uses leveled reading groups, access to

Safety Net and ELL services to provide challenge or intervention as determined by student performance on assessments.

This year, the Peter Kirk staff is engaging in professional development on SIOP strategies. Teacher leaders lead staff through training, beginning with strategies to use while planning for instruction.

Student progress will be monitored using DIBELS MOY and EOY assessments. Student progress will be monitored using Wonders assessments, both Unit tests and Wonders reading fluency assessments. For those receiving intervention, more frequent progress monitoring will occur, using DIBELS. Teams meet regularly to review assessment results, identify strategies and monitor the effectiveness of implemented strategies.

Literacy: 3-5 ELA SMART Goal:

82% of students in grades three through five will demonstrate at or above standard performance on the ELA Smarter Balanced Assessment.

Process used to determine goal:

Teachers used baseline fall assessment data, combined with previous years SBA results (grades four and five) to predict which students are likely to meet or exceed standard.

Grade level teams will provide instruction and use assessments to monitor and adjust instruction. Teams will work together, using curricular materials and common assessments, to identify students who would benefit from intervention or enrichment. Our Intervention Team (Safety Net and Special Education) will provide additional targeted instruction for those who need support beyond the differentiated instruction provided during leveled groups.

Instruction will be provided using LWSD provided curriculum. To provide challenge and rigor, teams will offer challenge problems, assignments and projects. Student progress will be monitored through informal observations, classroom assignments, formal and informal assessments and Common District Summative Assessments (CDSAs).

Considering the cohort performance on Smarter Balanced Assessment, two claims surface as potential areas of focus:

In reading

- Literary Texts, students may benefit from instruction in using text evidence to compare texts. (Target 4)

In writing

- Using grade appropriate grammar, capitalization, punctuation and spelling to clarify a message and edit narrative, informational, and opinion texts. (Target 9)

Interventions will be determined using classroom based formative and summative assessment, daily and weekly assessments available through the Wonders curriculum, and day to day observations of reading.

In addition to the planned LWSD writing modules planned for the school year, instruction may benefit from professional development to support instruction that targets use of text evidence to support ideas in literary texts and in assuring students demonstrate proficiency in use of appropriate grammar, punctuation and capitalization.

The Instructional Leadership Team will work to determine next steps for professional development. This will be monitored throughout the school year.

Math: 3-5 Math SMART Goal:

80% of students in grades three through five will demonstrate at or above standard performance on the 2019 Spring Mathematics SBA.

Teachers used baseline fall assessment data, combined with previous years SBA results (grades four and five) to predict which students are likely to meet or exceed standard.

Grade level teams will provide instruction using LWSD provided mathematics curriculum and use assessments to monitor and adjust instruction. Teams will work together, using curricular materials and common assessments, to identify students who would benefit from intervention or enrichment. Lessons are differentiated to meet the needs of individual students.

Fourth Grade:

Based upon student performance on last year's SBA, students demonstrate a need for instruction addressing the following targets:

Fourth Grade: Representing and interpreting data. Understanding area and relating multiplication and addition to area. The fourth-grade team will look for opportunities to beef up student skills in these two areas.

Fifth Grade: Representing and interpreting data. The fifth-grade team will take advantage of cross disciplinary instruction and provide students with practice collecting, organizing and interpreting data in mathematics, science and social studies.

Individual student progress will be monitored using informal assessments, daily quick checks and summative assessments. Teachers will work with small groups to provide targeted, 'just in time' instructions address gaps in skill or knowledge or to provide rigor. Progress toward our school mathematics goal will be monitored at the grade level, using common assessments.

To provide challenge and rigor, teams will offer challenge problems, assignments and projects. Student progress will be monitored through informal observations, classroom assignments, formal and informal assessments and Common District Summative Assessments (CDSAs).

The Peter Kirk Instructional Leadership team will be exploring assessment tools to use in monitoring student progress with math fact fluency over time. The intent is to assure that students achieve and maintain mastery of their math facts.

Science: 5 Science SMART Goal:

80% of students in fifth grade will meet or exceed standard on the WCAS.

Process used to determine goal:

The fifth-grade team used observations of student work in science to establish a goal for the WCAS. The team, including teachers and administrators, will monitor student learning in science. They will use classroom-based assessments and observations of student work during science to monitor student progress. The team has decided to use opportunities across disciplines to highlight the ways in which science, scientific thinking and scientific reasoning permeate the world. To support their work, we will continue to engage in district developed training on NGSS. We will monitor student progress throughout the year, with scheduled team check ins that coincide with PGE check ins.

Achievement Gap SMART Goal:

Reduce the achievement gap between male and female students in grades three through five on mathematics Smarter Balanced Assessment from 11% gap to 5% gap, with the intent to eliminate the gap within two years.

Process used to determine goal:

To set a goal to address an achievement gap, we used data across subject areas and grade levels to identify potential gaps. One challenge at Peter Kirk is that for some groups, the number of students in a group is small. Our students meet the definition of 'low income' or who receive support through ELL or Special education represent less than 5 % of our total population. This year, in examining SBA data, we noticed that girls in grades three through 5 underperformed compared to boys on the mathematics assessment. The largest gap was in our third grade scores, where girls underperformed compared to boys by 27%.

Members of our Instructional Leadership Team will work to address this gap. Together, ILT will explore resources and strategies to address self-concept and attitudes about math and science among girls. The team will identify pertinent research, viable strategies and create a plan to address the goal. Further, the ILT is exploring ways to evaluate differences in attitudes about math, social interactions during math lessons, and

difference in ways of thinking. The team is looking for strategies to naturally harvest data for use in understanding differences between genders.

School Effectiveness SMART Goal:

Effective school survey community response, from 45% of families strongly agreeing to 55% of families strongly agreeing that there is frequent, two-way communication between school staff and families. (ESS Survey question #7g)

Process used to determine goal:

This goal was selected after reviewing parent responses to the Spring 2018 Effective School Survey. Given the level of family engagement at Peter Kirk and the school's goal of nurturing community, increasing a sense of connection to the school through effective communication fits with the work of the school. The administrative team will oversee this goal. We will work with staff and with parent groups to explore strategies that foster two-way communication.

Attendance SMART Goal:

Decrease the percentage of students with attendance patterns classified as "severe chronic" from 8% to 4%.

Stated another way, increase the percentage of students with attendance patterns identified as satisfactory, at-risk, or moderate chronic from 92% to 96%.

The attendance data from 2017 – 2018 school year was used to set this goal. Staff determined to address attendance severe chronic attendance pattern.

The administrative team is responsible for addressing and monitoring this goal. The team will use resources provided by LWSD, including articles for the school bulletin to communicate the importance of attendance. Further, we will follow LWSD guidelines for communicating with the families of students who demonstrate patterns of attendance that are concerning. We will monitor attendance patterns monthly.

Discipline SMART Goal:

Reduce the number of recess incident reports received by boys by another 30%

To set the goal, we examined our incident slips over the past 18 months. At this point, boys are still three times more likely to have a behavior documented with a recess slip.

The administrative team and recess staff will monitor data quarterly. Strategies to support the goal include monthly meetings, professional learning opportunities with special education teacher and counselor and playground orientation. We will continue to

monitor data gathered through recess slips and identify and respond to trends that surface through these regular reviews.

## **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 Peter Kirk community is active in the building, from reading with students to Watch DOGS, parents contribute to our continuous improvement work. Parents read, practice math facts with students throughout each grade level. Additionally, individuals and the PTSA partner with us to provide enrichment opportunities such as Science Night, Family Math Night and our annual Reading Celebration.

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

We will continue to communicate initiatives and events associated with the CIP process through school wide communication. Individual student progress will be discussed at conferences and regular communication with families.

Timelines and Progress Monitoring Plans:

Progress will be monitored through Building Leadership Team and Instructional Leadership team throughout the school year.



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

Lakeview Elementary School

10400 N.E. 68th Street

Kirkland, WA 98033

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

Principal:	Heather Frazier
Associate Principal:	Trent Neugebauer

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## I. Description of School

Lakeview Elementary is a vibrant school community situated in central Kirkland, strengthened by a strong parent partnership and supportive local businesses. After completing their K-5 career at Lakeview, our students will attend Kirkland Middle School and Lake Washington High School. We strive for high achievement for every student and are proud that a high percentage of our students exceed standard. State testing results over three consecutive years indicate overall performance is trending upward, now at 79.5% in ELA meeting or exceeding standard among our 3<sup>rd</sup> graders. Our 4<sup>th</sup> grade students have trended upward, with 84.5% performing at or above standard in ELA and level performance in Math with 80.9% meeting or exceeding standard. Our 5<sup>th</sup> graders improved in all areas with 77.2% at or above standard in ELA; 74.6% of our 5<sup>th</sup> grade students at standard in Math. We anticipated a decline in science scores due to the roll out of the Science test based on standards not yet adopted. We found that our students maintained similar performance as in prior years with 79.7% at or above standard.

As the Lakeview Elementary population has stabilized at about 550 students over 3 years. Our community demographics have also remained relatively stable. Our free and reduced population is 11.5% and special education is 9%. Lakeview students represent diverse cultural backgrounds, including 12% Hispanic, 59% White, 15% Asian, 3% Black/African American, and 10% Multiracial.

During the 2017-18 school year we continued a distributed leadership model that included all certificated staff. A thorough analysis of the data revealed an achievement gap among our students learning English as a second language and those students receiving specially designed instruction. Teachers began a shift to coordinate core instruction times, increasing student access to the core curriculum while receiving targeted instruction during common small group instruction on a daily basis.

The Lakeview PTSA continued their exemplary work as partners in education, providing significant support to enhance the learning of every student. Homework Club, field trips, assemblies, and before and after school enrichment classes are among the many programs dependent on PTSA resources. In addition, our PTSA has focused on meeting the needs of our at-risk families through nutrition programs, Pantry Packs, Winter Wishes, and scholarships.

## II. District Performance Targets

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

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

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	93.2	94.1	87	89.9			
		1 <sup>st</sup>	91	91.1	93.6	85.5			
		2 <sup>nd</sup>	90.8	91.8	87.7	86.5			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		70.7	77.2	75.8	76.7			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		81.8	82.2	80	74.7			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		74.3	78.6	79.2	84.5			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		75.6	78.6	76.1	80.9			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		87.6	81.7	75.8	77.2			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		71.2	63.8	67.8	74.6			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		90.5	85.5	82.7	79.7			

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

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

During August, September, and October, all teachers met in grade level and specialist teams over 3 sessions to analyze disaggregated data. Our analysis of SBA, WCAS, and DIBELS EOY performance provided the impetus for reflective conversations within and across grade level teams. We compared outcomes for students represented in EL, Special Education, ethnicity, and low SES.

We looked at student performance in the subgroups of EL, Special Education, race, gender, and income. Of those factors, the most persistent and significant achievement gap was evident for Hispanic/Latino and Black/African students, low-income, EL learners, and students receiving Special Education. The data supports our continued focus on removing systems that create barriers to learning and providing culturally relevant and SIOP instruction across grade levels and content areas.

We continue to hone our skills in the inquiry process and maintain a practice of meeting to engage in the cycle of inquiry on regular intervals of reflection and data analysis. Closely aligned cohort data is not available for 3<sup>rd</sup> grade goal setting. Therefore, we use a combination of school trend data and students' second grade performance on the DIBELS and report card for math.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 89% of students will be at or above benchmark as measured by DIBELS EOY measure.	Outcome: 87.4% of students are at or above benchmark as measured by DIBELS EOY measure.
<p>Narrative Reflection: Each grade level worked independently to analyze cohort and trend data. In Kindergarten, 90% (89.9%) of students achieved or exceeded benchmark standard for the 2017-2018 school year on the June DIBELS assessment. There were 109 students. 74 students (68%) exceeded benchmark standards; 24 students (22%) met benchmark standard; 8 students (7.25%) are approaching grade level; 3 students (2.75%) are well below grade level. Over the years, there has been a range of 76%-94.1% of students passing the DIBELS assessment. There have been between 5-17 students that are approaching or well below grade level as shown in the assessment data. This is 5% lower than the district goal.</p> <p>90% (89.9%) of students achieved or exceeded benchmark standard shows that the majority of students have mastered letter recognition, letter sound correspondence, and initial blending of nonsense CVC words. There are also less students measuring “well below” grade level as compared to the 2016-2017 school year.</p> <p>We had year-round Safety Net, small groups, parent support, and daily pull out support services for all students that were approaching or below grade level throughout the year. We made intentional decisions to support and differentiate for our students that needed</p>	

support as well as having additional pull-out services for all students needing such support. There was relative low achievement in Nonsense word fluency and phoneme segmentation fluency.

Of the 10% of students not yet at benchmark, there were multiple factors interfering with achievement. Developmental readiness, IEP, student behavior during assessments, speech ability (IEP or developmental), being able to attend an activity for a length of time, attendance at school. Because of our look at disaggregated data, we noted that our subgroup of SPED is significantly lower than the grade level (33% as opposed to 90%). Our biggest gaps in achievement are among students who are SPED, Black African-American students, ELL students

Among our 1<sup>st</sup> Graders. 85.5% (84 students) were at Benchmark on the EOY DIBELS. All the students who scored below benchmark (14 students) were provided targeted supported by Safety Net, ELL, or Special Ed. This was a decrease from the previous year, but we did notice that this cohort also had the lowest score in the kindergarten data for the previous year. - 85.5% were at or above standard. We celebrated four students that scored below standard on the EOY DIBELS in kindergarten moved to standard or above on the EOY DIBELS in first grade. Student high achievement was a result of focus on reading in first grade, PGE goal focus, implementation of RTI time, progress monitoring, and team collaboration.

Based on the data from 2017-2018 we noted lower scores in student accuracy in reading fluency. This will be our area of focus for 2018-19. We believe that the decrease in achievement in reading fluency is partially due to a high number of ELL students. We also noticed that the same cohort had lower scores in kindergarten. The most compelling data revealing our achievement gap points to our ELL, low-income and SPED students. Furthermore, the achievement gap for SPED students is large. We also have a gap along ethnicity. 93% of bi-racial students scored at or above standard. 90% of Asian students were at or above standard. 89% of Caucasian students were at or above standard. 67% of African American students were at or above standard. 62% of Hispanic-Latino students were at or above standard. We also noticed that only 33% of students who are both low-income and Hispanic-Latino scored at or above standard. Our largest achievement gaps are for our Hispanic-Latino, low-income and SPED students.

Our EOY DIBELS score reveals 86.5% of second graders were at benchmark in June and 13.5% were not. Out of 93 students, 80 were at benchmark and 13 were not. In comparison to last year, we have about 1% less students at benchmark, 5% less than 2015-2016. and 4% less than in the 2014-2015 year. 2<sup>nd</sup> graders' quality of their retells was very high- 96% of our students were at benchmark for the quality of retell, meaning they could tell about what they read, including finding a main idea, and sharing many details in order.

Our PGE goal was all about reading for details and finding text evidence. The students really had to focus on the text and be able to retell with detail. This work definitely helped to improved retell of the stories they read for DIBELS. We will continue to focus on reading fluency (both wpm and accuracy). Of our 15 students not at benchmark, 14 of them received services (Safety Net, ELL, special ed.)

Of all the students NOT at benchmark for Fluency, only 1 student received no extra services.

Language is a huge gap for second grade, and our classroom reading program does not strongly support students receiving EL services. While students receiving Safety Net services make growth throughout the year, it is not significant enough to move them to benchmark in June.

Literacy: 3-5 ELA Goal:  
86% of students will meet or exceed proficiency as measured by the 2017-18 SBA

Outcome:  
79.5% of students met or exceeded proficiency as measured by the 2017-18 SBA

**Narrative Reflection:**

Our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade level teams worked independently to analyze cohort and trend data. In 2017-2018, 76.7% or 64 students of 3<sup>rd</sup> grade passed the ELA SBA. 23.3% of 3<sup>rd</sup> grade did not pass the ELA SBA or 21 students. We had a net gain of .9% from 2016-2017. In 2017-2018, 76.7% or 64 students of 3<sup>rd</sup> grade passed the ELA SBA. 23.3% of 3<sup>rd</sup> grade did not pass the ELA SBA or 21 students. We had a net gain of .9% from 2016-2017.

From 2016-2017 to 2017-2018 we improved in Reading Literature. We were below proficiency and in 2017-2018 we were at proficiency. We also were below proficiency in Informational Texts. This growth is cause for great celebration because we focused on citing text evidence and using key details to answer questions. We recognize that we can make improvements on Informational Text: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view. Another area we can focus on is helping students understand and identify the author's point of view.

Our subgroup performance is 46.1% of Low Income students passed, 18.1% SPED students passed, 33.3% ELL students passed. 80% female students passed, and 73.3% male students passed. Females did significantly better than male students. Low Income was significantly better than SPED. The racial and ethnic sub-groups show significant inequalities. Our biggest gaps are for Black-African American and SPED students. As a team we are learning how we can address the inequalities we see according to race. We think there are students that make gains but may not show it on the SBA. We wonder if home support makes a difference for students, if there is a cultural component and how we can help students who may not have support at home for education.

Among our 4<sup>th</sup> graders, 84.5% passed and 15.5% did not pass. This was an increase of 8.7% passing for students moving from 3<sup>rd</sup> to 4<sup>th</sup> grade. We celebrate 98% of students were at or above standard in Listening. We are also pleased to note that 60% of students are above standard in Writing and 61% in Reading. We credit the use of SBA Interim Assessments to allow students to feel prepared and comfortable. An analysis of our subgroup data revealed that only 50% of our Hispanic-Latino students and 67% of our Black-African American students met or exceeded standard.

Our 5<sup>th</sup> grade student SBA outcome was 79.5% of students met or exceeded proficiency, not meeting our goal. There were 78 total students and 23% (18 students) did not meet standard; 77% (60 students) met or exceeded standard. Over a 4-year period there has been a decrease of 10% meeting or exceeding standard. Research/Inquiry was highest strand with 92% of students at standard or above. For example, students were above the

proficiency standard and performance was greater than on the rest of the test in Target 1 (literary text) key details: use details and implicit information from the text to support inference or conclusion. Another area of strength was Target 11 (informational text) reasoning and evidence: make an inference or draw a conclusion. These were higher than anticipated because it is a skill that requires the ability to connect schema and make connections to text. This was an area that we focused on last year—students were given opportunities to practice this skill throughout multiple units and used graphic organizer to support responses. Lower scores in Literary Text: Language Use and Word Meanings could be due to ELL students not yet having the schema for understanding. Also, there was not an emphasis on figurative language outside of the Wonders curriculum, such as in their writing. This would be a good way to solidify and monitor their understanding. Our greatest performance discrepancy was between ELL and Special Education. Almost one fourth of ELL and Sped students are not at standard.

Math: 3-5 Math Goal:  
85% of students will meet or exceed proficiency as measured by the 2017-18 SBA

Outcome:  
76.8% of students will meet or exceed proficiency as measured by the 2017-18 SBA

**Narrative Reflection:**

In 2017-2018, 74.7% or 63 students of 3rd grade passed the Math SBA. 25.3% of 3rd grade did not pass the ELA SBA or 23 students. We had a net loss of 5.3% from 2016-2017. From 2016-2017 to 2017-2018 we improved in Target E Use place value understanding and properties of operations to perform multi-digit arithmetic and Target F Develop understanding of fractions as numbers. We improved to be beyond proficiency in both areas from the previous year. We believe we performed well on the fraction problems because we spent more time reviewing fractions based on the 2016-2017 data. We also supplemented Envision lessons in fractions such as showing fractions on a number line. With the pacing of math we were able to spend extra time reviewing on fractions since we had a later testing time.

We have noticed that students are entering 3rd grade with stronger place value and regrouping sense. We can spend more time focusing on deconstructing word problems rather than focusing on completing computational algorithms correctly. We can improve on Represent and solve problems involving multiplication and division., Reason with shapes and their attributes, and Represent and interpret data. Many of the learnings from Represent and interpret data were taught after the SBA so we believe that students when evaluated on this target did not show adequate learning at that time. When looking at the SBA interim we noticed that the test question types are not aligned with our curriculum, questions in some of the other targets are ambiguous. 28.5% of 7 ELL students passed, 16.6% of 12 SPED students passed, and 28.5% of 14 Low Income students passed. These are significantly lower than the passing percentage. 0% of 2 Black-African American students passed, 30.7% of the 13 Hispanic and Latino students passed.

Our 4th grade students passed the SBA at a rate of 80.9%. We were pleased to note that Concepts and procedures, communicating reasoning both had very high percentages of

above standard (67% and 68% respectively). All areas of math had between 10-13% of students below standard.

Our learning outcome among 5<sup>th</sup> graders was 74% met or exceeded proficiency, so we did not meet our goal. There were 78 students and 20 students did not meet standard, whereas 58 students met or exceeded standard. Over a 4-year period there has been an increase of 3% meeting or exceeding standard. We noted progress in Analyze Patterns and relationships. This skill is related to algebra and we spent time outside the curriculum in the form of enrichment and applying to a variety of different topic areas. Convert like measurement units within a unit measurement system: we used visual aides to engage students and found resources/extensions/enrichment that support this topic. For areas of focus, Represent and interpret data. One way to increase this area would be to connect to other curriculum (science) and work on how to anticipate and interpret the data, as well as the purpose of data and graphs. Dreambox also supports this area and we anticipate this will increase student engagement and skills. Our demographic data revealed that only 45% of Hispanic-Latino and 40% Black-African American students met or exceeded standard, in contrast to 80% of White and 100% of Asian students.

Science: 5<sup>th</sup> Science Goal:  
70% of students will meet or exceed proficiency as measured by the 2017-18 WCAS.

Outcome:  
79.7% of students met or exceeded proficiency as measured by the 2017-18 WCAS.

**Narrative Reflection:**

The goal for 2017-2018 was for 70% of students to meet or exceed proficiency and the outcome was that 79.7% met or exceeded proficiency as measured by the 2017-2018 WCAS. There were 16 students, or 20% of students, below standard; 63 students, or 80% of students, were at or above standard. To improve outcomes, we will develop strategies and reach out to our LWLC for ideas. Similar to our findings in math, our demographic data by ethnicity revealed achievement gaps with 40% of Black-African American students and 64% Hispanic-Latino students meeting or exceeding standard.

Achievement Gap Goal:  
3<sup>rd</sup> – 5<sup>th</sup> grade students with low SES will improve from 33% to 50% at or above standard in ELA as measured by the SBA.

Outcome:  
30.3% of 3<sup>rd</sup> – 5<sup>th</sup> grade students with low SES performed at or above standard in ELA as measured by the SBA.

**Narrative Reflection:**

The steps taken in 2017-18 were not sufficiently comprehensive to achieve an improved outcome for our students in 3<sup>rd</sup>-5<sup>th</sup> grade with low SES. We recognized that students in this category are at risk to miss core instruction, and benefit from specific instructional routines and strategies.

We adjusted the master schedule to decrease the amount of time students might miss core instruction; continued the after-school Homework Club providing small group support to complete school work; provided Dreambox math software as a supplement to Envision curriculum; reduced the frequency and length of recess interventions by learning positive behavior support and restorative practices with our classified staff.

Teaching staff professional development included SIOP, Making Thinking Visible (cognitive routines), and Culturally Responsive Teaching. Our PTSA and local community continued the nutrition program, providing weekend food, students are able to prepare independently, after school snacks, and paid the balance for all students qualifying for reduced-cost meals.

Because our focus is supported as effective in eliminating the achievement gap, and recognizing that implementation and learning are a progression, we will remain on path with the strategies and systems we have initiated. We will reformat the Homework Club to math targeted instruction. Because it is not possible to track student specific data for low SES, and the gap is also evident when we look at racial differences, the goal in 2018-19 will be written in terms of race instead of low SES.

**School Effectiveness Goal:**  
100% of staff will agree slightly or higher that student discipline problems are managed well as measured by the 9 Characteristics of School Effectiveness Survey.

**Outcome:**  
100% of staff agree slightly or higher than student discipline problems are managed well as measured by the 9 Characteristics of School Effectiveness Survey.

We met our goal to have 100% of staff slightly or higher agree that student discipline problems are managed well. Despite turn over in Resource Room staff and a deferment of our PBSES review, perception data indicates momentum is going in the right direction. Administrative response to students with significant interfering behaviors met with positive views from staff. Classified staff met weekly to reflect on current procedures, learn the needs of specific students, and study restorative practice using Better Than Carrots and Sticks. Classified staff were scheduled to work predominantly with a grade band, allowing them to develop rapport and monitor behavior plans.

**Attendance Goal:**  
100% of (9) students currently identified as chronically absent (5 or more excused and unexcused absences per month) will fall below the chronically absent rate (5 or more excused and unexcused) for two or more consecutive months by end of year as measured by attendance data.

**Outcome:**  
100% of (9) students currently identified as chronically absent (5 or more excused and unexcused absences per month) fell below the chronically absent rate (5 or more excused and unexcused) for two or more consecutive months by end of year as measured by attendance data.

**Narrative Reflection:**

We had two sets of data we collected as part of the attendance CIP goals. One focused on September/October attendance data from 17-18 and another with attendance data for the calendar year for 16-17.

We identified 9 students that were chronically absent (5 or more excused or unexcused absences in a month) in the months of September and October. Our goal was to have two or more consecutive months under 5 absences by the end of the year. All 9 students met that goal. One student barely met the goal and continued to have months throughout the year above 5 absences. That student will continue to be on the watch list for 18-19. Two

of the students were found to be living outside of the school boundaries which was leading them to be absent. They moved to their home schools in November.

Overall it was effective to concentrate on these 9 students and gain information about each family to improve attendance and eliminate barriers to attending school. We discussed attendance concerns at conferences and worked with the district to find ways to improve communication with the transportation department.

We identified 17 students who exceeded 20+ excused or unexcused absences from the 16-17 school year. We made phone calls in November with each family to discuss their absences from the previous year. The registrar and associate principal monitored this list with utilizing the Becca specialist at times. Out of the 17 students on the list, 11 students did not appear on the 17-18 school year list and 5 were represented again. We were disappointed we had anyone that carried over and again had 20+ absences. Of the 5 that appeared on the list again, one had a Becca petition filed, two moved mid-way through the year, and the other two we will continue to work with families to improve attendance. The 17-18 list had 18 names which shows a neutral pattern of attendance in the building.

Overall our trend remained flat from year to year. We made some gains with some families and then new families popped up. We will continue to monitor our list of 18 names and repeat some of our procedures from last year including making phone calls, e-mails and setting up meetings with our Becca specialist.

**Discipline Goal:**

16 identified students receiving repeated office referrals for unsafe or unkind behavior in Sept./Oct. will have 1 or fewer office referrals for two or more consecutive months as measured by behavior communication slips.

**Outcome:**

9 of 16 identified students receiving repeated office referrals for unsafe or unkind behavior in Sept./Oct. had one or fewer office referrals for two or more consecutive months as measured by behavior communication slips.

**Narrative Reflection:**

Students meeting the goal were responsive to principal/associate principal problem solving conversations, instruction in self-regulation at the principal and classroom level, follow up meetings to monitor behavior, parents as partners in discipline, and teacher led curriculum using Second Steps and/or Kelso's Choices. Students who continued to have referrals for discipline include (3) students who qualify for special education in the area of behavior and are in the process of learning self-regulation skills, (1) student with a high ACES score with seasonal increases in unsafe behavior, (3) kindergarten students in the same class with insufficient data to indicate an evaluation for special education but an established pattern of interdependent escalation. For these students we focused on providing positive attention, teacher coaching, adding both classified and certificated staff to the classroom, and behavioral coaches. Those students were placed in separate classes this fall and are making good progress.

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

2017-18 Strategies to involve parents, families and the community in the CIP process: The CIP plan was shared with parents during a principal monthly gathering, Coffee and Conversation, held immediately prior to the fall PTSA general membership meeting. Parents were invited to ask questions and were guided through the general process of reflection and goal setting. A summary of the CIP outcomes was shared in August during a community gathering and PTSA general membership meeting.

Reflection on Outcome: Parents showed marginal interest in detail but appreciated knowing the focus for teacher professional growth and the needs and strengths of our students.

2017-18 Strategies to inform parents, families and the community in the CIP process: The CIP plan was shared with parents during a principal monthly gathering, Coffee and Conversation, held immediately prior to the fall PTSA general membership meeting. During the school year focus areas were shared in the monthly newsletter. A summary of the CIP outcomes was shared in August during a community gathering and PTSA general membership meeting.

Reflection on Outcome: Parent participation is greatest when a specific need is identified. For example, we have PTSA and some broader community interest in joining our Equity team. This is something we are planning for late spring, after the staff become more comfortable with having 'Courageous Conversations' and engage in self-reflection. Parents are also very interested and supportive of steps we are taking to close the achievement gap.

## 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 or above benchmark on the End-of-Year Literacy assessment.

By grade level, 88% of kindergartners will meet or exceed benchmark, 90% of first graders will meet or exceed benchmark, and 90% of second grade students will meet or exceed benchmark as measured by the End-of-Year DIBELS Literacy assessment.

Process used to determine goal:

Each grade level team determined baseline performance using either the WaKIDS data and BOY DIBELS for kindergarten, or EOY DIBELS and DIBELS trend data for grades 1 and 2.

Responsible individual or team:

Classroom teachers are responsible for reading growth for all learners. Classroom teachers receive support for emerging readers through EL services, Safety Net Tier 2 reading support, and specially designed instruction IEP support. Classroom teachers also receive support for advanced learners through the HiCap Quest program and by utilizing parent volunteers.

Strategies that will be implemented to support goal:

In addition to the services listed above, students will use Head Sprout or Lexia literacy software, Home Connections school to home strategies including nonsense word cards, optional homework ideas, fluency sentences, and differentiated teaching and reteaching in teacher-led instructional small groups using Wonders, Wonder Works, or SIPPS curriculum. Grade level teams will teach daily the essential elements of phonics-based reading. SIOP strategies will be included daily.

How challenge and rigor will be ensured for all students:

Students achieving "approaching grade level" or "well below grade level", particularly our target group of ELL students, will be supported with differentiated reading groups, high frequency word practice, targeted phonics instruction, frequent progress monitoring, reading decoding strategies, and team collaboration about instruction and student data.

**SMART goal for target group:** 17 out of 20 ELL students (85%) will be at or above standard in reading fluency.

Interventions: EL class (uses Wonderworks to pre-teach, three different EL classes to support a variety of students' needs), EL teacher push-in, Read Naturally, SIOP strategies for vocabulary and comprehension.

Support in Place:

- Safety Net

- ELL
- Parent volunteers
- Head Sprout
- Home connections (send home nonsense words, optional homework ideas, fluency sentences, etc.)
- Reading groups/small group instructions
- On level books OR high interest books within read-to-self time

Additional:

- IA in the classroom: running small reading groups of 3-5 students
- 1-1 support with struggling students
- Sending home additional resources based on student need

Literacy: 3-5 ELA SMART Goal:

87% of students will meet or exceed proficiency as measured by the 2018-19 SBA.

Process used to determine goal:

A review of trend and cohort data from DIBELS and SBA were used to develop grade level goals of 80% of 3<sup>rd</sup> graders, 94% of 4<sup>th</sup> graders, and 90% of 5<sup>th</sup> graders expected to meet or exceed proficiency as measured by the 2018-19 SBA.

Responsible individual or team:

Classroom teachers are responsible for reading growth for all learners. Classroom teachers receive support for emerging readers through EL services, Safety Net Tier 2 reading support, and specially designed instruction IEP support. Classroom teachers also receive support for advanced learners through the HiCap Quest program and by utilizing parent volunteers.

Strategies that will be implemented to support goal:

3<sup>rd</sup> grade teachers will continue Read Naturally, STAR tests, Accelerated Reader, Daily Oral Language, ACE, Wonders, Book Reviewers, Safety Net and ELL, Vocabulary as well as word work and differentiated groups.

4<sup>th</sup> grade teachers will continue intentionally teaching ACE/RACE questions (critical thinking/reasoning), using interim assessments to inform instruction. They will discontinue grade level ability grouped rotations and pre-made Wonders assessments (selective/intentionally focused).

5<sup>th</sup> grade teachers will continue to work on instruction that includes a focus on how to respond to comprehension questions using tools such as RACE, highlighting evidence to support responses, and using strategies to identify what multi-step responses are asking students to respond to. They will also continue to instruct students to use graphic organizers to provide scaffolding in the form of visual representations for skills such as responding to inferential questions that require schema. We will continue to use SIOP strategies: Sentence stems, Directed Reading-Thinking Activities, metacognitive strategies to support comprehension (predicting, questioning, clarifying, summarizing), and using a generate interactions between schema and texts to support summarization.

How challenge and rigor will be ensured for all students:

Our EL students are under performing. Interventions to support their learning include EL class and Wonderworks to pre-teach vocabulary, content, and grammar strategies. We will also use SIOP strategies during instruction. We will use formative assessments and summative assessments. 4<sup>th</sup> grade teachers also noted that a group of students failed to meet standard on the particular strand of Research/Inquiry. This strand will improve given engaging activities on the SMART board and monitored by AR comprehension tests and interim assessments.

5<sup>th</sup> grade teachers will work with the ELL teacher and give her advance notice of the Wonders lessons so she can pre-teach. They will continue to use proven methods, as well as try new SIOP strategies connected to vocabulary and reading comprehension. This will include ideas to increase vocabulary, such as extended discussion during and after readings, have students restate, explain, and give an example in their own words, and provide visual representations of words.

**Timelines and Progress Monitoring Plans:**

We will use formative assessments and summative assessments. 4<sup>th</sup> will commit to administering at least 1 interim assessment per month for the duration of this intervention. Using the data feedback, we will reteach/adjust future instruction as needed.

5<sup>th</sup> grade teachers will monitor progress using reading comprehension weekly tests and unit assessments, review ELL test data throughout the year. They will also use Easy CBM test at the beginning, middle, and end of year to assess literal, inferential, and evaluative questions and include Interim Practice tests for SBA throughout year.

**Math: 3-5 Math SMART Goal:**

88% of students will meet or exceed proficiency as measured by the 2018-19 Math SBA.

**Process used to determine goal:**

A review of trend and cohort data from the SBA and report card data were used to develop grade level goals of 3<sup>rd</sup> grade 87%, 4<sup>th</sup> grade to 91% by moving 8 students to at/near or above on the Communication Reasoning math strand for the 2018-19 SBA, and 5<sup>th</sup> grade moving from 81% to 86% proficient or above on the Math SBA. These goals were combined to set a grade band goal of 88% of students will meet or exceed standard on the Math SBA.

**Responsible individual or team:**

Classroom teachers are responsible for math growth for all learners. Classroom teachers receive support for our mathematicians through EL services and specially designed instruction IEP support. Classroom teachers also receive support for advanced learners through the HiCap Quest program and by utilizing parent volunteers.

**Strategies that will be implemented to support goal:**

Teachers will use Envision, differentiated learning groups, Dreambox math adaptive computer software, SBA interim assessments, Problem of the Day, Timed Tests, Early Work, Homework extra credit, Zeno math, Banking and Student Market. We also will provide before school math club for at risk students, math enrichment, and math games. 4<sup>th</sup> graders will also learn ACE short answer format and discontinue ability grouped

rotations. 5<sup>th</sup> grade will also continue to offer Math Olympiad Club, enrichment homework, option to participate in challenge packets, SMART Board math lessons, Number Talks, Exit tickets.

How challenge and rigor will be ensured for all students:  
Our EL students are under performing.

Interventions: Manipulatives, math game, differentiated groups during win, small groups or one on one support. Students will also receive targeted practice via Dreambox. Focus on interventions for story problems and vocabulary by offering access to math club before school, offer small group instruction with IA's, work with ELL teacher to build background for vocabulary. We will support student's expansion of vocabulary by using graphic organizers (semantic mapping, Venn Diagrams) and having students restate, explain, and give an example in their own words, as well as provide visual representations of words.

Timelines and Progress Monitoring Plans:

Grade level teachers will use formative and summative assessments to include Quick Checks, exit tickets, daily independent work, and Dreambox data to monitor and adjust interventions. They will also administer at least 1 interim assessment per month. Using the data feedback, teachers will reteach/adjust future instruction as indicated. We will use formative assessments and summative assessments.

Science: 5 Science SMART Goal:

80% of 5<sup>th</sup> grade students will meet or exceed proficiency as measured by the 2018-19 WCAS.

Process used to determine goal:

Last year's student group was 77% proficient. We have a better understanding of the new test expectations and the transition to NGSS standards and an aligned curriculum. Given this information, we expect to move 80% of students to meet or exceed standard on the WCAS.

Responsible individual or team:

5<sup>th</sup> grade teachers will work closely with our school NGSS representative to align learning to the new standards. We recognize that our K-4<sup>th</sup> teachers will also be making the transition to the new standards and this will support a trend in high achievement for our students.

Strategies that will be implemented to support goal:

Last year we started to find resources for NGSS to teach to the class. We used extension activities that connected to the current curriculum, such as the Science Doodle Book (science concepts review), support for the Science Fair, and cross-cutting concepts not just between science domains, but between curriculum by connecting ideas in ELA and math to science (data, cause/effect etc.).

How challenge and rigor will be ensured for all students:

Last year's ELL group had 44% at standard or above, so we will increase that to 55%. Interventions will include SIOP strategies for vocabulary and working with ELL to pre-teach before we begin science units. To support student growth, we will continue to incorporate more NGSS lessons and cross-cutting concepts, and we will continue to search for more resources during team time on LWLC meeting days. We are also planning to teach a comprehensive NGSS unit found on TPT.

**Timelines and Progress Monitoring Plans:**

We will use CDSA's, weekly Science journal checks, and tri-annual science unit tests to progress monitor our students' learning.

**Achievement Gap SMART Goal:**

English Language Learners will improve from 28% of EL students (21 students total) in grades 3-5 at or above standard in math to 36% of EL students (5/14) in grades 3-5 at or above standard in math. We had a decrease in EL students from 17-18 to 18-19 which reflects the change in total number of students.

**Process used to determine goal:**

Grade level teams reviewed 2017-18 SBA data for subgroups of students. We identified a significant achievement gap for Black/African American, Brown/Hispanic/Latinx students, Special Education students, and students living in poverty. The strategies we will implement are designed to improve learning outcomes for all these students, but the progress monitoring data for ELL students will give us a clear picture of progress.

**Responsible individual or team:**

K-5 teachers, EL and SN teacher are most directly responsible for the improved learning outcomes for this group of students, but effective strategies are expected to be included in all instruction with greater fidelity as teacher skills progress.

**Strategies that will be implemented to support goal:**

Teachers will integrate SIOP strategies as part of Culturally Responsive Teaching with greater fidelity and skill over time. Math is the first content area of focus. Several grade levels have agreed to pilot new math assessment software and all grade levels have committed to supplementing math instruction with Dreambox adaptive software. LEAP meetings will include 'teacher and student learning celebrations'.

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

All students will have guaranteed access to core curriculum. Any pull-out services are provided during scheduled grade-level designated small group instruction.

**Any professional learning needed:**

Our MTSS focus includes piloting 3 math assessment tools and interventions. SIOP learning is part of our district wide focus for LEAP learning.

**Timelines and Progress Monitoring Plans:**

Use Dreambox data to report on a) increased access and b) identification of needs and growth. Progress monitoring is the same as grade level math goal.

School Effectiveness SMART Goal:

90% of staff will agree slightly or higher that they receive regular feedback on how they are doing as measured by the Characteristics of School Effectiveness Survey.

Process used to determine goal:

A review of the 9 Characteristics Survey results showed two connected questions related to teacher feedback that had a percentage of teachers perceiving that they only slightly agreed. Because timely, specific feedback improves student achievement, this area of school effectiveness was selected as our focus. Our baseline is 82% of teachers agree mostly or completely that they receive feedback and 64% of teachers agree mostly or completely that they provide feedback to each other to help improve instructional practices.

Responsible individual or team:

The PCC team will work with the BLT to use building resources and time to promote feedback among colleagues. The principal and associate principal will also create and implement systems that facilitate feedback to all teachers.

Strategies that will be implemented to support goal:

Professional Learning Coaches, Learning Walks, collaborative practices, and focused ICED feedback will be implemented.

Timelines and Progress Monitoring Plans:

Progress will be monitored through the use of teacher surveys. Results will be shared with the PCC leadership team and distributed to all staff.

Attendance SMART Goal: We will reduce by 40% the number of students who have 15+ absences in a year from 32 in the 17-18 school year to 19 students in the 18-19 school year.

In addition, we will work with the families of the 21 students that remain at LVE from the previous year's list to reduce that number by 50%.

Process used to determine goal:

We looked at the number of students in the 17-18 school year that had 15 or more total absences. In particular we are looking at unexcused and medical absences that did not have medical notes to accompany the absence.

Strategies that will be implemented to support goal:

We will be monitoring the 21 students from the 17-18 list as well as all students at the start of each month to locate students who may fall over the 15+ goal we have set. We will contact and meet with families to set attendance plans for students who are at risk. We will work with the district attendance specialists to create some of the plans.

Timelines and Progress Monitoring Plans:

We will check attendance at the start of each month to determine progress of families on both lists.

Discipline SMART Goal: We will reduce the number of non-IEP/504 students receiving consistent office referrals from 10 to 5 from BOY to EOY.

Process used to determine goal:

We wanted to select students that sometimes fly under the radar because they pop up semi-regularly, but not weekly. We looked at the office referrals for September/October to determine our list of 10 students.

Responsible individual or team:

Administration and teachers of the selected students.

Strategies that will be implemented to support goal:

We will track office visits on a chart each month that tracks the behavior and day. We will meet with students each month to check in and reinforce expectations, give kudos etc. We will try to schedule meeting times to be with the teacher as well if possible.

How necessary interventions will be determined:

We will increase meeting times if students are continuing to have consistent referrals to the office for unexpected behaviors.

Timelines and Progress Monitoring Plans:

We will monitor at the start of each month and have our scheduled meetings.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: In lieu of monthly “Coffee and Conversation” open forum meetings with parents, specific focus groups will be formed. Parents will be invited to participate in the focus group to review the current goals, ask clarification regarding programs and strategies, and suggest steps to improve the home/school connection.

Timelines and Progress Monitoring Plans:

An invitation to participate in the CIP Focus Group will be sent in December. The team will be invited to meet in January and reconvene in June. Some members of the group may wish to continue into the 2019-20 school year as we analyze EOY data and prepare for the CIP review.

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

The CIP is posted on the school website. Reference to the CIP goals and steps are included in August (review) and in the spring.



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

Rose Hill Elementary School

8110 128<sup>th</sup> Ave. NE

Kirkland, WA 98033

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

Principal:	Jennifer Hodges
Associate Principal:	Trent Neugebauer

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# I. Description of School

Rose Hill Elementary serves a socially, economically and ethnically diverse population of children. We have 479 students; demographics:

41% White

27% Asian

21% Latino

10% Two or more races

2% African American

23.4% English Language Learners

20.7% Low Income

11.5% Special Education

This diversity is a source of strength and pride for the school. The PTSA and our Natural Leaders are 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.

One of our primary focuses at Rose Hill Elementary is: “Every student succeeds”. Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement for 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 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.

Using data as evidence, our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, ELL and Instructional Assistants. We aim to have high levels of high functioning collaboration using a Data Team protocol.

Additionally, this year we have changed our schedule to increase instructional time for students by integrating SIOP (Sheltered Instruction Observation Protocol) in all academic areas. The SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. We have EL and general education teacher partnerships engaged in co-teaching core curriculum. RHE is also utilizing our Safety Net staff to exercise two models; both push in and pull out for in class support as well as small group instruction, this provides additional support for our classroom teachers and students. These models also increase the number of Safety Net students receiving services this year.

- Reading: Teach with flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text, continue implementation of Wonders literacy curriculum.
- Math: Use the Envision Curriculum; differentiate instruction for all learners through small group in class support along with supplemental online supports including Reflect and Dreambox Math; one program focuses on fact fluency, while the other is adaptive and meets the learners “just right” needs.
- Science: Use a K-5 continuum of skills for the process of the scientific write-up; encourage participation in the Science Fair. Additionally, we are partnering with Robotic U to provide STEM learning opportunities for all 4<sup>th</sup> and 5<sup>th</sup> graders.
- Utilize Small Group Instruction blocks each day for both challenge and remediation of skills; new emphasis on small group instruction as well as push in support during this “just right” hour.
- Social/Emotional: continue to implement school-wide social skills curriculum Second Step with a renewed focus this year aligning with state standards.

## II. District Performance Targets

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

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

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.1%	97.1%	96%	91.1%			
		1 <sup>st</sup>	79.6%	79.5%	85%	83.8%			
		2 <sup>nd</sup>	78.8%	80%	82.2%	84.4%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		63.1%	76.6%	67%	72.9%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		67.2%	72.3%	64%	64.7%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		61.8%	50.7%	65%	63.7%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		63.6%	61.7%	61%	62%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		82.2%	81%	73%	75.7%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		60.6%	79.3%	66%	67.1%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		83.6%	86.2	70%	73.9%			

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

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

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

Rose Hill staff is committed to deepening their understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum, along with Wonder Works, the intervention companion program. Using our Professional Learning Community structure and process, teachers engage in cycles of inquiry focusing on unwrapping priority standards to better know and understand what students need to know and can do at each grade level. Heavily invested teachers identify high leverage instructional strategies to maximize student achievement. This year each grade level team had a PLC leader that ensured the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, post-assessing, and then sharing out progress with our Building Leadership Team. Using data as evidence, our school community recognizes the importance and necessity of teacher collaboration. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.

<b>2017-2018 Goal</b>  <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b>  <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 89% of our K-2 students will reach proficiency by spring 2018 as measured by DIBELS.	Outcome: 87% of our primary students reached proficiency by spring 2018 as measured by DIBELS.
<p>Narrative Reflection: We set a high goal of 89% and we came within 2% of our goal.</p> <p>The successes are attributed to:</p> <ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• EL/SN collaboration</li> <li>• Co-teaching model</li> <li>• Push-in model</li> <li>• IA support</li> <li>• Parent volunteers</li> <li>• AR</li> <li>• Common assessments</li> <li>• Common instructional strategies</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• We will continue to monitor student growth and adjust our instruction accordingly</li> <li>• We will continue vertical communication across the K-2 band.</li> </ul>	

<p>Literacy: 3-5 ELA Goal: 68% of our 3-5 of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.</p>	<p>Outcome: 71.3% of 3-5 students reached proficiency as measured by Smarter Balanced Assessment</p>
<p>Narrative Reflection: We exceeded our goal by 3.3%. We believe that our emphasis on the RACE strategy helped our students as well as teaching them how to cite evidence. We believe that by applying the skills pulled from Wonders texts in novel studies and choice books, students could extend their skills. Using authentic measures such as running records, novel study work, and weekly assessments helped prepare students for different types of texts. We do note that we still have an achievement gap that we are hoping to address more thoroughly this year.</p>	
<p>Math: 3-5 Math Goal: 69% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.</p>	<p>Outcome: 64.7% met or exceeded the goal as measured by Smarter Balanced Assessment.</p>
<p>Narrative Reflection: We did not meet our goal. We want to spend more time teaching math. We want to focus on multiplication math facts in fourth and fifth grade throughout the year. We want to make sure we're incorporating more spiral reviews to help students retain their learning. Fourth grade is using a pared down alignment guide to provide more time for lessons that are common core aligned. Again, we plan to address the achievement gap, as we still see a discrepancy in students' scores.</p>	
<p>Science: 5<sup>th</sup> Science Goal: 70% of our 5<sup>th</sup> grade students will reach proficiency by spring 2018 as measured by Washington Comprehensive Assessment of Science.</p>	<p>Outcome: 73.9% of students passed the WCAS.</p>
<p>Narrative Reflection: We were pleasantly surprised that so many of our students passed this test as it was our first year using the new and quite different test. Comparing ourselves to other schools in the district, our students scored similarly. We look forward to more NextGen training.</p>	
<p>Achievement Gap Goal: 58% of K-5 Safety Net students will reach proficiency by spring 2018 as measured by DIBELS and Smarter Balanced Assessment.</p>	<p>Outcome: 45% of K-5 Safety Net students met benchmark goals on the DIBELS assessment.  50% of 3-5 Safety Net students met standard (3 or higher) on the ELA Smarter Balanced Assessment.</p>
<p>Narrative Reflection: While all Safety Net students made growth, we did not meet our goal for students meeting standard. Safety Net students responded to interventions at varying rates and we are happy that 50% of intermediate students met standard on the SBA. Many of these students scored a level 1 or 2 the previous year. We will continue to use flexible grouping to meet the needs of individual students. One barrier on the SBA was lack of typing fluency. Many of our 3<sup>rd</sup> grade SN students need more regular practice with typing. Moving forward, we will be using the SIPPS reading curriculum with students who</p>	

are performing well below in multiple areas of DIBELs. This year, we also plan to more consistently implement SIOP strategies to support our EL students in Safety Net.

School Effectiveness Goal: Staff members get help in the areas they need to improve:

From 41% Agree slightly to 50%

From 29% Agree mostly to 35%

From 29% Agree completely to 35%

Outcome:

Agree Slightly- 16%

Agree Mostly- 56%

Agree Completely- 24%

Did not answer- 4%

Narrative Reflection: After re-examination of this goal, we realize that our goal should have been written differently because any increase in agree mostly and/or agree completely would be offset by a decrease in agree slightly which would be a net positive. The goal would have been to decrease the agree slightly goal from 41% to 30% which would give us the increases to 35%. With that in mind, we met our goal for increasing the agree mostly by 21% which is a large increase. The agree completely category decreased by 5% which means we did not meet our goal for that category. Overall, we made progress with 80% in the Agree Mostly or Agree Completely categories compared to 58% the year before. We think this increase is due to an increase in PD around writing, science and technology. All three areas have teachers who have taken the lead and are helping be change makers in the building.

Attendance Goal:

Monitor and track monthly attendance data for all kindergarten students. The goal is 98% daily attendance.

Outcome: 94.2% daily average attendance

61% of students satisfactory attendance

27% of students at risk

12% moderate chronic absences

\*Latino students highest at risk and moderate chronic absent rate of 54%

Narrative Reflection: Our district attendance specialist and I spoke to all kindergarten parents at the fall open house. Classroom teachers reinforced attendance research in monthly newsletters. Attendance meetings were facilitated by administrators for those with at-risk chronic absenteeism. One of the most important factors related to achieving academic success is also one of the most basic: going to school every day. In fact, research has shown that attendance records may be the biggest factor influencing academic success. Rose Hill has room for growth and improvement in attendance across all student demographics.

<p>Discipline Goal: Reduce office referrals by 25% previous year by implementing school-wide PBIS systems and social skills curriculum.</p>	<p>Outcome: 30 students were referred to the office to complete Think It Over forms.</p>
<p>Narrative Reflection: Overall, we decreased office referrals by 20% which although a good decrease, did not meet our goal. We continue to focus on reducing office referrals by implementing school-wide PBIS systems including Second Step curriculum and tier two supports for struggling students. Additionally, this year we are implementing Restorative Justices practices including Think It Over forms and Restitution plans.</p>	

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

<p>2017-18 Strategies to involve parents, families and the community in the CIP process:</p> <ul style="list-style-type: none"> <li>• Weekly newsletters from the school outlining important events and instructional program information</li> <li>• School sponsored family math, literacy, and technology nights, STEM nights for underrepresented families</li> <li>• Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs</li> <li>• Key resources translated into Spanish</li> <li>• Feedback, planning and participation through PTSA and Natural Leaders</li> <li>• Community surveys to determine interests</li> <li>• Family STEM nights for targeted families</li> <li>• Home Strategies and resources provided to parents via Haiku, Safety Net Reading Connections Newsletter and Rose Hill Newsletter</li> </ul>
<p>Reflection on Outcome:</p> <p>Our strategies to involve parents and families are effective, but we continue to collect parent survey data to refine our practice and to implement new and more effective outreach efforts.</p>

<p>2017-18 Strategies to inform parents, families and the community in the CIP process:</p> <ul style="list-style-type: none"> <li>• Information about goals, strategies and interventions communicated through Classroom Haiku sites, Safety Net Reading Connections Newsletter and Rose Hill Newsletter</li> <li>• Key resources translated into Spanish</li> <li>• Finalized CIP plan posted on website</li> <li>• Information shared/distributed during annual Meet &amp; Greet, Curriculum Nights, and conferences</li> </ul>
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Reflection on Outcome: We continue to update and refine our website to better serve the needs of our community. The CIP plan is on the website in English and in Spanish for families to read. Information about our goals are shared during the principal sections of curriculum nights and other school wide events. We have regular meetings with the PTSA to share the CIP and its goals.

## 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:

K-2 Reading Goal: 89% of our K-2 students will reach proficiency by spring 2018 as measured by DIBELS.

Process used to determine goal:

Met as a team to analyze data, look at student scores, and discuss strategies.

Responsible individual or team:

K-2 teams.

Strategy/ies that will be implemented to support goal:

Differentiated small group instruction.

- Team collaboration with SN, EL, & SpEd teachers
- Sending leveled reading homework
- Strong communication with families around what is taught in reading
- Different assessments given multiple times throughout the year
- Progress monitor (target students)
- Differentiate instructions (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Form guided reading groups based on students' reading level
- Common instructional routines
- Form flexible groupings based on assessment data
- Our target group are the students who are struggling in certain areas of reading who don't receive services from EL or Safety Net. We will meet with these students in small groups 3-5 days a week with instruction focused on their individual needs.

How challenge and rigor will be ensured for all students:

- During SGI time, students will be working in differentiated groups
- Leveled readers
- Leveled reading homework
- Learning targets and language targets

How necessary interventions will be determined:

- Students that scored "Intensive" or "Strategic" on the DIBELS assessment.

- Students that scored “Benchmark” or “Exceeding Benchmark” on DIBELS but based on teacher observation, are at risk for fall behind and not meeting benchmark on MOY and EOY DIBELS

Any professional learning needed:

- Continued training on SIOP strategies
- Continued training on Culturally Responsive Teaching practices

Timelines and Progress Monitoring Plans:

- We will use DIBELS data BOY, MOY, & EOY
- We also use an EOY comprehensive sight word assessment and administer it BOY, MOY, & EOY
- We play “Sight word BINGO” multiple times throughout the year to “gamify” the review
- After every unit in Wonders, we take a quick assessment of which students know the unit sight words. We use that data to go back and reteach students that need the extra review
- Continue to teach Wonders and keep our common instructional routines
- Look at students' DIBELS and assessment data to differentiate our instructions
- Assess students' fluency through Rigby and/or Wonder's Oral Reading Fluency BOY, MOY, EOY

Literacy: 3-5 ELA SMART Goal:

73% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.

Process used to determine goal:

Analyzed DIBELS EOY and Reading/Writing report card scores for 2<sup>nd</sup> grade cohort. Considered knowledge of students, including observable learning behavior and performance on reading and writing tasks. Constructed projections for EOY performance on ELA SBA, and then compiled data.

Responsible individual or team:

3<sup>rd</sup> -5<sup>th</sup> grade teams, Safety Net, EL, Special Education.

Strategy/ies that will be implemented to support goal:

- Explicitly teach the RACE strategy, particularly on the E (Explain) in response to the literature
- Teach the writing process to plan, develop, revise, and edit longer pieces of writing
- Involve parents and grade level community in publishing celebrations
- Integrate SIOP strategies
- Incorporate language targets into daily ELA instruction
- Meet regularly as a grade level team to analyze student work, strategize, and set interim goals
- Students will use EduType to increase keyboarding speed and accuracy.
- Collaborate to provide computer time outside of instructional day for students with limited home access

- Use SBA Interim Assessments
- Align work with Safety Net to ensure that students are getting a double dose of the curriculum
- For those students who do not receive Safety Net support, we teach small groups that are based on their level and help reinforce our reading instruction
- EL services in small pull-out groups

How challenge and rigor will be ensured for all students:

- During SGI time, students will be working in differentiated groups
- Leveled readers
- Learning targets and language targets

How necessary interventions will be determined:

Our target group will be EL students, both those currently served and those who have recently exited. We have quite a large group of EL students this year and want to ensure they are making adequate progress. We're working closely with the EL teacher, having weekly meetings to go over what is being taught and specific skills that need more attention. She is meeting with several different EL groups, one during SGI time, one during our writing time, and one during reading. As classroom teachers, we're working to include more SIOP strategies in our teaching (focus on learning and language targets, academic vocabulary, building background, sentence stems, partner talk, pictures to support understanding, etc.).

Any professional learning needed:

- Continued training on SIOP strategies
- Continued training on Culturally Responsive Teaching strategies

Timelines and Progress Monitoring Plans:

- Wonders assessments (one fiction and one non-fiction per unit, minimum)
- Review EL test data throughout the year
- EasyCBM test to monitor
- Interim Practice test for the SBA
- Monitor student progress each week that we grade their RACE

Math: 3-5 Math SMART Goal:

70% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.

Process used to determine goal:

Analyzed classroom-based math scores for 3<sup>rd</sup> grade cohort (including numeration and base-ten quick checks and CGI data collection assessment scores as well as EOY report card scores from grade 2 cohort). Considered knowledge of students including observable behavior and performance on math tasks including conceptual understanding, perseverance, and number sense. Individually, we constructed projections for EOY performance on Math SBA, and then compiled data.

Responsible individual or team:

3-5 teams.

Strategy/ies that will be implemented to support goal:

- Emphasize domain-specific vocabulary
- Optimize push-in support for EL students and students of concern
- Support basic fact mastery
- Utilize technology programs (Reflex and Dreambox)
- Provide explicit instruction integrating reading and writing with math through math discussion and “writing to explain”
- Implement math talks to support comprehension, sharing of math ideas, and construction of math concepts
- Monthly math challenges
- Whole group and small group instruction
- Targeted alignment guide that allows for more time to be spent as needed (lessons that are not Common Core aligned are left out)
- Incorporate SIOP strategies
- Use of learning and language objectives
- Partner work
- Explicit teaching of decoding story problems
- Visual representation of problems
- Emphasize academic language

How challenge and rigor will be ensured for all students:

- Dreambox individualized math lessons
- Learning and language objectives

How necessary interventions will be determined:

- Analyzing data (SBA, unit assessments, classwork, etc.)

Any professional learning needed:

- Continued training in SIOP strategies
- Continued training Culturally Responsive Teaching strategies

Timelines and Progress Monitoring Plans:

- SBA practice interim
- Quick checks
- Reflex and Dreambox data
- Exit tickets
- Daily checks on independent work
- Track how students are doing with explaining their answers and mistakes

Science: 5 Science SMART Goal:

75% of our 5<sup>th</sup> grade students will reach proficiency by spring 2018 as measured by Washington Comprehensive Assessment of Science.

Process used to determine goal:

Met as team and analyzed last year's WCAS scores and discussed current students and their progress.

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

Strategy/ies that will be implemented to support goal:

- Using an inquiry method write up after each unit
- Require students to participate in the science fair
- Using NGSS aligned curriculum when possible

How challenge and rigor will be ensured for all students:

- Learning and language objectives

How necessary interventions will be determined:

- Unit assessments
- In-class work

Any professional learning needed:

- Continued training in SIOP strategies
- Continued implementation of NGSS

Timelines and Progress Monitoring Plans:

- Analyzing growth on inquiry method write ups throughout the year

Achievement Gap SMART Goal:

22 out of 46 (48%) 1<sup>st</sup> and 2<sup>nd</sup> grade Safety Net and/or EL students will meet benchmark on EOY 2019 DIBELS.

Process used to determine goal:

Analyzed assessment data and current performance of Safety Net and EL students.

Responsible individual or team:

Michelle Vallene, Paulette Evans, Hanna Morrison, Leah Skolnik, Kirsten Hough.

Strategy/ies that will be implemented to support goal:

Daily, intensive, small-group instruction. Double dosing emerging EL students. Flexible grouping, a variety of intervention curriculum determined by student need (WonderWorks, Phonics for Reading, SIPPS, Read Naturally).

How challenge and rigor will be ensured for all students:

Individualized small group instruction using data-based interventions.

How necessary interventions will be determined:

DIBELS, phonics and SIPPS assessments.

Any professional learning needed:

- SIPPS and Reading Fundamentals
- Continued training in SIOP strategies

Any resources needed and plans to obtain them:  
None.

Timelines and Progress Monitoring Plans:  
Progress Monitoring every 2-4 weeks. BOY, MOY, and EOY during testing windows.

School Effectiveness SMART Goal:  
The staff works across grade level teams to help increase student learning. Currently 60% of staff are Agree or Mostly Agree. Our goal is to get to 75% staff members saying Agree or Mostly Agree.

Process used to determine goal:  
The team analyzed the data from the Perception Survey and discussed the results.

Responsible individual or team:  
Specialist Team- Lynette, Soo, Anne and Sue.

Strategy/ies that will be implemented to support goal:  
Provide opportunities for communication between grade levels.

How challenge and rigor will be ensured for all students:  
Aligning curriculum scope and sequence across grade levels ensures challenge and rigor for all students.

How necessary interventions will be determined:  
Teams will determine learning goals and necessary interventions to achieve the goals.

Any professional learning needed:  
Opportunity for discussions between grade level teams.

Any resources needed and plans to obtain them:  
District standards and curriculum.

Timelines and Progress Monitoring Plans:  
Grade level teams will meet in the spring to determine next steps.

Attendance SMART Goal:  
We will reduce by 40% the number of students who have 15+ absences in a year from 27 in the 17-18 school year to 17 students in the 18-19 school year.

In addition, we will work with the families of the 21 students that remain at RHE from the previous year's list to reduce that number by 50%.

Process used to determine goal:

We looked at the number of students in the 17-18 school year that had 15 or more total absences. We are looking at unexcused and medical absences that did not have medical notes to accompany the absence.

Responsible individual or team:

Administration, registrar and teachers as needed.

Strategy/ies that will be implemented to support goal:

We will be monitoring the 21 students from the 17-18 list as well as all students at the start of each month to locate students who may fall over the 15+ goal we have set. We will contact and meet with families to set attendance plans for students who are at risk.

Discipline SMART Goal:

We will reduce the amount of Think It Over forms (office referrals); this year focusing on monthly tracking analyzing the following: type of behavior, grade level, location and gender from 10 to 7. Fall 2018 data (collected September, October, November) show an average of 10 per month.

Process used to determine goal:

Analyze Think it Over Forms.

Responsible individual or team:

Administration, counselor and school-wide staff.

Strategy/ies that will be implemented to support goal:

- School wide social skills curriculum Second Step
- Collaborative problem solving
- Increased training for recess and lunchroom staff
- Small social groups based on fall survey to support student

How necessary interventions will be determined:

Interventions will be determined based on description of behavior incidents as described on Think It Over forms.

Any professional learning needed:

Ongoing staff development on implementation for pro-social behavior skills and strategies to reduce in class behaviors.

Any resources needed and plans to obtain them:

Use of tier two supports and building wide PBIS strategies.

Timelines and Progress Monitoring Plans:

Ongoing all year and at the end of each month.

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

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

- Weekly newsletters from the school outlining important events and instructional program information
- School sponsored family math, literacy, and technology nights
- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs
- Key resources translated into Spanish
- Feedback, planning and participation through PTSA and Natural Leaders
- Community surveys to determine interests
- Family STEM nights for targeted families
- Home Strategies and resources provided to parents via Haiku, Safety Net Reading Connections Newsletter and Rose Hill Newsletter

Timelines and Progress Monitoring Plans:  
Mid and end of year survey.

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

- Information about goals, strategies and interventions communicated through Classroom Haiku sites, Safety Net Reading Connections Newsletter and Rose Hill Newsletter
- Key resources translated into Spanish
- Finalized CIP plan posted on website
- Information shared/distributed during annual Meet & Greet, Curriculum Nights, and conferences

Timelines and Progress Monitoring Plans:  
Mid and end of year survey.



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

Ben Rush Elementary School

6101 152<sup>nd</sup> Ave NE

Redmond, WA 98052

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

Principal:	Lucy Davies
Associate Principal:	Leslie Kyle

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# **I. Description of School**

Benjamin Rush Elementary is a large elementary school which serves over 660 students including students in our preschool. Rush is situated in South-Redmond and most students who graduate from Rush Elementary go on to attend Rose Hill Middle School and then Lake Washington High School.

Benjamin Rush Elementary was first opened on April 27<sup>th</sup>, 1970 with over 600 students and 20 teachers. Before moving into the new school, students and staff had been sharing the Audubon Elementary building causing there to be a need for double-shifting; some students started school early in the morning and another set of students started mid-day and went into the evening. The first school building served the community for over 40 years until students and staff moved into our current building in January 2013. Since then, four portables have been added to our site as our student population continues to increase.

Rush Elementary was the first Peace Builder School in the state of Washington, promoting a welcoming environment where mutual respect is highly valued. One of our strengths as a community is our diversity. Fifty-five percent of students at Rush Elementary are Asian, thirty-two percent are white, and six percent are Hispanic/Latino. We also have students who are black/African American, two or more races, and American Indian/Alaskan Native or Native Hawaiian/Other Pacific Islander. Over 44 languages are spoken at Ben Rush and our students and families come from all over the United States and the world. Languages most commonly spoken by our families include English, Telegu, Hindi, Tamil, Hebrew, Russian, Spanish and Kannada.

Rush Elementary has the largest English Language program in the district with over 190 students served in kindergarten through fifth grade. We have a differentiated model to support students that includes co-teaching in multiple classrooms, pushing in support to our kindergarten classes and pulling out students who need more direct instruction support. Staff incorporate Sheltered Instruction Observation Protocol (SIOP) strategies in the classroom on a daily basis to support all students in their classes including students who are learning English.

Ben Rush has a dedicated and highly skilled staff that works extremely hard to support the growth of each student. The Rush staff is committed to research-based teaching practices, teamwork, collaboration, and continual improvement. We are confident that Rush provides a strong academic and social learning experience where children can thrive. We believe that every student can achieve high standards and we work hard to ensure success for each of our students.

## II. District Performance Targets

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

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

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	75.0%	79.2%	80.5%	81.6%			
		1 <sup>st</sup>	88.2%	92.0%	87.1%	84.4%			
		2 <sup>nd</sup>	90.8%	91.4%	81.1%	90.1%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		81.1%	81.3%	73.8%	77.5%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		76.1%	87.3%	84.2%	77.5%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		81.4%	80.6%	82.0%	79.7%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		83.0%	76.6%	80.8%	78.8%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		80.3%	85.0%	82.2%	83.3%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		69.6%	74.6%	71.1%	72.6%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		78.7%	83.5%	86.6%	78.5%			

- 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:

Teachers at Ben Rush Elementary School worked as an entire staff as well as in grade-level teams throughout last year to implement and monitor our Continuous Improvement Plan (CIP). We ensured that all staff professional development focused on areas connected to our CIP. For example, we worked together to learn about and implement the new district writing curriculum. We also started learning about culturally responsive teaching in order to support all students at Ben Rush. Finally, we started learning about the Next Generation Science Standards (NGSS) that were adopted by the state of Washington in preparation for a new science curriculum next year as well as the new state science assessment.

Throughout the year, progress towards the academic goals was monitored using Common District Summative Assessment data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, as well as classroom assessments. Teachers worked together to grade and analyze assessment data in order to implement new strategies based on specific student data.

In October 2018, we reviewed the end-of-year data in grade level teams and grade level bands. Our analysis of Smarter Balance Assessment (SBA) data, Washington Comprehensive Assessment of Science (WCAS) data, and DIBELS End-of-Year (EOY) data provided the impetus for reflective conversations within and across grade level teams. We looked at overall data as well as specific sub-test, claim and strand data. We also examined disaggregated data by race, program enrollment, and gender to identify opportunity gaps.

Progress towards the other goals were evaluated using other forms of data. For example, we tracked our tardies monthly and counted the number of praise notes that were given to students weekly.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
<b>Literacy: K-2 Reading Goal:</b> Our goal was for 77% of students to be proficient on the End of Year DIBELS assessment.	<b>Outcome:</b> In kindergarten through second grade, 84.7% of students were proficient on the End of Year DIBELS assessment which exceeded our goal.
<b>Narrative Reflection:</b> In the 2017-18 school year, 84.7% of K-2 students met or exceeded the benchmark as measured by the DIBELS EOY assessment. This exceeds our goal of 77% of students meeting benchmark. The DIBELS assessment measures the acquisition of early literacy skills and predicts success in reading. It is broken down into various sub-tests depending on the grade level and the time of year. These sub-tests measure skills such as letter recognition, phonics, phonemic awareness, and reading fluency.	

Overall, 81.6% of our students in kindergarten met or exceeded the EOY benchmark. Our kindergarten students were strong in nonsense word fluency (NWF) with 86% of students showing proficiency at the end of the year. Our students struggled the most with phonemic segmentation fluency (PSF), which measures a student's skill at producing individual sounds within a word. Only 71% of our kindergarten students were proficient in PSF. Although we have seen an increase in EOY DIBELS in kindergarten over the past five years, our kindergarten students continue to struggle the most on PSF. In first grade, 84.4% of our students met or exceeded the EOY benchmark. Our first-grade students were strong in reading fluency and reading accuracy with 86% of students proficient in fluency and 83% of students were proficient in accuracy. Our students also did well on nonsense word fluency (NWF) when reading whole words with 85% of students showing proficiency. Students in first grade struggled the most with retelling what they read. Only 47% of students were proficient in this area. In second grade, 90.1% of our students met or exceeded the EOY benchmark. The strongest area for our second graders was reading fluency with 91% of the students proficient. Slightly lower were both reading accuracy and retell; 88% of second graders were proficient in those areas.

**Literacy: 3-5 ELA Goal:**  
Our goal was for 84% of students to measure proficient on the 2018 ELA SBA.

**Outcome:**  
In third through fifth grade, 80.1% of students were proficient on the 2018 ELA SBA which did not meet our goal of 84% of students meeting or exceeding standard.

**Narrative Reflection:**

In the 2017-18 school year, 80.1% of 3<sup>rd</sup>-5<sup>th</sup> grade students were at or above standard on the 2018 ELA SBA. This is slightly lower than our goal of 84% of students being proficient.

The ELA SBA data is broken into four claims: Reading, Writing, Listening, and Research/Inquiry. Students can score below standard, at or near standard, or above standard on each claim. In all grades, our students continued to be strongest in the writing claim and still need the most support in listening. Each claim is further broken down into targets; there are between one and fourteen targets for each grade. Each grade level team analyzed their data for areas of strength and areas of needed growth.

In third grade, 77.4% or were at or above standard on the ELA SBA. Students were strong at identifying text features in literary texts, making inferences/drawing conclusions, and finding text evidence to support inferences/conclusions in literary texts. Teachers feel this success comes from increased practice with graphic organizers and using academic vocabulary to highlight inferences in the Wonders curriculum texts. They identified language use as an area of growth, specifically distinguishing between literal and non-literal meanings of words and phrases used in context.

In fourth grade, 79.7% of students were at or above standard on the ELA SBA. Students were strong at identifying or determining a theme or central idea from details in the text, summarizing the text, and identifying text structures/features in literature. Students were also strong in the area of composing opinion pieces about topics using the complete writing process. Fourth grade teachers recognize that they need to help their students in the area of finding key details to support inferences and conclusions in both informational and literature texts. They also reflected on the need to support students in relating their knowledge of text structures/features to interpreting and explaining

information. Finally, they want to grow their students in writing and revising brief narrative texts using narrative techniques, chronology, and transitional strategies. In fifth grade, 83.3% of students were at or above standard on the ELA SBA. Students were strong in reading and analyzing within or across texts (in both informational and literature genres), finding key details, and identifying text structures/features. Their language use and vocabulary use in writing was also strong. Teachers reflected that their literature instruction focuses on analyzing text and identifying key details by having students respond to questions using RACE (restate, answer, cite, explain) and QAR (question answer relationship) which will help students in these areas. In writing, teachers taught the new district writing curriculum and analyzed texts together. They also specifically taught important vocabulary and had students write three essays of different genres. Fifth grade teachers plan to continue to work on their instruction in understanding the text structures/features in literature and narrative writing techniques. They recognized that they focus on text features in informational texts and need to expand that to literature too.

Overall, some themes emerged in the data. Students have a strong understanding of text features/structures, although there is some inconsistency between informational and literary texts. Furthermore, 3rd-5th grade emphasized the importance of using academic language to support both reading and writing growth.

Math: 3-5 Math Goal:  
Our goal was for 86% of students to be proficient on the 2018 Mathematics SBA.

Outcome:  
In third through fifth grade, 76.3% of students were proficient on the Mathematics SBA, which did not meet our goal of 86% of students meeting or exceeding standard.

Narrative Reflection:  
In the 2017-18 school year, 76.3% of 3<sup>rd</sup>-5<sup>th</sup> grade students were at or above standard on the 2018 Math SBA. This is lower than our goal of 86% of students being proficient. The Mathematics SBA data is broken down into three claims: Concepts and Procedures, Problem Solving and Modeling & Data Analysis and Communicating and Reasoning. Students can score below standard, at standard or near standard, or above standard on each claim. The claims are further broken down into targets; there are eleven or twelve targets depending on the grade. This year, in each grade, students scored highest in the Concepts and Procedures claim with 69% of 3<sup>rd</sup>-5<sup>th</sup> students scoring above standard on this claim, increasing from 66% last year. Scores for the Problem Solving and Analysis claim increased from 56% to 57% of 3<sup>rd</sup>-5<sup>th</sup> students scoring above standard. Scores for the Communicating Reasoning decreased from 55% to only 52% of 3<sup>rd</sup>-5<sup>th</sup> students scoring above standard.

This year, teachers continued to look closely at the targets to allow for more specific reflection. Each grade level analyzed their data for areas of strength and areas of needed growth.

Third grade students were strong at targets A: Represent and solve problems involving multiplication and division, B: Understand properties of multiplication and the relationship between multiplication and division, C: Multiply and divide within 100, D: Solve problems involving the four operations, and identify and explain patterns in arithmetic, and J: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. A common theme between all

these targets is knowledge of multiplication and division. Students struggled the most with Target K: Reason with shapes and their attributes so it will require additional focus to ensure growth.

Fourth grade students were strong at targets D: Generalize place value understanding for multi-digit whole numbers, E: Use place value understanding and properties of operations to perform multi-digit arithmetic, and L: Draw and identify lines and angles, and classify shapes by properties of their lines and angles. A theme between these targets is knowledge of math facts and ability to use algorithms with ease. Two targets that will require additional focus to ensure growth are Target C: Generate and analyze patterns and Target I: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.

Fifth grade students were strong at Concepts and Procedures and Problem Solving claim, as well as Target B: Analyze patterns and relationships, Target E: Use equivalent fractions as a strategy to add and subtract fractions, Target F: Apply and extend previous understanding of multiplication and division to multiply and divide fractions, Target J: Graph points on the coordinate plan to solve real-world and mathematical problems, and Target K: Classify two-dimensional figures into categories based on their properties.

Fifth grade feels that the school focus on problem solving last year helped their students become more successful at problem solving. An area that will require additional focus to promote growth is Communicating and Reasoning, as well as Target C: Understand the place value system and Target H: Represent and Interpret Data. Overall, some themes emerged as we analyzed the data. Students are strong at Concepts and Procedures, specifically mathematical operations. Two areas of growth are Communicating Reasoning, specifically explaining their mathematical thinking, and Problem Solving and Modeling & Data Analysis, specifically focusing on geometry and measurement.

Science: 5<sup>th</sup> Science Goal:  
Our goal was for 87% of fifth grade students to be proficient on the 2018 Washington Comprehensive Assessment of Science (WCAS).

Outcome:  
In fifth grade, 78% of our students were proficient as measured by the 2018 Science WCAS.

Narrative Reflection: Last year was the first year the state of Washington gave the Science WCAS based on the Next Generation Science Standards (NGSS). This assessment is broken into three reporting areas: Practices & Crosscutting Concepts in Physical Sciences, Practices & Crosscutting Concepts in Life Sciences, and Practices & Crosscutting Concepts in Earth and Space Sciences. Students scored similarly in each area last year. In both physical science and earth and space science, 78% of our students met or exceeded the reporting area target. Life science was slightly lower with 76% of students meeting or exceeding the target. These scores are comparable to the overall scores in the Lake Washington School District, and well above the scores for all students across the state. Since the scores were so close in all reporting areas, this coming year, teachers are going to focus on incorporating more of the science and engineering practices and cross-cutting concepts into their teaching. These will help students in all areas of science.

Achievement Gap Goal:  
Our achievement gap goal was for the median student growth percentile of

Outcome:  
We greatly exceeded our goal by increasing the median student growth percentile for

<p>current 5<sup>th</sup> grade special education students in mathematics will increase by 10% compared to that cohort's 4<sup>th</sup> grade student growth percentile as measured by the 2018 Math SBA data.</p>	<p>special education students in mathematics by 81%.</p>
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**Narrative Reflection:**  
 We exceeded our goal of increasing median student growth percentiles for our special education students in math for our 5<sup>th</sup> graders. Their 4<sup>th</sup> grade special education median student growth percentile in mathematics for 2017 was 31. The same cohort had a median student growth percentile of 56 in 5<sup>th</sup> grade for 2018. This was an increase of 81%. This is significant growth and a cause for celebration.

Special Education teachers worked closely with general education teachers to identify effective learning strategies for all students. Special and general education teachers worked to vertically align strategies, particularly in problem solving. The vertical alignment allowed students to have continuity in instruction, expectations, and process vocabulary across grade levels.

Progress was monitored both formally and informally. Teachers used both formative and summative assessments to inform instruction and ensure growth for every student. Common District Summative Assessment data was collected and analyzed throughout the school year, as well as careful IEP goal tracking for special education students.

While reflecting on data, teacher teams and the Equity Team analyzed the 2018 data to identify other opportunity gaps. All groups noticed that Hispanic and Latino students scored lower than other groups in English Language Arts. The Equity team selected this opportunity gap to focus on during the 2018-2019 school year.



<p><b>School Effectiveness Goal:</b>          Our goal was that the score for “Student discipline is managed well,” would increase from a weighted average of 2.88 to a weighted score of 3.00, out of 4, based Nine Characteristics of Highly Effective Schools Survey.</p>	<p><b>Outcome:</b>          We did not meet the goal set for School Effectiveness. Our weighted score for “Student discipline is managed well,” decreased from a weighted average of 2.88 to 2.2 out of 4 on the 2017-2018 survey.</p>
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**Narrative Reflection:**  
 Our score for “Student discipline is managed well,” dropped by 0.68 on the 2017-2018 survey resulting in a score of 2.2. The 2017-2018 Discipline Committee, which met monthly, reflected that they had done a lot of work over the year, but the implementation was just in its beginning phase at the end of last year. Over the year, the Discipline Committee determined that Rush Elementary would benefit from Schoolwide Positive Behavioral Intervention and Supports (SWPBIS). This was a change in direction based on feedback from the committee and staff. The staff discussed and ultimately voted on three core behavioral expectations at Rush. The expectations are safe, respectful, responsible. The Discipline Committee continued working throughout this past summer and renamed themselves the PBIS Committee.

Additionally, in the fall of 2018, follow up questions were posed to grade level teams to help clarify staff concerns about student discipline. The information was recorded anecdotally and described concerns about a small percentage of students who struggle behaviorally, many of whom qualify for Special Education services. Improving this area of school effectiveness will continue to be a major focus throughout the 2018-2019 school year. The PBIS committee will be attending 6 two-hour long district PBIS trainings over the course of the year. Increasing staff understanding of evidenced based methods for increasing pro social behavior, particularly in Special Education students, will require additional attention and focus.

**Attendance Goal:**  
Our goal was for the total number of daily average tardies to decrease by 20%.

**Outcome:**  
We did not meet our goal of reducing the daily average of tardies over the course of the school year. Tardies increased slightly over the course of the school year.

**Narrative Reflection:**  
A strong focus was placed on timeliness and reducing our number of morning tardies. We included several articles in the eNews emphasizing the importance of timely arrival as well as including reminders to parents during community and PTA events. We also began sending a letter to families of children who were tardy more than three times in a given month. The letter highlighted the educational impact on students who came in late, and on the learning environment in classrooms where students were tardy. We encouraged teachers to be diligent in accurately recording student tardies so that students who chronically arrived late could be identified and contact could be made with families to underscore the importance of timeliness.

Despite our efforts, we did not meet our goal of reducing the daily average of tardies over the course of the school year. In September of 2017 we had 1% of students tardy on average. In October of 2017 and June of 2018, we had a daily average of 2% of students tardy. This data was collected using Skyward and percentiles were calculated using each month's daily average and student headcount.

Further attention should be given to helping families understand the impact of late arrival and additional systems should be put in place to help reduce parking lot congestion and incentivize on time arrival.

**Discipline Goal:**  
Our goal was to increase the number of students who were recognized for positive behavior by increasing the number of Praise Notes given out by teachers by 25%.

**Outcome:**  
We increased the number of Praise Notes given to students by 12% between January 2018 and October 2018.

**Narrative Reflection:**  
Last year we worked with teachers and staff to increase the number students recognized for positive behavior. We increased the number of Praised Notes given by teachers by 12% over the course of the year.

We met our goal in 5 out of 11 weeks beginning in January 2018. Praise Notes given by staff members were tracked on a weekly basis. During the week of January 5<sup>th</sup>, 2017, 33 Praise Notes were given to students by staff members. This number was used as our baseline and each of the next 5 weeks showed an increase of at least 25% from the baseline with a range of between 41 and 56. The remainder of the year showed a decline in the number of Praise Notes given with a range between 12 and 37.

Though we did not meet our overall goal, one area of celebration is that we were able to increase the number Praise Notes given to students by 25% or more during a five week period. Praise Notes are aligned with our Peace Builders principles and were given for a variety of pro social behavior including, personal best on school work, righting wrongs, and noticing hurts. This success is a cause for celebration and illustrates that teachers are able to provide high levels of positive feedback to students through our Praise Note system.

In addition to increasing the use of Praise Notes, we also implemented a new positive behavior recognition system called Gotcha Tickets. Gotcha Tickets are a quick way to recognize students who are following expectations and demonstrating pro social behavior. The Gotcha Tickets were collected in a jar in the front office and when the jar was full students voted on a school wide reward. The implementation of Gotcha Tickets greatly increased student recognition for positive behavior. Between February and June, we filled up a 3-gallon bottle twice with small tickets that students earned.

While we were able to meet our goal for a period of weeks, we did not maintain our focus on increasing student recognition through the use of Praise Notes. The number of Praise Notes given during the spring declined sharply. Continuing to increase the number of Praise Notes given over time is an area that still requires attention and focus.

#### 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: Our goal last year was to research strategies to gather parent, family, and community input into our CIP.

#### Reflection on Outcome:

This past year we talked to administrators from other schools to find out how they involved parents, families, and community members in the CIP process. From our research, it was determined that holding small focus groups with family members would be our next step. This year, two focus groups were held to gather input.

## 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:

87% of kindergarten through second grade students will be proficient as measured by the 2019 EOY DIBELS.

Process used to determine goal:

In order to set goals, primary teachers analyzed their DIBELS data. Based on this data, as well as classroom-based assessments, teachers set goals for each student. These goals were set to push each student academically, so growth would be seen for every student. After goals were set for each student, the overall primary literacy goal was calculated.

Responsible individual or team:

The Kindergarten, first and second grade teams will work to achieve this goal, with the support from the Special Education, Safety Net, and English Learner teachers.

Strategy/ies that will be implemented to support goal:

Various strategies will be used to support the goal. In kindergarten, teachers will explicitly teach and practice phonemic awareness using the instructional guide from the Wonders curriculum and supplement it with games for students. In first and second grade, teachers will focus on retelling stories using graphic organizers that help students identify the main idea and key details. They will also continue to work on teaching vocabulary and language use to students in all grades. This will benefit all students, especially students who are learning English.

How challenge and rigor will be ensured for all students:

Teachers will provide scaffolding through small group instruction, so all students can access challenging activities.

How necessary interventions will be determined:

During the goal setting process, teachers identified strengths and areas of growth for each individual student. For example, some students need more support to learn phonics while others need help in phonemic awareness. Teachers have organized their small group instruction to meet the specific needs of each student. Teachers will use in-class formative assessments as well as the middle of the year DIBELS assessments to adjust the small group instruction based on their ongoing assessments.

Any professional learning needed:

This year we will focus on disaggregating the DIBELS data, so we can focus on the specific needs of individual students. Teachers will also participate in SIOP training which can be applied to support the teaching of reading and writing. Additionally, teachers will continue to receive support in implementing the new district writing curriculum, specifically conferring, which will help students with basic phonics and phonemic awareness skills.

Any resources needed and plans to obtain them:

Two teacher leaders are being trained in how to teach SIOP to all staff. All staff have been given SIOP workbooks and the school has copies of '99 Ideas and Activities for Teaching English Learners with the SIOP Model' and '99 More Ideas and Activities for Teaching English Learners with the SIOP Model'. Teachers will be informed of these resources, so they can access additional graphic organizers to support reading comprehension and writing skills. Two additional teacher leaders are continuing to support the district Writing Curriculum implementation, they are assessing current needs and will provide learning to meet those needs.

**Timelines and Progress Monitoring Plans:**

Teachers will progress monitor with both informal and formal assessments. The DIBELS assessment will be given in January and again in May for all students. Students who are in Safety Net will be given the DIBELS assessment at least once a month. Regular formative and summative assessments will be given in each classroom and teachers will use team time to analyze the data.

**Literacy: 3-5 ELA SMART Goal:**

**85.5% of 3-5 students will be proficient as measured by the 2019 ELA SBA data.**

**Process used to determine goal:**

Teachers analyzed individual student state assessment data (SBA) to set specific goals for each student. They then consolidated that information to set grade level goals, and then further consolidated data to set a 3-5 grade goal.

**Responsible individual or team:**

The 3rd-5th grade teams will work to achieve this goal, with the support of Special Education, Safety Net, and English Learner teachers.

**Strategy/ies that will be implemented to support goal:**

Teachers will utilize graphic organizers to support increased note-taking and comprehension skills. They will also confer one-on-one with students during writing to support revising and editing skills.

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

Teachers have recognized there are subgroups that are performing above and below standard, so they will use small group instruction and one-on-one conferring to meet the needs of all students through differentiation.

**How necessary interventions will be determined:**

Teachers will use in-class formative assessments and the comprehensive SBA interim assessments to identify need for interventions. Teachers will use small group instruction to help differentiate in ELA. When needing extra support, teachers will bring up students to the Student Support Committee to gather additional interventions to implement.

**Any professional learning needed:**

Teachers will participate in SIOP training which can be applied to support the teaching of reading and writing. Additionally, teachers will continue to receive support in implementing the new district Writing Curriculum.

Any resources needed and plans to obtain them:

Two teacher leaders are being trained in how to teach SIOP to all staff. All staff have been given SIOP workbooks and the school has copies of '99 Ideas and Activities for Teaching English Learners with the SIOP Model' and '99 More Ideas and Activities for Teaching English Learners with the SIOP Model'. Teachers will be informed of these resources, so they can access additional graphic organizers to support reading comprehension and writing skills. Two additional teacher leaders are continuing to support the district Writing Curriculum implementation, they are assessing current needs and will provide learning to meet those needs.

Timelines and Progress Monitoring Plans:

Teachers will progress monitor with both informal and formal assessments. Formal assessments include the Common District Summative Assessments (CDSA), specifically the end of unit literature and informational assessments.

Math: 3-5 Math SMART Goal:

82% of 3-5 students will be proficient as measured by the 2019 Math SBA data.

Process used to determine goal:

Teachers analyzed individual student state assessment data (SBA) to set specific goals for each student. They then consolidated that information to set grade level goals, and then we further consolidated data to set a 3-5 grade goal.

Responsible individual or team:

The 3rd-5th grade teams will work to achieve this goal, with the support of Special Education, English Learner, and Safety Net teachers.

Strategy/ies that will be implemented to support goal:

Teachers will explicitly teach academic vocabulary necessary to support math problem solving skills. They will also teach the CUBES (circle, underline, box, evaluate, solve) strategy and provide small group instruction.

How challenge and rigor will be ensured for all students:

Teachers have recognized there are subgroups that are performing above and below standard, so they will use small group instruction to meet the needs of all students through differentiation. They will also use the new district adopted adaptive computer math program Dreambox.

How necessary interventions will be determined:

The 5th grade team is participating in an MTSS math intervention pilot program, STAR, to provide targeted interventions. Teachers will also use in-class formative assessments and the comprehensive SBA interim assessments to identify need for interventions. Teachers will use small group instruction to help differentiate in math. When needing extra support, teachers will bring up students to the Student Support Committee to gather additional interventions to implement.

Any professional learning needed:

Teachers will participate in SIOP training which can be applied to support the teaching of academic language in math problem solving.

Any resources needed and plans to obtain them:

Two teacher leaders are being trained in how to teach SIOP to all staff. All staff have been given SIOP workbooks and the school has copies of '99 Ideas and Activities for Teaching English Learners with the SIOP Model' and '99 More Ideas and Activities for Teaching English Learners with the SIOP Model'. Teachers will be informed of these resources, so they can access more strategies to teach math specific academic language.

Timelines and Progress Monitoring Plans:

Teachers will progress monitor with both informal and formal assessments. Formal assessments include the Common District Summative Assessments (CDSA).

Science: 5 Science SMART Goal:

87% of 5<sup>th</sup> grade students will be proficient as measured by the 2019 Washington State science assessment.

Process used to determine goal:

Our 5<sup>th</sup> grade teachers analyzed classroom-based assessments to set specific goals for each individual student. They then consolidated that information to set our grade level goals.

Responsible individual or team:

The 5<sup>th</sup> grade team will be primarily responsible for the goal. All teachers at the school will support science achievement by learning about and starting to teach the Next Generation Science Standards (NGSS).

Strategy/ies that will be implemented to support goal:

This year, teachers will focus on the incorporating the NGSS disciplinary core ideas and the cross-cutting concepts into their current units. This will help support students as we move to the new standards.

How challenge and rigor will be ensured for all students:

Open-ended design and science projects will be provided for students to ensure challenge and rigor. Also, as we move to the NGSS, we will implement ambitious science practices; students will learn about a puzzling phenomenon and science lessons will be designed to allow students to develop deep conceptual understanding of the phenomenon.

How necessary interventions will be determined:

Teachers will use in-class formative and summative assessments to determine the need for interventions. Teachers will re-teach science concepts and provide reading and writing support as needed. Graphic organizers and scaffolding will help students who struggle with organization be more successful in science.

Any professional learning needed: This year, our entire staff will continue learning about the Next Generation Science Standards and start to implement components of the standards. This learning will be led by one of our 5<sup>th</sup> grade teachers. That same teacher will be piloting new science curricular materials that are aligned to the new standards and she will share her learning with the rest of the 5<sup>th</sup> grade teachers.

Any resources needed and plans to obtain them: We will be working with the LWSD Teaching and Learning department to develop training materials to help teacher learning.

Timelines and Progress Monitoring Plans: Fifth-grade teachers will monitor this goal using common formative and summative assessments. Summative assessments include the Common District Summative Assessments (CDSA) which will be given three times throughout the year.

Achievement Gap SMART Goal:  
62.6% of 3<sup>rd</sup>-5<sup>th</sup> grade Hispanic students will be proficient on the ELA SBA 2019 and 62.9% of K-2<sup>nd</sup> grade Hispanic students will be proficient on the End of Year 2019 DIBELs.

Process used to determine goal:  
The school Equity Team met to analyze school-wide assessment data (SBA and DIBELs). Through this collaborative process they saw trends of lower achievement by the Hispanic population across all content areas. In isolating grade-specific data, the gap was slightly larger in ELA.

Responsible individual or team:  
All staff are responsible for supporting this goal. The Equity Team members will lead the work.

Strategy/ies that will be implemented to support goal:  
Equity team members will initiate home visits to support culturally responsive teaching practices. Teachers will implement culturally responsive teaching practices to support student learning.

How challenge and rigor will be ensured for all students:  
Culturally responsive teaching practices and SIOP strategies will be presented to staff via professional learning and then implemented in classrooms to support all students. Additionally, collaboration will occur between special education teachers, English learner teachers, and classroom teachers to support Hispanic, special education and English learner students.

How necessary interventions will be determined:  
Progressing monitoring via DIBELs and informal/formal classroom assessments will be utilized. When additional interventions are needed, students will be brought up to the Student Support Committee to gather additional interventions. Furthermore, the Critical Data Matrix will be utilized when EL students are brought up for additional interventions and/or special education referral.

Any professional learning needed:  
Staff will participate in the district-wide Culturally Responsive Teaching and SIOP professional learning, led by two teacher leaders who are also on the school Equity Team. Additionally, the Equity Team will read 'Courageous Conversations About Race' by Glen Singleton.

Any resources needed and plans to obtain them:

The school Equity Team will each receive a copy of 'Courageous Conversations about Race' by Glen Singleton. Additional resources will be gathered, as needed, by the school Equity Team to support Hispanic student literacy growth.

Timelines and Progress Monitoring Plans:

The school Equity Team will meet monthly and use classroom-based data to monitor progress towards the goal. The school Equity Team includes members from each grade level, as well as specialists.

School Effectiveness SMART Goal:

Based on the Nine Characteristics of Highly Effective Schools Survey, "Student discipline is managed well," will increase from a weighted average of 2.2 out of 4 to a weighted score of 2.9 on the 2018-2019 survey.

Process used to determine goal:

The PBIS team analyzed the 2017- 2018 Nine Characteristics of Highly Effective Schools Survey data.

Responsible individual or team:

PBIS team members will take a leadership role in supporting student discipline management and providing additional professional development to staff around research based discipline practices.

Strategy/ies that will be implemented to support goal:

This year, we are continuing to expand on our PBIS implementation. We will be using the TFI to identify and target areas for continued improvement in school wide tiered behavior interventions.

How challenge and rigor will be ensured for all students:

Leadership opportunities will be provided to all 4<sup>th</sup> and 5<sup>th</sup> grade students in the form of Peace Coaching. Peace Coaches will be providing positive reinforcement and emphasizing tier one expectations for all students.

How necessary interventions will be determined:

The PBIS team will be using the TFI to identify and target areas for improvement and to track fidelity of previously implemented PBIS components.

Any professional learning needed:

The PBIS team will be attending district level training provided by NWPBIS. Additional supports and tools will also be needed to accurately track behavior data and to use the data to implement appropriate student supports.

Any resources needed and plans to obtain them:

We will continue to work closely with the district and MTSS pilot group to identify and obtain additional resources as needed.

Timelines and Progress Monitoring Plans:

We will complete the TFI at least three times over the course of the year to track progress in the implementation of school wide PBIS. Additionally, we will informally survey the staff about their perception of student discipline management quarterly.

Attendance SMART Goal:

The average number of daily tardies will be reduced by 10%.

Process used to determine goal:

Our attendance goal was selected by our administration team based on the 2017-2018 attendance data recorded in Skyward.

Responsible individual or team:

The administrative team will be primarily responsible for this goal, but will solicit help from all staff and our PTA.

Strategy/ies that will be implemented to support goal:

We will create a bulletin board to chart the total number of daily tardies. Students will be taught the importance of arriving on time to school. Parent education will occur through our school and teacher newsletters, and a partnership with the PTA. We will notify parents of students who are chronically late to raise their awareness of their student's attendance record and the impacts of late arrival.

How necessary interventions will be determined:

Interventions will be determined by monthly attendance reports from Skyward.

Any professional learning needed:

No professional learning is needed at this time.

Any resources needed and plans to obtain them:

Parent communication and information about the effects of tardies on student achievement and the implications in middle and high school will help us reach this goal. Support from our BECCA coordinator will also help us reach this goal.

Timelines and Progress Monitoring Plans:

Average daily tardy totals will be charted on a weekly basis.

Discipline SMART Goal:

80% of 60 randomly selected students (10 from each grade) will be able to accurately state the three behavioral expectations at Rush Elementary (Safe, Respectful, Responsible)

Process used to determine goal:

Last year as a school we selected three behavioral expectations to focus on. Student and staff awareness of these three behavioral expectations is a critical component to the implementation of school wide PBIS.

Responsible individual or team:

PBIS team members will take a lead role in achieving this goal, however, the entire staff will participate in helping students learn the three behavior expectations.

Strategy/ies that will be implemented to support goal:

The PBIS committee is creating signs to display the behavior expectations throughout the school. Teachers will be teaching the expectations in the context of each school setting twice during the course of the school year. Staff will be giving “gotcha tickets” paired with specific praise associated with the three behavioral expectations.

How challenge and rigor will be ensured for all students:

Peace Coaches will have the opportunity to teach the expectations to younger students and to pair “gotcha tickets” with specific praise for meeting the behavioral expectations.

How necessary interventions will be determined:

Interventions will be determined based on monthly random student samples.

Any professional learning needed:

Ongoing professional learning at the building level about PBIS will occur throughout the school year. PBIS team members will attend NWPBIS training sessions.

Any resources needed and plans to obtain them:

No additional resources will be needed to meet this goal.

Timelines and Progress Monitoring Plans:

The PBIS team will randomly sample students monthly to gauge progress.

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

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

This year we invited parents and family members to two focus groups to discuss our CIP and provide input on how to better involve parents and families. They made multiple suggestions including: breaking down the information by grade levels so families could focus on the information that is relevant to their children, providing background information on the assessments that are used to set and monitor goals, and providing ways that families can support the goals. We will start by providing this information to families at conferences and through our family newsletters.

Timelines and Progress Monitoring Plans:

We will include information about our CIP monthly in our newsletter to families. We will also have teachers provide information to our families at our January conferences. As needed, we will reach out to the family members who attended the focus groups for feedback.



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

Mark Twain Elementary School

9525 130<sup>th</sup> Ave NE

Kirkland, WA 98033

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

Principal:	Craig D. Mott
Associate Principal:	Malia Goodfellow

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# I. Description of School

Mark Twain Elementary is a wonderful K-5 school located in the North Rose Hill neighborhood of Kirkland, Wash., serving a diverse population of about 620 highly-valued children and families. We are a community of learners who value the importance of a school grounded in strong instructional practice. As students, staff and parents, we pride ourselves on maintaining a learning environment that is welcoming, removes barriers and focuses on delivering instructional practices that improve our school and community.

We have a dedicated and highly skilled staff that works extremely hard to maintain our focus on what is best for kids and what will help each student reach their growth potential. Our parent community is very active and supportive in our school. Our PTSA provides generous support both financially and in volunteer hours in the areas of science, math, art and literacy enrichment, general academic support and extracurricular activities.

Our staff who is committed to continually looking at ways to improve student achievement as well as foster the overall well-being of our students. The primary focus of our 2018-19 Continuous Improvement Plan will continue to focus on building on our success in all academic areas. Teachers meet regularly to collaborate and analyze student work, develop common assessments and set specific short-term student growth goals. Our work consists of teachers developing and implementation of effective instructional strategies, including analyzing student work/performance after strategies had been implemented.

As a school, we are beginning our work in Equity and MTSS. Our fundamental goal is to remove barriers to learning and create a learning environment that is representative and cultural responsive. Most importantly our data suggests that students continue to improve from year to year while under our instructional care and we are proud of our students, but we also realize we have more work to do.

## Demographics

Total Students	621
Male/Female	53/4%
Low Income	15.5%
Special Education	12.1%
ELL	18.8%

Caucasian	50%
Asian	21%
Hispanic	16%
Two or More Races	10%
Black/African American	2%
American Indian	1%
Pacific Islander	>1%

Caucasian	50%
Asian	21%
Hispanic	16%
Two or More Races	10.0%
African American	2.0 %
Pacific Islander	0.17%
Native American	0.49%
Free/Reduced Lunch	19.7

## II. District Performance Targets

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

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

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	76%	75%	92.2%	83.7%			
		1 <sup>st</sup>	84%	81%	82.1%	83.1%			
		2 <sup>nd</sup>	77.2%	90.8%	81.2%	86.1%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		66%	65.8%	81.5%	79.9%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		69	68.2%	85.5%	77.6%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		75.5%	76.4%	67.4%	82%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		80.6%	71.1%	66.6%	77.7%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		71.4%	78%	76.3%	77.9%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		57.1%	70%	69.1%	70.1%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		76.9%	77.2%	82.9%	75.5%			

- 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

Mark Twain staff is committed to improving student performance and deepening our understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum along with Wonder Works the intervention companion program. We continued to unwrap priority standards to better know and understand what students need to know and can do at each grade level. We also continued to share and train the staff to ensure the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, and post-assessing. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
<b>Literacy: K-2 Reading Goal:</b>  82% of our K-2 students will reach proficiency by spring 2018 as measured by DIBELS.	<b>Outcome:</b>  84% met or exceeded proficiency as measured on the spring 2018 EOY DIBELS.
<b>Narrative Reflection:</b> <ul style="list-style-type: none"> <li>• As teams, we continue to work to have common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses.</li> <li>• Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text.</li> <li>• Units of Study which are interconnected across the content areas.</li> <li>• Writing Homework.</li> <li>• Grade level planning.</li> <li>• Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low.</li> <li>• Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use.</li> <li>• ELL support for struggling readers including the use of supplemental technology (Alcx and Lexia ) as a tiered level of support.</li> <li>• Additional Instructional Assistant time to provide small learner groups to support struggling learners.</li> <li>• Use of district and classroom assessments to provide on-going data on student progress.</li> </ul>	

- Targeted use of leveled readers for differentiated instruction.

**Kindy:**

- IA support
- ELL support
- Safety Net
- Parent support/small group work
- BURST
- Small group rotations
- Progress Monitoring

**1<sup>st</sup> Grade:**

- For students who are not yet at standard, we continue to focus on: Small-group support (Special-Education, ELL, Safety Net, IA support), high frequency word list, progress monitoring (using Wonders passages and DIBELS progress monitoring passages), Wonders’ decodable readers, take-home reading program, partner-reading, guided reading groups.

**2<sup>nd</sup> Grade:**

- Teachers will work together with intervention teachers to align reading and student goals. Teachers will do the same for safety net. Teachers will also work with appropriate intervention teachers to modify curriculum and provide accommodations for different students.
- Resources include: wonder works, wonders, head sprout, para reading groups, leveled readers, SPED time, take home readers on-going progress monitoring.

**Literacy: 3-5 ELA Goal:**

74% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.

**Outcome:**

80% of students in grades 3-5 reached proficiency on the Spring 2018 Smarter Balanced Assessment.

**Narrative Reflection:**

As teams, we have established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses Focused skill development using. Focused skill development using:

- Writing Workshop
- Shared/Modeled Writing
- Small group work
- Partner Reading
- Conferring with readers.
- Monitoring progress using running records and Oral Reading Passages
- Practice retell, friendly letters, and units of study, adding details to writing, correct use of conventions.

- Journaling (All Grades)
- Writing Workshop

- Grade level planning
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low.
- Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use.
- Ell support for struggling readers and use of supplemental curriculum and supports.
- Focused IA time to help, but also provide small learner groups to support struggling learners.
- Use of district and classroom assessments to provide on-going data on student progress.
- Targeted use of leveled readers for differentiated instruction.

**3<sup>rd</sup> Grade:**

- The action plan will include Wonders curriculum-adapted/differentiated instruction.
- Envision: adopted/differentiated instruction.
- Some students have been identified to receive additional remedial support around math before school.
- Safety Net, IA support and student mentors.

**4/5 Grade:**

- Safety Net, Para push-in, small group re-teach.
- Collaborative conversations between the general education teachers and intervention support to align curriculum. Specifically, ensuring that ELL and Safety Net are using their respective Wonders aligned curriculum and working with the general education teacher to ensure continuity.
- Progress monitoring on a regular basis to inform instruction.

**Math: 3-5 Math Goal:**

74% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.

**Outcome:**

75.4% of students in grades 3-5 will reach proficiency on the Spring 2018 Smarter Balanced Assessment.

**Narrative Reflection:**

- Analysis of district and classroom assessment data (CDSA's, CBM's, Performance assessments).
- Use of OSPI SBA resources; administering the interim assessment and giving students an opportunity to gain exposure to the test and formatting.
- Working as a grade level band to differentiate instruction or all learners; use of math journals; Monthly Math Grade level collaboration on the EnVision Math program, its components and on-line resources for students and parents.

- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs.
- Administer and review assessments to provide data on student progress as well help drive instruction.
- Additional Instructional Assistant time to help but also provide small learner groups to support struggling learners.
- Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home.
- I.X.L. assignments that aligned with classroom instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies.
- Making connections – what measurements are meaningful to us? (ex: your finger is about a cm wide, a paperclip is about a gram).
- Questioning strategies: Encouraging parents and students to ask themselves: "What is the strategy you are using?" "Why are you using it?" "Is there another way to solve this problem?"
- Before school math intervention in grades 3/4.

**3<sup>rd</sup> Grade:**

- Envision: adopted/differentiated instruction.
- Some students have been identified to receive additional remedial support around math before school.
- IA support and student mentor.
- As a grade level 3<sup>rd</sup> grade has continued to develop and evolve the data team process as part of their instructional practice.

**4/5 Grade:**

- IA/ Para push-in, small group re-teach.
- Before school math, student mentor.
- Both grades put significant time and instructional practice into multi-step problem solving. They continue to see value in focusing on this concept and so much of their intervention focuses on this skill.

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

80% of 5<sup>th</sup> grade student will be proficient as measured by the spring.

**Outcome:**

76% of students in grade 5 will reach proficiency on the Spring 2018 Science WCAS.

**Narrative Reflection:**

- School Wide:
- Science notebooks
- Integration with informational text
- Collaborate on Science instruction
- Grade level planning
- Build excitement and interest in Science through effective teaching of FOSS units.
- Work to implement modules according to FOSS recommendations.

- Provided extension to grade level learning through outside programs such as, Physics of Sound Workshop
- Introduce and use scientific vocabulary for each Investigation
- Utilize the science FOSS literature and writing assignments
- Have students work in cooperative teams during investigations
- Use a K-6 continuum of skills for the process of the scientific write-up; encourage participation in the PTSA sponsored Science Fair, Bridge Building Fair

<b>Achievement Gap:</b>	<b>Outcome:</b>
By the end of the year 2017-2018 school year, 25% of ELL students should reach English proficiency.	25% of ELL students were proficient by the end of the 2017-2018 school year.

**Narrative Reflection:**

These students received small group instruction five days a week. They were closely monitored using formative assessments. They received direct instruction either using BURST at the kindergarten level to Wonder Works and Wonders curricula, in addition to their core literacy instruction. In a small group setting, these students had ample opportunities to practice listening, speaking, reading, and writing skills. Instruction highlighted vocabulary, reader's theater, and writing in response to reading. Students received direct instruction on Tier II vocabulary, which helps EL students access the core curriculum. The small group format lowers students' affective filter and builds confidence. This is particularly important for students acquiring English. In addition, peer-to-peer interactions help students gain language models and promote a supportive learning environment.

The Safety Net team worked to foster a strong home-school connection through invitations to reader's theater performances, family participation in practicing fluency at home, hosting a Parent Literacy Night event, and communicating student progress regularly. These efforts helped EL families learn about our school culture and provide effective support at home.

<b>School effectiveness Goal:</b>	<b>Outcome:</b>
Staff members will connect with each other outside of grade level teams from 71% <b>agreement</b> to 80% agreement. This goal will also reflect vertical articulation as well.	Staff reported on the 2017-2018 Nine Characteristics survey that 19% completely agreed, 31% mostly agreed and 38% slightly with staff members will connect with each other outside of grade level teams.

**Narrative Reflection:**

Although our total percentage reflects we made our goal, it does not necessarily describe the whole picture. Our focus last year was not on vertical articulation. Through our

discussion as a staff we determined that we needed to focus more attention on grade level collaboration especially around writing, science standards and handwriting.

**Attendance Goal:**

Monitor and track monthly attendance data for all students in K-5 students. The goal is a 97% monthly attendance rate for each grade.

**Outcome:**

By the end of the year our monthly attendance for all students in grades K-5 was 96%.

**Narrative Reflection:**

For our attendance goal, we took a public approach and made our community aware of what our goal was. We also posted our progress in the main hallway outside of the office, tracking each grade levels performance. In addition, we sent regular reminders in our newsletters about the importance of attending school on a regular basis. The outcome resulted in our goal being achieved on a regular monthly basis the second half of the year.

**Discipline Goal:**

Discipline: We will reduce office referrals by 10% from the previous year by implementing: restorative conversations between students along with continued training for staff on de-escalation and supervision strategies.

**Outcome:**

Our monthly discipline referral rate dropped, however the exact amount is variable.

**Narrative Reflection:**

In terms of our behavior goal, we successfully decreased our discipline referrals by having a better understanding by our support staff of what constitutes an infraction. In addition, our data was able to identify areas or personnel who appeared to require additional training to allow them to better perform their job.

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:

- Close working relationships with Safety Net, ELL, Special Ed and families/community
- Use of Instructional Assistant and parents to support the CIP by teaching small groups of strategic students and 1 on 1
- Survey and gather feedback
- Reading with Big Buddies
- Take Home Readers
- Parent Volunteers
- Community Volunteer: Listens to students read Just Right Books

- Accessing PTSA grants to help support math club, before/after school academic support
- Weekly parent communication via newsletter, emails, Haiku
- Class Meetings
- Behavior and Homework Contracts

Reflection on Outcome:

We continue to evaluate our effectiveness with involving and gathering input from our parent community.

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

- PTSA sponsored events
- Presenting CIP at the PTSA board meetings
- Showcasing goals and achievements
- Celebrating success
- Student centered goal setting conferences
- Parent education opportunities - parenting workshops, coffee hours with the principal
- Electronic school news
- School messenger

Reflection on Outcome:

We continue to have a strong partnership between the PTSA and the school. Staff attend PTSA functions to support, but more importantly to educate our community on the happens at Mark Twain.

We also ensure that we are sending regular communication to our parents via the school but also the PTSA to ensure we are maintain a transparent relationship.

## 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:**

87 % of our K-2 students will reach proficiency by spring 2019 as measured by EOY DIBELS .

#### **Literacy K-2 Reading:**

The goal of 87% was determined by analyzing past data growth from 15-16 and 16-17 and 17-18 school years and comparing it to where our students in each grade level were starting this year. Some grade levels started higher and some lower regarding DIBELS scores. Using the data, we made a strategic decision about our goal using other assessments.

#### **Kindy:**

- Our focus continues to be developing strong foundations around reading. This will occur with the support of parent volunteers, big buddies, and literacy centers focusing on specific skills
- IA support
- ELL support
- Safety Net along with utilizing Lexia
- Parent support/small group work
- SIPPS
- Small group rotations
- Progress Monitoring
- Additional Home support
- Leveled learning groups and just right readers

#### **1<sup>st</sup> Grade:**

- IA support, working collaboratively with the safety net and ELL to support classroom instruction along with SPED
- Leveled readers, one on one support in the classroom
- Take home readers, as well as communicating with parents regarding the importance of home academic support
- We will need progress monitoring passages throughout the year to continually assess and document student progress, access to the building book room to ensure students can choose books at their own level
- We have put together many progress monitoring passages and have them centrally located for all 1<sup>st</sup> grade teachers to access, we all also have access to the book room and our students who need different or additional books will be guided to the book room

**2<sup>nd</sup> Grade:**

- Leveled reading books
- Just right reading books
- Literature groups teaching fluency skills for advanced students
- Wonders
- Using resources in school for ideas –collaboration, vertical teaming
- Take home readers
- Utilize supplemental materials such as Read naturally at different levels
- Small groups
- Fluency passages (Read Naturally, Zoo Fluency)
- Lexia with low students not at standard
- Rosetta Stone for EL students
- 20 minutes of reading at home for homework (Reading Log)
- Intention instruction in phonics patterns and site words
- Weekly comprehension assessment
- Monthly fluency passages
- Daily language review/ Dictation Assessment

**Professional Learning:**

- Continue to explore ways to differentiate and meet student needs
- Continue to determine what the curriculum offers to support student learning
- Release time for collaboration and team planning
- Learning Walks
- Data teams

**Responsible Team or Individual:**

- Administration
- Grade level teachers
- Support personnel - Safety Net, ELL SPED
- Classified support personnel

**Resources Needed:**

- Collaborative opportunities
- PLC Time
- Data Team time

**Determining Interventions:**

- Teacher Determined
- Grade Level determined Staffing
- SIT/BIT
- Guidance Team

**Timelines and Progress Monitoring Plans:**

- Progress monitoring is occurring at all levels to help inform and drive instruction. K-2 will continue to use DIBLES as their multi point, across time tool along with district and curricular assessments to monitor growth.

**Literacy: 3-5 ELA SMART Goal:**

80 % of our 3-5 students will reach proficiency by Spring 2019 as measured by Smarter Balanced Assessment.

**Literacy 3-5 Reading:**

The goal of 80% was determined by analyzing past growth data with this cohort group using historical cohort data. We'll use the strategy to expand their paragraphs into longer form essays. We will be intentional about teaching the writing process and writing as a response to reading with the new curriculum. We will utilize building release to co-plan in grade level teams. Students will use also be exposed to the SBA interim assessments this year.

**3rd Grade**

- Data team cycles
- Small group instruction
- Typing practice
- Multi-media instruction (listening to reading, using technology to generate ideas, etc.)
- Integrating reading with other subjects
- SIOP strategies
- SBA interim assessments
- Word work
- Students meet with teachers in targeted groups based on their reading level. Students who are at risk according to DIBELS receive support from Safety Net teachers. Students have extensive choice in reading books that are appropriate for their interests and reading level
- Students who struggle with reading fluency will be monitored using DIBELS. Based on formative and summative assessments created by the district and Wonders, students will be grouped for targeted instruction

**4th Grade**

- Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low
- Grade level and vertical collaboration to discuss student work.
- Safety Net and ELL support for struggling readers
- Additional Instructional Assistant time to aid but also provide small learner groups to support struggling learners
- The Double Dose time will be taught through Safety Net and be designed to pre-test skills, teach skills and Progress monitoring will continue with all learners who are not at standard
- Use of district and classroom assessments to provide on-going data on student progress
- Use of OSPI MSP resources to target instruction

## **5th Grade**

- Process used to determine goal: Examination of prior SBA scores, Wonders weekly tests scores, classroom trends, students currently receiving reading and language intervention, and student responsibility for learning
- Extension opportunities (differentiated)
- Small group instruction
- Differentiation of instruction
- Teacher observation
- One-on-one/small group instruction
- Student feedback
- Weekly progress monitoring with Wonders Assessments
- Weekly progress reports with intervention teachers

### **Professional Learning:**

- Continue to explore ways to differentiate and meet student needs
- Continue to determine what the curriculum offers to support student learning
- Release time for collaboration and team planning
- Learning Walks
- Data teams
- UDL

### **Responsible Team or Individual:**

- Administration
- Grade level teachers
- Support personnel - Safety Net, ELL SPED
- Classified support personnel

### **Resources Needed:**

- Collaborative opportunities
- LC Time
- Data Team time

### **Determining Interventions:**

- Teacher Determined
- Grade Level determined Staffing
- SIT/BIT
- Guidance Team

### **Timelines and Progress Monitoring Plans:**

- Grades 3-5 will utilize large scale assessments such as the SBA, but will also utilize district CDSA's in math, ELA performance assessments as well as topic assessments provide by the Envision and Wonders curriculums and those generated by classroom teachers
- Safety Net students are progress monitored ~every 4 weeks
- Students complete a summative reading assessment at the end of every Wonders assessment every 5 weeks

**Math: 3-5 Math SMART Goal:**

71% of our 3-5 students will reach proficiency by Spring 2019 as measured by Smarter Balanced Assessment.

**Math 3-5**

The goal of 71% was determined by analyzing classroom-based mathematics scores for the 3rd grade cohort (including end-of-topic tests and PGE data collection assessment scores). 4th and 5th grades used previous year SBAC data, current math assessments and knowledge of students. We will support basic fact mastery in our classrooms and by utilizing technology resources including IXL, Singapore math. The technology will also create more opportunities to student to work on remedial skills or push their understanding above grade level concepts. We have also identified math problem solving as an area of continued growth specifically multi-step problem solving. The grade band will focus on strategies to support students in this area along with other math concepts.

**3<sup>rd</sup> Grade:****Math Strategies:**

- As a team, we have instituted common methods with the intention of reinforcing number sense concepts and skills. Among the tools we will use: Dream Box. assignments that aligned with classroom instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies
- Data team cycles
- Dream box
- Small group instruction
- Emphasis on math fact fluency
- Daily problem-solving practice
- Enrichment projects for at and above grade level
- SIOP strategies
- SBA interim assessments
- Small group instruction – helping students to break problems apart and solve one step at a time
- Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies
- Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and division facts and applications, and understanding and applying fractions
- Pre/post assessments for math topics to gather data about what students already know, this information allows us to meet students where they are in their learning. We provide enrichment opportunities for students who already know the content and targeted intervention for those who lack the foundational skills to meet the standard

#### **4<sup>th</sup> Grade:**

- Continue using the envision Curriculum; differentiate instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the envision
- Math program, its components and on-line resources for students and parents.
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs
- Use of state, district and classroom assessments to provide data on student progress as well help drive instruction
- Additional Instructional Assistant time to support learning but also provide small learner groups to support struggling learners
- Walk to Math, Dream box, Math Centers and Rotations, SPED push in, student mentoring
- Data collection: Topic Tests, Quick Checks, Interim Assessment, MDIS
- Supplemental math support through Dream Box, to complement envision curriculum and allow student to continue and reinforce skills at home
- International Game Nights – designed to expose kids to games of which many are math related
  - Continue to add additional games, books and materials to the Math Resource Room for students and teachers
  - Developing meaningful math homework, and math fact work
- Analysis of district and classroom assessment data (CDSA's, CBM's, Performance assessments)
- Use of OSPI SBA resources to target learning

#### **5<sup>th</sup> Grade**

##### **Math Strategies:**

- Process used to determine goal: Examination of prior SBA scores, Envisions topic tests scores, envisions quick check scores, classroom trends, students currently receiving math intervention, and student responsibility for learning.
- Safety Net (math)
- Paraeducator push-in
- Small group re-teach
- Progress monitoring on regular basis to inform instruction
- Continued collaborative conversations between teachers, support staff, and parents
- Extension opportunities (differentiated)
- Small group instruction
- Differentiation of instruction
- Monitoring of topic assessments and quick checks
- Teacher observation
- One-on-one,/small group instruction
- Student feedback

##### **Determining Interventions:**

- Teacher Determined
- Grade Level determined Staffing
- Walk to Math – utilization of on-going assessment to determine growth and student groupings

- Integration of SPED teacher into walk to math program.
- SIT/BIT
- Guidance Team

**Progress Monitoring:**

- Weekly progress monitoring with topic assessments
- Weekly progress reports with intervention teachers
- Grade level monitoring with data board

**Science: 5 Science SMART Goal:**

75% of 5<sup>th</sup> grade student will be proficient as measured by the Spring 2019 State Science Assessment (NGSS).

Process used to determine goal:

- Our 5<sup>th</sup> grade team has spent some time reviewing student performance on the Spring 2018 State Science Assessment as well as curricular assessment to determine our goal for this academic year.

Strategy to support goal:

- Supplemental NGSS lessons

Challenge and Rigor:

- Student choice to lead presentation in the spring on earth science

How interventions will be determined:

- Formative assessment on a unit-by-unit basis

Professional Learning/Resources:

- Release day to plan supplemental lessons and materials for NGSS standards

**School Effectiveness SMART Goal:**

Staff members will connect with each other outside of grade level teams from 71% agreement to 80% agreement. This goal will also reflect vertical articulation as well.

- The Nine Characteristics Survey given in the spring was used to identify areas of focus need.
- The decision as to which area to focus on this year was processed first by the Twain CIP/Leadership team. The goal of the team is to identify, prioritize, plan, and initiate the work of the building. It gathers information and makes recommendations with the goal of improving not only student performance but the culture and environment of the building. It is representative of the different grade levels and staff members. The CIP/Leadership team went back to their respective grade teams and discussed areas they felt were important for the building to focus on. As the process evolves, the team prioritized and made some

suggestions as it related to team building or identifying days to be collaborative or provide opportunities for collegial time. From there, LEAP time was mapped out with focus points and activities and voted upon by the staff. Additional events to create collegiality and team building were also done to build positive relationships among staff, during and after the work day.

- We set this goal last year as well and did not achieve it. We still feel it is important, so we decided to set the goal again.
- To help support our efforts our focus this year around Equity and MTSS, specifically UDL will allow for more opportunities for vertical integration and articulation of staff.

**Annual School Goals: Achievement Gap Goal:**

By the end of the year 2018-2019 school year 25% of ELL students should reach English proficiency and exit ELL services.

- We continue to focus on ELL as our subgroup because we continue to see more and more students enroll at Mark Twain who are English language learners and the achievement gap continues to grow.
- We feel strongly that our level three students are in the best place to make the greatest growth at this point through additional pull out and push in support.
- Extra support will be provided through ELL and Safety Net. Along with small group instruction from certificated and classified staff as well.
- We will ensure that students receive necessary intervention by supporting students through small group intervention, continuous progress monitoring, and assessment.
- We will progress monitor students through DIBELS tri-annual assessment as well as curricular based assessments.

**Attendance SMART Goal:**

Our 2018-2019 goal is to continue to meet our 97% daily attendance rate as in previous year but to decrease the number of tardy to school through education, communication and rewarding those classes that demonstrate the least daily tardiness over the month.

- Student attendance rates at Mark Twain Elementary demonstrate an overall commitment to attending school. A concerted effort last year was placed on informing and celebrating attendance success rates. We were able to reach our goal of 97% grade level monthly attendance. However, after looking at our overall monthly data for the last couple of years we determined that although our daily attendance rates were improving we had a major problem around tardiness and arriving at school on time. Factors contributing to these attendance rates could include:
  - The number of siblings in each of these grades
  - Parent perceptions towards arriving on time and not
  - Later start times, traffic, importance/value
  - Parents unaware how quickly tardiness can add up

Therefore, our goal this year is to progress monitor our daily tardiness rate and continue to educate and inform our parent community. Our goal will be to educate our parent community with on-going communication and information through our class and building newsletters. We will show case on a bulletin board outside the office to our progress across grade levels and celebrate our achievements.

**Discipline SMART Goal:**

Discipline: we will reduce office referrals by 10% from the previous year by implementing: restorative conversations between students along with continued training for staff on de-escalation and supervision strategies.

The staff will be working collaboratively to ensure existing systems are effective and efficient and we will work to modify or add systems to meet the current needs of our students. More specifically, we will better track our discipline data to identify trends in discipline that may include: location, time of day and activity.

**Strategies to reduce discipline include:**

- School wide implementation of social skills curriculum Second Step
- We also have developed a school wide focus on community and building connection through our language, our assemblies and how we celebrate students and staff success.
- Continued explicit teaching about ways in which we keep our school community safe from bullying and other anti-inclusive school behaviors
- Professional development opportunities for IA's and support staff – "How to deal with difficult kids"
- On-going opportunities to have collaborative conversations with staff and colleagues on proactive strategies
- Implementation of reflection forms for students to complete to decrease repeated behaviors

Progress monitoring will be by the principal monthly to see the number of referrals, as well as the type of infractions to identify, understand, and support the needs. Data will be shared with the BLT on a quarterly basis.

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

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

- Volunteer opportunities to work on grade level CIP goals such as reading at the primary levels. Close working relationships with Safety Net, ELL, Special Ed and families/community
- Providing opportunities for parent to mentor or share information that would assist staff with Culturally Relevant teaching or around our building Equity work.
- Survey and gather feedback
- Parent education opportunities around topics of importance with our community
- Accessing PTSA grants to help support math club, before/afterschool academic support
- Weekly parent communication via newsletter, emails, Haiku

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

- PTSA sponsored events
- Presenting CIP at the PTSA board meetings
- Showcasing goals and achievements
- Celebrating success
- Student centered goal setting conferences
- Parent education opportunities - parenting workshops, coffee hours with the principal
- Electronic school news
- School messenger



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

Kirkland Middle School

430 18<sup>th</sup> St.

Kirkland, WA 98033

<http://kims.lwsd.org>

Principal:	Deborah K.W. McCarson
Associate Principal:	Julie Dixon

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# I. Description of School

Kirkland Middle School (KiMS) is located in the NorKirk neighborhood of Kirkland just blocks from downtown, near beautiful Lake Washington. We just completed our seventh year as a 6-8 Middle School with wonderful results. We serve approximately 615 students, coming to us from three elementary schools: Peter Kirk, Lakeview and Mark Twain. We are lucky to be small enough to know our students well. This fact in turn supports the important concept of a more personalized educational environment for our middle level students. Through our peer mentor program, each sixth grader is matched with a 7<sup>th</sup> or 8<sup>th</sup> grade mentor to help them navigate the first few months of Middle School. We continue to embrace our school wide Panther Time that meets at the end of day, four days a week, with the focus on support, connection and personalization. We enjoy our extensive building remodel which supports and promotes our emphasis on grade level and content teaming and collaboration among staff and students. Our elective offerings include: Game Design, STEM, Design and Modeling, Robotics, Band, Orchestra, Choir, Drama, Debate, Journalism, Team Sports, Digital Media, Art, Pottery, Spanish, Study Skills, and Leadership.

Our focus is on providing every student with the opportunity to progress, advance and experience personally challenging work. Our students must be prepared to meet the challenges of an ever-changing world that is increasingly more complex.

## Kirkland Middle Native Languages

English	85%
Spanish	2%
Russian	2%
Arabic	1%
Finnish	1%
Japanese	1%
Korean	1%
Telugu	1%

Student Demographics	
Enrollment	
May 2018 Student Count	613
Gender (October 2017)	
Male	52.6%
Female	47.4%
Race/Ethnicity (October 2017)	
Hispanic / Latino of any race(s)	8%

American Indian / Alaskan Native	0.5%
Asian	10%
Black / African American	2%
Native Hawaiian / Other Pacific Islander	0.5%
White	72%
Two or More Races	7.0%
<b>Special Programs</b>	
Free or Reduced-Price Meals (May 2018)	9.1%
Special Education (May 2018)	11.3%
Transitional Bilingual (May 2018)	3.3%
Section 504 (May 2018)	7.2%
<b>Other Information (<a href="#">more info</a>)</b>	
Unexcused Absence Rate (2017-18)	0.7%

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to determine School Performance Targets:

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

### III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy.	83.3	76.9	76.0	81.6			
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	79.0	77.1	80.0	82.5			
<b>7<sup>th</sup> Graders on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	85.6	86.3	81.8	82.5			
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	80.8	88.4	82.2	78.8			
<b>8<sup>th</sup> Graders on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.2	84.6	87.6	84.3			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	83.5	75.4	78.9	77.3			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	91.0	84.6	91.2	76.7 new test			

- 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:  
 Content teams meet across grade levels to discuss outcomes using a variety of data sources i.e. SBA, Alg Aptitude, Language Arts Interim Assessments, teacher developed formative and summative assessments. Our CIP goals are directly related to teacher Professional Growth Goals which are evaluated on an ongoing basis throughout the school year.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
<p>Literacy: 6-8 ELA Goal:</p> <p>6<sup>th</sup> Grade - By the time we give our final assessment (May 2018) we hope to see the following results:</p> <p>40% or roughly 87 students, will show high growth and be able to successfully analyze and evaluate an author's use of several types of figurative language. 50%, around 109 students, will show clear growth and be able to identify and explain the meaning of various forms of figurative language. 10%, approximately 22 students, will fall into the no-some growth category. These students will be able to define and/or identify figurative language in a text.</p> <p>7<sup>th</sup> Grade – As measured by the CARS assessment, we hope to see student growth from 60% to 70% accuracy on the Word Meaning strand.</p> <p>8<sup>th</sup> Grade – 80% of students will achieve At Standard or Above Standard on Critical Thinking/ Inference Strands of CARS Assessment.</p>	<p>Outcome:</p> <p>6<sup>th</sup> grade –            High Growth: 73 students (36%)            Clear Growth: 100 students (50%)            Some Growth: 24 students (12%)            No Growth: 4 students (2%)</p> <p>From our data we can see that 36% of students can now analyze and evaluate an author's use of several types of figurative language in a variety of texts. 50% of students can successfully identify and extract meaning from figurative language in a text. 12% of students can identify figurative language in a text. 98% of students showed growth from our initial assessment given in September 2017. This baseline assessment focused solely on the identification of figurative language which has since become our level 2 in rigor.</p> <p>7<sup>th</sup> Grade – We achieved this goal as students scored an average 70.3% accuracy on the final CARS assessment.</p> <p>8<sup>th</sup> Grade – We achieved our goal as more than 80% scored At or Above Standard on the CARS Critical Thinking/ Inference strand of the CARS assessment.</p>

Narrative Reflection:

Overall, our department feels successful in the setting, implementing and measuring of our CIP goals. At each grade level, instruction was focused and delivered at a level ensuring inclusion for all skill levels. By scaffolding the instruction carefully throughout the year and using our defined measurement tools, we were able to modify instruction and push for additional rigor, based on our assessment findings. Looking ahead, we will continue to use both our ELA and SS classes to deliver reading instruction but will use SBA Interim Assessments as a way to more closely model the students end of year assessments.

**Math: 6-8 Math Goal:**  
83 % of students will meet or exceed standard on the 2018 Math SBA.

The goal of the math department is based on students' abilities to perform mental math at an appropriate grade/course level. The goal is that 90% of students will show some growth as evidenced by a 20% increase from the baseline assessment in November to the final assessment in March.

**Outcome:**  
6<sup>th</sup> grade: 82% proficiency on the SBA  
7<sup>th</sup> grade: 79% proficiency on the SBA  
8<sup>th</sup> grade: 77% proficiency on the SBA

**Mental math goal:**  
6<sup>th</sup> grade: 87% of students showed some, clear or high growth.  
7<sup>th</sup> grade: 37% of students showed some, clear, or high growth.  
8<sup>th</sup> grade: 80% of students showed some, clear or high growth.

Narrative Reflection:

Factors that may have contributed to not meeting the goals include the sequencing of topics (some units lend themselves better to mental math than others), students' lack of basic multiplication and division skills, and no grade attached to the assessments resulting in low motivation by the students.

**Science: 8 Science Goal:**  
In 2017-2018 we set a goal that 80% of all students would demonstrate clear growth in their ability to analyze a scientific model that explains a phenomenon.

Baseline levels for each grade were:

Level 1

6<sup>th</sup> grade 87%  
7<sup>th</sup> grade 79%  
8<sup>th</sup> grade 86%

Level 2

6<sup>th</sup> grade 12%  
7<sup>th</sup> grade 19%

**Outcome:**  
Overall only 18.3% of all students showed clear or high growth.

6<sup>th</sup> grade - 28.4% of students showed clear or high growth in knowledge of scientific modeling. 66.7% showed at least some growth.

7<sup>th</sup> grade - 11.5% of students showed clear or high growth in knowledge of scientific modeling. 35% showed at least some growth.

<p>8<sup>th</sup> grade 13%</p> <p><u>Level 3</u>  6<sup>th</sup> grade 1%  7<sup>th</sup> grade 2%  8<sup>th</sup> grade 1%</p> <p><u>Level 4</u>  0% all grades</p>	<p>8th grade - 14.9% of students showed clear or high growth in knowledge of scientific modeling. 39.1% showed at least some growth.</p>
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**Narrative Reflection:**

Students did not perform as well as expected. After reflection on the year, there are a few reasons we feel contributed to these results.

1. All of us are new to Ambitious Science. We have worked diligently this year to change our teaching practices and incorporate these practices into our instruction. It is hard, time-consuming work and there is a lot of trial and error involved.
2. Some of the questions on our assessment were confusing, specifically the questions about limitations. A true/false response did not always match well with the question which resulted in some students who understood the question chose incorrect answers.
3. Issues with technology interfered greatly with our instruction. So much time and energy was spent on problem solving or last-minute changes in lesson plans that continuity, flow and focus were often negatively impacted.
4. Not all of our units are fully developed to include phenomenon and models in the instruction. We discovered that if we were not currently teaching a unit that included modelling when the test was given the students seemed to “forget”.

Despite what did not go as well as we had originally predicted, there was still a positive outcome. Overall 51% of our students showed growth demonstrating a skill they had no previous experience with. We feel proud of that accomplishment. Students were able to demonstrate that they are familiar with the purpose of a model and understand the components of an effective model. There were many supporting elements which helped reinforce modeling, such as summary table, that showed growth in student achievement as well. Importantly, the students shared that they enjoy being able to show their learning in different ways and to use their own ideas, theories and opinions. They liked the freedom of having multiple ways to arrive at an answer, that there was not just one right way to explain. They expressed that the problem solving and thinking necessary to show what they learned when they were creating a model was much more challenging and valuable than just being able to answer questions on a test.

<p>Achievement Gap Goal: We expect that our Hispanic students will reach 60% proficiency in ELA and 60% proficiency in the Math portion of the SBA in the spring of 2018. As a staff we will research initiatives and innovative programs to</p>	<p>Outcome: Our Hispanic students significantly exceeded our stated Achievement Gap goal. 80% were proficient in Reading, 88% Writing, Math (Concepts and Procedures) 80%, (Problem Solving /</p>
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improve cultural competency and inclusiveness for our minority students.	Data Analysis) 78%, (Communication Reasoning) 84%
<p>Narrative Reflection:</p> <p>We will be digging deeper into the data to determine what types of support (if any) were in place for specific students i.e. Safety Net, ELL, Study Skills that contributed to our student's success. This is our 2<sup>nd</sup> year with an in-building ELL teacher. We provided district supported instruction on SIOP strategies for the entire staff and were introduced CRT – Culturally Responsive Teaching.</p>	
<p>College and Career Readiness Goal: We expect 100% completion rate of Career Cruising requirements by all of our 8<sup>th</sup> grade students.</p>	<p>Outcome: We successfully met this goal with a 100% completion rate.</p>
<p>Narrative Reflection:</p> <p>It is our hope that we can continue to present the 6<sup>th</sup> and 7<sup>th</sup> grade lessons even if the support in new system might not include 6<sup>th</sup> and 7<sup>th</sup> graders.</p>	
<p>School Effectiveness Goal: Teachers provide feedback to each other to help improve instructional practices from 79% agree mostly/Completely to 85% using the Nine Characteristics Survey as a measurement.</p>	<p>Outcome: Feedback using the 9 Characteristics Survey showed a slight decrease from 79% to 77%, instead of the hoped-for increase.</p>
<p>Narrative Reflection:</p> <p>We continue to use 2 LEAP Wednesday's a year for peer observation and reflection. We will revisit expectations around this process, if we find that teachers are not getting the feedback from each other, in order to improve instruction. Teachers meet monthly in Grade Level Teams, coordinating calendars and staffing students. The majority of our LEAP time is spent in Content Teams discussing curriculum, instruction and assessment.</p>	
<p>Discipline / Attendance Goal: Continue the implementation of our revised late policy which notifies parents by email when a student reaches 3 tardies in the semester and requires a parent meeting and consequences when the student reaches 4. Teachers shared the revised policy with all students the first week of school, and it was also shared with parents during</p>	<p>Outcome: Because of the added focus on holding students accountable for tardies we did have an increase in the total number of tardies.</p>

<p>curriculum night. Teachers and other school personnel are present consistently in hallways/pods encouraging students to be on time to class.</p>	
<p>Narrative Reflection:</p> <p>When looking at the data, we noted two changes:          With staff's added focus on holding students accountable, the "total" number of tardies increased. However, the parent notification piece brought the number of students with "repeat" tardies down considerably from previous years.</p>	

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

<p>2017-18 Strategies to involve parents, families and the community in the CIP process:</p> <p>KiMS works with many community organizations that support our staff and students in a variety of ways: Kirkland Kiwanis, City of Kirkland, Kirkland Parks and Recreation, Kirkland Youth Council, Pantry Packs, Friends of Youth and Youth Eastside Services. Parents are involved as volunteers in classrooms, as well as serving as walk-about during lunches and before and after school. We also offer evening study/organizational skills, and technology parent nights outside of our regular PTSA general membership meetings and parent coffees. The more connected we are to our community, the more opportunities we have to share our goals and progress on a regular basis.</p>
<p>Reflection on Outcome:</p> <p>We are invigorated by the support we receive from our families and community and will continue to work to expand student/family support offerings during and after school. Plans are in place, starting in 2019, to increase the number of partnerships as a part of our King County SBIRT (Screening, Brief, Intervention, Referral, Treatment) grant.</p>

<p>2017-18 Strategies to inform parents, families and the community in the Continuous Improvement Process:</p> <p>The principal meets with PTSA leadership every other week to share CIP progress and answer questions regarding programs and initiatives. At each PTSA general membership meeting the principal report is a standing item, which always contains pertinent CIP information. Newsletters go out to families once a month and contain information reported out by grade level content areas, and electives. We have a very active parent group that has focused on wellness for the past few years sponsoring Backpack Awareness Day, Wellness Fest and a variety of other activities for students, staff and parents. We also survey our parents to determine their interest in order to better serve our school community.</p>
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Reflection on Outcome:

Attendance at our Parent Coffee's decreased over the course of the year. This year our PTSA has decided to reduce the number of meetings, with the thought that fewer coffees might increase the number of parents who attend. The Wellness Committee continues to plan important schoolwide events and meet with our Green Team staff advisor to ensure student involvement.

## 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:

8<sup>th</sup> Grade – 55 % of 8<sup>th</sup> grade students will show proficiency At or Above Standard on the SBA Interim Assessment measuring the Listening Strand. (CCSS SL 8.2)

7<sup>th</sup> Grade – 50 % of 7<sup>th</sup> grade students will show proficiency At or Above Standard on the SBA Interim Assessment measuring the Listening Strand. (CCSS SL 7.2)

6<sup>th</sup> Grade - 40% of 6<sup>th</sup> grade students will show high growth and be able to successfully analyze and evaluate an author's use of several types of figurative language. (RL 6.4)

Process used to determine goal:

Classroom Pre – assessments using SBA Interim Assessments.

Responsible individual or team:

ELA 6<sup>th</sup> – 8<sup>th</sup> grade Team.

Strategy/ies that will be implemented to support goal:

At each grade level, direct instruction in the chosen CCSS, RL 6.4, SL 7.2 and SL 8.2 will be delivered in ELA classrooms. Students will be given multiple, scaffolded opportunities for practice. Instruction will also take place in Social Studies classrooms in order to provide further practice.

How challenge and rigor will be ensured for all students: Our goals are to move students to Above Standard. Rigor will include opportunities to practice with differentiated texts and rigor will be purposely increased throughout the year.

How necessary interventions will be determined:

Instruction will be driven by formative assessments. Students performing Below Standard will be provide additional targeted instruction based on need.

Any professional learning needed:

We will continue to research new methodology for instruction in Listening and note taking.

Any resources needed and plans to obtain them:

We will be using school provided earbuds to supplement students' personal earbuds.

Timelines and Progress Monitoring Plans:

Baseline assessments were administered in September. Formative assessments will take place three times during the school year. Final Assessments will be administered in late March in preparation for the SBA.

Math: 6-8 Math SMART Goal:

The math department's goal this year is based on SBA performance. The department would like to see an increase of 2% in SBA proficiency for all grade levels. Our CIP goal for the SBA are that 84% of 6th graders will achieve standard or above standard, 81% of 7th graders will achieve standard or above standard, and 79% of 8th graders will achieve standard or above standard.

Process used to determine goal:

During a math department meeting, members chose a goal that is common to all math classes. We want to see our scores increase, and we came up with a plan to get more SBA practice in before the actual testing.

Responsible individual or team: Math department:

Debby Adent, Monica Engquist, Rachel Fingerhut, Anne Herendeen, Katrina Bond, MaryEllen Olafson, Amy Myhre.

Strategy/ies that will be implemented to support goal:

In preparation for the spring SBA, all math teachers will use ALEKS, which supports Common Core Standards. All students will be assessed using the appropriate grade level Knowledge Assessment on ALEKS. Growth will be measured on students' progress on three Knowledge Assessments given throughout the year. Our goal is that 80% of all students will show clear growth as measured by the indicators of: some growth (10% growth), clear growth (20% growth) and high growth (at least 30% growth). Working on ALEKS to support the curriculum should better prepare our students for spring testing. Three similar Knowledge Assessments will be tracked for each student and the growth of each student will be calculated. Data from each support team member will be combined to assess student growth by grade level.

How challenge and rigor will be ensured for all students:

Students will be able to move at their own rate, with students needing challenge and rigor being allowed to continue to the next levels of ALEKS, including the level of algebra.

How necessary interventions will be determined:

Math teachers can see the progress of all students and intervene. Data collected as students work through ALEKS topics will allow math teachers to work with students individually.

Any professional learning needed:

Math teachers who have used ALEKS extensively are helping new teachers and those who have not used ALEKS. Professional learning is taking place in our own department.

Any resources needed and plans to obtain them:

All math teachers have ALEKS accounts.

Timelines and Progress Monitoring Plans:

Growth will be measured three times throughout the year by having students take their grade level Knowledge Assessments. The baseline Knowledge Assessment will be given in September or October, with two additional Knowledge Assessments given between November and April. Growth will be assessed after each assessment.

Science: 8 Science SMART Goal:

80% of the 6<sup>th</sup>-8<sup>th</sup> grade science students will demonstrate some growth in their ability to analyze a scientific model that explains a phenomenon.

Process used to determine goal:

We will use a pre-assessment in the fall to determine the level of skill for each student, then follow up with a post-assessment in the spring to measure growth.

Responsible individual or team:

Lisa BaughnSmith, Danielle Potter, Debby Adent, Riley Roth, MaryEllen Olafson, Rachel Fingerhut and Katrina Bond.

Strategy/ies that will be implemented to support goal:

We will provide explicit instruction on effective modeling strategies, have students develop model-based explanations for phenomenon in the units we teach, use example models for students to analyze and critique, and use NGSS released assessment questions for practice.

How challenge and rigor will be ensured for all students:

Students of all levels will be taught modeling using the what-how-why practice of Ambitious Science Teaching. To achieve the “why” of a model, students need to be able to connect what is visible to what is not visible, which is a rigorous task in and of itself.

How necessary interventions will be determined:

We will be using formative assessments in our instruction all year to gather information about student progress. Students who need intervention will be provided additional instruction by partnering with other students, one-on-one teacher support and other teaching strategies.

Any professional learning needed:

Continued involvement with district science collaboration teams, on-going learning regarding Ambitious Science Teaching (AST) and Process Oriented Guided Inquiry Learning (POGIL).

Any resources needed and plans to obtain them:

Middle School Science Collaboration Meetings are scheduled for the year. POGIL training is being planned with the goal to have all of our science team trained by early 2019. One to two LWLC meetings will be scheduled during team LEAP days to provide an opportunity for middle school and high school science teachers to share and collaborate.

Timelines and Progress Monitoring Plans:

We will be working on this goal for the duration of the 2018-2019 school year. Progress checks will occur at team Meeting LEAP Wednesdays.

Achievement Gap SMART Goal:

We expect that our ELL students will all increase proficiency in ELA portion of the SBA spring of 2019 by 10% . Research initiatives and innovative programs to improve cultural competency and inclusiveness for our minority students.

Process used to determine goal:

We used information from our 2018 SBA and looked at the outcomes from last year's goals and determined that we would focus on the success of our ELL students in ELA. We are again interested in determining how our .4 ELL FTE will impact our results this year using a self-contained model rather than the pull-out model used the previous year.

Responsible individual or team:

The entire staff is responsible- they are all our students. We will continue to incorporate training on ELPS and offer SIOP training to staff members when it is available.

Strategy/ies that will be implemented to support goal:

We adjusted our ELL delivery model this year, after trying a co-teach model the year before. It seems to have produced results beyond our expectations. We will continue to monitor and make adjustments while keeping the delivery model the same.

How necessary interventions will be determined:

ELL teacher will continue to monitor student progress, working closely with gen. ed. teachers.

Any professional learning needed:

We have an experienced ELL teacher that will be taking advantage of district professional development as well as meeting with other educators in her content area.

Any resources needed and plans to obtain them:

Materials to support ELL program, professional development for staff- including interested general education staff. Continued SIOP training for entire staff.

College and Career Readiness SMART Goal:

We expect 100% completion rate of Xello requirements by all of our 8th grade students. We will also teach lessons that involve 6<sup>th</sup> and 7<sup>th</sup> graders in the process.

Process used to determine goal:

It is important to us that our 8th graders get a solid start on their academic and career planning using the new district adopted Xello software. It also supports our feeder high schools if all our students have meet expectations for completion of the 8th grade requirements.

Responsible individual or team:

Counseling Team and Science Teachers.

Any professional learning needed:

New system this year, counselors will be trained.

Any resources needed and plans to obtain them:

We would like to continue introducing this in 6<sup>th</sup> and 7<sup>th</sup> grade and hope this is an option with the new program.

Timelines and Progress Monitoring Plans:

We will do this in March during our “Future Ready” month.

School Effectiveness SMART Goal:

Teachers provide feedback to each other to help improve instructional practices from 76% agree mostly/completely to 85% using the Nine Characteristics Survey as a measurement.

Process used to determine goal:

We looked at our Nine Characteristics Survey results to determine our goal. Since our percentage decreased from last year, we will continue to work on this goal again this year.

Responsible individual or team:

As a staff, we vote each year to determine if we want to convert two of our CIP days to provide time for teachers to do peer observations (pre/obs/post)- one each semester. The goal of the peer observation is set by the participants. It can be to view a specific instructional strategy the observer would like to try, or it might be providing constructive feedback to the educator being observed. Regardless of the goal the intent is to improve instructional practices.

Any professional learning needed: Teachers will be given observation templates they may choose to use while doing classroom visits.

Attendance/Discipline SMART Goal:

Decrease the number of students with 4+ tardies from 10% to 5%.

Process used to determine goal:  
Attendance data from 2017-2018

Responsible individual or team:  
Associate Principal and attendance team

Strategy/ies that will be implemented to support goal:  
Weekly attendance meetings with attendance team (both counselors, attendance secretary, security monitor, and our health room secretary) to review attendance and tardy issues and follow through with consequences.

How challenge and rigor will be ensured for all students:  
We meet with students who are experiencing attendance issues to brainstorm strategies how to solve their issues. We enlist parent communication and involvement

How necessary interventions will be determined:  
We have attendance consequences included in our Kirkland Middle School Handbook to guide our interventions. We communicate with parents via email when a student has 3 tardies to alert them which is the first step of the attendance consequences.

Any resources needed and plans to obtain them:  
Our attendance secretary creates and maintains an Excel spreadsheet to monitor total number of tardies, how many of these were late arrivals or classroom tardies, school action (which includes parent communication and school consequences with dates given. Our attendance secretary gives each team member an updated copy of the spreadsheet at our weekly attendance meeting to help us determine next steps according to our attendance guidelines.

Timelines and Progress Monitoring Plans:  
Monitor progress during our weekly attendance team meeting and end of year statistics.

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

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

Family and community involvement- KiMS works with many community organizations that support our staff and students in a variety of ways: Kirkland Kiwanis, City of Kirkland, Kirkland Parks and Recreation, Kirkland Youth Council, Pantry Packs, Friends of Youth and Youth Eastside Services. Parents are involved as volunteers in classrooms, as well as serving as walk-about during lunches and before and after school. We also offer evening study/organizational skills, and technology parent nights outside of our regular PTSA general membership meetings and parent coffees. Our PTSA also has a very active Wellness committee that brings in outside community resources in support of our students and staff. The more connected we are to our community, the more opportunities we have to share our goals and progress on a regular basis.

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

The principal meets with PTSA leadership every other week to share CIP progress and answer questions regarding programs and initiatives. At each PTSA general membership meeting the principal report is a standing item, which always contains pertinent CIP information. Newsletters go out to families once a month and contain information reported out by grade level content areas, and electives. We have a very active parent group that has focused on wellness for the past few years sponsoring Backpack Awareness Day, Wellness Fest and a variety of other activities for students, staff and parents. We also survey our parents to determine their interest in order to better serve our school community.



## Continuous Improvement Process Plan 2018-2019

Rose Hill Middle  
13505 N.E. 75<sup>th</sup> Street  
Redmond, WA 98052  
<https://rhms.lwsd.org/>

Principal:	Erin Bowser
Associate Principal:	Michael Griffin
Associate Principal:	Alicia Mendez

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# I. Description of School

Rose Hill Middle School’s mission is to prepare and inspire students for academic and social success in a safe community through collaboration of students, staff and parents. RHMS staff is focused on knowing each student individually by name and need, with the goal to support the growth of each student academically, socially and emotionally. Our vision is:

Every RHMS Student is:

- Challenged Academically
- Connected Globally
- Valued Individually
- Prepared for the Next Step

Our mission and vision underlie our partnership with parents and our relationship with students and form the basis of our improvement goals.

Our school continues to grow and become more diverse. During the 2014-2015 school year our enrollment was 752 and we are now at 890.

## Student Demographics

### Student Count

May 2017	860
October 2018	890

### Gender

Male	53.1%
Female	46.9%

### Race Ethnicity

American Indian/Alaskan Native	.2%
Asian	22.4%
Black/African American	1.9%
Hispanic/Latino of any race(s) Two or More Races	8.7%
White	50.4%

### Program Characteristics

English Language Learners	7.4%
Non-English Language Learners	92.6%
Homeless	1.1%
Low-Income	19.2%

Non Migrant	100%
Military Parent	.3%
Mobile	2%
Section 504	5.2%
IEP Students	12.8%

Each year Rose Hill Middle School staff set specific goals centered on implementing specific, targeted interventions for struggling students as well as providing challenging work for students who have met or exceeded standard. All students have access to additional help during the school day and use this additional support regularly.

Teachers are committed to providing differentiated and challenging curriculum to all students. We offer a push-in Special Education model at all grade levels in math and language arts, rather than pull-out replacement courses to give all students access and exposure to the grade level curriculum.

Teachers work hard to learn from one another throughout the year. Each week teachers have time to collaborate with other teachers teaching the same grade level and content area to plan instruction, design assessments and review data.

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### **Process to determine School Performance Targets:**

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

### III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders' on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy	76.6%	76.7%	76%	77.3%			
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	66.3%	75.2%	79.1	79.5%			
<b>7<sup>th</sup> Graders' on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	80.9%	77.1%	81.5%	79.1%			
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	69.8%	75.3%	73%	77.7%			
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.4%	82.7%	81%	80.4%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	67.3%	64.5%	74.2%	74.3%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	86.6%	88.8%	87.1%	79.2%			

- 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

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: 83% of 6-8 students will meet or exceed standard on the Spring 2018 ELA SBA.	Outcome: 78.8% of 6-8 students met or exceeded standard on the Spring 2018 ELA SBA.
Narrative Reflection: We did not meet our goal. In analyzing the data, there is a high correlation of students of color who are below standard and who also receive Special Education and/or ELL support. Many of those receive support in both. There are students who did not meet standard, but they did move from level 1 to 2, or from a low level 2 to a high level 2. While this might not register as meeting standard, it is still cause for celebration. We are surprised that we did not meet our goal, and particularly that we are below 80%. We recognize that our scores have been particularly stagnant for many years, as is the trend in our district, state, and nation. When we look at the disaggregated data, we need to make closing the achievement gap our top priority. We need to focus our goal at showing improvement, as well as building relationships with our students.	
Math: 6-8 Math Goal: 78% of students will meet or exceed standard on the 2018 Math SBA.	Outcome: Overall average for 2018 SBA was 77.13% passing. More specifically, 6 <sup>th</sup> grade earned a .4% growth and 7 <sup>th</sup> grade was a 4.6% growth, and 8 <sup>th</sup> grade was a 0.1% growth.
Narrative Reflection: Looking at the 3 prior years, the general trend is improving by approximately 8%. This is a reflection of a better understanding of the CCSS and an improved curriculum. Team planning and common assessments gives better alignment to the CommonCore and efficiency in how class time is used. Aleks software is meeting kids at their level and helping to address gaps in their mathematical foundation. Teachers are using Aleks data to help differentiate their instruction.	
Science: 8 Science Goal: Using previous years' data and trends, anecdotal evidence from this year's cohort and the challenges of having a new team we determined this year's goal of 85% proficient.	Outcome: 79.2% of 8 <sup>th</sup> graders passed the WCAS in the Spring of 2018. 50% of Black students and 56% of Hispanic students passed the WCAS in the Spring of 2018.
Narrative Reflection:	

The goal of 85% was in part missed due to new test, new curriculum and new standards. The format of the test was unfamiliar for students and teachers. As teachers become more familiar with standards and curriculum that has been ever changing in the science for the past three years, we can expect student performance will improve.

**Achievement Gap Goal:**  
 We reviewed by grade level all students who received a level 2 score on the 2017 ELA SBA. Next, we identified which students are classified as African American, Hispanic or Latino in CEDARS. We examined the ELA scale scores of the identified students. After looking closely at the ranges, we decided that any selected 6<sup>th</sup> grade student with a scale score of at least 2490, any selected 7<sup>th</sup> grade student with a scale score of at least 2500, and any selected 8<sup>th</sup> grade student with a scale score of at least 2520 will achieve a level 3 on the 2018 ELA SBA.

**Outcome: 2017-2018 SBA-ELA**

6<sup>th</sup> Grade -  
 60% African American met or exceeded standard  
 60% Hispanic-Latino met or exceeded standard

7<sup>th</sup> Grade –  
 67% African American met or exceeded standard  
 62% Hispanic-Latino met or exceeded standard

8<sup>th</sup> Grade –  
 50% African American met or exceeded standard  
 65% Hispanic-Latino met or exceeded standard

**Narrative Reflection:**  
 Based on ELA SBA data from the 2017-2018 school year, half or just over half of the African American and Hispanic-Latino populations at each grade level met or exceeded standard. This data shows disproportionate results for these two groups compared to their peers. This historical trend is what the Electives, SPED, and ELL departments will focus on this year.

**College and Career Readiness Goal:**  
 100% of 8<sup>th</sup> grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.

**Outcome:**  
 100% of 8<sup>th</sup> grade students took a survey using Career Cruising and will identify at least two possible careers of interest.

**Narrative Reflection:**  
 All students took the career cruising survey and were able to identify at least 2 career/interest areas. The counseling department worked hard to have every student complete the activity. In addition, they brought in an outside group called CHOICES. CHOICES in an interactive decision-making workshop that empowers teens to achieve academic success in pursuit of their career and life aspirations. In two hour-long sessions, business and community volunteers took all 8<sup>th</sup> grade students through real-world exercises on academic self-discipline, time and money management, and goal setting.

<p>School Effectiveness Goal: Many staff provide leadership in some way from 67.5% agree completely/mostly to 80% agree completely/mostly as measured on the Nine Characteristics Survey.</p>	<p>Outcome: 64% of teachers responded agree mostly/agree completely on the Nine Characteristics Survey.</p>
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**Narrative Reflection:**  
 We want shared leadership and learning at RHMS and want to ensure that teachers are not working in isolation. We are all in this together and can learn so much from one another. We want to grow our leadership team and become learners and leaders together. This year we have changed the format of our leadership team meetings in order to better facilitate this work. Teachers work in collaboration groups that do a quarterly data analysis review of a common formative assessment. Through this process, teachers identify successful instructional strategies and determine additional strategies to provide support to students who are not yet proficient. Also, during the 2018-2019 school year, there is an emphasis of distributive leadership and more authentic leadership for our teacher led leadership teams.

<p><b>Attendance Goal:</b>          We want to focus on students who are demonstrating a pattern of chronic absenteeism (10% or more per year). We want students to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.</p>	<p><b>Outcome:</b>          During our building work of trying to support our targeted group of students that had demonstrated a pattern of chronic absenteeism, we slightly shifted our focus to a school wide approach. Through various interventions we continued to see an increase in our student attendance rates. The attendance rate for the 2017-2018 school year was 90.9%. The RHMS attendance trend has gradually increased over the last four years.</p>
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**Narrative Reflection:**  
 As we continue to see an upward trend in our attendance we will continue to work with all stakeholders to develop plans to support students who have demonstrated chronic absenteeism and provide interventions school wide. We are exploring more positive behavior intervention programs that will support our attendance efforts.

<p><b>Discipline Goal:</b>          Our number of students who were suspended decreased by 43% from 19 to 11 students from 2016-17 to 2017-2018. For the 2017-2018 school year, our goal was to reduce the number of suspensions to 6 students.</p>	<p><b>Outcome:</b>          Unfortunately, we did not meet this goal. During the 2017-2018 school year we had 30 out of school suspensions.</p>
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**Narrative Reflection:**  
 Several variables may have contributed to the increase number of out of school suspensions during the 2017-2018 school year. However, we did intentionally implement more in-school suspensions and Wednesday detentions in place of out of school suspensions. We will continue to explore resources and restorative justice

practices. Also, we are looking into various professional development opportunities to support our decision making around discipline and our efforts around restorative justice. Administration and the building leadership teams will develop a plan to reduce the number of out of school suspensions.

#### 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: This is one of the more challenging things to determine as part of this plan. The challenge comes in authentically involving parents, families and the community in the CIP process. The administration will work with other Lake Washington Learning Community schools to devise strategies to involve these stakeholders in the Continuous Improvement Process. Include information and strategies in the weekly parent newsletter and host parent meetings that specifically address the goals and strategies being implemented to achieve those goals. The administration will work with other Lake Washington Learning Community schools to devise a strategy to inform our community about the Continuous Improvement Process.

Reflection on Outcome: We continue to strive for an authentic involvement from all stakeholders and incorporated more voice into the process, but we are looking at other ways to make the process more meaningful and intentional for the varying perspective of all stakeholders.

## 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:

Our Hispanic/Latino and Black/African American students will show 5% increase in meeting standard on the 2019 ELA SBA.

Process used to determine goal:

We looked our disaggregated data and recognized that we are stagnant in closing the achievement/opportunity gap. As a result, it is time for our department to try a new approach. We determined that we needed to make Hispanic/Latino students and Black/African American students a focus, as only 62% and 60% met standard respectively, compared to 78.8% of students making standard overall. We also took time to look at individual student data, focusing specifically on our students from these demographics who scored level 1 or 2. After much discussion, reflection, and deliberation, we choose what we thought was both a reasonable, yet ambitious goal.

Responsible individual or team:

Our entire department. We will need to work intentionally with our ELL/Sped teachers to support our efforts. (Many of the students within these demographics also received SPED and/or ELL services.)

Strategy/ies that will be implemented to support goal:

1. We commit to scheduling our level 1 and 2 students on a weekly basis for Pride Time.
2. We need to have closer contact with the parents of these students, including progress updates, providing ideas for how to support at home, etc.
3. Conferencing with these students on a regular basis to provide feedback, help build their confidence, give them positive reinforcement.
4. Building the literature in our curriculum and classroom libraries to be more representative of students of color.
5. Making building relationships as much a priority with these students as academics.

How challenge and rigor will be ensured for all students:

By having high expectations for all students. The perception of “I can’t do it” will not be reinforced. Rather, we will communicate with these students that they can do it, they are not going to opt out of work, and they we will partner with them to achieve their goals.

How necessary interventions will be determined:

We have looked at our individual students to determine our focused group. We will use our formative assessments to determine our one-on-one focus when we meet with them for Pride Time, check-in during class time, meet after school, etc.

Any professional learning needed:

Department Inquiry: Several members of our department are members of other groups involved in professional development (i.e. Equity team, Safety Net, etc.) As a department we commit to bringing back resources from these experiences to share with our team members.

Any resources needed and plans to obtain them:

We need to continue to build our classroom libraries to provide diverse perspectives. Many of us are using our professional funds to build these.

Continuing to partner with our librarian to utilize the resources available (for both students and staff).

Timelines and Progress Monitoring Plans:

As grade level teams we will continue to use formative assessments to monitor student progress and meet with our team members on a regular basis to check-in.

Math: 6-8 Math SMART Goal:

For the 2018-2019 school year, our CIP goal will focus on narrowing the Achievement Gap. The goal is to move 5% of Black/African American students, Hispanic/Latinx students and students who are two or more races up one level from 1 to 2 or 2 to 3.

Process used to determine goal:

We looked at the prior year SBA by race/ethnicity. We used the percentages of each race/ethnicity to determine the actual student count. Combining this information with our current classes/students, we were able to humanize the data and envision our path forward.

Responsible individual or team:

Math department team members.

Strategy/ies that will be implemented to support goal:

Modify the strategy of “My Favorite Know” by intentionally choosing student’s work who fall within the three races/ethnicities. Implement yearly projects using the categories of My Cultural Heritage Math Project, math topics tied to your culture, and careers involving mathematics tied to your culture. Make sure a Spanish version of every textbook is available. Sending progress reports/missing reports once a quarter, two weeks before the end of the quarter. If there is no response, contact home. Students who have missing assignments will be supported during Pride Time, Homework Café, before/after school when possible. Teachers are going to pursue an expanded approach to after-school homework help. Extended Math teachers will give the Interim SBA.

How challenge and rigor will be ensured for all students:

Teachers are giving Challenge Options/Scary Problems and extension learning. Teachers are able to move students up as they master a grade level in Aleks. Teachers are giving differentiated homework either through Aleks or the curriculum. Scaffolded and modified tests and homework are given. One teacher enforces a level of proficiency on tests. If the standard is not met, the teacher requires the student to meet for re-teaching.

How necessary interventions will be determined:

Teachers review missing assignments, test scores, Aleks progress and level of engagement in classroom.

Any professional learning needed:

We would like more information on how to allow access to the learning for all students. We would like more strategies on how to implement small group teaching while providing authentic academic challenge for other students.

Any resources needed and plans to obtain them:

Learn how to more effectively and creatively use our time and resources to reallocate to students who are most needy. More help with supervision during Pride Time.

Timelines and Progress Monitoring Plans:

Monitor the grades of students, using the 1<sup>st</sup> quarter grades as a baseline. Check in at semester and 3<sup>rd</sup> quarter.

Science: 8 Science SMART Goal:

85% of 8<sup>th</sup> students will meet standard on the science WCAS in the Spring of 2019. 65% of the Black and Hispanic 8<sup>th</sup> grade students will meet standard on the WCAS in Spring of 2019.

Process used to determine goal:

We analyzed students' performance by demographic subgroup as well as the overall performance of the current 8<sup>th</sup> grade class on last year's LA and Math Common Core assessments. We used this information as well as our plan to implement additional and new intervention strategies to develop our goal. Additionally, we believe our increased familiarity with NGSS standards and format of test will contribute to improvement in 2018 spring scores

Responsible individual or team: 8<sup>th</sup> Grade team.

Strategy/ies that will be implemented to support goal:

We will develop and implement Ambitious Science Teaching units. We have vertically aligned our team's professional development goals. All three grade level teams will focus on improving student proficiency at the NGSS crosscutting concept of the engineering and science practice of argument writing (claim, evidence, reasoning).

How challenge and rigor will be ensured for all students:

Interventions that will be used include Pride Time and before/after school small group and one to one support, homework café and increased parent communication.

How necessary interventions will be determined:

CFA and PGE goals will be evaluated throughout the academic year. Teachers will use formal and informal assessments to identify students needing intervention.

Any professional learning needed:

Grade level collaboration meetings as offered by district.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Reviewed throughout the academic year.

Achievement Gap SMART Goal:

6<sup>th</sup> grade student with a scale score of at least 2490, any selected 7<sup>th</sup> grade student with a scale score of at least 2500 and any 8<sup>th</sup> grade student with a scale score of at least 2520 will achieve a level 3 on the 2019 ELA SBA.

Process used to determine goal:

We reviewed by grade level all students who received a level 2 score on the 2017-2018 ELA SBA. Next, we identified which students are classified as African American, Hispanic or Latino in CEDARS. We examined the ELA Scale Score Ranges for Achievement Levels and compared those to the scale scores of the identified students. After looking closely at the ranges, we decided that any selected 6<sup>th</sup> grade student with a

scale score of at least 2490, any selected 7<sup>th</sup> grade student with a scale score of at least 2500 and any 8<sup>th</sup> selected 8<sup>th</sup> grade student with a scale score of at least 2520 will achieve a level 3 on the 2019 ELA SBA. These two groups were selected because historically they have underperformed their peers and there are disproportional results. We would like to see a similar spread of data across all student race/ethnicity categories. Given that the students received a level 2 on the 2017 ELA SBA they have been placed in an ELA Safety Net class as one of their 6 classes for the day given that they are not already receiving ELL services and/or have an IEP with reading/writing goals and are in a special education class. We will review student grades at each mid-quarter and quarter grading periods. We will also use results from the common formative assessments as well as teacher input from the ELA, Safety Net, ELL and Special Education classrooms. Designated staff members will check in bi-weekly with the selected students beginning in February 2019.

College and Career Readiness SMART Goal:

Given the CORE 24 requirement in High School, we would like to support students as they transition, enabling them to select courses and pathways that may align to their career interests. We want every student to be goal and future oriented. We will administer the survey in Xello and follow up with any students who do not complete the survey. The goal is that 100% of RHMS will complete the 8<sup>th</sup> grade expectations of Xello. In addition, we will make sure students have a record of their results. The results are a foundation for students as they enter high school.

Process used to determine goal:

The counseling department has placed an emphasis on ensuring 100% of RHMS 8<sup>th</sup> grade students reach their goal of completion by the end of the school year. Schedules have been created to ensure the students receive the proper instruction and time needed to be successful.

School Effectiveness SMART Goal:

For the 2018-2019 school year, our goal is that on the 9 characteristics survey 10% or fewer indicate slightly or not at all in regard to staff leadership.

Process used to determine goal:

There has been an improvement in staff leadership. The improvement in staff providing leadership and engaging in more leadership roles is evident in the data, however we still had 18.42% of staff that agreed slightly or not at all that we have a staff that provides leadership. There is an improvement from 23%. The fact that such a large percentage of staff are involved in or feel that our staff perform leadership roles is cause for celebration and indicates that we have a staff that is willing to provide guidance and leadership to others in the building. During the 2018-2019 school year, we will intentionally transition to our CIP, BLT, and Equity teams being led by staff members. We are striving for an environment of distributive leadership.

Attendance SMART Goal:

For the 2018-2019 school year, our goal is to have 92% as our attendance.

Process used to determine goal:

We continue to strive for the improvement in student attendance. In 2018 our overall daily attendance percentage was 90.9 %. We are continuing to look at ways to support students when they are out and upon their return. Also, we are being strategically intentional about supporting students with chronic absenteeism (students who are absent 10% or more during previous and current school year(s)). Our goal is to improve our daily attendance percentage up to 92%. Our attendance percentage has increased over the last four years. We want student to develop regular attendance patterns while in middle school so that the importance of attending school is well established as the student transitions to high school.

**Discipline SMART Goal:**

For the 2018-2019 our goal is to reduce the number of out of school suspensions from 30 to 15 by implementing more restorative justice practices.

**Process used to determine goal:**

We selected this goal because we had 30 students receive one or more out of school suspensions during the 2017-2018 school year and want to decrease this number. We will monitor this goal by suspension reviews at mid and end of quarter checkpoints. The number of students who receive out of school suspensions will decrease by 15 students.

Our number of students who were suspended increased from 11 students to 30 students. The school population increased and the addition of a new administrator may have contributed to the increase. As building, our goal is to place an emphasis on professional development and implementation of restorative justice practices. We did implement more in-school suspensions and Wednesday detentions in place of suspensions. We will continue to explore resources and restorative justice practices.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Address this topic at monthly meetings between RHMS admin and PTSA President. This is one of the more challenging things to determine as part of this plan. The challenge comes in authentically involving parents, families and the community in the CIP process. The administration will work with other Lake Washington Learning Community schools to devise strategies to involve these stakeholders in the Continuous Improvement Process.

Timelines and Progress Monitoring Plans: PTSA President and the Principal meet monthly and will monitor the progress and make adjustments needed to implement additional stakeholder involvement.

2018-19 Strategies to inform parents, families and the community in the CIP process: Include information and strategies in the weekly parent newsletter and host parent meetings that specifically address the goals and strategies being implemented to achieve those goals. The administration will work with other Lake Washington Learning Community schools to devise a strategy to inform our community about the Continuous Improvement Process.

Timelines and Progress Monitoring Plans: Timelines and Progress Monitoring Plans: PTSA President and the Principal meet monthly and will monitor the progress and make adjustments needed to implement additional stakeholder involvement.



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

Lake Washington High School

12033 NE 80<sup>th</sup> St

Kirkland, WA 98033

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

Principal:	Christina Thomas
Associate Principal:	Dana Greenberg
Associate Principal:	Dr. Justyna King
Associate Principal:	Tim Shultz

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# I. Description of School

Lake Washington High School is a high-performing school located in the Rose Hill neighborhood in Kirkland, WA. Rose Hill Middle School and Kirkland Middle School feed into Lake Washington High School. We currently have 1,723 ninth through twelfth grade students enrolled. Last year, 91.9% of LWHS students graduated on-time of whom approximately 90% graduated with college credit in at least one course.

We are very proud of our students, staff and community, especially in the achievement and success of our students, That being said, an achievement and opportunity gap continues to be an area of concern and focus as we work to ensure that all students, regardless of race, ethnicity, socio-economic status or disability are provided the opportunities and support for academic success and for reaching their full potential.

We are in our second year of our implementation of the Advancement Via Individual Determination (AVID) program and beginning the process of implementing school-wide strategies in addition to the AVID classes offered to students. AVID supports our vision for every student being prepared for college, prepared for the global workplace and prepared for personal success.

Beginning this year, our students will have the opportunity to earn an advanced diploma through our AP Capstone diploma program. The program requires students take and pass AP tests in four areas and pass the AP Seminar and AP Research courses.

As a staff, we are continuing the work of aligning curriculum and developing common formative and summative assessments at each content team. We are continuing to implement an examining student work protocol to better inform teachers of student learning.

We have adjusted our schedule to incorporate an intervention period during the school day twice a week to meet the needs of our learners. Our teachers send for students each week to receive extra time and support. Students may also request to attend study sessions and enrichment opportunities.

Again, this year we will continue to focus on Equity. The staff has received training regarding race and equity over the past couple of years and this work will continue. In response to student, staff and community concerns we have also created a Diversity Forum made up of interested students and staff to identify issues, problem-solve and develop further educational opportunities for all students. We have an Equity team established which meets monthly. This year's focus is on developing knowledge and awareness.

Our community/families are invited to quarterly coffees with the principal to ask questions and hear about school programs. Parents are also invited to various educational opportunities by PTSA and our counselors regarding information about student achievement and college placement.

Demographics:

Enrollment 1723

Gender

- Female 46%
- Male 54%

Race/Ethnicity

- White 66%
- Asian 12%
- Hispanic/Latino 12%
- Two or More Races 8%
- Black/African American 2%

Special Programs

- English Language Learners 4.6%
- Low Income 10.2%
- Special Education 10%
- Section 504 9% (17-18)

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b>	<b>Current Performance 2017-18</b>	<b>Target Performance 2018</b>
		District	District	District
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	84% 2012	87.5%	95%
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74% 2012	81.4%	95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy			95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*			95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79.4% 2012		95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Science		31.3% 79.6% for those that took test	95%
<b>High School Students</b>	% on-time graduation rate	88.6% class of 2013	93.3% class of 2018	100% class of 2018

<b>Graduating Future Ready</b>	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	83.2% <i>2014</i>	91.5%	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	82.5% <i>class of 2016</i>	95% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- \*\* DSS will provide add/data when available from OSPI

### Process to determine School Performance Targets:

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

## III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	84.8%	89.6%	85.9%	88.5%			
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	69.8%	70%	80.9%	76.3 %			
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy	19.9%	88.3%	85.8%				
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy	86.9%	87.5%	89.9%	89%			
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math	88.7%	93.7%	93.5%				

	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Math				67.4			
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	82.5%	78.3%	82.2%				
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Science				44.5% 88.8% <i>for those that took test</i>			
<b>High School Students Graduating Future Ready</b>	% graduation rate	93%	90.6%	91.1%	91.9%			
	% of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in a dual credit college-level course	88.1%	89.9%	93.3%	90.3%			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81%	80%	80.3%	Not yet available			

- 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

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

*Each content team is responsible for developing a SMART Goal aligned to their content area and our testing data. Teams monitor these goals quarterly and have a year-end reflection based on their results. This ensures that each team is vested in improving student achievement as it relates to their specific content areas. Content teams use a cycle of inquiry for their assessments as well as collaboratively developing common formative and summative assessments.*

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy Goal: 93% of students will meet literacy standard as measured by SBA and EOC.	Outcome: 89% of students met standard on the SBA (10 <sup>th</sup> grade).

Narrative Reflection: The students who struggle the most are in our sub group categories particularly our Black/African American students. We are implementing more culturally responsive instructional strategies as well as looking at individual students to determine our next steps.	
Math Goal: 95% of students will meet math standard as measured by SBA or EOC.	Outcome: 94.8 % of our 11 <sup>th</sup> grade has passed the EOC or the SBA.
Narrative Reflection: Our scores on the SBA have been low due to the substantial number of students who have passed the EOC (and not taken the SBA). This year will determine how well our math students do on the SBA as it is now the required test.	
Science Goal: Decrease number of students failing physical science and biology from 15 students to 5 students.	Outcome: In physical science 2 students failed both semesters. In Biology, 8 students failed both semesters. In total, 10 students failed.
Narrative Reflection: We are in the process of moving to NGSS. We have implemented a Biology in the Earth Systems this year. We will be adding Chemistry and Physics next year. This is a huge undertaking for staff and requires high levels of support from buildings and district. It is a significant shift in practice and getting all teachers on board is time intensive.	
Achievement Gap Goal: 83% of 10 <sup>th</sup> grade Hispanic students will meet Literacy standard as measured by SBA.	Outcome: 76.4% of 10 <sup>th</sup> grade Hispanic students met standard on the Literacy SBA in 2018.
Narrative Reflection: We did not meet our goal. However, the data indicates increased proficiency each year: 2015 (70.2%); 2016 (71.6%); 2017 (74.5 %); 2018 (76.4%). While some of these students are also Special education students or ELL that does not account for nor excuse the achievement gap and highlights the significant work to be done meeting the needs of these students (92.3% of non-sped Hispanic students met standard and 81.2% of non-ELL met standard).	
95% of all freshman will earn 6.0 credits at the end of their freshman year.	Outcome: 88.5% of freshman earned 6.0 credits at the end of their freshman year.
Narrative Reflection: We continue to work to provide intervention time to students. We are working to engage counselors to meet with freshman after first quarter to do check ins with students who are failing and help establish connections and support.	
95% of juniors will complete all levels of Career Cruising activities.	Outcome: 85.4% of juniors completed activities.

<p>Narrative Reflection: The majority of students who didn't complete were Running Start students who did not have structured time to complete tasks.</p>	
<p>School Effectiveness Goal: Improve perception of school has a clear sense of purpose from 86% agree to 95% agree</p>	<p>Outcome: 81% of staff agree.</p>
<p>Narrative Reflection: The survey was taken this year as a baseline as last year's data got lost. We had a lot of new teachers who participated. Since we are in our accreditation year, this will hopefully be reflected at the end of the year when we do the survey for 18-19.</p>	
<p>Decrease moderate chronic unexcused absence rates from 14.8 % to 10%.</p>	<p>Outcome: 14.2 % were moderate Chronic absences in 2018. 5.67 % of students were Severe Chronic Absences in 2018.</p>
<p>Narrative Reflection: Our Hispanic students have the highest level of severe chronic absences (10.7% vs 5.67 % for all students). We need to do a better job of engaging the students within this population and are also looking at the Natural Leader Program to improve our outreach to this parent population.</p>	
<p>Discipline Goal: Increase restorative justice practices to decrease suspensions</p>	<p>Outcome: We had 44 in-school suspensions in 17-18 (up from 38 in 16-17).</p>
<p>Narrative Reflection: We are still developing a system of restorative practice. There needs to be more training of administrators and staff to ensure it is implemented equitably. Students also need to be informed of how it works. Most discipline is the result of drug/alcohol violations, vaping and disruptive behavior. Currently students are given the opportunity to shorten suspensions through community service.</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:  
We regularly communicate through our PTSA process of General meetings as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.

Reflection on Outcome:  
Participation at the Coffee with Christina which occur five times a year have grown in popularity. More parents attend these than the evening PTSA meetings. We feel we reach more parents offering options for meeting. The Coffees are all about addressing parent concerns and there is no other agenda, so families bring issues to us to discuss options as a whole group.

2017-18 Strategies to inform parents, families and the community in the CIP process:  
We regularly communicate through our PTSA process of General meetings as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.

Reflection on Outcome: Participation at the Coffee with Christina which occur five times a year have grown in popularity. More parents attend these than the evening PTSA meetings. We feel we reach more parents offering options for meeting. The Coffees are all about addressing parent concerns and there is no other agenda so families bring issues to us to discuss options as a whole group.

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

### 2018-2019 SMART Goals, Strategies and Resources

Literacy SMART Goal:  
93% of 10<sup>th</sup> grade students will meet the literacy standard as measured by the SBA.

Process used to determine goal:  
Data from the 17-18 SBA results.

Responsible individual or team:  
English, SS and Elective teams.

Strategy/ies that will be implemented to support goal:

Most teams will be focusing on using details to support claims. Staff create individual CIP goals by teams to address the outcome of our data. A variety of strategies are implemented including the intentional focus on AVID and SIOP strategies.

How challenge and rigor will be ensured for all students:  
Students are expected to move up one point on 4-point proficiency scale as measured by formative assessments. Staff have received Professional development specific to increasing Rigor in all classes. Staff has also been working with Webb's Depth of Knowledge and creating questions for assessments and individual lessons that align to all aspects.

How necessary interventions will be determined:  
Interventions will be determined by content teams through the cycle of inquiry. Teachers may use intervention time to help individual students.

Any professional learning needed:  
Some teams are working with instructional coaches to improve practice around differentiation and rigor.

Any resources needed and plans to obtain them: Providing release time for teachers to plan, reflect.

Timelines and Progress Monitoring Plans:  
Goals are monitored quarterly by each content team/ department for the CIP process. Teams use data to determine additional steps that may need to be taken.

Math SMART Goal:  
95% of students will meet math standard as measured by SBA.

Process used to determine goal:  
Data from the 17-18 SBA results and individual team discussions around student weaknesses. Students have difficulty transferring problems into real world problems to be solved. Students are working on Mathematical discourse and explaining their thinking.

Responsible individual or team:  
Math department.

Strategy/ies that will be implemented to support goal:  
Math is working on problem solving strategies as well as implementing AVID strategies. We are working toward more discourse in math to aide understanding.

How challenge and rigor will be ensured for all students:  
Students are expected to move up one point on 4-point proficiency scale as measured by formative assessments. Students currently proficient at a level 3 will move to a level 4 based on each student showing one level of improvement. Staff has received training around Rigor which will continue.

How necessary interventions will be determined:

Interventions will be determined by content teams through the cycle of inquiry. We are focusing on AVID and SIOP strategy implementation in each content area.

Any professional learning needed:

Some teams are working with instructional coaches to improve practice as well as professional development around use of AVID and SIOP. Some members of the math department attended the National Conference for Teachers of Mathematics and are working on implementing strategies they learned.

Any resources needed and plans to obtain them:

Providing release time for teachers to plan, reflect.

Timelines and Progress Monitoring Plans:

Goals are monitored quarterly by each content team/ department. The CIP documents align to PGE goals in most departments. Content teams will intentionally implement an AVID strategy or a SIOP strategy to determine any increases in performance.

Science SMART Goal:

80% of students will demonstrate proficiency on the new Science SBA.

Process used to determine goal: Since the test is still in pilot stage, the staff determined this would be a doable goal. The teams are working on teaching students how to use Modeling as part of the NGSS standards.

Responsible individual or team:

Science team.

Strategy/ies that will be implemented to support goal:

Continued alignment to NGSS standards. The science department is focusing on modeling. The team is implementing Ambitious Science teaching strategies throughout.

How challenge and rigor will be ensured for all students:

Students are expected to move up one point on 4-point scale as measured by formative assessments. Biology is implementing a blended honors program which allows for more students to access and demonstrate learning at a high level. Students create an Honors Portfolio to demonstrate their learning. Most students in Biology are taking advantage of this option.

How necessary interventions will be determined:

Interventions will be determined by content teams through the cycle of inquiry. In Biology, they provide quizzes which provide feedback and allow teachers to provide differentiated learning opportunities based on student results.

Any professional learning needed:

Some teams are working with instructional coaches to improve practice as well as training on Rigor using Webb's Depth of Knowledge.

Any resources needed and plans to obtain them:  
Providing release time for teachers to plan, reflect.

Timelines and Progress Monitoring Plans:  
Goals are monitored quarterly by each content team/ department. The goals align to their PGE goals as well so there is attention paid to various subgroups.

Achievement Gap SMART Goal:  
Improve 9<sup>th</sup> grade Black/ African American students who are on track with credits from 55.6% to 65%.

Process used to determine goal:  
Data from Power BI.

Responsible individual or team:  
All teachers of 9<sup>th</sup> grade as well as Counselors.

Strategy/ies that will be implemented to support goal:  
Implementation of AVID strategies and SIOP strategies throughout the year.  
Additionally, counselors will meet with students and develop an action plan for each student.

How challenge and rigor will be ensured for all students:  
Individually by course of study.

How necessary interventions will be determined:  
Students not earning passing grades at quarter.

Any professional learning needed:  
Culturally responsive teaching, Special education strategies, Differentiation.

Any resources needed and plans to obtain them:  
Professional development Leap time.

Timelines and Progress Monitoring Plans:  
Quarterly grade reports.

On-Track Credits SMART Goal:  
Increase all students 9<sup>th</sup> and 10<sup>th</sup> grade on track credits from 88.5 (9<sup>th</sup>) 76% (10<sup>th</sup>) to 90% for 9<sup>th</sup> grade and 85% for 10<sup>th</sup> grade.

Process used to determine goal:  
Data from Power BI.

Responsible individual or team:  
9<sup>th</sup> and 10<sup>th</sup> grade teachers.

Strategy/ies that will be implemented to support goal:  
Implementation of AVID strategies and SIIOP strategies throughout the year.  
Counselors will be meeting with students to determine an action plan for each student.

How challenge and rigor will be ensured for all students: Individually students have opportunities for reaching for level 4 questions on quizzes and exams.

How necessary interventions will be determined:  
Teachers will identify students not earning passing grades at quarter.

Any professional learning needed:  
AVID strategies school wide, SIOP training, CRT training.

Any resources needed and plans to obtain them:  
Professional development time.

Timelines and Progress Monitoring Plans:  
Quarterly grade reports.

College and Career Readiness SMART Goal:  
Increase the number of Black/African American students enrolled in Dual Credit classes in 11/12 grades from 58.3% to 73%.

Process used to determine goal:  
Power BI data.

Responsible individual or team:  
Counselors.

Strategy/ies that will be implemented to support goal:  
Intentionally seeking out Black/African American students to encourage /support enrollment in Dual Credit classes and/or AP classes.

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

How necessary interventions will be determined:  
Use of AVID or SIOP strategies.

Any professional learning needed:  
AVID and SIOP strategies. Teacher leaders who are trained in AVID and SIOP will be presenting to teachers during PD Leap days.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:

Data from counselors quarterly of contact with Black/African American Students.

School Effectiveness SMART Goal:

95% of staff will agree mostly they have a clear understanding of what the school is trying to achieve.

Process used to determine goal:

Nine characteristics survey data.

Responsible individual or team:

Admin and teachers.

Strategy/ies that will be implemented to support goal:

Accreditation process for establishing clear mission and vision. Staff have supported the development of a new mission. Departments are reviewing a vision statement and developing commitment statements that will ultimately achieve the mission/vision.

How challenge and rigor will be ensured for all students:

Does not apply.

How necessary interventions will be determined:

Does not apply.

Any professional learning needed:

Does not apply.

Any resources needed and plans to obtain them:

Does not apply.

Timelines and Progress Monitoring Plans:

Completed by April 2019.

Attendance SMART Goal:

Decrease students at risk from 23.72% to less than 10%.

Process used to determine goal:

Power BI attendance data.

Responsible individual or team:

Admin team/ Counselors.

Strategy/ies that will be implemented to support goal:

Meet with students who are at risk to develop individual plans.

How challenge and rigor will be ensured for all students:  
Does not apply.

How necessary interventions will be determined:  
Based on individual student rationales.

Any professional learning needed:  
None.

Any resources needed and plans to obtain them:  
No.

Timelines and Progress Monitoring Plans:  
Data examined each quarter.

Discipline SMART Goal:  
Decrease the number of students who receive exclusionary discipline from 52 incidents to 40 incidents.

Process used to determine goal: Exclusionary Discipline. Discipline indicates that 17 /38 incidents involved Marijuana this was 16 of the 38 students receiving discipline. 7/52 incidents were illicit drugs other than marijuana and 7/52 incidents involved tobacco and vaping.

Responsible individual or team:  
Admin team.

Strategy/ies that will be implemented to support goal:  
Use of Restorative practices to impact discipline. Students will be provided opportunities to mitigate some of the exclusion by offering opportunities for community service.

How challenge and rigor will be ensured for all students:  
Does not apply.

How necessary interventions will be determined:  
Individual incidents.

Any professional learning needed:  
More training on implementing Restorative practice school wide.

Any resources needed and plans to obtain them:  
None.

Timelines and Progress Monitoring Plans:  
Quarterly data.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:  
Use of parent survey from Accreditation process which will align with the 9 characteristics data we collect from staff. This will help us identify any discrepancies or perceptions that exist. Students will also be surveyed with a similar survey.  
Share CIP and survey results with PTSA.

Timelines and Progress Monitoring Plans:  
Accreditation survey will be completed prior to May.

2018-19 Strategies to inform parents, families and the community in the CIP process:  
CIP will be uploaded to webpage for folks to view.  
We regularly communicate through our PTSA process of General meetings as well as the Coffee with Christina. We share the data and the processes we use to develop the strategies and goals.

Timelines and Progress Monitoring Plans:  
December.



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

Emerson K-12

10309 NE 53<sup>rd</sup>

Kirkland, WA 98033

<https://emersonk12.lwsd.org/>

Principal:	Nell Ballard-Jones
Associate Principal:	Catherine Fredenburg

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# I. Description of School

Emerson K-12 is a Parent Partnership Program (PPP) designed to engage families who are interested in being active partners in the instruction of their child(ren). As a public school, there are no costs to enroll. Core and enrichment/elective classes are generally offered two days per week and spans Kindergarten through 12th grade. In partnership with certificated staff, an individualized learning plan is created for each child that meets LWSD and state standards.

Emerson K-12 is one of many Choice Schools in the LWSD that works to meet our District vision: *Every Student Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success* in a non-traditional setting. Emerson K-12 students are held to the same academic standards as students in other District schools and our focus continues to be on helping support individual students in meeting District and state standards wherever their learning happens.

Emerson K-12 was founded as Family Learning Center (FLC) in 1997 by a small group of parents and District personnel with the goal of providing LWSD support to parents who were home-schooling their children. Since then, Emerson K-12 has grown from operating out of one room at the Gordon Hauck School to our current location on the Emerson Campus, in the Houghton neighborhood of Kirkland. Emerson K-12 started with about 12 families and currently serves approximately 60 families (82 students).

Over time, the state regulations governing our school have changed. We operate under the Alternative Learning Experience (ALE) part of Washington Administrative Code (WAC) 392.121.182 which is constantly being reviewed and changed by the Office of the Superintendent of Public Schools and the Washington State Legislature. The ALE WAC provides a funding and accountability model that looks different from a “typical” public school that is heavily focused on seat time. In the last seven years, there have been five different versions of the WAC.

Emerson K-12’s Continuous Improvement Plan was designed to set goals and objectives to improve student learning as measured by the Smarter Balanced Assessment (SBA), Measurement of Student Performance (MSP) and End of Course Exam (EOC) that are administered each spring. Overall, our students score well in English/Language Arts. Many, however, opt out of the math tests so our scores don’t adequately reflect content and skill mastery among our students.

This year, we will continue to focus on educating parents about the importance of assessment data across content areas and increasing opportunities for rigorous academic coursework. Additionally, our professional development will continue to intentionally focus on increasing our capacity to support parents in the transition to standards-based teaching, learning, and assessing using the new state standards for Math and English Language Arts and Next Generation Science Standards as the foundation for our standards-based work.

Demographics:

Enrollment 82

Race/Ethnicity

- White 72%
- Two or More Races 12%
- Asian 7%
- Hispanic/Latino 6%
- American Indian 1%
- Native Hawaiian 1%

Special Programs

- English Language Learners 6 %
- Low Income 7.3%
- Special Education 18.3%

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance 2014-15</b>	<b>Current Performance 2017-18</b>	<b>Target Performance 2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	81.9%	95%
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	78.4%	95%
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	84% 2012	87.5%	95%
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74% 2012	81.4%	95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy			95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*			95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79.4% 2012		95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Science		31.3% 79.6% for those that took test	95%
<b>High School Students Graduating Future Ready</b>	% on-time graduation rate	88.6% class of 2013	93.3% class of 2018	100% class of 2018
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	83.2% 2014	91.5%	95% class of 2018

	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	82.5% <i>class of 2016</i>	95% <i>class of 2018</i>
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- 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/>).
- Data based on the Smarter Balances Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card.
- 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 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\*

*\*Note that all scores below include “zero” scores for students who opted out of testing at each grade level. Scores for students who participated in testing are much higher than reflected when scores of non-testers are included.*

#### ELEMENTARY SCHOOL

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	60%	80%	90.9%	100%			
		1 <sup>st</sup>	100%	66.6%	20%	60%			
		2 <sup>nd</sup>	75%	66.6%	100%	83.3%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		45.4%	50%	83.3%	66.6%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		20%	62.5	83.3%	66.6%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		28.5%	37.5%	71.4%	66.6%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		14.2%	25%	57.1%	66.6%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		30%	50%	46.1%	100%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		10%	25%	23%	66.6%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		20%	50%	50%	100%			

- 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/>).

## MIDDLE SCHOOL

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy.	17.6%	50%	40%	80%			
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	23.5%	30%	40%	40%			
<b>7<sup>th</sup> Graders on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	38.4%	57.1%	80%	83.3%			
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	23%	28.5%	60%	66.6%			
<b>8<sup>th</sup> Graders on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	50%	58.3%	77.7%	66.6%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	25%	33.3%	44.4%	44.4%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	31.2%	58.3%	77.7	37.5%			

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## HIGH SCHOOL

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	No data	20%	50%	33.33			
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	No data	No data	No data	66.67			
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy	NA none tested	NA none tested	100%				
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy				100%			

	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math	NA none tested	NA none tested	0%				
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Math				33.3%			
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	63.6%	100%	NA none tested				
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Science				16.6%			
<b>High School Students Graduating Future Ready</b>	% graduation rate	50%	80%	83.3%	100%			
	% of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in a dual credit college-level course	77.8%	60%	100%	87.5%			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	100%	100%	100%	Data not yet available			

- 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:

Generally, students who are enrolled with us for any significant amount of time meet proficiency standards on state exams at higher rates than the state average, and in some cases the District average. Because we have smaller groups of students than in a comprehensive school and no clear cohorts and large numbers of students who opt out of testing, it is easier for us to review individual student data – this year we will continue to focus on student proficiency on state mandated assessments to ensure our students are making academic progress.

<p align="center"><b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i></p>	<p align="center"><b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i></p>
<p>Literacy: K-2 Reading Goal:</p> <p>95% of K-2 students will meet proficiency standards on DIBELS end of year assessment.</p>	<p>Outcome:</p> <p>78.5% met proficiency.</p>
<p>Narrative Reflection:</p> <p>While DIBELS scores generally improve as the year goes on, we saw higher scores than in previous years – likely due to the change in our K-1 offerings/structure. 100% of our kinders met proficiency, but we did not meet goals with our 1<sup>st</sup> and 2<sup>nd</sup> graders.</p>	
<p>Literacy: 3-5 ELA Goal:</p> <p>80% of students who take the ELA SBA will meet/exceed standard.</p>	<p>Outcome:</p> <p>77.7% met/exceeded standard.</p>
<p>Narrative Reflection:</p> <p>The majority of students who tested met/exceeded standard. Our 5<sup>th</sup> graders scored lower than both 3<sup>rd</sup> &amp; 4<sup>th</sup> graders. One of our biggest challenges remains that we have large numbers of families who opt-out of state testing and/or homeschool various content areas so we have limited data on entire cohorts of students. Also because of our small sample size, individual student performance can greatly impact overall percentages.</p>	
<p>Math: 3-5 Math Goal:</p> <p>75% of students who take the Math SBA will meet/exceed standard.</p>	<p>Outcome:</p> <p>66.6% met/exceeded standard.</p>
<p>Narrative Reflection:</p> <p>The majority of students who tested met/exceeded standard. Our 3<sup>rd</sup> &amp; 5<sup>th</sup> graders scored lower than 4<sup>th</sup> graders. One of our biggest challenges remains that we have large numbers of families who opt-out of state testing and/or homeschool various content areas so we have limited data on entire cohorts of students. Also because of our small sample size, individual student performance can greatly impact overall percentages.</p>	

<p>Science: 5<sup>th</sup> Science Goal:</p> <p>75% of students who take the Math SBA will meet/exceed standard.</p>	<p>Outcome:</p> <p>100% met/exceeded standard on the WCAS</p>
<p>Narrative Reflection:</p> <p>While only 3 5<sup>th</sup> graders participated in the WCAS assessment, all met proficiency standards.</p>	

<p>Literacy: 6-8 ELA Goal:</p> <p>90% of students who take the ELA SBA will meet/exceed standard.</p>	<p>Outcome:</p> <p>100% of tested 6<sup>th</sup> graders met standard  100% of tested 7<sup>th</sup> graders met standard  79.2% of tested 8<sup>th</sup> graders met standard</p> <p>93% overall pass rate among tested students</p>
<p>Narrative Reflection:</p> <p>Our middle school scores increased among tested students. As with elementary, we have ongoing challenges with large numbers of families who opt-out of state testing.</p>	

<p>Math: 6-8 Math Goal:</p> <p>70% of students who take the Math SBA will meet/exceed standard.</p>	<p>Outcome:</p> <p>66.6% of tested 6<sup>th</sup> graders met/exceeded standard  67.8% of tested 7<sup>th</sup> graders met/exceeded standard  50% of tested 8<sup>th</sup> graders met/exceeded standard</p> <p>61.5% overall pass rate among tested students</p>
<p>Narrative Reflection:</p> <p>Our overall scores are fairly consistent and there are likely multiple factors at play – the number of students who don't take make at EK12 and opt-outs both contribute to low scores in this area.</p>	

Science: 8 Science Goal:	Outcome:
85% of students who take the state science assessment will meet/exceed standard.	75% met/exceeded standard.
Narrative Reflection:	
Six of nine students tested met/exceeded standards and one student opted out so the reported score of 66.6% pass rate is misleading. We still, however, did not meet our goal.	

Literacy: High School Goal:	Outcome:
95% of students who take the ELA SBA will meet/exceed standard.	100% of tested students met/exceeded standard on ELA SBA.
Narrative Reflection:	
These scores are consistent with previous years.	

Math: High School Goal:	Outcome:
90% of student who take the math SBA will meet/exceed standard.	40.4% of tested students met/exceeded standards on the math SBA.
Narrative Reflection:	
This is a clear area of needed focus, however, there remain a significant number of students who do not access their math curriculum at EK12, so designing interventions can be difficult.	

Science: High School Goal:	Outcome:
80% of students who take the state science assessment will meet/exceed standard.	100% of tested students met/exceeded standard.
Narrative Reflection:	
Nearly all students opted out of the new WCAS science test because it was not a graduation requirement, so our reported passage rate of 16.6% is misleading – the student that tested earned a level 4.	

Achievement Gap Goal:	Outcome:
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<p>70% of special education students will meet grade level standard on one or more state assessment.</p>	<p>41.6% of special education students met grade level standard on one or more state assessments.</p>
<p>Narrative Reflection:</p> <p>This is a clear a consistent achievement gap at EK12 and will remain an area of focus. Some of the challenge is likely due to the limited school based supports when students only attend classes onsite two days/week.</p>	
<p>On-Track Credits Goal:</p> <p>100% of students working toward an EK12/LWSD diploma will be on-track with credit accrual.</p>	<p>Outcome:</p> <p>66.6% of 9<sup>th</sup> graders earned 6+ credits.</p>
<p>Narrative Reflection:</p> <p>This is a difficult goal to track and will need to be modified this year as several students do not make the decision about whether or not to pursue an EK12 diploma until during the 11<sup>th</sup> grade year.</p>	
<p>College and Career Readiness Goal:</p> <p>100% of 8<sup>th</sup>-12<sup>th</sup> graders will complete their grade level Career Cruising requirements.</p>	<p>Outcome:</p> <p>100% of 8<sup>th</sup> – 12<sup>th</sup> graders completed their grade level HSBP requirements.</p>
<p>Narrative Reflection:</p> <p>Given our model and the fact that more than 90% of our students access running start during 11<sup>th</sup> and 12<sup>th</sup> grade, the HSPB process is very helpful in guiding and informing students (and their parents) about college/career options.</p>	
<p>School Effectiveness Goal:</p> <p>Refine monthly reminders for parents about important deadlines/due dates to improve WSLP compliance.</p>	<p>Outcome:</p> <p>This goal was met.</p>
<p>Narrative Reflection:</p> <p>Significantly more parents were timely with their monthly updates/progress reports.</p>	

<p>Attendance Goal:</p> <p>Each WSLP Advisor will have a 100% completion rate of contacting parents of students who have reached 5+ unexcused absences/tardies.</p>	<p>Outcome:</p> <p>This goal was met.</p>
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Narrative Reflection:  
 Poor attendance is the leading cause of poor academic progress – as students get older parents are generally less involved in the decisions their children make regarding attending school/classes. It is important to us that we continue to include parents as frequently and deeply as feasible in student success, thus our goal is to frequently connect with parents when we’re seeing academic or attendance behaviors that provide obstacles to student success. Contacting parents personally also reinforces our deliberate effort to build personal relationships with students and their families to increase student success.

<p>Discipline Goal:</p> <p>100% of certificated staff will participate in professional learning focused on building student persistence and grit to decrease negative classroom behaviors.</p>	<p>Outcome:</p> <p>This goal was met.</p>
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Narrative Reflection:  
 Teachers participated in several “grit” focused professional development opportunities offered by the LWSD.

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:  
 Email and direct communication during learning plan meetings.

Reflection on Outcome:  
 This continues to be a challenge as we have parents who tend to engage in only activities that specifically impact/include their child(ren). Parents read the newsletter and other communications, but don’t tend to actively engage/participate in school-based initiatives because they often view themselves as the primary educator of their children.

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

Email and direct communication during learning plan meetings, information meetings and posting the CIP on our website.

Reflection on Outcome:

This continues to be a challenge as we have parents who tend to engage in only activities that specifically impact/include their child(ren). Parents read the newsletter and other communications, but don't tend to actively engage/participate in school-based initiatives because they often view themselves as the primary educator of their children.

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

### Elementary 2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

Increase percentage of students meeting benchmark from 80% to 90%.

Process used to determine goal:

Reviewed DIBELS data for current students.

Responsible individual or team:

Alysa Challman & Teixeira Clark.

Strategy/ies that will be implemented to support goal:

Intervention times, PGE goals, monthly learning plan meetings/communication with parents, following IEP goals and accommodations where applicable.

How challenge and rigor will be ensured for all students:

PGE goals, focusing on culturally responsive teaching which includes fostering independent learning.

How necessary interventions will be determined:

Monthly learning plan meetings (WSLP).

Any professional learning needed:

Book study on *Culturally Responsive Teaching and the Brain*.

Any resources needed and plans to obtain them:

Allocated LEAP time for planning, collaboration, evaluation and assessment.

Timelines and Progress Monitoring Plans:  
Ongoing throughout the year – DIBELS MOY and EOY.

Literacy: 3-5 ELA SMART Goal:

Increase percentage of students passing ELA SBA from 69% to 85%.

Process used to determine goal:  
Reviewed SBA data and current student progress.

Responsible individual or team:  
Alysa Challman.

Strategy/ies that will be implemented to support goal:  
Intervention times, PGE goals, monthly learning plan meetings/communication with parents, following IEP goals and accommodations where applicable.

How challenge and rigor will be ensured for all students:  
PGE goals, focusing on culturally responsive teaching which includes fostering independent learning.

How necessary interventions will be determined:  
Monthly learning plan meetings (WSLP).

Any professional learning needed:  
Book study on *Culturally Responsive Teaching and the Brain*.

Any resources needed and plans to obtain them:  
Allocated LEAP time for planning, collaboration, evaluation and assessment.

Timelines and Progress Monitoring Plans:  
Ongoing throughout the year.

Math: 3-5 Math SMART Goal:

Increase percentage of students passing SBA math from 54% to 85%.

Process used to determine goal:  
Reviewed SBA data and current student progress.

Responsible individual or team:  
Kelly Gilbert.

Strategy/ies that will be implemented to support goal:  
Intervention times, PGE goals, monthly learning plan meetings/communication with parents, following IEP goals and accommodations where applicable.

How challenge and rigor will be ensured for all students:  
PGE goals, focusing on culturally responsive teaching which includes fostering independent learning.

How necessary interventions will be determined:  
Monthly learning plan meetings.

Any professional learning needed: Group book study on culturally responsive teaching.

Any resources needed and plans to obtain them:  
Allocated LEAP time for planning, collaboration, evaluation and assessment.

Timelines and Progress Monitoring Plans:  
Ongoing throughout the year.

Science: 5 Science SMART Goal:

Increase percentage of students passing WCAS from 40% to 65%.

Process used to determine goal:  
Reviewed student progress and initial WCAS scores.

Responsible individual or team: Kelly Gilbert.

Strategy/ies that will be implemented to support goal:  
Intervention times, PGE goals, monthly learning plan meetings/communication with parents, following IEP goals and accommodations where applicable.

How challenge and rigor will be ensured for all students:  
PGE goals, focusing on culturally responsive teaching which includes fostering independent learning, include engineering/design practices.

How necessary interventions will be determined:  
Monthly learning plan meetings.

Any professional learning needed:  
Group book study on culturally responsive teaching.

Any resources needed and plans to obtain them:  
LEAP time allocated for planning, collaboration, evaluation and assessment.

Timelines and Progress Monitoring Plans:  
Ongoing throughout the year.

**Middle School 2018-2019 SMART Goals, Strategies and Resources**

Literacy: 6-8 ELA SMART Goal:

Increase percentage of students passing the ELA SBA from 75% to 85%.

Process used to determine goal:

Review of SBA scores and current student progress.

Responsible individual or team:

Laura Pratt.

Strategy/ies that will be implemented to support goal:

Wednesday tutorial, writing workshops, PGE Goals, ongoing communication/collaboration with parents.

How challenge and rigor will be ensured for all students:

PGE goals are focused on increased rigor, students will be provided multiple opportunities to meet standard.

How necessary interventions will be determined:

Formative and summative assessment data.

Any professional learning needed:

Not at this time.

Any resources needed and plans to obtain them:

Not at this time.

Timelines and Progress Monitoring Plans:

Ongoing/monthly.

Math: 6-8 Math SMART Goal:

Increase percentage of students passing the Math SBA from 80% to 90%.

Process used to determine goal:

Review of SBA scores and current student progress.

Responsible individual or team:

Jennifer Pence.

Strategy/ies that will be implemented to support goal:

Wednesday tutorial, math workshops, PGE Goals/working with PL coach, ongoing communication/collaboration with parents.

How challenge and rigor will be ensured for all students:

Differentiated student practice with Aleks and teacher working with PL coach focused on increasing rigor.

How necessary interventions will be determined:  
Formative and summative assessment data.

Any professional learning needed:  
Ongoing work with instructional coach.

Any resources needed and plans to obtain them:  
Time with instructional coach and continued use of Dan Meyer's *Tasks and Other Challenging Tasks*.

Timelines and Progress Monitoring Plans:  
Ongoing/monthly.

Science: 8 Science SMART Goal:

Increase percentage of students passing the WCAS from 80% to 90%.

Process used to determine goal:  
Review of WCAS assessment data and current student performance.

Responsible individual or team:  
Jennifer Pence.

Strategy/ies that will be implemented to support goal:  
Tutorial times for student support, participation in cross-district team to develop NGSS aligned curriculum.

How challenge and rigor will be ensured for all students:  
Working with district-level team to plan instruction and assessment based on NGSS standards.

How necessary interventions will be determined:  
Formative and summative assessment data.

Any professional learning needed:  
Ongoing access to/participation in the district-level science planning team.

Any resources needed and plans to obtain them:  
Release time.

Timelines and Progress Monitoring Plans:  
Ongoing/monthly.

**High School 2018-2019 SMART Goals, Strategies and Resources**

Literacy SMART Goal:

100% of students will meet/exceed standard on the ELA SBA.

Process used to determine goal:

Review of SBA scores and current student progress.

Responsible individual or team:

Laura Pratt.

Strategy/ies that will be implemented to support goal:

Wednesday tutorials, writing workshops, PGE goals, continued communication with parents.

How challenge and rigor will be ensured for all students:

PGE goals are focused on increased rigor; students will have multiple opportunities to meet standard.

How necessary interventions will be determined:

Formative and summative assessment data.

Any professional learning needed:

Not at this time.

Any resources needed and plans to obtain them:

Not at this time.

Timelines and Progress Monitoring Plans:

Ongoing/monthly.

Math SMART Goal:

Increase percentage of students passing the Math SBA from 70% to 75%.

Process used to determine goal:

Review of SBA scores and current student progress.

Responsible individual or team:

Jennifer Pence.

Strategy/ies that will be implemented to support goal:

Wednesday tutorial, math workshops, PGE Goals/working with PL coach, ongoing communication/collaboration with parents.

How challenge and rigor will be ensured for all students:  
Differentiated student practice with Aleks and teacher working with PL coach focused on increasing rigor.

How necessary interventions will be determined:  
Formative and summative assessment data.

Any professional learning needed:  
Ongoing work with instructional coach.

Any resources needed and plans to obtain them:  
Time with instructional coach and continued use of Dan Meyer's *Tasks and Other Challenging Tasks*.

Timelines and Progress Monitoring Plans:  
Ongoing/monthly.

Science SMART Goal:

100% of students will meet/exceed standard on WCAS.

### **Whole School 2018-2019 SMART Goals, Strategies and Resources**

Achievement Gap SMART Goal:

75% of middle school students receiving SDI support will meet/exceed standard on the ELA SBA.

Process used to determine goal:  
Review of SBA scores and current student progress.

Responsible individual or team:  
Alysa Challman and Laura Pratt.

Strategy/ies that will be implemented to support goal:  
Push-in SDI support in the general education setting, Wednesday tutorials, collaboration/communication with parents.

How challenge and rigor will be ensured for all students:  
Assessment data will be used to identify specific areas of challenge/need for individual students so that teachers can design and implement curriculum best suited to facilitate student progress toward grade level standards.

How necessary interventions will be determined:

Formative and summative assessment data.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Allocated LEAP time for teacher collaboration, planning, evaluation and assessment.

Timelines and Progress Monitoring Plans:  
Ongoing/monthly.

On-Track Credits SMART Goal:

100% of students working toward an EK12/LWSD diploma will be on track with credit accrual.

Process used to determine goal:  
Discussion/review of student needs based on their individual academic plans.

Responsible individual or team:  
Wendy Simmons, Jennifer Pence and Laura Pratt.

Strategy/ies that will be implemented to support goal:  
Monthly progress reviews and ongoing communication/collaboration with parents.

How challenge and rigor will be ensured for all students:  
All students have the option of working toward a LWSD diploma.

How necessary interventions will be determined:  
Based on individual student academic plan.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Time for counselor and advisors to meet with students and parents about academic planning.

Timelines and Progress Monitoring Plans:  
Ongoing/monthly.

College and Career Readiness SMART Goal:

100% of secondary students will complete their grade level specific HSBP requirements via Xello.

Process used to determine goal:  
The HSBP is a graduation requirement.

Responsible individual or team:  
Wendy Simmons, Jennifer Pence and Laura Pratt

Strategy/ies that will be implemented to support goal:  
Designated times for students to access/complete Xello assignments during class times and advisory.

How challenge and rigor will be ensured for all students:  
It is an expectation that all students complete a personalized HSBP via Xello to help guide academic and career pathways.

How necessary interventions will be determined:  
Students not making progress will have access to Wednesday tutorials for additional time/supports.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Ongoing/monthly.

School Effectiveness SMART Goal:

Refine monthly reminders for parents about important deadlines/ due dates to improve WSLP compliance.

Process used to determine goal:  
WSLPs are a state requirement for ALE programs, compliance is critical.

Responsible individual or team:  
Nell Ballard-Jones, certificated staff and secretaries.

Strategy/ies that will be implemented to support goal:  
Bimonthly email communications, monthly newsletter updates and personal contact if needed.

How challenge and rigor will be ensured for all students:  
All students must have a WSLP that is reviewed/updated monthly.

How necessary interventions will be determined:  
Based on individual student/family need.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Ongoing/monthly.

Attendance SMART Goal:

Communicate with parents by phone, email and during conferences regarding the importance of regular and timely attendance.

Process used to determine goal:  
Staff discussion and progress monitoring for students who regularly miss school.

Responsible individual or team:  
All teachers.

Strategy/ies that will be implemented to support goal:  
Teachers establish bimonthly attendance checks for students.

How challenge and rigor will be ensured for all students:  
Student attendance is the most accurate predictor of school success, it is critical to that all students attend regularly so they can access the curriculum.

How necessary interventions will be determined:  
In collaboration with families, staff and students.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Bi-Monthly.

Discipline SMART Goal:

All certificated staff will participate in a book study about brain science and obstacles/enhancements to learning.

Process used to determine goal:

While some of our students externalize behaviors, many more are internalizing stressors necessitating interventions and supports that look different from traditional punitive consequences for problem behaviors. Learning more about neuroscience, interventions and supports will allow us to better serve struggling students.

Responsible individual or team:  
Certificated staff.

Strategy/ies that will be implemented to support goal:  
LEAP time allocated for book study, all certificated staff provided a copy of the book *Culturally Responsive Teaching and the Brain*.

How challenge and rigor will be ensured for all students:  
All students will benefit from increased staff knowledge because all certificated staff are participating in the book study.

How necessary interventions will be determined:  
Needs assessment/next steps will be developed at the conclusion of the book study.

Any professional learning needed:  
Access to the book and time for teams to meet.

Any resources needed and plans to obtain them:  
LEAP time allocated, and books purchased.

Timelines and Progress Monitoring Plans:  
October-April reading guide and team deliverables.

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

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

Email and direct communication during intake conferences.

Timelines and Progress Monitoring Plans:

Updates/input in quarterly parent meetings.

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

Email and direct communication in addition to having the CIP posted on our website.

Timelines and Progress Monitoring Plans:

Updates/input quarterly.



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

Emerson High School

10903 NE 53<sup>rd</sup>

Kirkland, WA 98033

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

Principal:	Nell Ballard-Jones
Associate Principal:	Catherine Fredenburg

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# I. Description of School

Emerson High School is a choice school. It is unique in the district for its small size and educational focus. The school accepts a maximum of 135 students in grades 9 to 12. That size allows us to emphasize individual student learning styles and tailor educational opportunities to specific student goals. We provide a unique educational program that helps students be the best people they can be academically, emotionally and socially. Emerson High School starts with the student and builds his or her ability to perform academically while shaping a positive and accountable view of self.

Students apply to Emerson H.S. They attend because they want to be here. With the school's smaller size, teachers can provide high levels of individually guided and personalized instruction. Thus, students are able to pick up missed credits or accelerate their education.

Emerson H.S. is a place where students are cared about and known. Teachers set high standards for academic achievement, personal conduct and job competence while providing opportunities for students to assume responsibility and serve others.

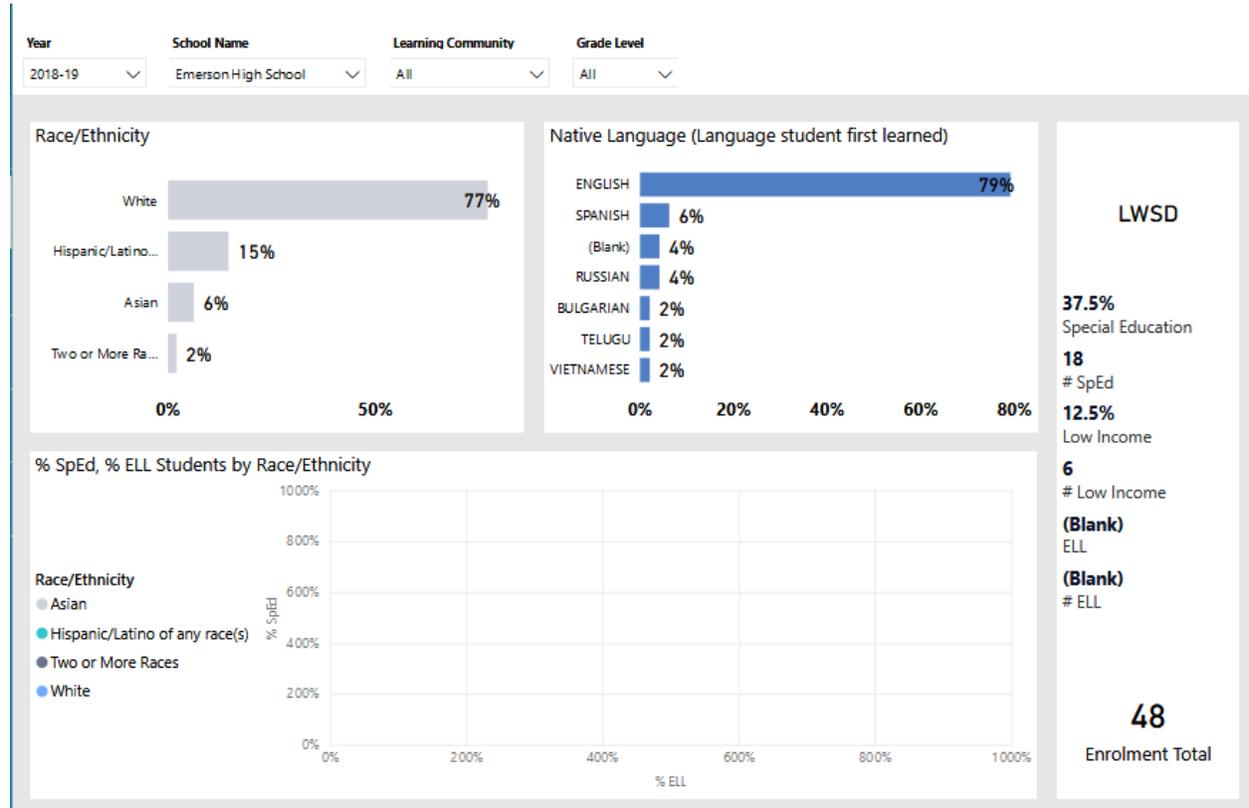
Our students and staff work to sustain a cohesive learning community and enrich experiences. Students develop the kind of positive perceptions of self, learning and life that are the foundation for continued success.

Emerson High School's Continuous Improvement Plan continues to focus on improving standards based teaching, learning, and assessing to improve student achievement. Because Emerson High School is an alternative school, students enroll at various times throughout the year from other high schools which makes collecting cohort data difficult. Our small size does, however, allow us to focus on individual student needs – and be responsive with interventions and/or accelerations as needed.

For the last several years, our goals focused on transitioning to a standards-based instructional model where teachers worked to develop formative and summative assessment strategies to better plan for and prepare students for success. This year, we'll continue to focus on improving student success by differentiating our standards-based curriculum to reach students at all levels. Additionally, Common Core State Standards (CCSS) are the foundation of all of our standards- based work (English/Language Arts & Math) and NGSS science standards are the foundation of our science work.

Our increased focus on implementing standards-based teaching and assessing has paid off. Our test scores continue to grow each year as do our retention rates for students.

# Demographics:



## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b>	<b>Current Performance 2017-18</b>	<b>Target Performance 2018</b>
		District	District	District
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	84% <i>2012</i>	87.5%	95%
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74% <i>2012</i>	81.4%	95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy			95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*			95%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79.4% <i>2012</i>		95%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Science		31.3% <i>79.6% for those that took test</i>	95%
<b>High School Students Graduating Future Ready</b>	% on-time graduation rate	88.6% <i>class of 2013</i>	93.3% <i>class of 2018</i>	100% <i>class of 2018</i>
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	83.2% <i>2014</i>	91.5%	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	82.5% <i>class of 2016</i>	95% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- \*\* DSS will provide add/data when available from OSPI

### Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student

progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	58.33	33.33	16.67	11.11			
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	15.38	35.29	28.57	30			
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy	NA none tested	62.5	16.6				
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Literacy				45.4			
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math	NA none tested	NA none tested	NA none tested				
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Math				18.1			
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	42.8	13.3	55.5				
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Science				NA none tested			
<b>High School Students Graduating Future Ready</b>	% graduation rate	47.8	54.3	77.8	50			
	% of 11 <sup>th</sup> and 12 <sup>th</sup> graders enrolled in a dual credit college-level course	80	81.8	81.3	79.5			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	20	15	20	Data not available			

- 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:

Generally, students who are enrolled with us for any significant amount of time meet proficiency standards on state exams at higher rates than the state average, and in some cases the District average. Because we have smaller groups of students than in a comprehensive school and no clear cohorts, it is easier for us to review individual student data – this year we will continue to focus on student proficiency on state mandated assessments to ensure our students can meet graduation requirements.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy Goal: 90% of 10 <sup>th</sup> & 11 <sup>th</sup> graders who take the ELA SBA will meet/exceed standard.	Outcome: 45.4% met/exceeded standard.
Narrative Reflection: Our students continue to show strength in their composition of full persuasive texts as well as identifying central ideas in informational reading. Our areas of needed improvement continue to be in the area of test attendance/participation – without increased participation it is nearly impossible to identify valid and reliable trend data for individual students and the whole school.	
Math Goal: 80% of 10 <sup>th</sup> & 11 <sup>th</sup> graders who take the Math SBA will meet/exceed standard.	Outcome: 18.1% met/exceeded standard.
Narrative Reflection: Our SBA math data is not valid or reliable – we had a very small test group due to the EOC still being an option for last year’s 11 <sup>th</sup> & 12 <sup>th</sup> grade students. Our students who tested in EOC math performed well in the target areas of number and quantities and exponents. Specific areas where our students struggled are in building functions that involve a relationship between two quantities. We anticipate that our SBA data will continue to be limited due to “opt outs” by students who can still meet their graduation requirement by passing the Year 1 or Year 2 End of Course Exam.	

<p>Science Goal:</p> <p>75% of students who take the state science exam will meet/exceed standard.</p>	<p>Outcome:</p> <p>All eligible students opted out of this assessment as it was not a graduation requirement for their cohort.</p>
<p>Narrative Reflection:</p> <p>Because none of our eligible students took the test (because it was not a graduation requirement for them), it is impossible to assess their preparation/skill levels.</p>	
<p>Achievement Gap Goal:</p> <p>70% of our special education students (10<sup>th</sup> &amp; 11<sup>th</sup> graders) will meet/exceed standard on one or more state exam.</p>	<p>Outcome:</p> <p>40% passed ELA 20% passed Math None took the WCAS</p>
<p>Narrative Reflection:</p> <p>Many of our special education students did, in fact, meet Level 2 proficiency (Basic) to meet their graduation requirements on the ELA test, but these scores are not included in the passage rate. We still have significant work to do to get students with IEPs to meet standard on the proficiency scales and will continue this focus.</p>	
<p>On-Track Credits Goal:</p> <p>100% of students who enroll at EmHS as credit deficient will be provided with the opportunity to gain ground on their credit graduation requirements.</p>	<p>Outcome:</p> <p>Regardless of when students enrolled with us, they had the opportunity to retrieve some credits if they entered credit deficient.</p>
<p>Narrative Reflection:</p> <p>Because most of our students enroll with us already credit deficient, it is important that they have opportunities at credit retrieval within and outside the school day. The counselor and advisors monitored which students were given the opportunity to earn some credit retrieval via Learning Center and/or independent contracts.</p>	
<p>College and Career Readiness Goal:</p> <p>100% of students enrolled at EmHS will participate in Career Cruising activities that will contribute to the completion of the High School and Beyond Plan.</p>	<p>Outcome:</p> <p>100% of EmHS students participated in HSBP activities.</p>

<p>Narrative Reflection:</p> <p>The HSBP is a graduation requirement which is why we selected it as a goal area. Progress toward this goal will be monitored by CORE (advisory) teachers each session</p>	
<p>School Effectiveness Goal:</p> <p>EmHS staff will work with Youth Eastside Services to develop strategies to support students with anxiety and/or toxic/traumatic stress.</p>	<p>Outcome:</p> <p>The onsite YES counselor and LWSD counselor provided both individual and group coaching to teachers on best practices.</p>
<p>Narrative Reflection:</p> <p>We are seeing an increase in the number of students impacted by extreme anxiety, PTSD, toxic stress and other mental health issues, so we worked (and are continuing to work) with our YES counselor to provide strategies and support for teachers so they can effectively respond to and support students.</p>	
<p>Attendance Goal:</p> <p>Teachers will make direct contact with parents/guardians of students who accrue 5 tardies and/or 3 absences in a given session.</p>	<p>Outcome:</p> <p>All teachers contacted parents with significant tardies/absences.</p>
<p>Narrative Reflection:</p> <p>Poor attendance is the leading cause of poor academic progress – as students get older parents are generally less involved in the decisions their children make regarding attending school/classes. It is important to us that we continue to include parents as frequently and deeply as feasible in student success, thus our goal is to frequently connect with parents when we're seeing academic or attendance behaviors that provide obstacles to student success. Contacting parents personally also reinforces our deliberate effort to build personal relationships with students and their families to increase student success.</p>	
<p>Discipline Goal:</p> <p>All certificated staff will continue working on strategies related to restorative practice.</p>	<p>Outcome:</p> <p>80% of staff participated in a summer book study re: working with trauma impacted students. All staff participated in explicit work during staff meetings to develop strategies and supports for students.</p>
<p>Narrative Reflection:</p>	

As our knowledge about brain development and function grows and the rate of students dealing with mental health challenges also increases, it is critical for EmHS staff to continue to be responsive to the needs of our students and knowledgeable about the best ways to support 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:

Email and direct communication in monthly newsletters and in parent meetings.

Reflection on Outcome:

This continues to be a challenge as we have parents who tend to engage in only activities that specifically impact/include their child(ren). Parents read the newsletter and other communications, but don't tend to actively engage/participate.

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

Email and direct communication in monthly newsletters and in parent meetings; also posting our CIP on the website.

Reflection on Outcome:

This continues to be a challenge as we have parents who tend to engage in only activities that specifically impact/include their child(ren). Parents read the newsletter and other communications, but don't tend to actively engage/participate.

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

<b>2018-2019 SMART Goals, Strategies and Resources</b>
<p><b>Literacy SMART Goal:</b> 80% (from 73%) of students who take the ELA SBA will meet/exceed standard in Research and Inquiry subsection (Students will demonstrate an improved ability to identify appropriate sources of information).</p>
<p><b>Process used to determine goal:</b> We examined the data from the spring 2018 SBA and noted that all income, special education, and other groups were around 25% below standard. We noted that students in our classes struggled to identify appropriate sources of information even when clearly labeled.</p> <p><b>Responsible individual or team:</b> English and Social Studies teachers will be primary, but all staff will support.</p> <p><b>Strategy/ies that will be implemented to support goal:</b> We will frequently present the students with data and other information sources and model the process of choosing an appropriate source from a variety of sources.</p> <p><b>How challenge and rigor will be ensured for all students:</b> We will slowly remove scaffolding to support students in choosing information sources so that students will gain independence in choosing sources.</p> <p><b>How necessary interventions will be determined:</b> We will evaluate students throughout the year based upon formative data.</p> <p><b>Any professional learning needed:</b> Use of LEAP time to plan, assess and evaluate.</p> <p><b>Any resources needed and plans to obtain them:</b> Allocated time in the LEAP calendar.</p> <p><b>Timelines and Progress Monitoring Plans:</b> We will meet during time allocated for CIP work to compare information and progress.</p>
<p><b>Math SMART Goal:</b> 75% of 11<sup>th</sup> graders who do not qualify for SDI in math will meet/exceed standard on the Math SBA.</p>
<p><b>Process used to determine goal:</b></p>

Review of individual student SBA scores, current student progress and typical SBA growth.

Responsible individual or team:  
Math teachers.

Strategy/ies that will be implemented to support goal:

- Individual student conferences
- Modeling/practice with SBA-type work in math classes
- Opportunities to practice performance task-type assessments as part of regular curriculum

How challenge and rigor will be ensured for all students:

- Formative and summative assessment data used to inform instruction
- Deliberate focus on CCSS mathematical practices in all math courses

How necessary interventions will be determined:

- Formative and summative assessment data
- Individual student progress on interim assessments

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:

- During each grading period/session (monthly).

Science SMART Goal:

70% of 11<sup>th</sup> graders who take the WCAS will meet/exceed standard.

Process used to determine goal:

Students are expected to take the test for federal accountability, it is a new test, and students have little/no experience with it.

Responsible individual or team:  
Dan Weiss, Dan Kaufmann & Tracy Bumgarner.

Strategy/ies that will be implemented to support goal:

- Offering physical science/curriculum modified to cover the topics on the test
- Offering a review of what we know/believe will be on the exam
- Embed more scientific/conceptual problem-solving practice in science curriculum
- Use online practice materials provided by OSPI

How challenge and rigor will be ensured for all students:

- Use formative and summative assessment data to identify areas of strength and challenge for students
- WCAS is a standardized/normed exam

How necessary interventions will be determined:

- Based on formative and summative assessment data

Any professional learning needed:

More information about WCAS format, scoring and content.

Any resources needed and plans to obtain them:

Work with LWSD assessment office and other science teachers to access/develop resources.

Timelines and Progress Monitoring Plans:

- December-April preparation
- April/May exam

Achievement Gap SMART Goal:

75% of students who qualify for SDI in reading and/or writing and take the ELA SBA will meet/exceed standard in Research and Inquiry subsection.

Process used to determine goal:

We examined the data from the spring 2018 SBA and noted that all income, special education, and other groups were around 25% below standard. We noted that students in our classes struggled to identify appropriate sources of information even when clearly labeled.

Responsible individual or team:

Special Education, English and Social Studies teachers will be primary, but all staff will support.

Strategy/ies that will be implemented to support goal:

We will frequently present the students with data and other information sources and model the process of choosing an appropriate source from a variety of sources.

How challenge and rigor will be ensured for all students:

We will slowly remove scaffolding to support students in choosing information sources so that students will gain independence in choosing sources. It is important that our students who receive SDI services have access to the same kinds of learning experiences as students in general education.

How necessary interventions will be determined:

We will evaluate students throughout the year based upon formative data.

Any professional learning needed:

Use of LEAP time to plan, assess and evaluate.

Any resources needed and plans to obtain them:  
Allocated time in the LEAP calendar.

Timelines and Progress Monitoring Plans:  
We will meet during time allocated for CIP work to compare information and progress.

On-Track Credits SMART Goal:

All students who enroll at EmHS credit deficient will have access to credit retrieval options.

Process used to determine goal:  
Because most of our students enroll at EmHS already credit deficient, it is important that they have opportunities at credit retrieval with within and outside the school day.

Responsible individual or team:  
Advisors and Counselor.

Strategy/ies that will be implemented to support goal:  
Students will be given the opportunity to earn some retrieval credit via Learning Center and/or independent contracts.

How challenge and rigor will be ensured for all students:  
All students who need to make-up credit will be provided the opportunity to close their credit gap and move closer to graduation.

How necessary interventions will be determined:  
On an individual student basis.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Each grading period/session (monthly).

College and Career Readiness SMART Goal:

100% of students will complete their grade level HSBP requirements.

Process used to determine goal: Because the HSBP is a graduation requirement and the activities/lessons available through Xello can be great tools when helping students prepare for their futures, we chose this as a goal area.

Responsible individual or team:  
CORE (advisory) teachers.

Strategy/ies that will be implemented to support goal:  
Xello/HSBP specific lessons included in CORE curriculum each session.

How challenge and rigor will be ensured for all students:  
The HSBP is a personalized plan that should be relevant for every student.

How necessary interventions will be determined:  
Based on progress of grade-level requirements.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Each grading period/session.

School Effectiveness SMART Goal:

We are seeing an increase in the number of students impacted by extreme anxiety, PTSD, toxic stress and other mental health issues, so we are working with our YES counselor to provide strategies and support for teachers, so they can effectively respond to and support students.

Process used to determine goal:  
Review of documented individual student needs (504 & IEP), review of common classroom behaviors possibly linked to social/emotional/mental health needs.

Responsible individual or team:  
All Staff.

Strategy/ies that will be implemented to support goal:  
Discussion of students of concern is a standing agenda item at all staff meetings including identification of concerns, successful/unsuccessful interventions. Allow time for YES counselor to meet/confer with staff. And, provide optional professional development opportunities (conferences, book study, etc.).

How challenge and rigor will be ensured for all students:

In order for students to be able to meet their academic potential, we must provide safe and supportive learning environments.

How necessary interventions will be determined:  
Based on individual student and staff need.

Any professional learning needed:  
TBD.

Any resources needed and plans to obtain them:  
OSPI graduation grant, designated time during LEAP.

Timelines and Progress Monitoring Plans:  
Ongoing/monthly.

Attendance SMART Goal:

Communicate with parents by phone, email and during conferences regarding the importance of regular and timely attendance.

Process used to determine goal:  
Staff discussion and progress monitoring for students who regularly miss school.

Responsible individual or team:  
All teachers.

Strategy/ies that will be implemented to support goal:  
Teachers establish weekly attendance checks for students.

How challenge and rigor will be ensured for all students:  
Student attendance is the most accurate predictor of school success, it is critical that all students attend regularly so they can access the curriculum.

How necessary interventions will be determined:  
In collaboration with families, staff and students.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Weekly.

Discipline SMART Goal:

All certificated staff will participate in a book study about brain science and obstacles/enhancements to learning.

Process used to determine goal:

While some of our students externalize behaviors, many more are internalizing stressors necessitating interventions and supports that look different from traditional punitive consequences for problem behaviors. Learning more about neuroscience, interventions and supports will allow us to better serve struggling students.

Responsible individual or team:

Certificated staff.

Strategy/ies that will be implemented to support goal:

LEAP time allocated for book study, all certificated staff provided a copy of the book *Culturally Responsive Teaching and the Brain*.

How challenge and rigor will be ensured for all students:

All students will benefit from increased staff knowledge because all certificated staff are participating in the book study.

How necessary interventions will be determined:

Needs assessment/next steps will be developed at the conclusion of the book study.

Any professional learning needed:

Access to the book and time for teams to meet.

Any resources needed and plans to obtain them:

LEAP time allocated, and books purchased with OSPI grant funds.

Timelines and Progress Monitoring Plans:

October-April reading guide and team deliverables.

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

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

Email and direct communication during intake conferences.

Timelines and Progress Monitoring Plans:

Updates/input in session newsletters.

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

Email and direct communication in addition to having the CIP posted on our website.

Timelines and Progress Monitoring Plans:

Updates/input each session.



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

Northstar Middle School

10903 NE 53<sup>rd</sup>

Kirkland, WA 98033

<http://nsms.lwsd.org>

Principal:	Nell Ballard-Jones
Associate Principal:	Catherine Fredenburg

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## I. Description of School

Northstar Middle School began in 1981 as one of Lake Washington’s first choice schools. Northstar has four full-time teachers and a student body of 90, with 30 students per grade level.

At Northstar, we believe students learn best in a small, caring community where individual talents can be recognized and nurtured, academic growth encouraged, and moral development fostered.

Located on the Emerson Campus in the Houghton neighborhood of Kirkland, Northstar emphasizes academic excellence, personal responsibility, and creativity. Experienced teachers work as a team to lead multiage, theme-based classes. We foster the unique aspects of each student and appreciate individual differences. Students are encouraged to connect to people in their community through service learning.

At Northstar, the foundation is set for every student’s development. Parents participate by working cooperatively with teachers to sustain a cohesive learning community, provide enriching experiences and promote the love of learning. Students develop the positive perceptions of self, school and life that are the foundation for continued success. It is a great place to work and learn.

In 2017-2018, Northstar Middle School continued its tradition of academic strength. Students at all grade levels passed state exams last spring with an 86-96% success rate in all content areas.

Northstar continues to focus on individual student achievement in its small learning environment. Of our 90 students, approximately 7% receive special education services; 2.2% are ELL; 49% of our students are Caucasian; 40% are Asian; 6% multi-racial; 3% are Hispanic and 1% are Black/African American.

Our small size provides both an opportunity and a challenge. Due to our small cohorts of students, assessment data can be easily skewed by single student scores. On the other hand, our small environment allows teachers to get to know each student personally and work as collaborative team to support individual student needs.

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>8<sup>th</sup> Graders’ on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.4%	95%

	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	78.4%	95%
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- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### Process to determine School Performance Targets:

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

## III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy.	100%	93.3%	90%	90%			
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	93.3%	93.3%	93.3%	96.6%			
<b>7<sup>th</sup> Graders on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	96.5%	100%	93.3%	90%			
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	93.1%	96.6%	90%	90%			
<b>8<sup>th</sup> Graders on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	93.1%	100%	100%	96.5%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	82.7	96.5%	96.6%	96.5%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	89.6%	100%	100%	86.2%			

- 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

Generally, students who are enrolled at Northstar Middle School meet/exceed standards on state exams at higher rates than both the state and District average. Because we have smaller groups of students than in a comprehensive school, it is easier for us to review individual student data – our focus has been and will continue to be working to get our students with IEPs performing at standard in all areas.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal:  95% of Northstar students will meet or exceed standard on their grade level literacy exam.	Outcome:  92.1% met or exceeded standard on the spring literacy SBA.
Narrative Reflection:  While we did not meet our goal, most students achieved above standard in reading, writing, and research inquiry on the SBA ELA assessment. An area for growth is in listening/speaking which will be an area of focus across content areas this year as well as supporting our students with IEPs more effectively.	
Math: 6-8 Math Goal:  95% of Northstar students will meet or exceed standard on their grade level Math SBA exam.	Outcome:  94.3% met or exceeded standard on the spring math SBA.
Narrative Reflection: In math, we were slightly below reaching our goal, however, the majority of students earned above standard scores in all three claims. There was, however, some weakness noted in communicating reasoning. Based on the results, we will focus on better understanding assessment expectations and addressing those in all math classes.	
Science: 8 Science Goal:  90% of 8 <sup>th</sup> graders will meet/exceed standard on the new state science exam.	Outcome:  86.2% met/exceeded standard on the new WCAS science exam.
Narrative Reflection:	

<p>We did not meet our goal on the new science exam, however, now that we have more context for the WCAS (versus the previous MSP assessment), we believe we'll more accurately be able to both prepare and predict more appropriately.</p>	
<p>Achievement Gap Goal:</p> <p>80% of Northstar's special education students will meet or exceed standard on the SBA ELA exam.</p>	
<p>Outcome:</p> <p>33.3% met/exceeded standard on the SBA ELA Exam (2 of 6 students).</p>	
<p>Narrative Reflection:</p> <p>Our special education students generally scored lower than their general-education peers, this continues to be an area of need and focus.</p>	
<p>College and Career Readiness Goal:</p> <p>All 8<sup>th</sup> graders will complete their Career Cruising assignments in order to be on-track with their HSBP.</p>	
<p>Outcome:</p> <p>100% of 8<sup>th</sup> graders completed their required HSBP components.</p>	
<p>Narrative Reflection:</p> <p>Northstar continued to engage with Career Cruising as a tool to meet HSBP requirements last year – all indicators show it remains successful.</p>	
<p>School Effectiveness Goal:</p> <p>Staff will work with parent organization to develop an efficient grant proposal process.</p>	
<p>Outcome:</p> <p>The principal and lead teacher worked with new NAC leadership to establish a grant process.</p>	
<p>Narrative Reflection:</p> <p>New leadership in our parent group (NAC) worked with the principal and lead teacher to formalize and clarify protocols for distributing money to support curricular and extracurricular programs to ensure funds are being distributed equitably and thoughtfully. We developed and implemented a bi-annual grant process.</p>	
<p>Attendance Goal:</p> <p>Teachers will make direct contact with parents/guardians of students who accumulate 7+ tardies per quarter.</p>	
<p>Outcome:</p> <p>Teachers made direct contact with parents/guardians of students who accumulated 7+ tardies per quarter.</p>	
<p>Narrative Reflection:</p>	

We selected this goal because regular and timely attendance affects academic performance and while generally attendance is good, there is a small group of students who are frequently tardy to 1<sup>st</sup> period. We saw some improvement with some students, but were able to identify much of the issue comes from parents transporting multiple children to multiple school locations across the district.

**Discipline Goal:**

Teachers will continue to refine school/home communication protocol for minor discipline infractions.

**Outcome:**

Teachers modified the lunch detention and home/school communication protocol for when students earn a behavior contract.

**Narrative Reflection:**

Most discipline referrals at Northstar are for low-level infractions resulting in behavior contracts and/or lunch detentions. For most students these consequences are deterrents, but for a few individual students, we needed to work more closely with parents to communicate patterns and design interventions.

**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:**

Email and direct communication during conferences and at the Northstar Advisory Committee meetings.

**Reflection on Outcome:**

Because parents have many options to be involved and engaged with the school, it can sometimes be difficult to engage them specifically on the CIP – they generally already are actively engaged in parts of the school that they find more interesting than what they perceive as process that is more aligned to the needs of large comprehensive schools.

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

Email and direct communication during conferences and at the Northstar Advisory Committee meetings in addition to having the CIP plan posted on our website.

**Reflection on Outcome:**

Parents have appreciated updates during monthly NAC meetings, but have not shown much interest in the details of the CIP process.

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

<b>2018-2019 SMART Goals, Strategies and Resources</b>
<p>Literacy: 6-8 ELA SMART Goal:</p> <p>90% of students will meet/exceed standard on ELA SBA.</p>
<p>Process used to determine goal: Class observations, formative/ summative assessments, SBAs.</p> <p>Responsible individual or team: Northstar Staff.</p> <p>Strategy/ies that will be implemented to support goal: Targeted assistance morning class, individualized extra help.</p> <p>How challenge and rigor will be ensured for all students: High expectations, engaging assignments with dynamic assessments.</p> <p>How necessary interventions will be determined: Class observations, formative/ summative assessments.</p> <p>Any professional learning needed: Not at this time.</p> <p>Any resources needed and plans to obtain them: Custom created curriculum by SN teacher.</p> <p>Timelines and Progress Monitoring Plans: Quarterly.</p>
<p>Math: 6-8 Math SMART Goal:</p> <p>90% of students will meet/exceed standard on Math SBA.</p>
<p>Process used to determine goal: Progress with new curriculum and past scores of students.</p> <p>Responsible individual or team: Janet, Lua &amp; Justin.</p>

Strategy/ies that will be implemented to support goal:  
Target Assistance morning class.

How challenge and rigor will be ensured for all students:  
Aleks computer adaptive practice.

How necessary interventions will be determined:  
Students' progress in classes & formative assessment by teachers.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Quarterly.

Science: 8 Science SMART Goal:

85% of students will meet/exceed standard on WCAS.

Process used to determine goal:  
Goal is based on first year's average and on students' limited familiarity with test.

Responsible individual or team:  
Lua Carlson.

Strategy/ies that will be implemented to support goal:  
Students have access to IXL Science aligned with NGSS to practice with content and apply science and engineering practices.

How challenge and rigor will be ensured for all students:  
Frequent projects allow students to meet appropriate individual challenge and rigor.

How necessary interventions will be determined:  
Determined based on ongoing formative and summative assessments.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Quarterly.

Achievement Gap SMART Goal:

85% of students with IEPs will meet/exceed standard on both Math & ELA SBA.

Process used to determine goal:

Northstar staff met as a group to determine goal based on previous scores and student performance, Entire staff has buy-in.

Responsible individual or team:

All staff.

Strategy/ies that will be implemented to support goal:

Targeted assistance classes, working with special education staff, in-class interventions and accommodations.

How challenge and rigor will be ensured for all students:

Students will be expected to meet the same standards as their non-disabled peers.

How necessary interventions will be determined:

IEPs, classroom observations, and interaction with home and special ed and gen ed teachers.

Any professional learning needed:

TBD.

Any resources needed and plans to obtain them:

TBD.

Timelines and Progress Monitoring Plans:

Student progress will be monitored by gen ed and special ed teachers quarterly.

College and Career Readiness SMART Goal:

All students will complete Xello's Matchmaker and grade-level specific assignments as part of their High School and Beyond Plan.

Process used to determine goal:

Northstar staff met as a group to determine goal. Entire staff has buy-in.

Responsible individual or team:

Robert Herold.

Strategy/ies that will be implemented to support goal:

Coordinated school calendar to ensure all students will completed Xello requirements the week of 11/26-11/30.

How challenge and rigor will be ensured for all students:  
Grade-specific assignments.

How necessary interventions will be determined:  
N/A.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Staff will ensure all students complete Xello tasks.

School Effectiveness SMART Goal:

Continue to work with parent advisory group (NAC) to formalize and clarify protocols for allocating donated funds to support curricular and extracurricular programs

Process used to determine goal:  
Staff discussion and collaboration with NAC officers.

Responsible individual or team:  
Nell Ballard-Jones & Robert Herold.

Strategy/ies that will be implemented to support goal:  
Monthly check-ins with NAC officers related specifically to donated funds, setting priorities, and communicating need.

How challenge and rigor will be ensured for all students:  
NAC donated/allocated funds must support established curricular and extracurricular goals.

How necessary interventions will be determined:  
N/A.

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:  
Monthly.

Attendance SMART Goal:

Communicate with parents by phone, email and during conferences regarding the importance of regular and timely attendance.

Process used to determine goal: Staff discussion and progress monitoring for students who regularly miss school.

Responsible individual or team:  
All teachers.

Strategy/ies that will be implemented to support goal:  
Teachers establish weekly attendance checks for students.

How challenge and rigor will be ensured for all students:  
Student attendance is the most accurate predictor of school success, it is critical that all students attend regularly so they can access the curriculum.

How necessary interventions will be determined:  
In collaboration with families, staff and students.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
Weekly.

Discipline SMART Goal:

Continue to refine our communication processes around minor behavior infractions at school so that we can partner with parents to support positive student behavior and decision making

Process used to determine goal:  
Northstar does not have many major disciplinary issues, however, we do see frequent minor behavior issues and we believe that we could be more effective in supporting positive school behavior when messaging and expectations are consistent between school and home.

Responsible individual or team:  
All staff.

Strategy/ies that will be implemented to support goal:  
Communicate with parents when behaviors are distracting/disruptive.

How challenge and rigor will be ensured for all students:  
When students are actively and positively engaged at school, there are fewer behavior concerns.

How necessary interventions will be determined:  
Upon consultation with colleagues and based on progressive disciplinary practices.

Any professional learning needed:  
Not at this time.

Any resources needed and plans to obtain them:  
Not at this time.

Timelines and Progress Monitoring Plans:  
When assigning/monitoring student discipline.

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

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

Email and direct communication during conferences and at the Northstar Advisory Committee meetings.

Timelines and Progress Monitoring Plans:

Updates/input at monthly NAC meetings.

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

Email and direct communication during conferences and at the Northstar Advisory Committee meetings in addition to having the CIP plan posted on our website

Timelines and Progress Monitoring Plans:

Updates/input at monthly NAC meetings.



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

Stella Schola Middle School

13505 NE 75<sup>th</sup> Street

Redmond, WA 98052

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

Principal:	Erin Bowser
Associate Principal:	Michael Griffin
Associate Principal:	Alicia Mendez

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# I. Description of School

Stella Schola ("Star School" in Latin) is a Choice middle school in Lake Washington School District. Stella Schola offers sixth, seventh, and eighth graders a comprehensive, consistent, challenging and classical learning environment with high academic and behavioral standards and solid teacher support. The school encourages parents and community members to assist students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

The rich, classical learning environment is based on historical themes with an emphasis on mastery learning for all students. By integrating as many subjects as possible into year-long historical themes, students learn from the past to make better choices and decisions in the future. Students have the same teacher for most of the school day, which enhances opportunities for integration of subject matter, helps promote curricular continuity, and increases the students' sense of belonging during early adolescence. Teachers work collaboratively to provide a challenging, stimulating, and hands-on curriculum for students. In-depth studies of the core subjects are emphasized. Students participate in a student-to-student mentoring program.

Stella Schola's unique schedule allows teachers to create a highly personalized environment for students. Students get individual academic assistance after school as necessary to ensure mastery of content. Students recognize the benefits of their hard work and focus on learning by experiencing personal and academic success.

<b>Race/Ethnicity</b>	<b>Percentage of total students</b>	<b># of students</b>
Asian	43%	39
Black/African American	1%	1
Hispanic/Latino	8%	7
Two or More Races	9%	8
White	39%	35
<b>Program</b>	<b>Percentage of total students</b>	<b># of students</b>
Special Education	2.2%	2
Low Income	2.2%	2
ELL	2.2%	2
Enrollment Total		90

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### **Process to determine School Performance Targets:**

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

### III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy.	≥95.0 %	≥95.0 %	93.3%	≥95.0 %			
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	83.3%	≥95.0 %	≥95.0 %	≥95.0 %			
<b>7<sup>th</sup> Graders on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	≥95.0 %	≥95.0 %	93.3%	≥95.0 %			
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	93.3%	86.2%	≥95.0 %	≥95.0 %			
<b>8<sup>th</sup> Graders on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	≥95.0 %	≥95.0 %	93.3%	92.8%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	≥95.0 %	≥95.0 %	≥95.0 %	≥95.0 %			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	90%	≥95.0 %	≥95.0 %	92.8%			

- 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:

Our CIP goals were driven by student needs demonstrated on in-class work and on assessments. We selected this goal because 27 out of 90 students were at, near, or below standard on their SBA ELA/Literacy scores and showed difficulty in daily reading comprehension.

Staff collaborated on specific speaking and listening skills and provided multiple opportunities for student practice in various literary texts. Staff delivered direct instruction of readings skills, coupled with student-centered explorations and hands-on experiences to build vocabulary. Staff used a varied approach by using direct teaching, group exploration, independent practice, and group practice. If students were struggling, staff were available for one-to-one appointments after school and used supplementary materials when the whole class needed extra practice. Staff reviewed daily work that

challenged students and provided practice for oral reading which allowed analysis of phonetic issues which may have led to difficulty comprehending.

Staff monitored this goal via reading comprehension testers (2 given each month), grades, and book reports/MCA, as well as keeping a pulse on student daily progress. We created rich hands-on experiences to develop vocabulary (i.e. heritage festival (6<sup>th</sup>, cultural diversity and appreciation), aqueducts (7<sup>th</sup>, STEM skills), physics (8<sup>th</sup> STEM skills), for example). We integrated content in diverse media formats: newspaper, magazine, film, PowerPoint, textbook, discussion board, OneNote Class Notebook, novels, posters, models, peer edits/reviews. We provided opportunities to read and comprehend complex literary and informational texts both independently and, in a group, (pair, small, whole).

**Describe the school's overall achievement in assessed areas (Literacy, Math, and Science).** Overall, Stella Schola showed progress in student learning! SBA ELA scores were: 96.5 (6<sup>th</sup>), 100 (7<sup>th</sup>), and 92.8 (8<sup>th</sup>). In Mathematics: 100 (6<sup>th</sup>), 96.6 (7<sup>th</sup>) [one student's score did not show up in our data], and 96.5 (8<sup>th</sup>). And in science, eighth graders scored 92.9% on the new WCAS test. The 6<sup>th</sup> grade math scores went up from the previous year, the 7<sup>th</sup> grade reading scores went up, and the 8<sup>th</sup> grade science score was down slightly due to two students who were close to passing.

**Which data were different than anticipated (higher/lower) and which data were expected levels of achievement?** Staff was delighted that math scores in the 6<sup>th</sup> and 7<sup>th</sup> grades went up! Considerable amount of time was spent practicing foundational skills, working on logical mathematical and explanations, and graphing.

**What aspects of each assessed area are causes for celebration?** Staff celebrated math scores in the 6<sup>th</sup> and 7<sup>th</sup> grades and the wonderful affirmation of our 6-8 science curriculum via the WACS score. The curriculum allows students to show their STEM and science knowledge. Stella has a re-arranged science curriculum to be compatible with our historical themes, which increases retention of concepts and knowledge.

**What aspects of each assessed area will require specific focus for overall school growth?** We will continue to work on all subjects and refine our teaching and collaboration.

**Achievement Gap:** While the demographics of Stella Schola still do not reflect the overall district demographics they are starting to shift. In large part this could be due to more access to information about the school -the video on the district website is available. Transportation does impact student access and this could be a barrier to students applying and accepting a spot at the school.

**Attendance and Discipline:** Our attendance remains excellent (0.0% unexcused absences) and the staff believes this is in large part due to the emphasis on positive relationships which have been developed between the school and the family. The academic classroom culture and high expectations also contribute to the desire that students have to be at school and learn. Staff continues to consistently enforce school rules and expectations and to use the school-wide behavior modification system that has been agreed on.

**Parent/Family/Community Involvement:** The Stella Schola staff has worked hard to create a strong and meaningful partnership with families and our community. Legislators are invited into the classroom to give them a first-hand experience in a public-school setting. Parents are invited to share their expertise in the classroom via guest speaking opportunities, as well as coming into the school for student presentations. Honor Society takes a student-led (teacher facilitated) leadership role to involve the community in food drives, service projects, and school spirit. The school partners with Microsoft (Hour of Code) and Google (KITE STEM challenge) to engage students beyond the classroom. Teachers ask students and families for feedback on the biannual survey to improve teaching and learning. Parents also volunteered 2,192.5 hours to the school in tasks such as working with students on math facts, supervising coding club, gardening and beautification, washing lab coats, and chaperoning on field trips. Teachers hold individual parent/student conferences twice a year (November and March). There are also social events such as skate night, BBQ, pool parties, and dance parties.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: 100 % of SSMS students will score proficient or higher.	Outcome: SBA ELA scores were: 96.5 (6 <sup>th</sup> ), 100 (7 <sup>th</sup> ), and 92.8 (8 <sup>th</sup> ). That is a total of 96.4% passing at proficient or higher.
Narrative Reflection: We feel we did well on literacy this year. We are proud that our 6 <sup>th</sup> grade ELA scores improved over last year.	
Math: 6-8 Math Goal: 100 % of SSMS students will score proficient or higher.	Outcome: In Mathematics: 100 (6 <sup>th</sup> ), 96.6 (7 <sup>th</sup> ) [one student's score did not show up in our data], and 96.5 (8 <sup>th</sup> ). Overall, we had 97.7% passing.
Narrative Reflection: There was one student who was close to passing at proficient. This student and another student did improve their mathematical proficiency from last year but are still not proficient. Considerable amount of time was spent practicing foundational skills, working on logical mathematical and explanations, and graphing.	
Science: 8 Science Goal: 100 % of SSMS students will score proficient or higher.	Outcome: Eighth graders scored 92.9% on the new WCAS test.
Narrative Reflection: Staff celebrated math scores in the 6 <sup>th</sup> and 7 <sup>th</sup> grades and the wonderful affirmation of our 6-8 science curriculum via the WACS score. The curriculum allows students to show	

<p>their STEM and science knowledge. Stella has a re-arranged science curriculum to be compatible with our historical themes, which increases retention of concepts and knowledge.</p>	
<p><b>Achievement Gap Goal:</b> 100% of 8th grade students receiving Special Education services will meet or exceed standard.</p>	<p><b>Outcome:</b> We did not meet this goal, but we worked very hard with our IEP students.</p>
<p><b>Narrative Reflection:</b> One student came in regularly for help after school. The 8<sup>th</sup> grade teacher made herself available 6 days a week after hours for help and was in constant communication with the family.</p> <p>After analyzing the OSPI website data, the Race/Ethnicity data for Lake Washington School District is closely aligned to the percentages at Stella Schola. Stella, due to its hands-on curriculum, attracts all kinds of students, including 504/IEP and English-as-a-second language students. The LWSD has 5.5% of students on a 504 plan, and Stella has 10.3% of students on a 504 plan. Entrance to the school is via LWSD lottery though barriers do still exist, such as transportation, that prohibit access to everyone.</p>	
<p><b>College and Career Readiness Goal:</b> 100% of 8th grade students will take a survey using Career Cruising and will identify at least two possible careers of interest.</p>	<p><b>Outcome:</b> We did meet this goal!</p>
<p><b>Narrative Reflection:</b> As students move to different high schools, we are proud that each 8<sup>th</sup> grade student completes the Career Matchmaker plan and a high school education plan. In addition, throughout their time at Stella, professionals from many different fields come to visit Stella students in the classroom and/or students have an opportunity to see professionals in their work environments. Students also participated with professionals for two days of coding and computer programming skills, as well as immersing themselves in an extended day of GPS navigating and orienteering.</p>	
<p><b>School Effectiveness Goal:</b> Staff members will be fully integrated this year and the results of the 9 characteristics survey will reflect this with 90% of responses being agree completely or agree mostly.</p>	<p><b>Outcome:</b> We are proud that 63% of the responses on the Nine Characteristics Survey were “Agree Completely” or “Agree Mostly”.</p>
<p><b>Narrative Reflection:</b> With a new staff we are feeling more comfortable with each other and to improve our instructional practice we are practicing observing in each other’s classrooms as well as sharing more leadership responsibilities. We are working on being honest when we don’t feel heard in a staff meeting and accepting everyone’s opinions.</p>	

Attendance Goal: Each staff member will have 100% completion of contacting home of those students who reach 3 consecutive absences.	Outcome: We did meet this goal! We had no students that had 3 consecutive unexcused absences.
Narrative Reflection: We did send two letters home last year – both had medical issues and excused absences from their physician.	
Discipline Goal: There will be no out of school suspensions.	Outcome: There were no out of school suspensions.
Narrative Reflection: N/A.	

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

<p>2017-18 Strategies to involve parents, families and the community in the CIP process:</p> <ul style="list-style-type: none"> <li>• invite parents and legislators into the classroom</li> <li>• invite parents to participate in the PTO</li> <li>• take students out into the community via Honors Society and various field trips</li> <li>• provide community support via food drives and students servicing the community</li> <li>• invite parents in to the classroom as guest speakers and experts in the field</li> <li>• partner with Microsoft and Google for the Hour of Code</li> <li>• have parents work with students individually (i.e., math facts, reading) at school</li> <li>• send out annual survey to allow for parental feedback</li> <li>• ask for student feedback, on our instruction</li> <li>• provide opportunities for parents to attend student presentation,</li> <li>• Hold parent/student/teacher conferences twice a year</li> <li>• invite families to participate in school events (i.e., skate night, BBQ, pool party)</li> </ul>
<p>Reflection on Outcome: We did meet all of the goals above! Some community events our students served in included Hopelink Food Drive, Forgotten Children’s Fund, and the Seattle Women’s Shelter.</p>

<p>2017-18 Strategies to inform parents, families and the community in the CIP process: Include information in monthly parent letter and share survey results.</p>
<p>Reflection on Outcome: The communication from the teachers/school included sending corrected papers on Fridays, e-mail, phone contacts, monthly parent letters, Skyward grades entered on time, personal communications with parents about their individual child, and PowerSchool</p>

notifications via a calendar and parent tab. Our parent survey results indicated that our communication was; Excellent (77%), Pretty good (21%), Not great (2%) .

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

<b>2018-2019 SMART Goals, Strategies and Resources</b>
Literacy: 6-8 ELA SMART Goal: 100% of SSMS students will score proficient or higher on the Spring 2018 ELA SBA.
Process used to determine goal: These goals were selected by our team because 24/90 students scored At/Near standard on the SBA Reading/Writing Claims 1-2, with one student scoring a Level 1 (below standard) in overall Reading/Writing. Out of our 90 students, 44 students (49%) scored At/Near standard in listening, with 2 below standard in listening. Thirty-two of our students speak a second language (not English) as the primary language at home, and this may affect their comprehension, language processing, and listening.
Responsible individual or team: Team (6/7/8 teachers).
Strategy/ies that will be implemented to support goal: All three grade level teachers will be differentiating reading/writing/listening lessons (special needs students and challenge for higher readers) and following up with Socratic Seminars centered around readings to allow for verbal discussion and practice of English conversational skills and grammar. Teachers will help students develop good listening habits by stating directions only once, occasionally reading text aloud and allowing students the opportunity to gather information by listening (and not relying on a visual text). Teachers will orally give directions that strengthen student focus and thereby improve listening skills because listening is the key to all effective communication. We will practice reading and comprehending nonfiction text and offer assistance with the teacher one-on-one after school.
How challenge and rigor will be ensured for all students: We will assess students' progress individually and adapt assignments and lessons to enhance/challenge students as they improve their skills. We will monitor progress via daily assignments, grades and professional observations.
How necessary interventions will be determined:

We will assess students' progress individually and tailor assignments and lessons to support/strengthen students as they improve their skills.

Any professional learning needed:

All three teachers are reading "Making Content Comprehensible" and will practice applying some of those strategies in the classroom.

Any resources needed and plans to obtain them:

Time.

Timelines and Progress Monitoring Plans:

We will monitor progress on a daily, weekly, and monthly basis.

Math: 6-8 Math SMART Goal:

100% of students will pass in math with an At Standard or Above Standard on the spring 2019 SBA.

Process used to determine goal:

These goals were selected by our team because 14/90 students scored At/Near standard on the SBA Procedures and Modeling claims, with 30/30 in the current seventh grade scoring above standard in procedures, although 2 students were below standard in mathematical modeling. Out of 90 students, 18 students scored At/Near standard in communicating mathematical reasoning, with 2 students scoring below standard. Thirty-two of our students speak a second language (not English) as the primary language at home, and this may affect their communication skills, especially when math language is expected.

Responsible individual or team:

Team (6/7/8 teachers).

Strategy/ies that will be implemented to support goal:

Teachers will work to provide real life mathematical problems for students to solve, both in teams (thus applying communication skills) and individually. MRE (Mathematical Reasoning and Explanation) problems will be assigned weekly as students practice their modeling and reasoning aptitudes.

How challenge and rigor will be ensured for all students:

Students will get differentiated work to 'show what they know', and teachers will scaffold lessons. We will offer math fact practice for those needing more immediate fact recall, create flexible math groups to address specific needs, facilitate choice challenge problems, and provide a balance of paper/pencil and computer resources. Teachers are available for individual appointments after hours.

How necessary interventions will be determined:

Monitoring daily work and chapter tests.

Any professional learning needed:

Time to develop real life math problems for small groups.

Any resources needed and plans to obtain them:  
Time.

Timelines and Progress Monitoring Plans:  
We will monitor progress on a daily, weekly, and monthly basis.

Science: 8 Science SMART Goal:  
100% of 8<sup>th</sup> graders will pass SBA science with a level 3 or 4.

Process used to determine goal:  
Last year, 28/30 students passed SBA science with a 3 or 4, both nearly passing (within 20 points). Overall, SBA 4/30 students struggled in cross-cutting Life Science, 3/30 struggled in Earth/Space science, and only 1/30 struggled in physical science.

Responsible individual or team:  
Team (6/7/8 grade teachers).

Strategy/ies that will be implemented to support goal:  
Teachers met to review and reorganize curriculum to fit students' developmental needs. Hands-on activities are being developed and refined to address Life Science, Earth/Space, and Physical Science for better understanding and concept retention.

How challenge and rigor will be ensured for all students:  
Some science activities will have extension opportunities for those who wish to go beyond the required assignment. Student choice will be offered to everyone to ensure equity.

How necessary interventions will be determined:  
Daily work, quizzes, professional observation, anecdotal notes, in-class questioning, and tests will be used to determine the need for interventions.

Any professional learning needed:  
None.

Any resources needed and plans to obtain them:  
Time.

Timelines and Progress Monitoring Plans:  
We will monitor progress on a daily, weekly, and monthly basis.

Achievement Gap SMART Goal:  
100% of students passing on all SBA tests and earning passing (or better grades in core subjects).

Process used to determine goal:  
After analyzing the OSPI website data, the Race/Ethnicity data for Lake Washington School District is closely aligned to the percentages at Stella Schola. Stella, due to its

hands-on curriculum, attracts all kinds of students, including 504/IEP and English-as-a-second language students. The LWSD has 5.5% of students on a 504 plan, and Stella has 10.3% of students on a 504 plan. Entrance to the school is via LWSD lottery so it's equitable for all. Thirty-two of our students speak a second language (not English) as the primary language at home, and this may affect their comprehension, language processing, and listening.

Responsible individual or team: Team (6/7/8 grade teachers).

Strategy/ies that will be implemented to support goal:

We will work to give every student our very best every day, make ourselves available after school for extra help, allow students to redo work if needed.

How challenge and rigor will be ensured for all students:

We will give all students the opportunity to extend their learning through rigor and challenge.

How necessary interventions will be determined:

In addition to inviting students for one-on-one appointments after school, we will craft activities in class for hands on learning for those who are struggling, and for additional practice.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Time.

Timelines and Progress Monitoring Plans:

We will monitor progress on a daily, weekly, and monthly basis.

College and Career Readiness SMART Goal:

We would like every student to be future ready and in the habit of setting goals for their own success/progress.

Process used to determine goal:

Given the CORE 24 requirement in High School, we would like to support students as they transition, and help them select courses and pathways that align to their current career interests.

Responsible individual or team:

Teaching Team (6/7/8).

Strategy/ies that will be implemented to support goal:

We will administer the Career Cruising survey in class and follow up with students who do not complete the survey. We will allow opportunities during the spring for students to cruise on this program several times so the program can reflect their changing ideas. We

will have people from various careers into the school to interact with students about their profession to expose students to various careers.

How challenge and rigor will be ensured for all students:  
All students will be given the full range of exposure.

How necessary interventions will be determined:  
Counselling if needed to help guide choices.

Timelines and Progress Monitoring Plans:  
Career Cruising surveys will be completed by June 2019.

School Effectiveness SMART Goal:  
We will continue to work so that everyone on our small staff feels valued and heard.

Process used to determine goal:  
Nine Characteristics Survey.

Responsible individual or team:  
Whole Staff.

Strategy/ies that will be implemented to support goal:  
Team building activities, Final Word Protocol, Open discussions using our agreed-upon building norms.

Any professional learning needed:  
The headmistress will reach out to the principal for ideas/strategies to facilitate growth for the staff in this area.

Any resources needed and plans to obtain them: LEAP time, Admin support and time.

Timelines and Progress Monitoring Plans:  
Spring 9 Characteristics Survey.

Attendance SMART Goal:  
We have very few attendance/discipline problems at Stella Schola Middle School.

Process used to determine goal:  
Attendance records and disciplinary files.

Responsible individual or team:  
Whole staff.

Strategy/ies that will be implemented to support goal:  
Weekly review of attendance data and follow up by teacher and office staff.

How necessary interventions will be determined:  
District and school handbook procedures.

Discipline SMART Goal:  
We have very few attendance/discipline problems at Stella Schola Middle School.

Process used to determine goal:  
Attendance records and disciplinary files.

Responsible individual or team:  
Whole staff.

Strategy/ies that will be implemented to support goal:  
Weekly review of attendance data and follow up by teacher and office staff.

How necessary interventions will be determined:  
District and school handbook procedures.

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

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

- Invite parents and legislators into the classroom
- Invite parents to participate in the PTO
- Take students out into the community via Honors Society and various field trips
- Provide community support via food drives and students servicing the community
- Invite parents in to the classroom as guest speakers and experts in the field
- Partner with Microsoft and Google for the Hour of Code
- Have parents work with students individually (i.e., math facts, reading) at school
- Send out annual survey to allow for parental feedback
- Ask for student feedback, on our instruction
- Provide opportunities for parents to attend student presentations
- Hold parent/student/teacher conferences twice a year
- Invite families to participate in school events (i.e., skate night, BBQ, pool party)

Timelines and Progress Monitoring Plans:

Annually by means of a count of participation, parent conferences to listen to needs, and the annual survey.

2018-19 Strategies to inform parents, families and the community in the CIP process:  
Include information in monthly parent letter and share October survey results.

