Continuous Improvement Plans

REDMOND LEARNING COMMUNITY

2018-2019

- ➢ **Baker Elementary School**
- ➢ **Barton Elementary School**
- ➢ **Einstein Elementary School**
- ➢ **Mann Elementary School**
- ➢ **Redmond Elementary School**
- ➢ **Rockwell Elementary School**
- ➢ **Rosa Parks Elementary School**
- ➢ **Wilder Elementary School**
- ➢ **Redmond Middle School**
- ➢ **Redmond High School**

Continuous Improvement Process Plan

2018-2019

Ella Baker Elementary

9595 Eastridge Drive

Redmond, WA 98053

https://ellabaker.lwsd.org/

Principal:	Kim Bilanko
Associate Principal:	Julie Guest

Table of Contents

I.   Description of School

Ella Baker Elementary sits nestled in the woods of the Redmond Ridge East neighborhood in Redmond, Washington. This neighborhood is home to the majority of our 430 students who attend Ella Baker Elementary. Also included in our student body are approximately 75 students in three classrooms who participate in the Quest (Highly Capable) program each day. The students from Ella Baker Elementary will attend the new Redmond Ridge Middle School and then progress to Redmond High School.

Ella Baker students bring a rich diversity of cultural backgrounds. Our students speak more than 30 different languages at home and currently 10.2% of students receive additional support as English Language Learners. Our student body is composed of 58% Asian students, 27% white students, 7% two or more races students, 6% Hispanic students, and 1% Black/African-American students. At Ella Baker we celebrate this diversity and the individual uniqueness of each of our students.

The mission of Ella Baker Elementary is to empower changemakers who know themselves, understand others and are inspired to make an impact on our world. Our vision is to inspire students to embrace their talents and passions within them to realize their potential, become global citizens and changemakers, and develop the academic and social skills that will make the world a better place. At Ella Baker, we intentionally focus on teaching students the Lake Washington Interdisciplinary Life Skills and Attributes through the "Baker Eight Traits" which include: Grit, Empathy, Self-Control, Embracing Diversity, Curiosity, Gratitude, Optimism, and Integrity. These traits applied in the classroom, on the playground, and in the community, prepare our students to be Changemakers - today and in the future.

We believe in the success of every student at Ella Baker Elementary. We actively support each learner's journey with classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system. Service-learning and integrated units of study are an effective way for our students to apply their classroom learning in a real-world setting. We know that authentic opportunities to learn, serve, and grow are impactful for our students. Ella Baker was quoted saying, "Give light, and people will find a way." We are honored to shed the light of opportunity, knowledge, and service so our students can find their way.

II. District Performance Targets

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

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	N/A	N/A	N/A	N/A			
		1st	N/A	N/A	N/A	N/A			
		2nd	N/A	N/A	N/A	N/A			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		N/A	N/A	N/A	N/A			
	% of 3rd graders meeting or exceeding state standards in Math		N/A	N/A	N/A	N/A			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		N/A	N/A	N/A	N/A			
	% of 4th graders meeting or exceeding state standards in Math		N/A	N/A	N/A	N/A			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		N/A	N/A	N/A	N/A			
	% of 5th graders meeting or exceeding state standards in Math		N/A	N/A	N/A	N/A			
	% of 5th graders meeting or exceeding state standards in Science		N/A	N/A	N/A	N/A			

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

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

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

As this is the inaugural year of Ella Baker, reflections on 2017-2018 goals are Not Applicable.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: 88% of K-2 students will be at or above standard by June 2019 as measured by EOY DIBELS.
Process used to determine goal: Based on BOY DIBELS data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019. Responsible individual or team: Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals. Strategy/ies that will be implemented to support goal: Differentiated daily reading practice in a small group setting allows teachers to target their lessons to each learner. Developing phonemic awareness and strengthening phonics skills build a strong foundation for reading. Increased fluency and explicit instruction of comprehension strategies will ensure students understand what they are reading. Programs such as Wonders, Read Naturally, Words Their Way, Lexia, and SIPPS and are tools available to our team in meeting the needs of each and every growing reader. How challenge and rigor will be ensured for all students: Students identified as needing challenge are enriched through avenues such as differentiation, work with more complex texts and words, project-based learning, as well as small group work with staff and parent volunteers. Some students are also served through programs such as Highly Capable, Pull-out Quest and full-time Quest, Integrated Units of Study will be used to challenge all students to apply the skills they are leaning in various content areas to real-world applications. How necessary interventions will be determined: Frequent progress monitoring, formative, and summative assessments allow us to understand what students need interventions. Students identified as needing extra intervention are supported through a variety of targeted programs including ELL, Safety Net reading, and Special Education. Classroom teachers will use differentiated supports and strategies to bring students to standard. Our Student Support Team, which is

comprised of our Guidance Team members, meet with grade-level teams monthly to discuss supports for all students.

Any professional learning needed:
Teachers will receive additional training in the use of SIOP teaching strategies, Culturally Responsive Teaching Practices, SIPPS curriculum, and LWSD Writing Units of Study. Each grade-level team is making a year-long plan to ensure all teachers have the opportunity observe each other teaching and learn from each other. Specific teacher work teams meet twice a month to develop professional learning for the staff to ensure we are using highly effective teaching strategies in our classrooms.

Any resources needed and plans to obtain them:
Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks. Each team was also allocated a half-day of team planning for their integrated units of study.

Timelines and Progress Monitoring Plans:
All students are monitored at least quarterly using DIBELS progress monitoring. K-2 students are also monitored using our LWSD curriculum assessments and teacher created tools. Teacher teams meet monthly to monitor progress. Grade-level teams meet with administration 4 times a year to review progress towards goals.

Literacy: 3-5 ELA SMART Goal:
88% of 3-5 students will be at or above standard as measured by ELA SBA in spring 2019.

Process used to determine goal:
Based on 2018 DIBELS and SBA scores, baseline data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.

Responsible individual or team:
Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.

Strategy/ies that will be implemented to support goal:
Differentiated daily reading practice in both a large and small group setting allow teachers to target their lessons to each learner. Increased fluency, vocabulary work, and explicit instruction of comprehension strategies ensure students understand what they are reading and can respond to literal and inferential questions. Programs such as Wonders, Read Naturally, Words Their Way, Lexia, LWSD Writing Units, and SIPPS and are tools available to our team in meeting the needs of each reader and writer. Students engage in readers and writers workshop daily.

How challenge and rigor will be ensured for all students:

Integrated Units of Study will be used to challenge all students to apply the skills they are leaning in ELA to real-world applications. Students identified as needing challenge are enriched through avenues such as differentiation, work with more complex texts and words, project-based learning, as well as small group work with staff and parent volunteers. Some students are also served through programs such as Highly Capable, Pull-out Quest and full-time Quest.

How necessary interventions will be determined:
Students will be progress monitored using formative and summative assessments to determine needed interventions. To meet the needs of our below standard students, we will utilize our ELL, Special Education, Safety Net, and IA support resources as well as trained parent helpers to work in small groups and 1:1 with struggling writers. Classroom teachers will use differentiated supports and strategies to bring students to standard. Our Student Support Team, which is comprised of our Guidance Team members, meets with grade-level teams monthly to discuss supports for all students.

Any professional learning needed:
Teachers will receive additional training in the use of SIOP teaching strategies, Culturally Responsive Teaching Practices, SIPPS curriculum, and LWSD Writing Units of Study. Each grade-level team is making a year-long plan to ensure all teachers have the opportunity observe each other teaching and learn from each other. Specific teacher work teams meet twice a month to develop professional learning for the staff to ensure we are using highly effective teaching strategies in our classrooms.

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks. Each team was also allocated a half-day of team planning for their integrated units of study.

Timelines and Progress Monitoring Plans:
All students are continually monitored using Wonders assessments, SBA interim assessments, and classroom-based assessments.

Math: 3-5 Math SMART Goal:
89% of 3-5 students will be at or above standard as measured by Math SBA in spring 2019.

Process used to determine goal:
Based on 2018 SBA scores, baseline data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.

Responsible individual or team:
Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.

Strategy/ies that will be implemented to support goal:

Differentiated daily math practice in a large and small group setting allows teachers to target their lessons to each learner. Teachers will focus on building math fluency, accuracy in computation, and critical thinking skills to solve word problems. The enVision curriculum, Dreambox learning, and other supplemental materials are tools available to our team in meeting the needs of each student.

How challenge and rigor will be ensured for all students:
Challenge and rigor is ensured for all students as they are asked to show math competency in multiple ways. Using a combination of words to express their thinking, numbers, algebraic expressions, pictorial representations, and graphs, students learn that math is more than just finding one correct answer. Teachers use Youcubed to provide activities that extend their critical math skills.

How necessary interventions will be determined:
 Students will be progress monitored using formative and summative assessments to determine needed interventions. To meet the needs of our below standard students, we will utilize ELL, Special Education, IA support resources as well as trained parent helpers to work in small groups and 1:1 with struggling writers. Classroom teachers will use differentiated supports and strategies to bring students to standard. Our fifth-grade teachers are piloting different math progress monitoring assessments and interventions for Lake Washington School District; STAR, iReady, and MAP.

Any professional learning needed:
Teachers will receive additional training in the use of SIOP teaching strategies and Culturally Responsive Teaching Practices. Teachers will learn how to apply these concepts in a math context. Teachers will be trained on technology tools that support math, such as DreamBox. Our fifth-grade teachers are being trained by curriculum experts.

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks.

Timelines and Progress Monitoring Plans:
All students are monitored continually using enVision assessments, pilot math assessments, and classroom-based assessments.

Science: 5 Science SMART Goal:
94% of 5th grade students will be at or above standard in science as measured by WCAS in spring 2019.

Process used to determine goal:
Based on baseline data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.

Responsible individual or team:

Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.

Strategy/ies that will be implemented to support goal:
Students will engage in integrated units of study that integrate science and ELA. They will participate in field studies and talk to expert scientists. Students will apply scientific learning by creating composting program at our school.

How challenge and rigor will be ensured for all students:
Integrated Units of Study will be used to challenge all students to apply the skills they are leaning in science to real-world applications. Challenge and rigor is ensured for all students as they are exposed to science in a variety of settings including STEAM projects and challenges.

How necessary interventions will be determined:
Students will be progress monitored using formative and summative assessments to determine needed interventions. Classroom teachers will use differentiated supports and strategies to bring students to standard.

Any professional learning needed:
Teachers will receive additional training in the use of NGSS standards.

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks.

Timelines and Progress Monitoring Plans:
All students are monitored continually using classroom-based assessments and CDSAs.

Achievement Gap SMART Goal: 100% of students who have exited EL services will be at or above standard in ELA as measured by the SBA in 2019.

Process used to determine goal:
Based on 2018 DIBELS and SBA scores, baseline data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.

Responsible individual or team:
Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.

Strategy/ies that will be implemented to support goal:
Differentiated daily reading practice in a large and small group setting allows teachers to target their lessons to each learner. Increased fluency, vocabulary work, and explicit instruction of comprehension strategies ensure students understand what they are reading and can respond to literal and inferential questions. Programs such as Wonders,

Read Naturally, and Words Their Way are tools available to our team in meeting the needs of each and every growing reader.
Teachers will implement SIOP strategies to support learners.

How challenge and rigor will be ensured for all students:
Integrated Units of Study will be used to challenge all students to apply the skills they are leaning in ELA to real-world applications.

How necessary interventions will be determined:
Students will be progress monitored using formative and summative assessments to determine needed interventions. To meet the needs of our below standard students, we will utilize our ELL, Safety Net, and IA support resources as well as trained parent helpers to work in small groups and 1:1 with struggling students. Classroom teachers will use differentiated supports and strategies to bring students to standard.

Any professional learning needed:
Teachers will receive additional training in the use of SIOP teaching strategies, Culturally Responsive Teaching Practices, and LWSD Writing Units of Study.

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks.

Timelines and Progress Monitoring Plans:
All students are monitored continually using Wonders assessments, SBA interim assessments, and classroom-based assessments.

School Effectiveness SMART Goal:
80% of Baker certificated staff will agree mostly or completely that they receive regular feedback as measured by the Nine Characteristics survey (question 42).

Process used to determine goal:
Based on the interest of receiving regular feedback about their practice voiced by staff, we determined this to be an important goal for our inaugural year together.

Responsible individual or team:
The principal, associate principal, and classroom teachers will prioritize time in to observe and reflect on instructional practices.

Strategy/ies that will be implemented to support goal:
Our administrative team will be in classrooms every week. Principal will be in classrooms two full days a week. AP will be in classrooms one full day a week. Grade-level teams will implement a year long plan that includes peer observations.

Any professional learning needed:
Administrative team will participate in Learning Walks with colleagues and reflective conversations to ensure effective teacher feedback practices are calibrated and in place.

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

Attendance SMART Goal:
We will reduce the number of student tardies from 2% to 1%, as measured by monthly attendance records.

Process used to determine goal:
Attendance and tardy data was collected from the first 2 months of school. With 200 tardies per month, school tardies was determined to be the most impactful area of growth for Ella Baker.

Responsible individual or team:
Classroom teachers, administration, counselors, and office staff will collaborate to support students and families in reaching this goal.

Strategy/ies that will be implemented to support goal:
Associate principal will call families with 3 or more tardies in a month to see if support is needed. Counselor will work with families struggling to get students to school on time. Beginning of day welcoming by student greeters and staff will serve as an incentive for student on-time arrival.

Timelines and Progress Monitoring Plans:
Monthly tardy reports will help us determine patterns and families in need of support.

Discipline SMART Goal:
80% of Ella Baker certificated staff will agree mostly or completely that student discipline problems are managed well as measured by the Nine Characteristics survey in 2019.

Process used to determine goal:
Based on input from certificated and classified staff, establishing effective restorative discipline processes and systems are a priority for our new school.

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

Strategy/ies that will be implemented to support goal:
Positive Behavior Intervention Support will be systemized over the course of the year which will include Bear Badges, Reflect and Restore forms, In the Know slips, OneNote data support log, Student Support Team, and counselor/administration student check in.

An MTSS data tracking system will be put into place to help us see patterns in our student behavior needs.

Any resources needed and plans to obtain them:
MTSS training will be provided by Lake Washington School District.

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

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

2018-19 Strategies to involve parents, families and the community in the CIP process: The CIP draft will be shared with the community at a meeting in November, seeking feedback on strategies to decrease tardies. Monthly meetings with the PTSA presidents, and meetings with the PTSA Board include review of progress and collaborative planning to support our students.
Timelines and Progress Monitoring Plans: A mid-year update and feedback opportunity regarding progress and strategies will be held in February.

2018-19 Strategies to inform parents, families and the community in the CIP process: Parents, families, and community will be informed through the monthly principal newsletter and website of the Continuous Improvement Plan after it has been reviewed and published by the school board.
Timelines and Progress Monitoring Plans: A mid-year update and feedback opportunity regarding progress and strategies will be held in February.

Continuous Improvement Process Plan

2018-2019

Clara Barton Elementary School

12101 172nd Ave NE

Redmond, WA 98052

https://clarabarton.lwsd.org/

Principal:	Karen Barker
Associate Principal:	Tina Livingston

Table of Contents

I.   Description of School

Clara Barton Elementary sits proudly on the top of Education Hill in the North Redmond region of Redmond, Washington. The majority of our 530 students live in the neighborhood surrounding Clara Barton Elementary. Within the school community, there are approximately 100 students in four classrooms who are a part of the Quest (Highly Capable) program. The students from Clara Barton Elementary will attend Redmond Middle School, before progressing to Redmond High School.

Clara Barton is truly enhanced by its wonderfully diverse group of students, bringing rich knowledge and experiences from many cultural backgrounds. Most of our students come from homes where English wasn't the first language learned and as a result, more than 22% of our learners receive extra support as English Learners. Our student body consists of 46% Asian students, 29% White students, 16% Hispanic students, 6% of two or more races, and 4% Black/African-American students. Clara Barton Elementary is a school which reflects and represents our community's values.

Clara Barton Elementary is a school focused on student success, particularly emphasizing social and emotional growth. Our dedicated and innovative staff provide a high-quality education that meets the needs of our wonderfully diverse community. Our school is focused on providing academic rigor and regular instruction in social-emotional skills for every student.

We believe in the importance of developing skills and strategies to support the whole child. Our Social-Emotional Learning Committee has formed a curriculum that will help teach and support the Barton 5: Self-Discipline, Empathy, Grit, Diversity, and Integrity. These character skills will be taught, modeled, and reinforced with lessons in the classroom using the Second-Step Curriculum on a weekly basis through our unique Leadership Lab. The staff understands and values the importance of fostering an environment that students feel safe, so they can take risks and grow academically, socially, and emotionally.

Service Learning is an essential component of who we are at Clara Barton. The goal is to develop leadership skills in service of improving our local & global communities. Students investigate and plan solutions to real-world problems by reflecting on knowledge and skills gained through academic studies. Teachers and students partner together to identify needs in our community, research and learn about the area of need, and design a project of service. These projects will be woven into the planned curriculum so that students can see the skills they have learned applied to real-world needs.

Our students have a voice in our school through involvement in ASB Student Council. Our student leaders plan many activities and projects to promote school spirit, the Barton Five, and community service. These include food drives for pantry pack supplies and Hopelink donations, a costume drive for Halloween, winter/rainy weather clothing drives, and a series of fun and energetic school dances across the year.

We are fortunate to be supported by a dynamic and driven PTSA. Our volunteers give countless hours of their time to provide an array of stimulating programs and activities to

engage and extend the interests and passions of our students. Additionally, we are in the planning stages to launch the Watch D.O.G.S. Program, which will offer 30 volunteer hours per week by men in our community to support student learning and safety and is an important resource in meeting our school goals.

As this is our first year of operation, we are only in the position to set goals and share our plans for success. Annual goals have been developed to improve student learning in reading, math and science. Teachers continuously analyze data, assess student growth and develop plans for interventions or extensions as needed on a four-week cycle of inquiry within a Data Teams model to ensure student success. Our school leadership model includes teachers at every level contributing to one of the areas of school focus: Instructional Leadership, Building Leadership, Equity, Safety, Social and Emotional Learning, and Service Learning. We are a community of learners with a laser focus on student achievement within a positive school environment which facilitates personal and community growth.

II.   District Performance Targets

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

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	No previous data	No previous data	No previous data	No previous data			
		1st	No previous data	No previous data	No previous data	No previous data			
		2nd	No previous data	No previous data	No previous data	No previous data			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		No previous data	No previous data	No previous data	No previous data			
	% of 3rd graders meeting or exceeding state standards in Math		No previous data	No previous data	No previous data	No previous data			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		No previous data	No previous data	No previous data	No previous data			
	% of 4th graders meeting or exceeding state standards in Math		No previous data	No previous data	No previous data	No previous data			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		No previous data	No previous data	No previous data	No previous data			
	% of 5th graders meeting or exceeding state standards in Math		No previous data	No previous data	No previous data	No previous data			
	% of 5th graders meeting or exceeding state standards in Science		No previous data	No previous data	No previous data	No previous data			

- 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:

As 2018-19 is the first school year for Clara Barton, there were no previous 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: 81% of students in grades K-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2019.
Process used to determine goal: Academic goals were set by grade level teams using baseline data from September 2018 in all academic areas to accurately reflect current students. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals. Responsible individual or team: Members of the intervention programs (EL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. The Instructional Leadership Team will be monitoring the effectiveness of school-wide interventions across the school year. Strategies that will be implemented to support goal: Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals. How challenge and rigor will be ensured for all students: Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. How necessary interventions will be determined: Using the Data Teams protocol, teams will be continually discussing the next steps/necessary supports for all learners as they progress to proficiency and beyond.

Any professional learning needed:
Refinement/continued installation of the Data Teams process. Teacher leaders will attend professional development sessions and share strategies during professional development LEAP Wednesdays. Further staff training in new SIPPS (Systematic Instruction on Phonological Awareness) curriculum.

Any resources needed and plans to obtain them:
LWSD will be providing materials to deliver the SIPPs and the building will be purchasing data teams books on how to implement the process effectively. We will provide substitutes for learning walks as determined by the Instructional Leadership Team.

Timelines and Progress Monitoring Plans:
The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

Literacy: 3-5 ELA SMART Goal:
80% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2019.

Process used to determine goal:
Academic goals were set by grade level teams using baseline data from September 2018 in all academic areas to accurately reflect current students. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Responsible individual or team:
Members of the intervention programs (EL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. The Instructional Leadership Team will be monitoring the effectiveness of school-wide interventions across the school year.

Strategies that will be implemented to support goal:
Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.

How challenge and rigor will be ensured for all students:
Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge.

How necessary interventions will be determined:
Using the Data Teams protocol, teams will be continually discussing the next steps/necessary supports for all learners as they progress to proficiency and beyond.

Any professional learning needed:

Refinement to the Data Teams process and continued professional learning to support the writing curriculum. Teacher leaders will attend professional development sessions and share strategies during professional development LEAP Wednesdays Further staff training in new SIPPS (Systematic Instruction on Phonological Awareness) curriculum.

Any resources needed and plans to obtain them:
Release time; writing leads to present district developed professional learning.

Timelines and Progress Monitoring Plans: The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

Math: 3-5 Math SMART Goal:
84% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2019.

Process used to determine goal:
The goal was set by grade level teams using baseline data from September 2018 in all academic areas to accurately reflect current students. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Responsible individual or team:
Members of the intervention programs (EL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. The Instructional Leadership Team will be monitoring the effectiveness of school-wide interventions across the school year.

Strategies that will be implemented to support goal:
Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.

How challenge and rigor will be ensured for all students:
Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge.

How necessary interventions will be determined:
Using the Data Teams protocol, teams will be continually discussing the next steps/necessary supports for all learners as they progress to proficiency and beyond.

Any professional learning needed:
Refinement to the Data Teams process, technology integration/software to develop individualized learning and practice for students.

Any resources needed and plans to obtain them:
Subscription to Dreambox and continued technology integration through the BIT plan.

Quest will use ALEKS to extend students who are working above grade level.

Timelines and Progress Monitoring Plans:
The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

Science: 5th Science SMART Goal:
85% of students in grade 5 will meet grade level standard as measured by the end of year WCAS Assessment by May 2019.

Process used to determine goal:
The goal was set by the fifth-grade team using baseline data from September 2018 in all academic areas to accurately reflect current students. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Responsible individual or team:
Fifth Grade Team (Quest included).

Strategies that will be implemented to support goal:
Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research. Teachers will regularly design lessons across the curriculum which develop scientific skills/use of tools and maximize opportunities for student growth.

How challenge and rigor will be ensured for all students:
Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. In addition, students will be able to design and develop experiments based on their interests and their appropriate challenge level.

How necessary interventions will be determined:
Using the Data Teams protocol, teams will be continually discussing the next steps/necessary supports for all learners as they progress to proficiency and beyond.

Any professional learning needed:
Continuing professional development around the NGSS standards.

Any resources needed and plans to obtain them:
District provided FOSS curriculum. The school has a new science lab, and we will be using a steering committee including parents and teachers to apply for grants to get additional materials in the lab setting.

Timelines and Progress Monitoring Plans:
The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

Achievement Gap SMART Goal:
60% of students in grades K-5 that are identified as EL will meet grade level standard in reading/ELA as measured by the end of year DIBELS and Smarter Balanced Assessments by May 2019.

Process used to determine goal:
The Instructional Leadership Team selected students that are English Learners our focus this year. Data indicates that this is our most significant gap at all grade levels, and school demographic data shows that 22.5% of our students are EL learners, compared to the districtwide average of 10%. Grade level teams used baseline data to set a goal of moving individual students to meet or exceed standard in reading, using the DIBELS or SBA as measurement.

Responsible individual or team:
Instructional Leadership Team and EL team.

Strategies that will be implemented to support goal:
Students receive support from the EL teachers who provide daily instructional support through pull-out and push-in models, as appropriate. EL Teachers will also collaborate with grade level teachers to provide strategies and coaching to support students throughout their school day. Teachers will receive ongoing professional development in culturally responsive teaching. In addition, the school has founded an Equity Team which will closely monitor the achievement of all groups of students and drive effective change through data-driven conversations.

How challenge and rigor will be ensured for all students:
Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. EL teachers will collaborate closely with grade-level teams to maximize opportunities for student growth across the curriculum.

How necessary interventions will be determined:
Student progress will be monitored through the Data Teams protocol and professional growth and evaluation meetings. The EL team will review indicators as the year progresses and discuss with the Instructional Leadership Team, who will discuss/determine necessary changes to the school approach. The Equity Team will provide an additional layer of analysis and effectiveness.

Any professional learning needed:
Staff received ACES training in September, with specific training around recognizing and mitigating adverse childhood experiences. On the back of this training, our staff have set up a book study, 'Fostering Resilient Learners' to deepen learning in this area. Furthermore, there will be a book study of 'Courageous Conversations about Race' for the Equity Team.

Any resources needed and plans to obtain them:

Copies of books for the book studies, access to Susan Martin, a certified ACES trainer, connected through the ESD.

Timelines and Progress Monitoring Plans: The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

School Effectiveness SMART Goal:
80% of staff members will respond positively to indicate their level of trust amongst staff.

Process used to determine goal:
As this is the first year of operation at Clara Barton, the Instructional Leadership Team held an informal process of open discussion around potential school effectiveness goals using the 9 Characteristics Survey. As this is the first year the staff has served together, it was a priority to raise levels of trust between staff members.

Responsible individual or team:
The Instructional Leadership Team, School Administrators.

Strategies that will be implemented to support goal:
Plan for increased teacher collaboration time within the LEAP calendar. Additionally, staff have agreed to exchange all staff meeting time for weekly 30-minute meetings focused on student learning.

How challenge and rigor will be ensured for all students:
Effective teacher collaboration requires trust in order to improve student learning at all levels.

How necessary interventions will be determined:
By conducting monthly meetings with the building leadership team and with the LWEA labor management.

Any professional learning needed:
Continued learning about highly effective Data Teams as well as additional vertical teaming/teacher feedback strategies to implement. More team building opportunities are desired due to the short time the staff has been together. Regular team building activities began in Spring 2018 and will continue throughout the school year as we develop our school culture.

Any resources needed and plans to obtain them:
Team building and common vocabulary building activities at the Waterhouse Center. Time to focus on facilitating highly effective teacher collaborative processes.

Timelines and Progress Monitoring Plans:
Monthly meetings will take place between the building leadership team and the LWEA labor management team to discuss the progress of meeting this goal and discuss next steps in developing trust levels.

Attendance SMART Goal:

By the end of the 2018-2019 school year, our goal will be to maintain or decrease our absenteeism rate of 2.7%.

Process used to determine goal:
Administrators gathered key attendance indicators and determined that the greatest attendance need was student absenteeism. Baseline data from the first two months of school indicate a 2.7% absenteeism rate. We will collect and monitor attendance data throughout a full school year, looking for patterns and trends before determining interventions to target them. Our goal will be to maintain or decrease the current attendance levels throughout the school year as we learn more about our new community.

Responsible individual or team:
School Administrators.

Strategies that will be implemented to support goal:
Regular newsletter and social media posts on the importance of attending school. Use of Family Support Specialist and school counselor to work with the students with chronic absenteeism and help reduce barriers to future success.

How challenge and rigor will be ensured for all students:
Attendance is vital to students access to appropriately challenging and rigorous curriculum.

How necessary interventions will be determined:
By reviewing and determining potential opportunities to support students and their families to improve attendance rates.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
Continued partnership with the City of Redmond Family Support Specialist.

Timelines and Progress Monitoring Plans:
Attendance will be reviewed monthly by school administrators.

Discipline SMART Goal:
Student referrals to the office during recess will decrease from an average of 11 weekly occurrences in October to less than 5 by May 2019.

Process used to determine goal:
School Administrators selected reducing student referrals to the office as our goal for the year. These behavior issues ultimately have an impact in the classroom and it is paramount for students to feel safe and happy at school. Office referral forms were collected, input and analyzed by the school leadership team. Data will continue to be taken/analyzed throughout the year, but data taken on the same behaviors in May 2019 will determine the effectiveness of our interventions.

Responsible individual or team:

School Administrators and Social-Emotional Learning Team.

Strategies that will be implemented to support goal:
Through implementing the school-wide PBIS program in co-ordination with the Barton 5, students will receive highly-targeted instruction in their social-emotional learning. A dedicated school-wide instructional block, 'Leadership Lab', is devoted to giving grade-level teams a common time to integrate social-emotional learning as a community. School administrators will work with the SEL team to facilitate data-driven conversations about referrals, selecting appropriate strategies based upon the trends which develop throughout the year.

How challenge and rigor will be ensured for all students:
Students need to remain in the classroom in order to access the rigorous curriculum and thus our intentions are to reduce the time spent away from instruction.

How necessary interventions will be determined:
Office referral data will be tracked and analyzed at monthly intervals by administrators, who will diagnose the effectiveness of interventions and determine next steps with SEL team.

Any professional learning needed:
Continued development and training in the site-created PBIS/Barton 5 social-emotional curriculum.

Any resources needed and plans to obtain them:
Copies of The Formative Five, Teacher-developed resources in Leadership Lab, materials needed to provide peace corners in all learning environments.

Timelines and Progress Monitoring Plans:
Monitored in monthly SEL team meetings and through Panorama to assess the students' connectedness to classrooms.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Administrators will meet with PTSA leadership and PTSA Executive Board monthly to get input on school performance and share school plans for continual improvement processes in academic and non-academic areas. We will collaborate with the PTSA to fund teacher professional development seminars and teaching tools. We will continue to offer information nights to parents who are new to the U.S. school system and offer advice and opportunities to connect to continue to build our learning community. Special attention is made to offer equitable access to our events and meetings, with a particular focus on reducing barriers for the families of traditionally underserved students.
Timelines and Progress Monitoring Plans: Monthly meetings with PTSA leadership to review access to events and plan for multiple ways to access the school, staff and community.

Continuous Improvement Process Plan
2018-2019

Einstein Elementary School

18025 NE 116th St.

Redmond, WA 98052

https://einstein.lwsd.org/

Principal:	Robin Imai
Associate Principal:	Tina Livingston

Table of Contents

I. Description of School

Albert Einstein Elementary School is a vibrant and diverse school that meets the needs of its varied population of learners at every level. Our dedicated and experienced staff collaborate and use data to make instructional decisions with a standards-based focus, ensuring that students receive instruction at the level that is right for each individual.

Einstein is a unique community with over 37 language groups represented within our student body and families from all socio-economic backgrounds. This diversity provides the unique opportunity to educate students on how to respect, appreciate and celebrate differences and to learn about many cultures. Through common expectations and celebrating successes, students at Einstein learn to value the perspective of others, developing skills for real-world application and future success.

Einstein is also home to several programs including several full-time Quest classrooms and a Dual Language Spanish Program. The full-time Quest program is designed to meet the needs of students who have been identified as having exceptional cognitive and academic ability by accelerating and enriching the district curriculum. The Dual Language program has instruction in two languages, with half of the time taught entirely in Spanish and the other half in English. Each dual language class is composed of approximately 50% native Spanish speakers and 50% English speakers. Language learning happens through content instruction and interaction between students.

In addition to a dynamic student body and high-quality instruction, Einstein is fortunate to have a supportive PTSA that provides a wide range of extracurricular opportunities for students, substantial classroom support for teachers and a deep volunteer base providing assistance to our school. Through PTSA support and example, our students have the opportunity to learn about giving back to the community, including philanthropic efforts like fundraising.

II. District Performance Targets

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

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	88.7%	93.7%	96.7%	94.4%			
		1st	83.5%	84.7%	88.2%	90.4%			
		2nd	71.6%	82.3%	87.7%	85.5%			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		62.3%	59.1%	68.1%	78%			
	% of 3rd graders meeting or exceeding state standards in Math		55.1%	47.8%	76.1%	73%			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		65.2%	63.5%	64.2%	74%			
	% of 4th graders meeting or exceeding state standards in Math		61.1%	58.6%	55.7%	60%			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		72.0%	73.7%	72.2%	73%			
	% of 5th graders meeting or exceeding state standards in Math		56.0%	54.0%	58.5%	51%			
	% of 5th graders meeting or exceeding state standards in Science		71.6%	77.4%	66.6%	53.7%			

- 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

The Einstein staff disaggregated schoolwide data to analyze student progress and trends over time. Over the course of several days, the staff met in relevant collaborative teams to reflect on recent assessment data.   Through the use of a collaborative platform, staff shared reflections and future goals.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: K-2 Reading Goal: By June 2018, 93% of our K-2 students will be at benchmark in reading as measured by DIBELS.	Outcome: 90% of students in K-2 met or exceeded benchmark in reading as measured by the Spring 2018 End of Year DIBELS.
Narrative Reflection: 90% of students in K-2 met or exceeded benchmark in reading as measured by DIBELS. Student achievement was 3% below the 2017-2018 goal. Instruction delivery strategies and training such as small reading groups, consistent academic vocabulary, explicit phonics instruction, and CORE reading training contributed to our overall student achievement last year.	
Literacy: 3-5 ELA Goal: By June 2018, 71% of our 3-5 grade students will be at benchmark in reading as measured by the SBA.	Outcome: 75.2% of 3-5 met or exceeded the ELA standards, as measured by the SBA.
Narrative Reflection: We exceeded our goal for 3-5 ELA by 4.2%. Schoolwide SBA data was examined to determine areas and students of focus. The data showed third grade had 78% of students at or above standard, fourth grade had 74 % of students at or above standard, and fifth grade had 73% of students at or above standard in ELA. The 5th grade cohort showed 8.9% growth compared to data from the previous year. The 4th grade cohort showed 6.5% growth compared to data from the previous year. The consistency of having a push in model for Safety Net and ELL with lessons that aligned with our in-class units impacted the success of our students for the 2017-18 testing session.	
Math: 3-5 Math Goal: By June 2018, 70% of our 3-5 students will be at benchmark in reading as measured by the SBA.	Outcome: 61% of 3-5 grade students were at or above standard in math as measured by the SBA.

Narrative Reflection:
Our goal of 70% of 3-5 grade students being at benchmark in math as measured by the SBA was not met. 61% of our students in 3-5 grade were at or above standard in math as measured by the SBA.

Third grade continues to exceed the math goal with 73% proficiency. The lack of growth from 4th to 5th grade is an area of concern. We are seeing a downward trend in math scores as cohorts of students move from 3rd to 4th grade (76% in 2016-2017 to 60% in 2017-2018). In addition, we are seeing that as students move from 4th to 5th grade, their proficiency is stagnant (56% in 2016-2017 to 51% in 2017-2018).

The next step for school growth is to identify supplemental materials to increase rigor and alignment with mathematical standards in hopes of increasing student proficiency. We will also work across grade levels to develop common language and practices to enhance students' mathematical proficiency, particularly in the area of problem solving and communication. 3rd-5th grades will use SBA-aligned formative assessment data to inform our instruction.

Science: 5th Science Goal: By June of 2018, 70% of our 5th grade students will be at benchmark in Science, as measured by the SBA.	Outcome: 53.7% of 5th grade students met the Science benchmark as measured by the SBA.

Narrative Reflection:
17-18 actual achievement was 16.3% lower than the goal. This is also 12.9% lower than the previous year's achievement; however, last year was the first year students were tested using WCAS and the curriculum is not aligned to the new test at all. We are hopeful that with a year of WCAS under our belts, the 5th grade team will be able to better align their science instruction to the format of the WCAS.

Achievement Gap Goal: By June of 2018, 26% of our Limited English students will be at benchmark in ELA as measured by the SBA.	Outcome: 9% of Limited English students were at or above benchmark in ELA as measured by the SBA.

Narrative Reflection: Schoolwide ELA SBA data shows:
3rd grade: 5 students total, 1 student met or exceeded standards (20% passing)
4th grade: 5 students total, 1 student met or exceeded standards (20% passing)
5th grade: 12 students total, 0 students met or exceeded standards (0% passing)
Hispanic/Latino ELL Students: 0% Passing ELA SBA
Asian ELL Students: 50% Passing ELA SBA
White ELL Students: 33% Passing ELA SBA

This was a rigorous goal that was not met. We are hopeful that the addition of SIOP strategies this school year will increase the achievement of our Limited English students.

School Effectiveness Goal: By June of 2018, 80% of students will respect those who are different from them as measured by the 9 Characteristics survey.	Outcome: 78% of staff and 76% of students feel that students respect those who are different from them.
Narrative Reflection: Results of the staff and student 9 Characteristics surveys were analyzed by staff, specifically in the area of learning environment. As measured by the survey, currently, 78% of staff and 76% of students feel that students respect those who are different from them. Based on this data, we will focus on celebrating student differences, emphasize empathy through the use of the Second Step program, and teach students specific for treating others with respect.	

Attendance Goal: By May of 2018, the students identified as chronically absent from the 2016-2017 school year will decrease their absences by 15%.	Outcome: 68% of identified students decreased their absences by 15%.
Narrative Reflection: The PBIS team regularly monitored the attendance of the chronically absent students. Class-based tracking and celebrations were utilized as tier 1 interventions. If students' absences increased, interventions were applied including student-based incentive programs	

Discipline Goal: By June of 2018, based on office referral data, Einstein Elementary will reduce the number of referrals from the playground from 219 to 175 (20%).	Outcome: The number of behavior referrals on the playground increased from 219 in 16-17 to 248 in 17-18.
Narrative Reflection: In September of 2018 referrals dropped by 61% (they are only 39% less than last year). In October 2018, the number of referrals is 29% less than last year, 2017. The number of behavior referrals on the playground increased from 219 in 16-17 to 248 in 17-18.	

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: A Parent Advisory Committee was formed of parents representing various backgrounds.

Reflection on Outcome:
A small but diverse group of parents were formed, meeting several times during the school year.

2017-18 Strategies to inform parents, families and the community in the CIP process:
Families were invited to join and participate in the PAC through the PTSA and school newsletters.

Reflection on Outcome:
Several parents responded to and participated in the PAC.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: By June 2019, we would like to see 88% of K-2 students meeting standard on DIBELS by the end of the year.
Process used to determine goal: A team of staff members reviewed the 2017-2018 school year data and corresponding Fall 2018 scores. Responsible individual or team: One team member of each primary team. Strategy/ies that will be implemented to support goal: Student exposure to real text concurrently with phonics and phonemic awareness instruction, incorporating RACE strategies, small group reading, and explicit phonics instruction. How challenge and rigor will be ensured for all students: Oral reading fluency and comprehension will be of focus and emphasis. How necessary interventions will be determined: DIBELS will be used to determine phonics intervention, Safety Net groups, and ELL co-teaching lessons. Any professional learning needed: Reading instructional review as needed.

Any resources needed and plans to obtain them:
Additional intervention materials including SIPPS curriculum.

Timelines and Progress Monitoring Plans:
2018-2019 school year; K-2 PGE teams.

Literacy: 3-5 ELA SMART Goal:
By June 2019, 85% of our 3-5 grade students will be at benchmark in reading as measured by the SBA.

Process used to determine goal:
Reviewed 2017-2018 SBA data of current students, taking into account our population and demographic change and the addition of our 4/5 Quest program.

Responsible individual or team:
3rd, 4th, and 5th grade teachers.

Strategy/ies that will be implemented to support goal:
Common language throughout 3-5 grade levels; rewording assessments to expose students to SBA formatted questions.

How challenge and rigor will be ensured for all students:
Utilizing the SBA interim assessments; providing practice with higher order thinking questions and the RACE strategy.

How necessary interventions will be determined:
We will use the SBA interim data and scores from 2017-18 SBA testing to determine interventions.

Any professional learning needed:
Support with creating assessments.

Any resources needed and plans to obtain them:
Sample SBA questions through WCAP.

Timelines and Progress Monitoring Plans:
2018-19 academic year; each PGE team will progress monitor using the SBA interims.

Math: 3-5 Math SMART Goal: By June 2019, 75% of our 3-5 students will be at benchmark in math as measured by the SBA.

Process used to determine goal:
Schoolwide SBA data was examined to determine areas and students of focus. The data showed third grade had 73% of students at or above standard, fourth grade had 60% of students at or above standard, and fifth grade had 51% of students at or above standard in math. Given this data and the change in student demographics due to school boundary

changes, our updated goal for 2018-2019 school year reflects our current student population.

Responsible individual or team:
3rd, 4th, and 5th grade teachers.

Strategy/ies that will be implemented to support goal:
Classrooms will differentiate instruction by using data-driven, flexible small group instruction as needed. All students will also use Dreambox, an adaptive online curriculum, for a minimum of 60 minutes per week to supplement instruction.

How challenge and rigor will be ensured for all students: All grade levels are implementing challenging supplemental math curriculum materials to add rigor to daily lessons.

How necessary interventions will be determined:
Interventions will be determined by formative assessment and Interim Block Assessments.

Any professional learning needed:
Our school will also focus on professional development for teachers in the area of mathematics, including teaching strategies, time allotment, supplemental materials, and utilizing data to drive instruction.

Any resources needed and plans to obtain them:
Common grade level benchmark assessments will be created based on the SBA questions from IAB's. Staff members are needed to create these common assessments.

Timelines and Progress Monitoring Plans:
These baseline assessments will need to be created, administered, and graded by November 16th, 2018. The midyear assessment will need to be administered at the beginning of February 2019. The final assessment will be administered Mid-April 2019.

Science: 5 Science SMART Goal:
By June of 2019, 75% of our 5th grade students will be at or above benchmark in science, as measured by the WCAS.

Process used to determine goal:
- Looked at MSP/WCAS data to determine trends from prior years and gap areas for this year
- Looked at practice tests to identify format changes; anecdotal evidence from 4th/5th grade teachers observations

Responsible individual or team:
- 5th grade and 4/5 quest teachers.

Strategy/ies that will be implemented to support goal:

- Reformatting some questions on science tests (not just WCAS practice tests) so they look more similar to WCAS
- Identify and use common language to be used across intermediate grades (e.g.- "analyzing data")
- Direct instruction on concepts of making and reading graphs, tables

How challenge and rigor will be ensured for all students:
- Analyzing data is inherently a rigorous skill (DOK level 4), therefore, by participating in science as outlined here, students will be challenged at a rigorous level.

How necessary interventions will be determined:
- Students who need additional intervention will be determined using progress monitoring assessments and district end-of-unit assessments.

Any professional learning needed:
- All 4th and 5th grade teachers who teach science would need time to collaborate on rewriting current assessment question to align with WCAS format.

Any resources needed and plans to obtain them:
- WCAS practice tests/workbooks

Timelines and Progress Monitoring Plans:
- One progress monitoring assessment given per month (total of 5)
- FOSS assessments to be given once a quarter (end-of-unit)

Achievement Gap SMART Goal:
53 % of Hispanic/Latino 3rd graders will meet or exceed standards on the ELA SBA in June of 2019.

Process used to determine the goal:
We looked at the K-2 DIBELS scores to identify the percentage of students at standard or exceeding standard.

We also used 2017-2018 3-5 ELA SBA data to identify the percentage of Hispanic/Latino students meeting or exceeding standard.

Current 3rd grade   2nd grade DIBELS 73%
Current 4th grade   3rd grade DIBELS 77%   2nd Grade DIBELS 69%   SBA ELA 47%
Current 5th Grade   4th Grade DIBELS 87%   SBA ELA 53%

The trend from 2015-2018 shows a 30% decrease from DIBELS score to SBA ELA scores with Hispanic/Latino students. If this trend follows the 3rd grade Hispanic/Latino students would have a 43% meeting or exceeding standards rate. With our interventions we are hoping to increase this meet/exceed standards percentage to 53%.

Responsible individual or team:

Data Team, Einstein Staff

Strategy/ies that will be implemented to support goal:
R.A.C.E Strategy taught in all grade levels to answer open ended questions.
3rd Grade teachers will do interims.
Whole class comprehension grading training.
Type R.A.C.E. strategy to typing on computer.

How challenge and rigor will be ensured for all students:
Access to text at their appropriate reading level.
Exposure to grade level text.

How necessary interventions will be determined:
Data from assessments and interims given throughout the year and assessing students individual needs.

Any professional learning needed:
 Whole staff R.A.C.E strategy training.

Any resources needed and plans to obtain them:
 1-1 computers for students to practice typing.
Additional Comprehension schoolwide assessments.

Timelines and Progress Monitoring Plans: Each grade level team at 3rd-5th grade will monitor student progress on a monthly basis utilizing interim assessments.

School Effectiveness SMART Goal:
50% of staff members will rate family involvement as high based on the 9 Characteristics Survey.

Process used to determine goal:
Data from last year showed that 26% of staff members feel that there is low family involvement in volunteer opportunities.

Responsible individual or team:
All Einstein staff.

Strategy/ies that will be implemented to support goal:
- encourage 100% of staff membership in PTSA
- offer more structured and consistent volunteer opportunities, i.e. Watch Dogs, Passport Club, Math Challenge
- increase community outreach (i.e. Positive Communication Postcards) in an effort to make the school feel like a welcoming and friendly place.

How challenge and rigor will be ensured for all students:
When families are engaged and invested in their learning community, challenge and rigor are a natural outcome.

How necessary interventions will be determined:
Volunteer involvement will be tracked using volunteer sign-in sheets.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
Research other schools with high volunteerism.

Timelines and Progress Monitoring Plans:
2018-19 School year; progress monitoring ongoing.

Attendance SMART Goal:
Last year there were 446.2 absences per month. This year we will decrease the average number of absences per month by 10% to a total of 401.6 average absences per month.

Process used to determine goal:
Attendance data for the past three school years was reviewed.

Responsible individual or team:
The PBIS team.

Strategy/ies that will be implemented to support goal:
Class recognitions, celebrations, daily attendance tracking, and individual recognition of excellent attendance.

How challenge and rigor will be ensured for all students:
Students will be challenged through individual class recognitions at spirit assemblies.

How necessary interventions will be determined:
Students who reach the "chronically absent" mark (10% or more absences in a month) will be individually monitored. Plans will be developed in conjunction with parents/guardians to improve student attendance.

Any professional learning needed:
None at this time.

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

Timelines and Progress Monitoring Plans:
Monthly attendance monitoring.

Discipline SMART Goal: Referrals on the playground will be reduced by 15% (from 248 to 211) by June 2019.

Looked at prior data from previous 3 years and determined the playground was where most of the referrals were coming from. Also, data showed that the most common referral was for minor physical aggression and defiance.

Responsible individual or team:
Cheryl Plate, Theresa Conner, Brendan Ren.

Strategy/ies that will be implemented to support goal:
Use of common language throughout school. Use of playground posters for rules and behavior expectations. Use of tier one and tier two strategies. Forming small groups to address common issues in students.

How necessary interventions will be determined:
Interventions will be determined case by case, based on information from referrals and staff.

Any professional learning needed:
None at this time.

Any resources needed and plans to obtain them:
Need for more Einstein related posters. Need to custom make these posters and send to print center.

Timelines and Progress Monitoring Plans:
We will monitor behavior through communication slips and recess referrals. We will also check monthly data reports from data system.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: A Parent Advisory Committee will be formed to be a part of the CIP process.
Timelines and Progress Monitoring Plans: The team will meet three times over the course of the school year.

2018-19 Strategies to inform parents, families and the community in the CIP process: Families will be invited to participate in the PAC team via both the school newsletter and person invitation. In addition, a brief PTSA presentation will be made.
Timelines and Progress Monitoring Plans: Progress will be monitored by the Building Leadership Team on a monthly basis. In addition, the Logistics Team will meet with the Parent Advisory Committee three times over the course of the school year.

Continuous Improvement Process Plan

2018-2019

Horace Mann Elementary School

17001 NE 104th St

Redmond, WA 98052

http://www.lwsd/org/school/mann

Principal:	Megan Spaulding
Associate Principal:	Charles Jamieson

Table of Contents

I.   Description of School

Located on Education Hill between Redmond Middle School and Redmond High School, Mann is a walking elementary school where community is highly valued. Often families have chosen to live in this area of Redmond because their children can walk to Mann Elementary School, Redmond Middle School and Redmond High School, no matter what grade they are attending. Originally built in 1963 and rebuilt in 2003, Mann continues to have a positive reputation in the community for meeting students' needs. Staff know that each student is an individual and strive to help them meet their full potential. We offer high-quality instruction and several programs that better help us address student needs. This year the Highly Capable, Learning Center and English Language Learner programs have been expanded at Mann. Our community reflects the increased diversity of international families in the Redmond region, with Russian, Mandarin, Hindi and Hebrew being the most common languages spoken in the home, other than English.

As a community, we are continually looking towards improvement. At Mann, teachers work collaboratively in teams to look at student work and results from common assessments in order to make stronger instructional decisions for their students. Every year we analyze data, write goals and collect data for our Continuous Improvement Plan (CIP). Often staff and community members look at DIBELS, MSP and SBA scores, as they offer a standardized look at student progress. State and nationwide assessments, like the WCAS and SBA, also allow us to see how we are doing in comparison to other schools. The results from this assessment show that Mann continues to out-perform the state average.

Staff continue to make their focus on student learning and understand that effective teaching strategies are critical in our students' growth and progress

II. District Performance Targets

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

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79.4%	80.8%	93%	91%			
		1st	90%	85%	94%	91.2%			
		2nd	97%	92%	82%	87.8%			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		74%	≥95%	82%	93.2%			
	% of 3rd graders meeting or exceeding state standards in Math		81.7%	90.4%	93%	93.2%			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		80%	80%	87%	85.4%			
	% of 4th graders meeting or exceeding state standards in Math		83%	80%	75%	85.4%			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		90.9%	87.6%	84%	85.1%			
	% of 5th graders meeting or exceeding state standards in Math		84%	67.1%	73%	68.9%			
	% of 5th graders meeting or exceeding state standards in Science		94.3%	87.6%	85%	77%			

- 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:

School data was analyzed in large and small groups using standardized testing results. From this analysis, goals have been set by teams using cohort and trend data. Multiple times a month, teams meet to plan instruction and assessments, analyze student data from assessments and track goal progress. In most cases students are keeping track of their own progress towards goals. Students knowing and tracking their goals has increased student awareness and progress. A challenge we faced was keeping all of the goals front and center of our work. Focusing on one goal at a time helped increase student achievement towards goals.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: K-2 Reading Goal: 83% of students in grade K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.	Outcome: 90% of students in grade K-2 scored at standard or above in literacy as measured by EOY DIBELS assessment.
Narrative Reflection: We started in Kindergarten with a strong literacy program that is based on the Wonders curriculum and supplemented with Zoo Phonics which supported our student's literacy and reading development. Kindergarten students were able to exceed our goal by 8%. In 1st grade, the Wonders curriculum is continued to be taught. There is an added focus on oral reading fluency passages, and DIBELS progress monitoring to analyze team level data and monitor progress throughout the year. Raz-Kids, parent volunteers, Read Naturally, IA time, and differentiated small reading groups supported the students' overall fluency, accuracy, and prosody. Second grade continued using the Wonders curriculum with fidelity and supplemented with Raz-Kids and Read Naturally. Strategies like using reading centers, small groups, flexible texts, IA time, journaling, whole group instruction and Wonders oral reading fluency passages to support student learning added to student achievement towards this goal.	
Literacy: 3-5 ELA Goal: 80% of students in grades 3-5 will achieve proficiency in ELA as measured by the SBA.	Outcome: 87.9% of students in grades 3rd-5th scored at standard or above in ELA as measured by the SBA.
Narrative Reflection: Success towards this goal may be due to the use of interim assessments, student self-data tracking, small group work, collaboration with the special education staff and increased IAs and volunteers to assist in the classroom. In addition, 4th grade student instruction included leveled scoring and question items.	

Math: 3-5 Math Goal:	Outcome:
80% of students in grades 3-5 will achieve proficiency in math as measured by the SBA.	82.5% of students in grades 3rd-5th scored at standard or above in math as measured by the SBA.

Narrative Reflection:
Success towards this goal may be due to the use of interim assessments, student self-data tracking, small group work, collaboration with the special education staff and increased IAs and volunteers to assist in the classroom.

Science: 5th Science Goal:	Outcome:
80% of students in grade 5 will achieve proficiency in science as measured by the WCAP.	77% of students in grades 3rd-5th scored at standard or above in science as measured by the WCAP.

Narrative Reflection:
Based on the data, 5th grade students achieved 77% proficiency on the Science WCAP. Students were instructed using the FOSS curriculum and supplemented with online resources that were aligned to the new standards. The slight drop in proficiency may possibly be a reflection of the range of student abilities, varying years of teacher experience teaching science in LWSD and the change in the standards required by the state.

Achievement Gap Goal:	Outcome:
65% of K-5 students qualifying for English Language Learner services will exit services as measured by the Spring 2018 language assessment.	66.8% of K-5 students qualifying for English Language Learner services exited services as measured by the Spring 2018 language assessment.

Narrative Reflection:
This goal was met by more targeted instruction and useful strategies for ELs by staff, including teachers and IAs.

School Effectiveness Goal:	Outcome:
Horace Mann Elementary will improve from 85% to 90% "agree mostly" and "agree completely" in the area of "Staff members get help in the areas they need to improve" as measured by question #47 on the 2018 Spring 9 characteristics of Effective Schools Survey.	91.43% of the staff completely agreed, however 76% of staff "agree mostly" and "agree completely" in the area of "Staff members get help in the areas they need to improve" as measured by question #47 on the 2018 Spring 9 characteristics of Effective Schools Survey.
Narrative Reflection: With the new writing curriculum, teachers observed one another and were able to give each other feedback. We did a silent learning walk to see each	

other's classrooms and share feedback. Finally, with the addition of a halftime Associate Principal, feedback from administration to staff increased too.

Attendance Goal: Horace Mann Elementary will decrease the number of tardies per day from 9.5 to 6 tardies per day.	Outcome: There was an average of 6 tardies per day during the 2016-17 school year.
Narrative Reflection: The decrease in tardies could be due to better communication with our community and we also noted a decrease in the spring when the controlled access system was installed.	
Discipline Goal: Horace Mann Elementary will decrease the number of Discipline referrals at recess from 57 to 44.	Outcome: 47 students were referred to the office last school year during their recess time.
Narrative Reflection: While there was an increase in referrals overall, 47 of the referrals were from recess. While that was not indicated clearly in our goal last year, that was the intention. The slight increase may be due to better tracking and communication systems.	

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 was presented to the community at a PTSA general meeting. Feedback was gathered and used to finalize the CIP document before it was sent to the board. The finalized CIP document was published on our website. Parents and other community members were involved in the CIP process through Volunteering for Read Naturally, math facts, knighting ceremony, cultural presentations, online home access, classwork sent home, Curriculum Night, communication home via newsletters, Power Learning, Skyward, Class Dojo, emails, newsletters, and in person, communication. Further community connections included collaborative efforts with YES, City of Redmond, Redmond Fire Department and Redmond Police Department.
Reflection on Outcome: These strategies appeared to be proven successful based on the lack of questions or concerns expressed by the community and will likely be employed again this year.

2017-18 Strategies to inform parents, families and the community in the CIP process: The CIP was presented to the community at a PTSA general meeting, communication home and shared via newsletters, Power Learning, Skyward, Class Dojo, emails, newsletters, and in person, communication.
Reflection on Outcome: These strategies appeared to be proven successful based on the lack of questions or concerns expressed by the community and will likely be employed again this year.

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: 85% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment.
Process used to determine goal: We looked at the current number of K-2 students who receive Safety Net support. We also determined which students we feel might not make the MOY or EOY standard and will also receive Safety Net support, either due to ELL or a more difficult MOY or EOY assessment. Responsible individual or team: K-2. Strategy/ies that will be implemented to support goal: -Parent volunteers, Safety Net, Zoo Phonics, Headsprout, Raz-Kids, Read Naturally, IA time, differentiated small groups, and Guided Reading Level. How challenge and rigor will be ensured for all students: Each student is reading at their own reading level. Raz-Kids is leveled so students are challenged. Differentiated reading groups are used to support students where they are and challenge them. How necessary interventions will be determined: Student will be progressed monitored 3 times during the year to assess their reading skills. First and Second grade use oral reading fluency passages monthly and phonemic awareness assessments. Kindergarten uses Guided Reading passages and CVC benchmarks monthly. These assessments are used to determine next courses of action and appropriate interventions. Any professional learning needed: - PCC/PLC time - Learning walks to other schools/classrooms Utilizing new writing curriculum, mentor text presentations, collaborative teaching, learning walks Any resources needed and plans to obtain them: - Safety Net - IA time - Mentor text library - Curriculum for 1:1 learning - Netbooks Timelines and Progress Monitoring Plans: Student will be progressed monitored 3 times during the year to assess their reading skills. First and Second grade use oral reading fluency passages monthly and phonemic

awareness assessments. Kindergarten uses Guided Reading passages and CVC benchmarks monthly. These assessments are used to determine next courses of action and appropriate interventions.

Literacy: 3-5 ELA SMART Goal:
85% of students in grades 3-5 will achieve proficiency in ELA as measured by the SBA.

Process used to determine goal:
We used the SBA data from 2017-2018 school year to determine this goal.

Responsible individual or team:
3rd – 5th grade teachers.

Strategy/ies that will be implemented to support goal:
- Differentiated instruction
- Formative assessment
- Renaissance Place – Accelerated Reader and STARR tests
- Wonders Assessments and Fluency
- Read Naturally
- Parent volunteers
- IA time

How challenge and rigor will be ensured for all students:
Reading centers, small group, flexible texts, aide time, journaling whole group instruction, mentor texts, workshop model, individual conferencing, SBA prep.

How necessary interventions will be determined:
Informal and formal test assessments.

Any professional learning needed:
- PCC/PLC time
- Learning walks to other schools/classrooms
Utilizing new writing curriculum, mentor text presentations, collaborative teaching, learning walks, shared graduate program resources.

Any resources needed and plans to obtain them:
- Safety Net
- IA time
- Mentor text library
- Curriculum for 1:1 learning
- Netbooks

Timelines and Progress Monitoring Plans:

Throughout the year, we will meet in grade level teams to discuss informal/formal data during our PGE meetings.

Math: 3-5 Math SMART Goal:
80% of students in grades 3-5 will achieve proficiency in Math as measured by the SBA.

Process used to determine goal:
We used the SBA data from 2017-2018 school year to determine this goal.

Responsible individual or team:
3rd – 5th grade teachers.

Strategy/ies that will be implemented to support goal:
- Math centers
- Small group
- Flexible grouping
- Dreambox
- IA time
- Journaling
- Whole group instruction
- Timed math facts
- Individual conferencing
- SBA prep

How challenge and rigor will be ensured for all students:
Math centers, small group, Dreambox, aide time, math vocabulary journaling, whole group instruction, enrichment activities, individual scaffolding, SBA prep.

How necessary interventions will be determined:
Informal and formal test assessments.

Any professional learning needed:
- Cross grade level collaboration
- Learning walks
- Shared graduate program resources

Any resources needed and plans to obtain them:
- Safety Net
- Curriculum for 1:1 learning
- Netbooks
- Enrichment programs

Timelines and Progress Monitoring Plans:
Throughout the year, we will meet in grade level teams to discuss informal/formal data during our PGE meetings.

Science: 5 Science SMART Goal:
75% of students in grade 5 will achieve proficiency in Science as measured by the WCAP.

Process used to determine goal:
We used the SBA data from 2017-2018 school year to determine this goal.

Responsible individual or team:
5th grade team.

Strategy/ies that will be implemented to support goal:
- Small group
- Flexible grouping
- Experiments
- IA time
- Journaling
- Whole group instruction
- Individual conferencing
- WCAP prep

How challenge and rigor will be ensured for all students:
Science centers, small group, aide time, science vocabulary journaling, whole group instruction, enrichment activities, individual scaffolding, SBA prep, inquiry-based experiments.

How necessary interventions will be determined:
Informal and formal test assessments.

Any professional learning needed:
Yes, we need curriculum for the NGSS. We also need training for best practice of how to implement these standards.

Any resources needed and plans to obtain them:
Yes, we need curriculum for the NGSS. We also need training for best practice of how to implement these standards.

Timelines and Progress Monitoring Plans:
Throughout the year, we will meet in our grade level team to discuss informal/formal data during our PGE meetings.

Achievement Gap SMART Goal:
75% of our "emerging/newcomer" ELL students will advance to "progressing as measured by 2019 ELPA scores.

Process used to determine goal:
-Reviewed data to determine patterns and areas of need for the 2018-2019 school year

Responsible individual or team:
-ELL Teacher (lead)
-Classroom teachers
- SIOP leads

-Music Teacher

-Will train and implement SIOP school-wide
-Utilizing other ELL students to help support "newcomer/emerging" ELL students
-ELL Teacher sends ELL support newsletters to all teachers
-Utilizing translation strategies (Google translate, etc.)
-Incorporating native culture (music, art, etc.) in students' classes
-Using repetitive tools like music for practicing English

How challenge and rigor will be ensured for all students:
-Collecting and analyzing data throughout the year to track ELL student progress

How necessary interventions will be determined:
-Collecting and analyzing data throughout the year

Any professional learning needed:
-Upcoming SIOP training for all certificated staff

Any resources needed and plans to obtain them:
-Translation tools
-Ideas from other schools/districts
-KCLS Online (book translation tool)
-Rosetta Stone

Timelines and Progress Monitoring Plans:
-Check in and complete reflective process in May to determine changes to make for following school year

School Effectiveness SMART Goal:
Horace Mann Elementary will improve from 77% to 87% "agree mostly" and "agree completely" in the area of "The staff works in teams across grade levels to help increase student learning" as measured by question #4 on the 2018 Spring 9 characteristics of Effective Schools Survey.

Process used to determine goal:
Each member of the staff took time to explore the results of the Nine Characteristics Effective School Survey on our own. With an elbow partner, we discussed our observations and decided on one area that we would want to focus on. Next, in a small group, we repeated this process to share our ideas and narrow into one feature. In the end, we ended up in two large groups to have open conversation about the discussion we had. As a group, we were challenged to select one idea and brainstorm the following: people responsible for this goal, strategies that will need to be implemented, how challenge and rigor will be ensured for all students, how interventions will be determined, professional learning and resources needed, and a timeline for our idea.

We discussed our small group chosen characteristics and narrowed it down to one that could be more easily implemented within our school day/year with specific procedures as to how we would focus on this goal and when we would have time to devote to it.

Responsible individual or team:
All certificated and classified staff members.

Strategy/ies that will be implemented to support goal:
Meeting across grade levels from 5th down to K during our March LEAP, and possibly an additional staff meeting each month or a longer staff meeting each month, or during TC time on Wednesday LEAP days.

How challenge and rigor will be ensured for all students:
By focusing on one specific topic/goal each meeting time, or across meeting times, we will be focusing directly on student learning and accumulation of knowledge across the grade levels, so that all students are being challenged and supported with where they are at and towards their goals.

How necessary interventions will be determined:
We will be basing interventions on our assessments, both formative and summative and through discussions with other grade levels.

Any professional learning needed:
This will be based on our discussions of areas of need or deficiencies. After our discussions we can determine what specific professional development topics would best support our work.

Any resources needed and plans to obtain them:
Resources needed include:
-District PD
-Time
-Other resources will be determined by what we determine as our focus and specific goal for each of our collaboration sessions.
-OneNote

Timelines and Progress Monitoring Plans:
Voting/Poll across the year to assess how teachers are feeling prior to the EOY characteristics survey.

Attendance SMART Goal: Student tardies will decrease at Mann Elementary from an average of 7.14 to 5.7 tardies per day.

Process used to determine goal:
-Review and analyze attendance data from previous school year

Responsible individual or team:
-Classroom teachers

-Equity team

Strategy/ies that will be implemented to support goal:
-End of the year awards, add a "never tardy" award
-Assemblies recognizing attendance, earning an extra recess, etc.
-Some type of recognition (announcement, wall display, etc.) for students who arrive on time consistently (different than graph last year)
-Building relationships with families who have history of tardiness (phone calls, meetings, etc.)
-Communicating with families the importance of arriving on time with cultural sensitivity (Equity team discussion) at the beginning, middle (January), and end of the year
-Utilize sources of communication with families to share information about attendance (website, newsletters, etc.)
-School staff modeling energy and enthusiasm at start of school day, especially Monday mornings (Campfire Mondays, music over speakers, greeting in hallways and at drop-off, etc.)

How challenge and rigor will be ensured for all students:
-Same expectation for all students
-Consistent application of attendance and tardy policy

How necessary interventions will be determined:
-Communication with individual families with history of tardiness to determine unmet needs to address tardies

Any professional learning needed:
-Gathering ideas about culturally responsive attendance policies (Equity team)
-Equity team sharing information with all staff and parents

Any resources needed and plans to obtain them:
-Collecting and sharing information gathered about culturally responsive attendance policies

Timelines and Progress Monitoring Plans:
-Check in and complete reflective process in May to determine changes to make for following school year

Discipline SMART Goal: Horace Mann Elementary will decrease the number of discipline referrals at recess from 47 to 38 (20% decrease) and decrease the number of discipline referrals in classrooms from 43 to 34 (20% decrease).

Process used to determine goal:
-Review and analyze discipline rates from previous school year

Responsible individual or team:
-School counselor (lead)
-Classroom teachers

-IAs
-Other school staff

Strategy/ies that will be implemented to support goal:
-IAs at recess utilizing Colt Compliments to reinforce positive behavior
-Develop common language and procedures for helping students self-regulate in the classroom (calm down corner, size of problem and reaction, etc.)

How challenge and rigor will be ensured for all students:
-Maintain common expectations for all students

How necessary interventions will be determined:
-Analyzing data from previous school year to determine locations of highest incident rates
-Form committee to establish school-wide language and procedures

Any professional learning needed:
-Staff training on school-wide language and procedures

Any resources needed and plans to obtain them:
-Posters for each classroom and around school to display school-wide language and procedures
-Calm down corner supplies
-SEL mentor texts to utilize in classrooms

Timelines and Progress Monitoring Plans:
-Check in and complete reflective process in June to determine changes to make for following school year

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Volunteering for Read Naturally, math facts, knighting ceremony, cultural presentations, online home access, classwork sent home, Curriculum Night, communication home via newsletters, Power Learning, Skyward, Watch Dogs and Class Dojo.
Timelines and Progress Monitoring Plans: Parents and other community members volunteering will occur throughout the school year. Their work helps us meet our academic goals. Two times per year I will present and gather parent input on the CIP at our general PTSA meetings (one in the fall and one in the spring) and I will also gather parent input at principal coffees (one in the fall and one in the spring).

2018-19 Strategies to inform parents, families and the community in the CIP process: Emails, newsletters, in person, communication through Power Learning and Skyward, Community connections with YES, City of Redmond, Redmond Fire Department and Redmond Police Department.
Timelines and Progress Monitoring Plans: Parent messages addressing parts of the CIP will go out twice per year, newsletters will go out weekly and the website will be updated weekly.

Continuous Improvement Process Plan

2018-2019

Redmond Elementary School

16800 NE 80th Street

Redmond, WA 98052

http://www.redmond.lwsd/org

Principal:	Kirsten Gometz
Associate Principal:	Taylor Mitchell

Table of Contents

I.   Description of School

Redmond Elementary is a thriving and active school in the heart of Old Redmond. We are located adjacent to the original Old Redmond Schoolhouse, an area easily walkable from several downtown locales, including Redmond Town Center and Anderson Park. Redmond Elementary students attend Redmond Middle School and Redmond High School.

In addition to the students in our attendance area, Redmond Elementary also houses two special programs: Quest and a Behavioral Learning Center. This year, our students identify ethnically as follows: 43% Asian, 34% White, 12% Hispanic/Latino of any Race, 7% Two or more races, 4% Black/African American, and 1% American Indian. 47% of our students spoke English as their first language, and the 53% who did not include the following as their first languages: Hindi, Spanish, Tamil, Russian, Telugu, Malayalam, Chinese-Mandarin, Japanese, and more than 20 others. 8.9% of our students receive Special Education services, and 18.4% of our families identify as Low Income. Together, our students form a diverse community of learners, one that draws from more than 50 countries of origin.

Redmond Elementary has an active and supportive PTA, one that supports many events to engage parents in their students' school. These include 'Pastries with Parents' breakfasts, Family Movie Nights and dances, and our very popular Passport program which supports our students' knowledge of world geography.

Our mascot at Redmond Elementary is the Hawk, and our logo is inspired by Native American art, honoring the original inhabitants of the land upon which our building rests. Redmond Elementary is emphasizing Kindness, Empathy, and a Growth Mindset this year, cultivating the traits and attitudes towards learning that will help our students experience success now, and in the future, as members of our global community.

II. District Performance Targets

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

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	98.5%	95.2%	92.9%	93.1%			
		1st	82.5%	90.0%	84.1%	84.8%			
		2nd	87.1%	90.4%	92.9%	85%			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		78.4%	78.0%	82.5%	82.7%			
	% of 3rd graders meeting or exceeding state standards in Math		81.7%	77.5%	79.1%	69.5%			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		84.5%	78.0%	83.7%	74.7%			
	% of 4th graders meeting or exceeding state standards in Math		76.3%	75%	77.4%	67.4%			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		83.6%	88.1%	85%	85%			
	% of 5th graders meeting or exceeding state standards in Math		66.3%	82%	77.5%	75.7%			
	% of 5th graders meeting or exceeding state standards in Science		80.4%	93.5%	83.3%	82%			

- 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:

Large posters containing this year's data and the trend data from past four years for all of our students were posted in the library, as well as our 2017-2018 goals and achievement outcomes. Teachers did a gallery walk with their teammates, looking at both individual student data and trend results over the past four years.

With the help of our data services team, we were able to disaggregate the assessment scores from students in our Gifted/Highly Capable programs this year from those were not, allowing us to see aggregate performance as well as disaggregated performance.

Teachers wrote both individual reflections and worked with their teammate to identify all that was done last year in addition to general classroom instruction.

Additionally, since Redmond Elementary housed ten classrooms for the Quest program in 2017-2018 and this year holds just four, we are aware that our aggregate scores will look like we are setting lower goals for ourselves. General education teachers and teachers in our Highly Capable Program looked through historical data and classroom assessments to determine individual students for whom we believe we can assure proficiency as well as those we believe we can support in moving from non-proficient status to proficiency as measured by DIBELS and SBA data within this school year.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: K-2 Reading Goal: 91% of the students in grades K, 1, and 2 will be at or above benchmark as measured by the 2018 End of Year DIBELS assessment.	Outcome: 89.4% of students in grades K, 1, and 2 were at or above benchmark as measured by the 2018 End of Year DIBELS assessment.
Narrative Reflection: In our Kindergarten, 1st, and 2nd grades, myriad teaching strategies were used to address the diverse literacy needs of our students, which include a significant number of English Language Learners. These included: Daily 5 Literacy rotations, whole group and small group classroom instruction, Words their Way, Lexia Learning to support struggling readers, and the use of parent or community volunteers to read with or listen to students. Coteaching practices were developed and refined in many classrooms in partnership with our ELL teachers. We also intentionally developed ties between school and home, bringing in parents to share in our ELL parent partnerships, and learning more about students' lives and connecting learning directly to their life experiences. Raz Kids and AR were also used to supplement reading, as well as special events like Reading with Rover.	
Literacy: 3-5 ELA Goal:	Outcome:

88% of students in grades 3-5 will be at or above standard as measured by the 2018 SBA.	87.2% of students in grades 3-5 were at or above standard as measured by the 2018 SBA.

Narrative Reflection:
This year saw a significant amount of meaningful collaboration between Safety Net and classroom teachers and ELL teachers and classroom teachers. This resulted in opportunities for content and language focus through ELL coteaching. Words Their Way was used to develop phonics and spelling skills, and SBA Claims data was used to inform areas of focus for classroom instruction.

Math: 3-5 Math Goal: 86% of students in grades 3-5 will be at or above standard as measured by the 2018 SBA.	Outcome: 80.6% of students in grades 3-5 were at or above standard as measured by the 2018 SBA.

Narrative Reflection:
We are struggling with interpreting our math results, especially as we tried new and focused interventions to attempt to close the gap for our students from Hispanic/Latino or Black/African-American backgrounds. As a whole, we used formative assessments to group students periodically throughout the year in order to receive more targeted instruction. Teams used data to collaborate and plan instruction together, and regularly reviewed data to address student needs. Use of Math Talks was incorporated in 5th grade, and more teachers began using Math Rotations to ensure students were getting small group support in their math learning. We also wrote and received a grant to help us develop a collectivist, hands-on math intervention program for students identified as school dependent using standardized and classroom assessment data.

Science: 5th Science Goal: 83% of students will be at or above standard as measured by the 2018 WCAS.	Outcome: 82% of students were at or above standard on the 2018 WCAS.

Narrative Reflection:
This was an awkward year, as we were still in the learning phase of NGSS and did not yet have accompanying curriculum. The success we saw was based on a few factors: Incorporating quite a bit of project-based investigations, including Level Up Village, and using Next Generation Science Standards in addition to the Power Standards. While we saw a slight drop in scores in general education compared to prior years, with the content of the tests being completely unknown, we were pleased with the results.

Achievement Gap Goal: 80% of students identifying as Hispanic/Latino of any race and 80% of students identifying as Black will be at or above grade level proficiency as measured	Outcome: In grades K, 1, and 2, 68% of students identifying as Hispanic/Latino of any race and 90% of students identifying as Black

by DIBELS scores in grades K, 1, and 2 and SBA Math Scores in grades 3, 4, and 5.	were at or above grade level proficiency as measured by End of Year DIBELS scores. In grades 3, 4, and 5 46% of students of students identifying as Hispanic/Latino of any race and 31% of students identifying as Black were at or above grade level proficiency.

Narrative Reflection:
We began readings last year in Zaretta Hammond's book "Culturally Responsive Teaching and the Brain" and explored application in the classroom. As a result of some of our readings, we wrote and received a grant from the Innovation Programs to develop and implement a 9-week program using collectivist strategies and hands on learning with students identifying as Hispanic/Latino and/or Black. This program ran twice weekly and included the mentorship and assistance of older students from Redmond Middle School. We saw some academic increases, and definite positive reporting regarding self-perceptions as mathematicians. Additionally, we hosted a Math Family Night for our Comunidad Matematicas, where students shared a meal and taught their parents some of the math games they learned. Looking ahead, we would like to explore additional interventions and for longer in the year, as well as improving efficacy of classroom instruction.

School Effectiveness Goal: 80% of staff will agree that many parents are involved as volunteers at school.	Outcome: 71% of staff agree that many parents are involved as volunteers at the school.

Narrative Reflection:
We saw growth in parent volunteerism this year, largely through the launching of the WatchDOGS program to engage dads in schools. We also hosted 15-20 parents volunteers each month as part of the "Passport Check" program, encouraging students to learn and challenge themselves in mastery of world maps. Data collected from our students at the end of the year indicate that many of them want to have their parents volunteer at school, including the students in upper grades, which we shared with parents to encourage further volunteerism.

Attendance Goal: We will decrease the number of students identified as chronically tardy (5 or more tardy arrivals in a month) from 2.8% to 1.5%.	Outcome: We decreased the number of students identified as chronically tardy from 2.8% to 2.1%.

Narrative Reflection:
We did not meet this goal, but we made progress through parent communication, 1:1 meetings, and emphasis as to the importance of regular and timely attendance and its impact upon future years. One of the factors was the significant amount of parking lot drop-off traffic we saw as a location for out of learning community students attending the

Quest program. With a reduction from 10 Quest classrooms to 4 this year, we anticipate continued improvement in timely arrivals.

Discipline Goal: We will reduce the number of physically aggressive recess incidents from an average of 2 per day in October 2017 to an average of 1 or fewer per day in May 2018.	Outcome: We saw an average of 1.6 physically aggressive recess incidents in May 2018.

Narrative Reflection:
We did implement a number of items with the intention of making recess a safer and happier place for all students, including Hawk Helpers, a student-led conflict resolution and leadership program for student volunteers in grades 4 and 5.

Many of the aggressive incidents were tied to a select few students with recurring struggles at recess. For those students, interventions including point sheets and check-ins/check-outs with teacher mentors were put into place, and a few students were evaluated and qualified for specially designed instruction in the area of behavior. Looking forward, we wrote (and received) a grant to bring Playworks to Redmond Elementary to completely revamp how we "do" recess in an effort to engage more kids and keep recess both safe and fun.

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:
A parent input session was held to gather thoughts on our current progress and areas in which to develop. Parents shared their interest in more school volunteer opportunities. Parents were also involved in a Homework Policy Committee, reviewing literature and discussing anecdotally what they saw as the needs of students. Parents were also involved electronically through newsletters and 1:1 conversations about the importance of regular and timely attendance.

Reflection on Outcome:
While the parents that attended the input session were engaged, there were only two of them. One of our struggles is in gathering input from our parent community that is commensurate with the students in school – often we receive significant input from parents in special programs and less from other subgroups in our population. Some of that may have to do with language barriers, and many of us have expressed interest in learning Spanish to help us in fluent discourse with more of our families.

2017-18 Strategies to inform parents, families and the community in the CIP process: In addition to posting on the website, our CIP process was shared via PTA meetings, gathering of questions and input from parents, and posting of our work on our school's website.
Reflection on Outcome: This is still something that eludes many unless they have had a direct conversation with a member of the school about it. While information is often shared, it is difficult to gauge the extent to which it is being read.

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 students will be at or above benchmark as measured by End of Year DIBELS assessment. This includes 100% of students in the Quest program and 86% of students in general education, including students receiving special education services.
Process used to determine goal: Teachers and administrators reviewed historical data for all of our current students, including this year's Beginning of Year DIBELS scores. Staff identified individual students who we believe can reach or maintain benchmark by the end of the year. Responsible individual or team: Grade K, 1, and 2 classroom teachers, 2/3 Quest teachers, Safety Net, English Language, and Special Education teachers, and all administrators. Strategy/ies that will be implemented to support goal: Students will receive whole group and smaller group reading instruction, differentiated by levels. These levels will be monitored and adjusted as needed every 4-6 weeks. Students in need of more support will receive this through Safety Net. How challenge and rigor will be ensured for all students: In addition to differentiated/leveled reading, using the Wonders Curriculum and LWSD Writers' Workshop models. How necessary interventions will be determined: In primary grades, scores from Beginning, Middle, and End of Year DIBELS will be used in determining the need for Safety Net interventions, and all students in Safety Net will receive progress monitoring more frequently. Students who receive ELL services will receive these in response to need – either intensive pull-out or in a co-teaching model.

Any professional learning needed:
None, just continued implementation of the LWSD Writing Curriculum and learning from our newly trained building Special Education teacher on Dyslexia and the new SIPPS curriculum.

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

Timelines and Progress Monitoring Plans:
Beginning, Middle, and End of Year DIBELS as well as regular classroom-based assessments.

Literacy: 3-5 ELA SMART Goal:
84% of students will be at or above benchmark as measured by the Smarter Balanced Assessment. This includes 100% of students in the Quest program and 80% of students in general education, including students receiving special education services.

Process used to determine goal:
Teachers and administrators reviewed historical data for all of our current students, as well as scores from last year's 5th grade students. Staff identified individual students who we believe can reach, maintain, or exceed grade level standards by the end of the year.

Responsible individual or team:
Grade 3, 4, and 5 classroom teachers, 2/3 and 4/5 Quest teachers, Safety Net, English Language, and Special Education teachers, and all administrators.

Strategy/ies that will be implemented to support goal:
Students will receive whole group and smaller group reading instruction, differentiated by levels. These levels will be monitored and adjusted as needed every 4-6 weeks. Students in need of more support will receive this through Safety Net. Students will engage in novel studies and independent reading across genres.

How challenge and rigor will be ensured for all students:
In addition to differentiated/leveled reading, using the Wonders Curriculum and LWSD Writers' Workshop models.

How necessary interventions will be determined:
Student progress will be monitored in team meetings at least monthly, with instruction modified and designed in response to performance data. Students who have qualified for Safety Net services will receive regular progress monitoring, and students who receive ELL supports will receive these in response to need – either intensive pull-out or in a co-teaching model.

Any professional learning needed:
No additional professional learning needed, besides building education on SIPPS and appropriate interventions for students who may have Dyslexia.

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

Timelines and Progress Monitoring Plans:
Classroom based assessments throughout the year, and formal assessments at mid-year and in June will help us guide our work.

Math: 3-5 Math SMART Goal:
81% of students will be at or above benchmark as measured by the Smarter Balanced Assessment. This includes 100% of students in the Quest program and 76% of students in general education, including students receiving special education services.

Process used to determine goal:
Teachers and administrators reviewed historical data for all of our current students, as well as scores from last year's 5th grade students. Staff identified individual students who we believe can reach, maintain, or exceed grade level standards by the end of the year.

Responsible individual or team:
Grade 3, 4, and 5 classroom teachers, 2/3 and 4/5 Quest teachers, Safety Net, English Language, and Special Education teachers, and all administrators.

Strategy/ies that will be implemented to support goal:
All teachers including those in grades K, 1, and 2 will be looking at the components of math curriculum, instruction, and assessment from K-5th grade. Our students are demonstrating disproportionate weaknesses in claim 1 on the SBA, so we will be dissecting what elements are assessed there as well as where in our curriculum these elements are taught and how.

We have already identified that fluency and automaticity with math facts is a challenge for many of our students, as well as number sense. As a result, we will be working to build fluency and number sense schoolwide through use of parent and staff supports in fluency practice and environmental supports. We are also going to explore professional development in number talks to develop students' number sense.

Additionally, like all schools in the Lake Washington School District, we will be learning as a building about SIOP strategies to engage, support, and challenge our English Language Learners as well as their non-ELL peers every day. We are also working to incorporate culturally responsive teaching strategies throughout the school.

All grade levels have opted in and been trained with Dreambox, which is being used in classrooms and shared for home use. Safety Net teachers have access to the ALEKS program, which we will use to support students without access to technology before school.

How challenge and rigor will be ensured for all students:
We hope that through incorporating the use of number talks we can engage learners at all levels to break down what they know about numbers, and that in doing so we will engage higher level problem solving skills. Collaboration with peers and across grade

level (and Highly capable/General education) teams will ensure that multiple levels of differentiation are available to our learners.

How necessary interventions will be determined:
We are working to determine which assessments can identify skills in the areas of concepts and procedures, and to then use the information we gain early in the year to develop targeted, brief intervention groups (4-6 weeks). We will also use information from interim assessments and classroom-based assessments to determine need areas and students in need of intervention.

Any professional learning needed:
Number talks (either an outside instructor or tapping into teachers who have already been trained). More learning and focused professional development on instruction and remediation in number sense as well as what is entailed in assessment of concepts and procedures.

Any resources needed and plans to obtain them:
We are going to apply, again, for a "Reaching for Success" grant to continue our math interventions group.

Timelines and Progress Monitoring Plans:
We will check in on progress and needed adjustments in January and again in mid-February to look at the efficacy of our alignment and interventions.

Science: 5 Science SMART Goal:
83% of students will be at or above standard as measured by the WCAS. This includes 100% of students in the Quest program and 77% of students in general education, including students receiving special education services.

Process used to determine goal:
Teachers and administrators reviewed last year's data, as well as the performance data on our current 5th grade students. Many of these students are English Language Learners who will be more proficient in language this year than last, and our learning as a staff about NGSS is more developed now than it was a year ago.

Responsible individual or team:
5th grade teachers including 4/5 Quest teachers, building administrators, NGSS leads, ELL teachers.

Strategy/ies that will be implemented to support goal:
Continued use of FOSS kits and Power standards, piloting of new NGSS aligned curriculum, Building professional development in NGSS, alignment and support of work with English Language teachers to support content language.

How challenge and rigor will be ensured for all students:
All students will have access to project-based learning and will be encouraged to pursue interest-based learning, including use of STEM principles.

How necessary interventions will be determined:
Teams will review classroom-based assessments and identify needed areas for targeted instruction and interventions.

Any professional learning needed:
NGSS learning, provided by our in-building NGSS leads.

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

Timelines and Progress Monitoring Plans:
All year, progress monitoring in January and in April.

Achievement Gap SMART Goal:
80% of students identifying as Hispanic/Latino of any race and 85% of students identifying as Black will be at or above grade level proficiency as measured by DIBELS scores in grades K, 1, and 2 and SBA Math Scores in grades 3, 4, and 5.

Process used to determine goal:
Data from last year and this year was analyzed, and we found that our students identifying as Hispanic/Latino and Black are still performing consistently lower than students identifying as white or Asian. Our current data indicates that 41% of Latino and Black students in grades 4 and 5 and are at or above grade level proficiency, and 72% of students in grades K, 1 and 2 were at benchmark on the End of Year DIBELS.

Responsible individual or team:
All grade level classroom teachers, 2/3 and 4/5 Quest teachers, Safety Net, English Language, and Special Education teachers, and all administrators.

Strategy/ies that will be implemented to support goal:
Regular progress monitoring of DIBELS scores and Math CDSAs, looking at results disaggregated by racial/ethnic subgroups. Small group interventions with staff members that speak Spanish whenever possible. Targeted observation and feedback in math instruction available, as well as increased opportunities for classroom peer observations.

How challenge and rigor will be ensured for all students:
Strategies to increase cognitive demand and release students from a state of school dependency (Zaretta Hammond) have been at the forefront of our discussions this year. Teachers will partner with one another across classrooms, specialties, and grade levels to identify student needs – including those who require more challenge – and work together to provide these.

How necessary interventions will be determined:
Interventions will be identified as a whole school instructional team, and in smaller intervention teams for students qualifying for Safety Net or ELL services.

Any professional learning needed:
We are already engaged in a school book club of Culturally Responsive Teaching and the Brain by Zaretta Hammond, looking at ways to engage all learners and examine our practice. Continued training in SIOP and Culturally Responsive Training for all teachers.

Any resources needed and plans to obtain them:
We continue to struggle with maintaining regular and ongoing communication between school and parents who do not speak English, particularly our Spanish-speaking population. We would like to bring in an instructor for Spanish instruction to help more teachers and staff develop basic proficiency in written and spoken Spanish.

Timelines and Progress Monitoring Plans:
Progress will be tracked and monitored at least every 6 weeks.

School Effectiveness SMART Goal:
Teachers and Staff answering the staff trust one another: responses will increase from 78% answering Completely Agree or Mostly Agree to 85% answering Completely Agree or Mostly Agree.

Process used to determine goal:
Analysis of 2018 Nine Characteristics Data and group discussion.

Responsible individual or team:
All Redmond Elementary Staff.

Strategy/ies that will be implemented to support goal:
Regular conversations as a whole group. Conversations with LWEA reps. Opening of classrooms for peer observation and opportunities to pair with teachers in other grade levels to identify needs and practices in which we can learn together. Building Equity work aimed at building self-awareness and trust.

How challenge and rigor will be ensured for all students:
N/A, but increased trust among staff will potentially lead to more effective collaboration across teams.

How necessary interventions will be determined:
Staff surveys administered every six to eight weeks. Input solicited from all teachers and staff.

Any professional learning needed:
Not yet known.

Any resources needed and plans to obtain them:
Not yet known.
Timelines and Progress Monitoring Plans: Data gathered and shared every six to eight weeks.

Attendance SMART Goal:
We will reduce the number of students who miss 10% or more of school days from 13% in the 2017-2018 School year to 10% in the 2018-2019 School year.

Process used to determine goal: Schoolwide data was analyzed, and students who missed 18 or more days of school were identified.

Responsible individual or team:
Administration, School Registrar, and LWSD BECCA Officer.

Strategy/ies that will be implemented to support goal:
Ensuring completion of pre-planned absence forms, parent conferences for planned trips accruing more than 15 days per year, wellness checks for unexcused absences, parent meetings and meetings with the LWSD BECCA Officer.

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

How necessary interventions will be determined:
Administrators and registrar will team together to identify students whose attendance patterns place them at risk, and will distribute communication between us.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
Monthly checks on students who have reached, or will reach, certain thresholds of missed days.

Discipline SMART Goal:
We will reduce the number of physically aggressive recess incidents from an average of 1.6 per day in May 2018 to an average of 1 or fewer per day in May 2019.

Process used to determine goal:
Data on Think Papers (student behavioral referral forms) in the office were analyzed and tracked and separated into categories (physically aggressive and non-physically aggressive).

Responsible individual or team:
School Administrators and office staff.

Strategy/ies that will be implemented to support goal:

Three-day training with Playworks, regular check-ins with recess staff, PBIS/Reward systems started and monitored by recess leads, regular strategic planning meetings with recess leads and administrators, individual goals identified and tracked by recess staff.

How challenge and rigor will be ensured for all students:
Common language and training provided to all who work with students. Recess expectations taught and reinforces in PE classes. Students will be offered recess leadership roles.

How necessary interventions will be determined:
Interventions were and will be identified by tracking recess data in the form of think papers and consultation with recess leads.

Any professional learning needed:
Three Day Playworks training – completed in August 2018.

Any resources needed and plans to obtain them:
Tools, recess equipment, lines and cones – some funded through building budget; we will seek to obtain more through a PTSA grant.

Timelines and Progress Monitoring Plans:
Recess data will be analyzed every three months for trend data and frequency.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Input gathered from parents in 2018 End of Year Parent survey, as well as during school events like Curriculum Night and PTSA board and general membership events.
Timelines and Progress Monitoring Plans: Parent input gathered in May and June 2018 as well as September 2018. Input has been gathered from parents and community members in PTSA events and other all school events.

2018-19 Strategies to inform parents, families and the community in the CIP process: Parents, families, and community will be informed electronically via our newsletters as well as through posting on our website. Information regarding our goals will also be visible in our school environment for all parents and volunteers.
Timelines and Progress Monitoring Plans: Plans will be shared with all parents electronically and on our website as well as individually, at least every two months. As student data on fluency and number sense is obtained and needs and successes identified, we will share these with parents to engage their support.

Continuous Improvement Process Plan

2018-2019

Norman Rockwell Elementary School

11125 162nd Avenue N.E.

Redmond, WA 98052-2676

https://rockwell.lwsd.org

Principal:	Michael C. Clark
Associate Principal:	Ryan L. Scott

Table of Contents

I.   Description of School

Nestled in a bustling international neighborhood, Norman Rockwell Elementary is a high performing elementary school in the Redmond Learning Community that serves 572 students in grades Kindergarten through Five. Upon completing Fifth grade, Rockwell Beagles advance to Redmond Middle School and ultimately to Redmond High School. With a focus on empathy, kindness, and equity, Rockwell is guided by both the Lake Washington School District mission and vision, as well as our school vision statement: "Every student at Rockwell will develop the knowledge, skills, and personal attributes needed to become successful members of our community and the world."

Innovation and technology are integral components of the Rockwell instructional program, and we work daily to provide our students with collaborative, rigorous learning opportunities rooted in instructional Best Practice and the efficacious use of technology. We are currently piloting two state-of-the-art technological tools: Smart Boards, which may be found in every classroom and instructional space, and DreamBox, a computer adaptive Mathematics program based on the Common Core standards and rooted in the principles of gamification in learning. Further, we were recently awarded a Lake Washington School District Innovation Grant to build an "Outdoor Education Classroom" for interactive, hands-on science lessons. Students throughout our school use this learning space on a regular basis.

Our diversity is a source of strength, and we take great pride in serving students and families from across the globe. Currently, there are 32 different languages spoken at Rockwell (in addition to English) on a daily basis. As our student population continues to become more diverse, we are engaging in professional learning as a staff in order to meet needs of all students in our classrooms. This year, we continue our work in the area of Culturally Responsive Teaching (CRT), a pedagogical approach centered on relationship building, climate, and the use of students' cultural referents as assets to guide instructional practices. Additionally, we are engaged as a staff in work around Sheltered Instruction Observation Protocol (SIOP) to support our learners with emerging English skills. While designed with English Learners in mind, the instructional practices at the heart of SIOP will benefit all students at our school.

This spirit of inclusion extends toward promoting student and family voice as well. Student leaders collaborate with teachers and school administrators on service and community projects throughout the year, such as Unity Day, held on October 24. Further, Rockwell was recently awarded the prestigious distinction of being named a National PTA School of Excellence as result of collaborative work performed by the Rockwell PTA, Rockwell staff, and school administration geared toward making our school a welcoming and inclusive community for all students and families.

II. District Performance Targets

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

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.6%	92.8%	88.9%	77.6%			
		1st	91.3%	96.0%	92.9%	92.5%			
		2nd	90.7%	92.7%	93.5%	91.0%			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		90.7%	80.7%	90.9%	81.5%			
	% of 3rd graders meeting or exceeding state standards in Math		88.9%	85.4%	94.5%	82.6%			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		93.1%	92.0%	84.9%	86.2%			
	% of 4th graders meeting or exceeding state standards in Math		89.6%	86.5%	85.3%	92.7%			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		94.6%	≥95%	88.3%	85.8%			
	% of 5th graders meeting or exceeding state standards in Math		90.2%	87.5%	85.5%	80.9%			
	% of 5th graders meeting or exceeding state standards in Science		≥95%	94.9%	92.2%	85.8%			

- 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:

In Summer and Fall of 2018, the Rockwell instructional and administrative teams examined student data from the previous academic year from a variety of sources to determine baseline information pertaining to areas of strength and opportunities for growth. This information was used to set goals in each area of the Rockwell Continuous Improvement Process Plan (CIP). Data sources utilized in this review and planning work included End-of-Year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores for students exiting Kindergarten, First, and Second grades, and Smarter Balanced Assessment (SBA) ELA and Mathematics scores for students in grades Three and Four. Data measures for the present academic year were considered as well, including classroom-based assessments and Beginning-of-Year DIBELS data.

A variety of activities were employed throughout the prior academic year to support the implementation and monitoring of our CIP goals. At the primary level, teachers continued their concerted focus on phonemic awareness and practice. Students engaged in a variety of practice modalities, including whole group, small group, and 1:1 work with teachers and Instructional Assistants. Further, the Fifth grade team piloted the use of SBA Interim Assessments to monitor student mastery of Common Core standards and guide instructional moves throughout the course of the year. Grade level teams also engaged in weekly planning meetings to align instruction and examine student data. These weekly planning meetings were augmented by a half-day release for each team to undertake an intensive review of student data in order to plan both short-term and long-term instructional supports for their learners.

All students were offered daily reading instruction, both in whole and small groups. Students received one-on-one reading conferences with their teachers, informed by the results of running record and Read Naturally passages. Additionally, students engaged in Words Their Way formative assessments and were expected to collaborate with their families in reading homework.

Rockwell students were also empowered with tools to positively impact their instructional growth. Our learners were tasked with monitoring their growth on certain assignments and were provided opportunities to engage in metacognitive self-reflection and goal-setting. A premium was placed on giving students clear verbal and written directions on assignments, and larger assignments and projects were broken into smaller steps to aid in planning and increase ability of achievement. Students across grade levels also engaged in social-emotional learning around self-regulation and problem solving, and "break baskets" were created for every classroom, with the goal of helping students stay in the classroom and remain engaged in instruction as much as possible.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: K-2 Reading Goal:	Outcome:

88% (269 of 307 students) will be at or above standard using End-of-Year DIBELS data.	Goal was nearly met: 87.1% (267 of 307 students) were at or above standard using End-of-Year DIBELS data.

Narrative Reflection:
K: 80 students out of 103 ended at or above standard on the spring DIBELS test. Students that were below standard seemed to be a higher percentage than we anticipated. We celebrate that 74% of our English Language Learner students were above standard (31 students)! Based on this year's results, we will incorporate more blending and nonsense word practice. In addition, we will work with the Safety Net teacher to support our emerging students.

1st: Gathered from Power BI, we note the following data - 108 students (40 EL, 5 SPED): (a) 96 Above Benchmark (~88%), (b) 4 At Benchmark (~4%), (c) 4 Below (~4%), (d) 4 Well Below (~4%). Our goal was 89% of students at or above benchmark. After getting to know our students, we were not surprised that we surpassed this goal. We are pleased to acknowledge the growth our English Language Learner students made. We believe that the work we did pertaining to high frequency words recognition, phonological awareness, and overall reading fluency led to student growth. Comprehension is an aspect of literacy that needs to be focused on for overall school growth. Even though 92% of students were at or above benchmark, a high percentage of students were below benchmark for DORF retells.

2nd: We have very high achievement in literacy based on DIBELS data. We have 91% of students at or above standard. We have 9 students below or well below standard. Data was as anticipated. Our students receiving special education in reading did not achieve benchmark (yet). English Language Learner newcomers did not meet benchmark. We celebrate that almost all students in 2nd grade were at or above standard including 87% of our ELL students.

Literacy: 3-5 ELA Goal: 86% (285 of 329 students) will be at or above standard using SBA data measurements.	Outcome: Goal not met: 84.6% (278 of 329 students) met or exceeded standard using SBA data measurements.

Narrative Reflection:
3rd: As a whole, we did well in identifying message, finding the message, reason and evidence, drawing conclusions, analysis within or across, reasoning and evidence for informational reading, and word meanings and central ideas. For writing, we did well in composing full texts in narrative and opinion. Our scores for reading and writing about key details were lower than expected since that was our PGE goal. However, our informational reading scores were high, which possibly was helped by our PGE activity using non-fiction texts. We are surprised that they did not do well in informational writing, we think this is because informational is at the beginning of the year, or that students interpreted the question as a short response. Informational reading was high and opinion and narrative writing was high, which are lessons taught later in the year (yay)! We will focus on the following aspects of literacy based on our student data: (a) Reading Target 1: Key details Making inferences, (b) Target 14: non-literal words and

phrases and connection between words and meanings, (c) Narrative: Target 1: not revising work, (d) Informational: Target 4: did not complete writing. We are specifically looking for a new way to show students to make informational writing. We think that students are not remembering or cannot create their own outlines when prompted.

4th: Our overall achievement 71% at 4, 16% at 3, giving us 87% at or above standard. ELL students were 40% met or exceeded standard. The data is what was expected. This was a high achieving group. 2/3 (66%) of students receiving specially designed instruction passed, which is higher than expected. Writing was a strength. Research and inquiry was a little low as was listening.

5th: Out of 120 students, 52.5% (63 students) were at level 4. 33% (40 students) were at level 3. 9.17% (11 students) level 2. 5% (6 students) were level 1. Total 85.8% met or exceeded the standard. The target performance was 92% at or above standard and we attained 86%. As a team, we anticipated English Language Learner students and students receiving specially designed instruction to struggle with the standardized test due to the language-intensive nature of the test. The performance outcomes were not surprising. Several new students were added and data for these students was not available at the time we created the goal. We believe the percentage of students who met or exceeded the standard in these categories was a positive outcome and a reflection of the efforts placed into helping them attain proficiency. A focus on academic vocabulary is important in order to help all students. Additionally, purposeful collaboration between the ELL, Special Education, and General Education teams will assist in the scaffolding for these groups of students.

Math: 3-5 Math Goal:	Outcome:
87% (286 of 329 students) will be at or above standard using SBA data measurements.	Goal not met: 85.4% (281 of 329 students) met or exceeded standard using SBA data measurements.

Narrative Reflection:
3rd: Data that was different than anticipated: perimeter and area – they did well, which we were not expecting. Representing and interpreting data showed improvement, but still needs more work. Time and measurement (mass, volume, etc.) we know is always a struggle and needs to be looked at more closely. Based on student data, we will focus on time, and elapsed time. We need to figure out a way to teach this better (even though the curriculum doesn't touch on it). It is a weakness every year, and it is something we need to directly address. Measurement is also part of that.

4th: 68% of students scored a level 4, and 24% scored a level 3. 92% of students met or were above standard. Our English Language Learners performed unexpectedly well at 75% passing and students receiving Special Education services at 66.6%. The overall pass rate (92%) is a cause for celebration. Communicating reasoning (explaining your answer) will require focus for overall school growth.

5th: Out of 121 students, 80.9% were at or above standard. 73 students (60.33%) were at level 4. 25 students (20.66%) were at level 3. 15 students (12.4%) were at level 2. 8 students (6.61%) were at level 1. The number of English Language Learner students who

passed the test were higher than anticipated. The number of students receiving specially designed instruction who passed was expected as most if not all students qualified for math instruction. We feel the number of ELL students who passed was awesome! As a team, we spent quite a bit of time using best practice math instruction to help all students. A focus on academic vocabulary is important in order to help all students. Additionally, purposeful collaboration between the ELL, Special Education, and General Education teams will assist in the scaffolding for these groups of students. Additional push-in instruction could also help.

Science: 5th Science Goal: 80% (96 of 120 students) will be at or above standard using WCAS data measurements.	Outcome: Goal was met and exceeded: 85.8% (103 of students 120) met or exceeded standard on the Science WCAS.

Narrative Reflection:
5th: Out of 120 students, 85.8% were at or above standard. 57 students (57.5%) were at level 4. 46 students (38.33%) were at level 3. 10 students (8.33%) were at level 2. 7 students (5.83%) were at level 1. Since this was the first year this test was given, we did not have an anticipated outcome. We were pleasantly surprised to see the high performing levels. The number of students who passed the test was great! Especially given the fact that the test focused on new standards, and the curriculum used did not address all standards. A focus on academic vocabulary is important in order to help all students. Additionally, purposeful collaboration between the ELL, Special Education, and General Education teams will assist in the scaffolding for these groups of students. Additional push-in instruction could also help. As a team, we also feel like there is a great amount of reading that goes into science and more emphasis on scientific reading will be placed this year.

Achievement Gap Goal: 46% of ELL students (13 of 28 students) who take the ELA SBA will be at or above standard.	Outcome: Goal was met: 46.1% of ELL students who took the ELA SBA scored at or above standard.

Narrative Reflection:
The English Learners overall achievement was as we expected based on our work with students' data. We worked on being flexible and response to meet the needs of the students, and we had more students who were at the emerging level so we worked toward growth goals. We analyzed each student's ELPA level and scores when we made the goal, and the data was as we expected. The goal was that 46% of English Learners who take the ELA SBA will be at or above standard, and this goal was met, 46.1% of the students met the goal. We need to continue to focus on differentiating instruction for each student. It will be beneficial to continue to use their ELPA data in speaking, writing, reading and listening as well as classroom data and observations to target instruction for their language needs.

School Effectiveness Goal:	Outcome:

The percent of staff members who agree or strongly agree that professional development activities are aligned with school goals will maintain or exceed 92% with 40 respondents or higher.	Goal percentage rate met / respondent rate not met: Survey results indicate 100% of respondents agree that professional development activities were aligned with overall school goals, N = 20.

Narrative Reflection:
The Rockwell Administrative team is elated to share that 100% of respondents reported on the 2017-18 Nine Characteristics survey that they agreed or strongly agreed with the statement that "professional development activities are aligned with school goals." In reflecting upon these results, the team avers this is due to two major factors: (a) team members were provided a high level of input and voice in the planning of these activities, and (b) professional learning sessions were frequently presented by teacher leaders within our school, calling upon the expertise and strengths within our building. While the unanimity of these results are to be celebrated, they reflect a N of 20, and the goal was for the results to reflect a N of 40 or higher. This will be addressed in the current academic year by providing an opportunity for all staff members to complete next Nine Characteristics survey together during the June, 2019 staff meeting.

Attendance Goal: Students missing school for family trips (5 or more school days) will decrease from 39 (6% of students) in December, 2017, to 9 or fewer (1.4% of students) in May, 2018.	Outcome: Goal was met: 8 students missed 5 or more school days in May, 2018.

Narrative Reflection:
May is a busy time of the school year, with most of the DIBELS assessments being given to grades K-2 students, as well as all of the SBA assessments being given to grades 3-5 students. In essence, it is the one month of the year when each Rockwell student can be expected to show what they know in one or more subject areas. To reduce extended absences during this month helps student achieve, because anxiety is inherently reduced when taking assessments with your peers, as opposed to having to make up the assessment at a later date. The work of encouraging regular attendance is a school-wide affair, with office staff at the front lines when they ask that parents complete an online form documenting the absence. Teachers also assisted in this work by encouraging attendance in their regular newsletters, as well as by generally promoting good attendance as an indicator to future success in school. Community newsletters sent by the principal also encouraged regular attendance.

Discipline Goal: Office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, taunting, threatening) will reduce from 14 in October, 2017, to 7 or fewer in May, 2018.	Outcome: Goal not met: There were 13 office referrals for physically or verbally aggressive behaviors (shoving, hitting, spitting, threatening, taunting) in May, 2018.

Narrative Reflection:
While we did not meet our goal in this area, there is still much to be celebrated. Careful monitoring of Think Paper/office referral data throughout the year resulted in a focus on social-emotional learning and problem solving across grade levels in the second half of the year. Our school counselor provided classroom lessons in these areas to students in all grades and provided newsletter articles and informational sessions to parents as well. Further, "calm down" baskets were created for all classrooms, which were used actively around the school. Instructional Assistants also received resources and professional learning around de-escalation strategies and were given visuals to use at recess based on the Kelso's Choice and Second Step curricula. Although we exceeded our goal of 7 or fewer office referrals for physically or verbally aggressive behaviors, a longitudinal examination of the data shows we are moving in the right direction: the 13 referrals for these behaviors in May, 2018, is far fewer than the 33 referrals received for these behaviors in May, 2017.

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

2017-18 Strategies to involve parents, families and the community in the CIP process:
As noted in our 2017-18 CIP: Parent and community input is garnered through a variety of means, including Rockwell PTA meetings (both executive board and general membership meetings), "Coffee with Michael" and "Hors D'oeuvres with Michael" family conversation sessions, and ELL family events throughout the year. Additionally, feedback has been gathered via informal conversations during school events and at conference time, and data has been sought from staff member who are both employees and parents of students in the Rockwell community.

Reflection on Outcome:
Great gains were made in this area during the 2017-18 academic year. School administration and the Rockwell Parent Teacher Association (PTA) worked collaboratively throughout the year toward the goal of becoming a National PTA School of Excellence, and Rockwell received this prestigious distinction in August, 2018. A major component of this work included fostering parent and family voice in the school community and instructional program, and multiple opportunities were provided for parents to offer input into the planning of the CIP document, notably during "Coffee with Michael" parent input sessions and during PTA general membership meetings. In the year to come, the principal will include a "meet the principal" booth at the August back-to-business day, so every family will have an opportunity to provide voice and input into the CIP as part of the registration process.

2017-18 Strategies to inform parents, families and the community in the CIP process:
As noted in the 2017-18 CIP: Goals are shared with Rockwell families and the community through a variety of means, including direct mailings and newsletter articles by the Principal, PTA events, "Coffee with Michael" and "Hors D'oeuvres with Michael" family conversation sessions, and through the Rockwell Annual Report.

Reflection on Outcome:
As noted above, Rockwell school administration and our PTA worked together toward becoming a National PTA School of Excellence. In addition to the emphasis placed on parent and family voice in the school community and instructional program, an additional emphasis was placed on effective and varied communication with the families we serve. As a result, the CIP was communicated regularly with our school community through mediums including: (a) our biweekly school newsletter, (b) "Coffee with Michael" sessions, and (c) Rockwell PTA general membership meetings (notably during a "State of the School" presentation by the principal in January, 2018).

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: 89.5% (262 of 292 students) will be at or above standard using End of Year DIBELS data.

Process used to determine goal:
K: Students will be tested using the DIBELS assessment.
1st: To determine this year's goal, we used Beginning-of-Year (BOY) DIBELS as a reference point to calculate students who are below, at, or above standard. We then used professional judgement and current progress monitoring assessments to make realistic predictions about End-of-Year (EOY) achievement.
2nd: We looked at kids below benchmark and estimated which ones we thought could be at benchmark by the end of the year. We based this on their current score, other programs they are being served by (ELL, Safety Net), projected language development, home support and motivation.

Responsible individual or team:
K: Members of the Kindergarten team, our Safety Net teacher, and other staff who work with our students.
1st: The First grade team: Jaclyn O'Leary, Meghan Whitestone, Molly Linnell, Toni Gibson, and Meredith Rapp.
2nd: Members of the Second grade team, Megan Johnson (Special Education), Joleen Komlodi (Safety Net),and Lynette Friesen (ELL).

Strategy/ies that will be implemented to support goal:
K: Whole group lessons, small group work, and one-on-one support will be implemented to support the goal. We will also implement fun games and activities to work on letter naming fluency, sound fluency, and nonsense words. Instructional Aid support will be implemented to those students who are below standard and need additional support to

make standard. We will be collaborating with the ELL Instructional Assistants to plan appropriate interventions for our students receiving ELL support.

1st: To support these students, we are partnering with our ELL, Safety Net, and Special Education teachers. We will also continue our Words Their Way (WTW) program, Read Naturally passages for fluency practice, and differentiated small reading groups within the classroom. We are using IAs and parents to support individual or small group differentiated activities.

2nd: Fluency practice with poetry, fluency practice with partner reading, Safety Net, ELL Support, Special Education services, small group reading, conferring, practice with just right books, Readers Theatre to help improve fluency, individualized reading activities from DIBELS next, LEXIA - Safety Net.

How challenge and rigor will be ensured for all students:

K: Students who are above standard will be working on advanced skills within small groups at their level. Example: If students have first sound fluency mastered, they will work on middle and end sounds within a word. Students who have already mastered these skills will move on to instruction in digraphs and blends.

1st: Based upon formal and informal assessments, students are grouped to best fit their learning needs. Within these groups, students are challenged accordingly. In regards to WTW, students are assessed periodically throughout the year to determine best placement for literacy needs. Students are tasked with practicing spelling and phonics to increase their foundational reading skills.

2nd: Just right books, needs based groups, leveled small groups, poetry choral reading, Safety Net - for those in Safety Net, Readers Theater.

How necessary interventions will be determined:

K: Interventions will be determined based on students' scores beginning with the first test given and twice more throughout the year.

1st: Interventions will be determined in a variety of ways: (a) Frequent individual reading conferences, (b) various Wonders assessments, (c) DIBELS, WTW assessments, (d) input from ELL, Safety Net, and Special Education teachers.

2nd: Ongoing assessments - conferring, running records, DIBELS.

Any professional learning needed:

K: Our team would like to attend Literacy professional development opportunities.

1st: None at this time.

2nd: Dyslexia strategies, SIOP.

Any resources needed and plans to obtain them:

K: There is an instruction tab that is a new feature on DIBELS Next which has specific lessons designed to support students' individual needs which will be a helpful tool.

1st: Differentiated guided reading texts, digital resources to support students at home--- Research programs available through the district.

2nd: Dyslexia classes for strategies - district classes or Wednesday LEAPs, SIOP - district classes or Wednesday LEAPs.

Timelines and Progress Monitoring Plans:

K: DIBELS assessments throughout the course of the academic year.

1st: September: (a) DIBELS BOY, (b) WTW assessment for initial placement, October: (c) PGE initial assessment and goal setting, December: (d) PGE progress monitoring, January: (e) DIBELS MOY, WTW assessment for regrouping, February/March: (f) PGE progress monitoring, April: (g) WTW assessment for regrouping, (h) PGE post-assessment and goal evaluation, May: (i) DIBELS EOY. In addition to these assessments, various other assessments are given to progress monitor.

2nd: Ongoing running records, DIBELS Testing - BOY, MOY, EOY.

Literacy: 3-5 ELA SMART Goal:
82% (222 of 270 students) will be at or above standard using SBA data measurements.

Process used to determine goal:

3rd: We met as a team and each looked over our current students and the benchmark data we have collected in ELA and made predictions on how much growth we think they will see over the course of the year.

4th: Examining the SBA data for the 3rd grade class in 2017-2018, our current 4th grade classes, we see that the ELA proficiency for non-low income students was 83%, while the overall proficiency level, including low-income students, was 81.5%. We would like to eliminate this achievement gap.

5th: Review of SBA ELA (in total and by sub-group), review of SBA Interim assessments, examination of current classroom assessments.

Responsible individual or team:

3rd: Members of the Third grade team: Adrienne Biglow, Rebecca Breier, Shelby Yasuda, and Cari Raffel.

4th: All members of the Fourth grade team: Ben Corey, Heather Hein, Sarah Ianni, and Denise Long.

5th: All members of the Fifth grade team: Julian Cortes, Debbie Conklin, Kim Honkawa, and Mary Kay Weinmeister.

Strategy/ies that will be implemented to support goal:

3rd: (A) Small groups based on ability to enrich and supplement, (b) introducing more opportunities to read different formats to prepare for SBA computer tool, (c) pairing reading and writing skills together to prepare for SBA, (d) PGE goal ties to preparing students to read and respond in both fiction and non-fiction, (e) SBA pilot tests as practice.

4th: The strategies used to bring all of our student to proficiency in this area will serve as the foundation of our efforts towards this goal: (a) Differentiated learning, (b) direct instruction, (c) monitoring fluency, (d) anchor charts, (e) graphic organizers, (f) novel studies, (g) SIOP Strategies, (h) sentence stems, (i) comprehension strategies, (j) close reading strategies, (k) word roots; vocabulary strategies, (l) cross-curricular connections; integrated subjects, (m) teacher read alouds – listening strategies, (n) SBA interim assessments.

5th: To support this goal, we will focus on main idea and using key details to support it. We will also focus on strategies for finding text evidence. The kids will be provided with

various strategies such as graphic organizers, small group instruction, one-on-one instruction, visual aids, multiple opportunities for practice, whole group sharing and discussions. We will also implement the interim SBA exams to get kids familiar with the assessment before having to take the final SBA.

How challenge and rigor will be ensured for all students:
3rd: Challenge and rigor will be ensured through leveled literature circles, compatible writing partners, and other opportunities for enrichment given on an individual basis.
4th: Differentiated instruction, enrichment activities, levelled readers and assessments, differentiation and freedom of choice in regards to the subject matter based upon novel studies, differentiation in regards to book reports.
5th: Based on the SIOP model, we will be providing scaffolding and modifications of delivery and assessment, and will NOT be modifying the content to ensure all students receive the same level of rigor and challenge.

How necessary interventions will be determined:
3rd: Necessary interventions will be determined through small group work with the teacher and assessments.
4th: We assess for reading comprehension on a monthly basis, focusing specifically on the ability to discern main idea and key details. These assessments, along with other work, provide us sufficient data to determine who would benefit from additional interventions. I.e., those students not demonstrating sufficient growth on those assessments will be provided additional interventions.
5th: We will be analyzing assessment scores to determine the appropriate interventions for students. Additionally, students receiving specialized instruction will continue to do so in order to better support their individual needs. To support students receiving specialized instruction as well as students in the ELL program, we will define key academic terms and implement authentic vocabulary usage along with realia and context.

Any professional learning needed:
3rd: We are always looking for opportunities to take classes that give ideas for both interventions and increasing rigor in the curriculum.
4th: The Fourth grade team is currently engaged in a professional learning course around the book Whistling Vivaldi, which speaks directly to acknowledging achievement gaps based upon stereotype pressure, something shown to affect low income students.
5th: The whole fifth grade team is enrolled in the CCSS ELA cohort offered by the school district, to gather and improve on our literacy education.

Any resources needed and plans to obtain them:
3rd: We rely heavily on the Wonders Curriculum and we utilize chapter-books for book-studies.
4th: We have the necessary resources.
5th: Part of our grade-level grant money will be spent on purchasing visual dictionaries as well as visual math dictionaries. We will also attend all in-building SIOP trainings. We will also work with the ELL teachers to create and implement subject-specific vocabulary instruction and support, which includes push-in instruction and resources for the content.

Timelines and Progress Monitoring Plans:
3rd: Our weekly team meetings, ELA based PGE activities, and our weekly assignments/tests.
4th: Our monthly assessments are the foundation of our progress monitoring.
5th: We will be focusing on these strategies from September 2018 to June 2019, and will monitor progress through topic, chapter, and unit assessments.

Math: 3-5 Math SMART Goal:
84% (227 of 270 students) will be at or above standard using SBA data measurements.

Process used to determine goal:
3rd: We met as a team and each looked over our current students and the benchmark data we have collected in math and made predictions on how much growth we think they will see over the course of the year.
4th: Examining the SBA data for the 3rd grade class in 2017-2018, our current 4th grade classes, we see that the Math proficiency for non-low income students was 84.3%, while the overall proficiency level, including low-income students, was 82.6%. We would like to eliminate this achievement gap.
5th: Review of SBA ELA (in total and by sub-group), review of SBA Interim assessments, examination of current classroom assessments.

Responsible individual or team:
3rd: Members of the Third grade team: Adrienne Biglow, Rebecca Breier, Shelby Yasuda, and Cari Raffel.
4th: All members of the Fourth grade team: Ben Corey, Heather Hein, Sarah Ianni, and Denise Long.
5th: All members of the Fifth grade team: Julian Cortes, Debbie Conklin, Kim Honkawa, and Mary Kay Weinmeister.

Strategy/ies that will be implemented to support goal:
3rd: (a) Changed the sequence of lessons taught to better support success (data analysis earlier in the year), (b) folded in different opportunities to review skills that needed reviewing, (c) supplementing curriculum to fill gaps between CCSS and SBA questions, (d) small group work for student who need extra assistance, (e) math games and extension to enrichment and supplement, (f) introducing more opportunities to do math on different formats to prepare for SBA computer tool, (g) SBA pilot tests as practice, (h) piloting the DreamBox online program with students spending approximately 60 minutes/week using the computer-adaptive program (in-class with home access), (i) implementation of Math-Tile Manipulative Skill Practice Sheets.

4th: The strategies used to bring all of our student to proficiency in this area will serve as the foundation of our efforts towards this goal: (a) use of concrete materials, manipulatives, etc., (b) small group opportunities, independent and partner work, (c) explicitly discuss strategies, including alternative approaches, (d) offer differentiated work, (e) DreamBox and other gamification strategies, (f) Interim assessments, (g) communication with families about topics covered in class, (h) SBA interim assessments.
5th: To support the goal the kids will be provided with various strategies such as (a) graphic organizers, (b) small group instruction, (c) one-on-one instruction, (d) visual aids,

(e) multiple opportunities for practice, (f) whole group sharing and discussions. We will also implement the interim SBA exams to get kids familiar with the assessment before having to take the final SBA. We will also implement various strategies gathered from the math cohort. Additional practice opportunities will be provided by using fluency games, "3 Acts Math," and youcubed.org.

How challenge and rigor will be ensured for all students:
3rd: We have leveled math groups, number sense manipulatives, and DreamBox incorporated in daily math rotations. We also offer other enrichment opportunities and interventions when appropriate for individuals.
4th: Differentiated instruction, enrichment activities, independent progression via DreamBox and other programs, one-to-one conferencing, communications to home, peer to peer collaboration.
5th: As a team, we provided consistent challenges in math such as problems of the week, Tangy Tuesday, Number Talks, problem of the day, Marcy Cook math challenges. We also provide a plethora of math games and stations. Based on the SIOP model, we will be providing scaffolding and modifications of delivery and assessment and will NOT be modifying the content to ensure all students receive the same level of rigor and challenge.

How necessary interventions will be determined:
3rd: Data will be collected from: CDSAs, Math Quick-Check Quizzes, Topic Tests using the Envision Curricula, Formative Assessment (exit-tickets, discussion, etc.).
4th: Regular assessments and assignments provide the necessary data to determine who would benefit from additional interventions.
5th: We will be analyzing assessment scores to determine the appropriate interventions for students. Additionally, students receiving specialized instruction will continue to do so in order to better support their individual needs. To support students receiving specialized instruction as well as students in the ELL program, we will define key academic terms and implement authentic vocabulary usage along with realia and context.

Any professional learning needed:
3rd: We are regularly looking for professional development classes offered through the District to enrich and support Math Instruction.
4th: The Fourth grade team is currently engaged in a professional learning course around the book Whistling Vivaldi, which speaks directly to acknowledging achievement gaps based upon stereotype pressure, something shown to affect low income students.
5th: Team members are enrolled in the K-5 highly capable math class and the math cohort inquiry cycle. This information will be brought back to the team and will be implemented to meet best practice standards.

Any resources needed and plans to obtain them:
3rd: Reproductions of Math-Tile Skill Cards.
4th: We have the necessary resources.
5th: Part of our grade-level grant money will be spent on purchasing visual dictionaries as well as visual math dictionaries. We will also attend all in-building SIOP trainings. We will also work with the ELL teachers to create and implement subject-specific vocabulary

instruction and support, which includes push-in instruction and resources for the content.

Timelines and Progress Monitoring Plans:
3rd: Team meets weekly and regularly discuss assessment results and action-needed to support learning and enrichment.
4th: The current curriculum provides that timeline.
5th: We will be focusing on these strategies from September 2018 to June 2019, and will monitor progress through topic, chapter, and unit assessments.

Science: 5 Science SMART Goal:
77% (75 of 98 students) will be at or above standard using WCAS data measurements.

Process used to determine goal:
Our team based the goal-setting using a couple of different factors. We looked at the performance levels of students last year. We also took into consideration the performance levels of our current students in areas of ELA. This is due to the fact that the science test involves large amounts of reading comprehension.

Responsible individual or team:
All members of the Fifth grade team: Julian Cortes, Debbie Conklin, Kim Honkawa, and Mary Kay Weinmeister.

Strategy/ies that will be implemented to support goal:
To support the goal the kids will be provided with various strategies such as graphic organizers, small group instruction, one-on-one instruction, visual aids, multiple opportunities for practice, whole group sharing and discussions. Additionally, the students will receive frequent opportunities for implementing the scientific process and writing scientific conclusions from each Sci-Fri we do as a grade-level.

How challenge and rigor will be ensured for all students:
Based on the SIOP model, we will be providing scaffolding and modifications of delivery and assessment and will NOT be modifying the content to ensure all students receive the same level of rigor and challenge. We will also provide common science experiments in our "Sci-Fri" days and have two field trips scheduled which focus on the science standards taught.

How necessary interventions will be determined:
We will be analyzing assessment scores to determine the appropriate interventions for students. Additionally, students receiving specialized instruction will continue to do so in order to better support their individual needs. To support students receiving specialized instruction as well as students in the ELL program, we will define key academic terms and implement authentic vocabulary usage along with realia and context.

Any professional learning needed:
We will be receiving district training on the newly adopted Next Generation Science Standards (NGSS).

Any resources needed and plans to obtain them:
Part of our grade-level grant money will be spent on purchasing visual dictionaries as well as visual math dictionaries. We will also attend all in-building SIOP trainings. We will also work with the ELL teachers to create and implement subject-specific vocabulary instruction and support, which includes push-in instruction and resources for the content.

Timelines and Progress Monitoring Plans:
We will be focusing on these strategies from September 2018 to June 2019, and will monitor progress through topic, chapter, and unit assessments.

Achievement Gap SMART Goal:
50% (4 out of the 8 English Learners who are at Progressing level on the ELPA in 2018) will be at or above standard on the ELA SBA.

Process used to determine goal:
There are 14 English Learners in 3rd-5th grade, and 13 who will take the ELA SBA. We based our goals on the students' ELPA scores, previous SBA scaled scores, and classroom data. 5 of these English learners were at an emerging stage on the ELPA in 2018 and so those students are still at the beginning stages of language acquisition and will not be ready to interact with the SBA at grade level. Of the 8 English learners that are at the progressing level of English, there are 4 of them that, with instruction and intervention, will be at or above standard.

Responsible individual or team:
The ELL team: Lynette Friesen and Rosina BellGames.

Strategy/ies that will be implemented to support goal:
In partnership with the classroom teachers and the instructional assistants, the English teachers will differentiate support for each English Learner. We have structures and routines to collaborate to provide different levels of in-class support, intervention groups, co-teaching, and co-planning.

How challenge and rigor will be ensured for all students:
There are 14 English Learners who are in grades 3-5. Of those, 13 of the students will take the SBA based on their enrollment date in the United States. These students participate in all general education instruction, with support from the English Learning department to help students achieve their grade level goals.

How necessary interventions will be determined:
Students who need extra support with their content, vocabulary, and English skills can receive both in-class support and an intervention group. The English Learning teachers work together with the classroom teachers in order to target students who are not able to achieve grade level work and put supports into place such as pre-teaching vocabulary, and extra reading instruction in content areas. If students are able to achieve grade level goals at grade level standards, then the English learning teacher will continue to touch base with the classroom teacher and the students in class to maintain continued growth.

They will connect with families in order to work together to help students meet their goals.

Any professional learning needed:
The teachers at Rockwell Elementary are in the process of being trained in SIOP (Sheltered Instruction Observation Protocol). This will benefit all students, but specifically give teachers the tools to support English learners with guidance in lesson preparation, comprehensible input, and how to give students strategies and guide peer interactions.

Any resources needed and plans to obtain them:
Research based curriculum and technology are used as resources for implementation in the classroom as a whole as well as small groups or one-on-one.

Timelines and Progress Monitoring Plans:
Classroom observations and progress monitoring using informal and formal assessments will be used to progress monitor students in the classroom.

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 80% 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 and the 2019 National PTA School of Excellence survey.

Process used to determine goal:
The team reviewed Nine Characteristics survey data from 2017-2018, as well as National PTA School of Excellence survey data from May, 2018.

Responsible individual or team:
Multiple constituencies will be responsible for the success of this goal, including the Administrative/Office team, classroom teachers, and members of the Rockwell Building Leadership Team (BLT).

Strategy/ies that will be implemented to support goal:
A variety of strategies will be employed, including: (a) Regular monthly articles from the Principal, (b) presentations by the Principal, Associate Principal, and Administrative Intern at PTA meetings with parents, and (c) presenting resources and materials to staff that can be shared, for example, via class newsletter, emailed home, etc.

How challenge and rigor will be ensured for all students:
Challenge and rigor will be ensured for all students by (a) providing resources to parents for extending learning from school to the home, and (b) providing resources to parents/families translated into home languages.

How necessary interventions will be determined:

We will continue to monitor data using tools like the October 2018 School of Excellence survey. Additionally, the Principal will regularly consult with teachers and families.

Any professional learning needed:
Best practices for communicating with families.

Any resources needed and plans to obtain them:
Several resources will be employed, including: (a) the use of bi-weekly Market Volt school newsletters to families, (b) use of teacher newsletters, and (c) time and meetings with parents (at PTA meetings, "Coffee with Michael" sessions, etc.).

Timelines and Progress Monitoring Plans:
Progress will be monitored at multiple points throughout the year, including through: (a) the Pre/Post School of Excellence surveys planned for October, 2018, and May, 2019, (b) regular check-ins with teachers throughout the year, (c) check-ins with parents during monthly coffees with the Principal to determine needs and interests, and (d) regular communications emailed home by Principal.

Attendance SMART Goal:
Kindergarten students missing school for over 18 days in the school year (18 or more school days) will decrease from 20 (16% of students) for the 2017-2018 school year, to 10 or fewer (10% of students) in June, 2019.

Process used to determine goal:
A Skyward report was run to determine the number of Kindergarten students who missed school for more than 18 days during the 2017-2018 school year.

Responsible individual or team:
Our attendance secretary, Kindergarten team, and Associate Principal are responsible for tracking the goals, as well as supporting families in educating them about the importance of good attendance as early as Kindergarten.

Strategy/ies that will be implemented to support goal:
It is important to note that of the 20 students absent over 18 days last year, 8 of those students had extended overseas family trips. While families have a variety of reasons to take their children out of school for these extended times, we will educate families about the importance of regular attendance.

How challenge and rigor will be ensured for all students:
All families will be educated about the importance of school attendance.

How necessary interventions will be determined:
Monthly reports will be run to determine absences throughout the year, and families will be contacted individually if absences approach the 10% chronically absent amount.

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:
Instances of suspension for students receiving Specially Designed Instruction (SDI) will reduce from 17 during the 2017-2018 academic year to 9 or fewer during the 2018-2019 academic year.

Process used to determine goal:
The full staff, as well as a special team comprised of Interventionists, Special Education teachers, and administrators reviewed suspension data in Skyward for the 2017-2018 academic year.

Responsible individual or team:
Multiple constituencies will be responsible for the success of this goal, including the Administrative/Office team, Special Education team, and Counseling team.

Strategy/ies that will be implemented to support goal:
Strategies employed will include: (a) problem solving skills taught through classroom counseling lessons in grades K-5, (b) social skills and social stories created around potential triggers or conflicts that will be used with students receiving specially designed instruction, (c) collaborative discussions between special education team and office team members around effective responses to student behaviors, (d) alternative consequences, including restorative justice practices, (e) providing staff with education and professional learning around needs of students with social-emotional goals, including strategies and interventions to try.

How challenge and rigor will be ensured for all students:
Challenge and rigor will be ensured through a variety of means, including: (a) writing IEP goals that are appropriate to the needs and challenges of every student receiving SDI, and (b) learning and implementing positive behavior choices as part of our roll-out of schoolwide PBIS.

How necessary interventions will be determined:
We will be monitoring suspension and discipline data monthly to look for trends and patterns.

Any professional learning needed:
As a team, we will: (a) provide staff education and professional learning around the needs of students with social-emotional goals, including strategies and interventions, and (b) continue our work as a staff around PBIS and Equity.

Any resources needed and plans to obtain them:

The Administration, Special Education, and Counseling teams will meet quarterly to review data and refine interventions and practices. We will also share IEP-at-a-glance and additional information from IEP case managers on student-specific strategies with school staff. Further, we will continue to research and implement effective responses from the PRIMS manual.

Timelines and Progress Monitoring Plans:
The Administration, Special Education, and Counseling teams will meet quarterly to review data and refine interventions and practices. We will be monitoring suspension and discipline data monthly to look for trends and patters.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Parent and community input is garnered through a variety of means, including Rockwell PTA meetings (both executive board and general membership meetings), "Coffee with Michael" and "Hors D'oeuvres with Michael" family conversation sessions, and ELL family events throughout the year. Additionally, feedback will be gathered via informal conversations during school events and at conference time, and data has been sought from staff member who are both employees and parents of students in the Rockwell community.
Timelines and Progress Monitoring Plans: Qualitative and quantitative data will be collected from both "Coffee with Michael" parent input sessions and PTA General Membership meetings. Additionally, the Rockwell Administrative team and school PTA will examine data from the National PTA School of Excellence pre- and post-surveys to monitor and address parent feedback regarding the efficacy of school communication and the availability of opportunities to offer input about the Rockwell instructional program.

2018-19 Strategies to inform parents, families and the community in the CIP process: CIP Goals and progress are shared with Rockwell families and the community through a variety of means, including direct mailings and newsletter articles by the Principal, PTA events, "Coffee with Michael" and "Hors D'oeuvres with Michael" family conversation sessions, and through the Rockwell Annual Report.
Timelines and Progress Monitoring Plans: Formal presentations on our CIP will occur at regular intervals throughout the year, including: (a) at Curriculum Night, (b) during "Coffee with Michael" parent input sessions, and (c) during a "State of the School" presentation at our PTA General Membership meeting in January, 2019. As noted above, the Rockwell Administrative team and school PTA will examine data from the National PTA School of Excellence pre- and post-surveys to monitor and address parent feedback regarding the efficacy of school communication and availability of opportunities to offer input about the Rockwell instructional program.

Continuous Improvement Process Plan
2018-2019

Rosa Parks Elementary School

22845 NE Cedar Park Crescent

Redmond, WA 98053

http://rosaparks.lwsd.org

Principal:	Melissa Doering
Associate Principal:	Wynn Spaulding

Table of Contents

I.   Description of School

Rosa Parks Elementary School is a wonderfully diverse community with an enrollment of approximately 655 students. Enrollment consists of 53% Asian, 34% White, 5% Hispanic and 2% Black. While English is the predominate language spoken in the home, there is a wide range of other languages, including Hindi, Tamil, Chinese, Russian, and Spanish. About 14% of Rosa Parks students are served in our English Language Learner classes. The school honors our cultural diversity through many PTSA events, including, notably, our International Night, which honors foods and cultural traditions from around the world.

Rosa Parks is located in Redmond Ridge, an area in continued growth. The Redmond population has grown significantly, prompting a bond to build a new elementary school, Ella Baker Elementary School, which opened in September, 2018 and a new middle school, Timberline Middle School, to open in September, 2019. Rosa Parks students will attend Timberline Middle School and Redmond High School.

The staff at Rosa Parks has a deep commitment to academics and the whole child as stated in their school mission statement: "Our mission is to grow the whole child as a joyful life-long learner within a respectful environment." Rosa Parks continues to soar in the academic arena scoring in the mid 90's on the SBA tests, as well as a high rate of proficiency on the K-2 DIBELS. Students have several opportunities to develop their creative side through a weekly drama class as well as an afterschool drama program. The school is committed to the arts, signified though a full-time certificated Drama teacher Additionally, the school PTSA organizes Art Smart; classes where volunteers teach lessons on color, shape and other art topics monthly. Teachers also plan regular art lessons using Deep Space Sparkle curriculum adopted by the district.

Rosa Park's staff is a family of learners. Teachers continually strive for excellence through staff development and strong team collaboration. Grade level teams meet on a consistent basis to discuss student progress, student work and develop strategies to meet the needs of their students.

Rosa Parks has incredible parent support through its PTSA. Volunteers run many enrichment activities, provide generous enrichment programs such as choir, after school drama, field trips and assemblies.

Rosa Parks has a strong commitment to supporting students through Positive Behavior Interventions and Support (PBIS). Through PUMA Pride, students are recognized for positive attitude, understanding and caring, being respectful and responsible, doing their best and making safe choices.

II. District Performance Targets

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

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.6%	95%	95.5%	89.8%			
		1st	91.3%	97.6%	96.1%	99.1%			
		2nd	90.7%	95.%	100%	99.1%			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		90.7%	90.1%	84.6%	91.1%			
	% of 3rd graders meeting or exceeding state standards in Math		88.9%	92.1%	87.1%	90.3%			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		93.1%	89.1%	93%	88.6%			
	% of 4th graders meeting or exceeding state standards in Math		89.6%	91.8%	95%	83%			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		94.6%	88%	89.5%	93.2%			
	% of 5th graders meeting or exceeding state standards in Math		90.2%	88.7%	88.5%	92.4%			
	% of 5th graders meeting or exceeding state standards in Science		95%	94%	93.3%	93.2%			

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

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

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

Staff met together to review overall CIP processes. Teams then met to review data on 2017-2018 goals. Grade level teams analyzed data, shared instructional strategies that worked, how they monitored throughout the year as well as challenges they faced.   Grade level teams discussed achievements and areas needed for improvement in the future. Additionally, they talked about parent involvement in the CIP process and how to involve parents throughout the year. Several teachers send weekly/monthly newsletters to families including a School Connection piece that gives parents an opportunity to follow-up on weekly lessons at home. Staff used frequent formative assessments to determine groupings. They scaffolded lessons and integrated skills. Many staff tied their PGE goal with their CIP goals.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: K-2 Reading Goal: By June of 2018, 94% of our K-2 students will be at benchmark in reading as measured by DIBELS.	Outcome: 95.5% of students met or exceeded standard.
Narrative Reflection: K-1 teachers monitored student data throughout the year through Safety Net progress monitoring and DIBELS data. Student progress was analyzed during team meetings and shared rich literacy strategies to support students. The vast majority of our students are above standard.	
Literacy: 3-5 ELA Goal: By June of 2018, 90% of our students will be at or above benchmark as measured on the ELA/SBA.	Outcome: 93% of students met or exceeded standard.
Narrative Reflection: We exceeded our goal. We provided different opportunities fore retell, focused on students needing to improve accuracy; even students not at standard made improvement. Many instructional strategies implemented such as RACE cards, checklists and sentence stems were successful.	
Math: 3-5 Math Goal: By June of 2018, 92% of our students will be at or above benchmark on the Math SBA.	Outcome: 88% of students met or exceeded standard.
Narrative Reflection:	

We did not meet our math goal; however, we noticed students were struggling and we slowed the pacing of our lessons and built in more scaffolding and differentiated instruction. We provided additional support through recess tutoring, after-school homework club. We felt these strategies worked to a degree. Students need to continue to improve on math fact mastery.

Science: 5th Science Goal: By June of 2018, 88% of our students will be at or above benchmark on Science WCAS.	Outcome: 93% of students met or exceeded standard.
Narrative Reflection: Our students exceeded our goal in science. Our biggest challenge is being unfamiliar with the NGSS and expectations for the Washington Comprehensive Assessments. We work hard as a team teaching the scientific process.	

Achievement Gap Goal: By June of 2018, 57% of our 4th grade ELL students will be a benchmark in ELA as measured on the SBA.	Outcome: 50% of students met this goal.
Narrative Reflection: By testing time, there were only 2 ELL students in 4th grade. One student was in Special Education and ELL and scored below benchmark. That student is progressing as an ELL student. The second student was proficient and has exited ELL.	

School Effectiveness Goal: By June of 2018, the staff works in teams across grade levels to help increase student learning will increase from 78% agree to 85% agree. (Q26)	Outcome: 75% agreed completely or mostly.
Narrative Reflection: The main issue seems to be time to collaborate with colleagues. Some staff have met with teachers in the grade above them; first grade as an example. Under consideration for this year, will be trying to find times for vertical collaboration; staff meetings as an example.	

Attendance Goal: By June of 2018, the average number of tardies p/month will decrease by 10% from 319 p/month to 288 or less p/month as measured on Skyward.	Outcome: Tardies actually increased to an average of 372
Narrative Reflection:	

It appears that as the year progresses, tardies increase, with the most occurring in the winter and near the end of the school year. If this goal is to continue, some strategies will need to be implemented to reduce student lateness.

Discipline Goal: By June of 2018, Rosa Parks will reduce the number of referrals to the office to less than 60.	Outcome: There were 52 referrals last year. Goal achieved.
Narrative Reflection: Through PUMA Pride and extensive PBIS lessons, discipline issues were reduced.	

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: CIP goals were posted on the school web-site and presented to PTSA board.
Reflection on Outcome: Goal was achieved.

2017-18 Strategies to inform parents, families and the community in the CIP process: CIP presented to PTSA Board meeting. Teacher newsletters included strategies to help students at home pertaining to CIP goals.
Reflection on Outcome: Goal was achieved.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: By the end of the year DIBELS assessment, 90% of kindergarten, 92% of 1st grade and 95% of 2nd grade students will be at benchmark (core) as measured by the DIBELS Next Assessment
Process used to determine goal: Grade level teams met to review student baseline data and to set goals. Responsible individual or team: Classroom teachers, Special Education teachers, EL teacher, Safety Net teacher, administrators.

Strategy/ies that will be implemented to support goal:
Teachers will utilize professional development, district adopted curriculum, materials and technology to support student learning. Students will also be referred to Safety Net as needed to supplement classroom instruction.

How challenge and rigor will be ensured for all students:
Based on student data, students will receive individualized learning and small group literacy lessons to challenge or remediate the learning process. Safety net and English Language small groups will be utilized as needed.

How necessary interventions will be determined:
Data will determine student interventions to ensure extra support or challenge is appropriately utilized for student growth.

Any professional learning needed:
Continued training with dyslexia curriculum and best practices for literacy instruction to be provided by the district and the school.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Teachers will monitor student data daily through formative assessments, monthly through summative assessments, and using the DIBELs assessment in January and May.

Literacy: 3-5 ELA SMART Goal:
93% of 3rd grade, 92% of 4th grade, and 89% of 5th grade students will score at/near grade level as measured by the Smarter Balanced ELA Assessment in the spring of 2019.

Process used to determine goal:
Grade level teams met to review student baseline data and to set goals.

Responsible individual or team:
Classroom teachers, Special Education teachers, EL teacher, Safety Net teacher, administrators.

Strategy/ies that will be implemented to support goal:
Teachers will utilize comprehensible input, sentence starters, graphic organizers, explicit grammar instruction, systems for understanding questions, in addition to district adopted curriculum, materials and technology.

How challenge and rigor will be ensured for all students:
All students will participate in differentiated novel studies, writing for extension/connection/synthesizing learning, reading project rubrics, and will have access

to differentiated mentor texts and exemplars. Students will also demonstrate knowledge through project-based learning experiences and will benefit from peer-peer coaching.
How necessary interventions will be determined:
Data will determine student interventions to ensure extra support or challenge is appropriately utilized for student growth.

Any professional learning needed:
Teachers will participate in district-led writing professional development, as well as school based professional learning as determined by teacher teams.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Teachers will monitor student data daily through formative assessments and at the end of each unit through summative CDSAs. End of the year student achievement will be measured by the SBA.

Math: 3-5 Math SMART Goal:
90% of 3rd grade, 91% of 4th grade, and 84% of 5th grade students will score at/near grade level as measured by the Smarter Balanced Math Assessment in the spring of 2019.

Process used to determine goal:
Grade level teams met to review student baseline data and to set goals.

Responsible individual or team:
Classroom teachers, Special Education teachers, EL teacher, Safety Net teacher, administrators.

Strategy/ies that will be implemented to support goal:
Teachers will utilize direct instruction in math facts, problem solving strategies, and methods of problem solving. Teachers will also provide differentiated instruction, vocabulary instruction, graphic organizers and small group instruction and manipulatives to ensure student learning. Students will also express learning through project-based learning and assessments.

How challenge and rigor will be ensured for all students:
All students will participate in small group learning and differentiated instruction based on pretest/posttest data.

How necessary interventions will be determined:
Data will determine student interventions to ensure extra support or challenge is appropriately utilized for student growth.

Any professional learning needed:
The Building Leadership Team will collaborate with building administrators to ensure teachers have access to professional learning as needed.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Teachers will monitor student data daily through formative assessments, at the end of each unit, and through CDSAs. End of the year student achievement will be measured by the SBA.

Science: 5 Science SMART Goal: 87% of 5th grade students will be at grade level for science as measured by the WCAS assessment in the Spring of 2019.

Process used to determine goal:
The 5th grade teachers reviewed student baseline data and previous year achievement data to set the goal for the 2018-2019 school year.

Responsible individual or team:
5th grade teachers, EL teacher, Special Education teacher, administrators.

Strategy/ies that will be implemented to support goal:
To ensure academic success, teachers will utilize visual aids, graphic organizers, explicit vocabulary instruction, guided questioning, small group instruction, scaffolding key concepts, and one-on-one support.

How challenge and rigor will be ensured for all students:
All students will have the opportunity to engage in differentiated instruction, project-based learning and assessment, leadership development and enrichment opportunities. Teachers will also utilize NGSS-aligned units of study.

How necessary interventions will be determined:
Data will determine student interventions to ensure extra support or challenge is appropriately utilized for student growth.

Any professional learning needed:
District-directed NGSS professional learning will be facilitated during Wednesday LEAP days by teacher leaders.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Teachers will monitor student data daily through formative assessments, at the end of each unit, and through CDSAs. End of the year student achievement will be measured by the WCAS.

Achievement Gap SMART

Goal: As measured by the 2019 Smarter Balanced Assessment, 70% of students who qualify as English Learners in grades 3-5 will score at/above grade level on English Language Arts.

Process used to determine goal:
After a review of the team/grade level goals and previous year CIP goals, the administrative team determined that a continued focus on closing the achievement gap for English Learners would be beneficial for student learning as we did not meet our goal last year.

Responsible individual or team:
Classroom teachers, EL teacher, administrators.

Strategy/ies that will be implemented to support goal:
Differentiated instruction, explicit instruction in grammar, graphic organizers, support to acquire new skills and remediation through our EL program, access to rubrics, and project-based learning and assessment.

How challenge and rigor will be ensured for all students:
All students will participate in small group learning and assessment data will be utilized to determine differentiated instruction to meet student needs.

How necessary interventions will be determined:
Student data will determine intervention methods/strategies.

Any professional learning needed:
Teachers will participate in professional learning for SIOP methods and culturally responsive teaching.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Teachers will monitor student data daily through formative assessments, at the end of each unit, and through CDSAs. End of the year student achievement will be measured by the ELA SBA.

School Effectiveness SMART Goal:
80% of teachers will Agree Completely or Agree Mostly that "School leadership cares about me" as measured by the 9 Characteristics Survey teachers will complete in the spring of 2019.

Process used to determine goal:
Staff were provided the results of the 2017-2018 school year 9 Characteristics Survey. Building Leadership Team met with their grade levels to review the outcomes of the survey and then determined the area of focus.

Responsible individual or team:
Principal, Associate Principal, certificated and classified staff.

Strategy/ies that will be implemented to support goal:
The principal will meet with BLT monthly to discuss the goal and adjust levels of support. BLT, with principal support, will structure time during LEAP days to discuss instructional practices, and to have reflective conversations around student learning, achievement and discipline with administrators and colleagues. Building administrators will provide teachers with written feedback after informal observations to acknowledge areas of instructional strength.

How challenge and rigor will be ensured for all students:
Through supportive relationships with the building administrators, teachers will be able to meet the needs of individual students to ensure all students receive a high-quality education.

How necessary interventions will be determined:
Additional support or interventions will be determined through quarterly meetings with the BLT to determine general teacher perception of progress and additional interventions needed.

Any professional learning needed:
Principal will discuss ongoing assessments with the Director of School Support to engage in mentoring and/or coaching.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team. Transition funds will be utilized to engage all staff in team communication and trust building activities.

Timelines and Progress Monitoring Plans:
Principal will check in with the BLT monthly. Principal will solicit staff feedback in the winter and again in the spring prior to the 9 Characteristics Survey completion. Principal will discuss data with the Director of School Support monthly for recommendations and feedback; data will also be presented to BLT and the staff during regularly scheduled meetings. A summative review of the data from the 9 Characteristics Survey will be conducted with the Director of School Support prior to June 30.

Attendance SMART Goal:
7% of student absences will be considered "unexcused" absences as recorded by the registrar in Skyward by the end of the 2018-2019 school year.

Process used to determine goal:
The prior year goal for tardies was not met, so the principal met with the attendance secretary to determine the percentage of students who had unexcused absences during the 2017-2018 school year. Unexcused absences were chosen as our target because we can directly impact this goal by developing stronger home-school communication. We will plan to leverage relationships with families in the future in order to seek feedback and additional strategies to address tardies.

Responsible individual or team:
Administrators, classroom teachers, school attendance secretary(registrar).

Strategy/ies that will be implemented to support goal:
Registrar will report absences to the administrators who will hold meetings with parents of students who have unexcused absences regarding the importance of regular school attendance and communication with school when children need to be absent.

How challenge and rigor will be ensured for all students:
Students who are chronically absent are missing critical instructional opportunities. Decreasing unexcused absences will positively impact student time in the classroom.

How necessary interventions will be determined:
Administrators will work with the BLT to determine interventions; administrators will meet with parents and the Redmond area truancy liaison if necessary.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Administrators will meet with the school attendance secretary twice monthly to monitor student attendance.

Discipline SMART Goal:
By the end of the 2018-2019 school year, utilizing the PUMAS school-wide positive behavior intervention structure, office referrals will decrease to fewer than 60.

Process used to determine goal:
Analysis of previous year data, Culture Committee long-term and short-term goal setting.

Responsible individual or team:
Culture Committee, School Counselor, SIT team, Guidance Team, special education teachers, administrators, classroom teachers.

Strategy/ies that will be implemented to support goal:
Specialists meetings to discuss and implement student interventions, Guidance team and SIT, PUMAS binders for Tier 1 support, counselor and administrator meetings with teachers to develop Tier 2 and Tier 3 support plans.

How challenge and rigor will be ensured for all students:
Individual student goals will be developed based on student-specific needs, data will be collected on goal progress, explicit instruction and positive reward systems will be put in place to reinforce target behaviors.

How necessary interventions will be determined:
Student data and teacher input will be used to determine student interventions

Any professional learning needed:
Tier 1 and Tier 2 professional learning sessions during LEAP time facilitated by the counselor and/or outside vendors.

Any resources needed and plans to obtain them:
CIP planning and budgeting through the building leadership team.

Timelines and Progress Monitoring Plans:
Progress will be monitored monthly and shared with the Culture Committee and staff in the winter and spring.

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

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

We will present the CIP at our PTSA Board meeting in the winter. We will also include families in strategizing how to improve our unexcused absence rate. We will have the CIP available online on the Rosa Parks website.

Timelines and Progress Monitoring Plans:
Presentation in the winter, feedback period from families in the winter through spring.

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

We will present the CIP at our PTSA Board meeting in the winter. We will also include families in strategizing how to improve our unexcused absence rate. We will have the CIP available online on the Rosa Parks website.

Timelines and Progress Monitoring Plans:
Presentation in the winter, feedback period from families in the winter through spring.

Continuous Improvement Process Plan

2018-2019

Wilder Elementary School

22130 NE 133rd Street

Woodinville, WA 98077

http://www.lwsd/org/school/wilder

Principal:	Steve Roetcisoender
Associate Principal:	Charles Jamieson

Table of Contents

I. Description of School

Above the main entrance to Wilder is a beautiful stained-glass window, which incorporates color and design with our school mission statement: Every Learner a Powerful Mathematician, Effective Writer, Responsible Citizen and Confident Reader.

As a staff, we feel our mission helps us to do our part in accomplishing both the Lake Washington School District Mission "Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society" and the Lake Washington School Vision: "Every student will be Future Ready: Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success."

The Lake Washington School District student profile calls on us as educators to provide learning environments in which Connection, Value and Challenge are part of a student's educational experience. For us, this means we strive to provide integrated learning experiences for students and get to know each student on an individual basis. We strive to actively engage students in their learning in classrooms where every student knows they are safe and respected. We teach a rigorous curriculum in which students know what is expected.

PTSA enrichment programs continue to compliment the work of our teachers. Student's participation in drama, art, chess, language programs, choir, movement class, Watershed, salmon projects, Math Adventures and other programs enrich the education experience for our students.

All of these opportunities demonstrate a strong commitment to our community for student success and make a Wilder education something special.

Wilder Elementary School is located in the northeastern part of the district and is a part of the Redmond Learning Community. Wilder Elementary first opened in 1989 and serves students from the communities surrounding the Bear Creek Watershed. Our students will attend Timberline Middle School and Redmond High School. Our demographics are as follows: 51% White, 28% Asian, 10% Hispanic/Latino and 2% African American. Our students speak 9 languages.

II. District Performance Targets

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

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	89.5	92.3	88.7	87.8			
		1st	92.8	94.6	96.5	86.5			
		2nd	92.2	93.8	93.9	95.54			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		84.4	90.3	87.2	87.2			
	% of 3rd graders meeting or exceeding state standards in Math		82.5	96.4	87.2	89.5			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		95.8	88.5	94.5	87.0			
	% of 4th graders meeting or exceeding state standards in Math		94.8	92.1	94.5	87.9			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		91.0	98.0	92.9	91.0			
	% of 5th graders meeting or exceeding state standards in Math		82.8	90.2	86.7	83.1			
	% of 5th graders meeting or exceeding state standards in Science		92.9	95.1	90.2	81.1			

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

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

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

In August staff participated in a "data-dive" presentation and group activity. The activity utilized cohort achievement scores from Dibels EOY, ELP and SBA assessments. Staff discussed results from the 2017-18 school year and collaborated on data analysis of student achievement and reflection on the data and strategies used.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: K-2 Reading Goal: 90% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.	Outcome: 90.0 % met or exceeded the standard.
Narrative Reflection: Our Primary team consistently used Wonders curriculum. F&P resources were also used to guide our instruction. We used district literacy assessments and F&P word lists to analyze our data. We determined our goals by looking at last year's data and determined we could have higher achievement. One challenged we faced was using a new curriculum (F&P) on top of our district curriculum and deciding what was valuable data. We also utilized Wilder Safety Net resources to support achievement of our goals. Literacy blocks helped to coordinate Resource Room support.	
Literacy: 3-5 ELA Goal: 85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.	Outcome: 88.4% met or exceeded the standard.
Narrative Reflection: Students in third grade were regularly assessed to ensure they are receiving the appropriate differentiation, including extra support from in-building resources such as Safety Net (reading), RTI classes (Math), and instructional support. Teachers also used a professional learning coach to continue growth in reading instruction. The PGE focus was Words Their Way, as a means of having students learn effective word study strategies in order to expand vocabulary to help grow their reading fluency and accuracy, and comprehension skills. To support our CIP plan in 4th grade we focused on adding a rich variety of transition words while writing opinion, narrative and informational writing pieces. We gave a baseline writing assessment in the fall and tracked growth for each writing project throughout the year. We gave students lists of transition words to best fit each writing form. We used peer and parent editors to expand transition use within paragraphs as well as signaling movement from one paragraph to the next. This helped produce strong written responses on the SBA as evidenced by Target 7 – composing full texts which was higher than the performance on the rest of the test. 5th grade - Weekly	

team meetings occurred to assess student progress in literacy. Writer's Workshop was introduced this year to our 5th grade classrooms.

Math: 3-5 Math Goal: 81% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2018.	Outcome: 86.7% met or exceeded the standard.
Narrative Reflection: As a school Dreambox was implemented as another resource for classroom instruction. Staff learned how to access and utilize this resource as a tool for instruction and practice. A before school math remediation program was used (RTI Math) to support students not at standard on spring math SBA tests.	

Science: 5th Science Goal: 90% of students in grade 5 will score at standard in or above in science as measured by the WCAS assessment in May 2018.	Outcome: 81.1% met or exceeded the standard.
Narrative Reflection: Our scores for science were lower than we expected because of the new science standards. Foss kits were used to help students master science concepts in 5th grade.	

Achievement Gap Goal: 81% of students who qualify for ELL K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.	Outcome: 86.2% met or exceeded the standard.
Narrative Reflection: We are pleased to see our ELL students achieving at a high rate. Students received instruction daily. Staff continue to utilize SIOP strategies for teaching ELL students.	

School Effectiveness Goal: Laura Ingalls Wilder Elementary will achieve 100% on "agree completely" in the area of "Respectful Behavior" as measured by question #23 on the Spring 9 Characteristics of Effective Schools Survey.	Outcome: 82.35% of Wilder Staff agree in the area of respectful behavior as measured by question 25 on the Spring 9 Characteristics of Effective Schools Survey.

Narrative Reflection: Although we did not meet our 100% goal we are moving in the right direction! Staff continue to grow in their abilities to effectively team together.	
Attendance Goal: Laura Ingalls Wilder Elementary will reduce unexcused absences from 104 in 2017 to 52 in 2018 as measured by June 2018 attendance figures.	Outcome: Laura Ingalls Wilder Elementary had 242 unexcused absences during the 2017-2018 school year.
Narrative Reflection: Although our unexcused absences increased, our analysis showed a high percentage of unexcused absences were associated with only a small handful of students.	
Discipline Goal: Laura Ingalls Wilder Elementary will decrease Communication Slips by half from 20/year to 10/year, through training staff in the Second Step curriculum.	Outcome: We ended the year with 20 Communication Slips.
Narrative Reflection: We had hoped to see a reduction in Communication slips with the introduction of Second Steps Curriculum. Our counselor delivered 15 lessons each to 26 classrooms for a total of 390 lessons. He also worked with small groups of students struggling with behaviors.	

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: Laura Ingalls Wilder Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:
• Develop WATCH DOGS Volunteer Program
• Use parent and LINKS volunteers to support students in class through 1 on 1 and small group support
• Work with the PTSA to fund materials and professional development opportunities that support CIP goals
• Add communication processes to further involve/inform parents in the areas of attendance and discipline
Offer parent enrichment events that support CIP goals (ex: Beginning Readers Tips for Parents videos posted on Kindergarten Website).
Reflection on Outcome: Parent volunteers and PTSA members continued to support learning at Wilder Elementary. We started a small Watch DOGS program which is continuing into a second year. The Wilder PTSA agreed to purchase a site license for Dreambox, a math

enrichment program as well as fund a stipend for a before school math remediation program (RTI math).

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

The community will be informed about the CIP goals through communication in the PTSA newsletter, as well as the CIP being presented at a future PTSA meeting.

Reflection on Outcome: We communicated to our community utilizing our school website and PTSA meetings. The Wilder PTSA was eager to support our math and literacy goals through generous support for RTI math, a before school math program, Dream Box and grants to fund the purchase of Fountas and Pinnell literacy curriculum.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy: 85% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.
Process used to determine goal: BOY Dibels results were analyzed as well as EOY 2018 data for our kindergarten and 1st grade students. Responsible individual or team: K-2 Staff members. Safety Net program. Strategy/ies that will be implemented to support goal: Grades K-2 will use the following strategies: - LWSD Writing Curriculum   - Phonemic Awareness   - Word Work   - Sight Word Practice   - Letter-Sound Activities   - Direct Instruction   - Reading Workshop   - Small Groups   1-1 Instruction   - Multi-Sensory Activities   - ELL   - Safety Net   - Differentiated Instruction   - IA/Para Support   - Wonders Curriculum

How challenge and rigor will be ensured for all students:
Differentiated reading groups, based on formative and summative assessment of reading skills will be created.

How necessary interventions will be determined:
Progress monitoring will occur three times during the school year and results used to determine intervention strategies for students not at benchmark.

Any professional learning needed:
Team time will be used to plan assessments and analyze results.
Any resources needed and plans to obtain them:
Continued growth of our mentor text library. Teaming with Safey Net program.

Timelines and Progress Monitoring Plans:
Progress monitoring will occur three times during the school year and results used to determine intervention strategies for students not a benchmark.

Literacy: 3-5 ELA SMART Goal:
85% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2019.

Process used to determine goal:
SBA data from spring 2018 was analyzed to determine goal.

Responsible individual or team:
Grade Level Teams.

Strategy/ies that will be implemented to support goal:
- LWSD Writing Curriculum
- Reading and Writing Workshop: peer editing, conferencing, mini-lessons, whole and small group instruction
- Notetaking
- Responding to Literature
- Resource Room
- Safety Net
- ELL Small group
- Use of mentor texts
- Non-stop writing and quiet writing
- Responding to reading with RAC method
- Use of district-provided curriculum
- Book chats and literature studies
- Use of National Geographic, and Time for Kids
- ELA Reading Responses
- Book Club
- SIOP Strategies
-

How challenge and rigor will be ensured for all students: Workshop model, Mentor texts, SBA practice, individual conferencing.

How necessary interventions will be determined:

Formative and Summative assessments throughout the year.

Any professional learning needed:
Continued Professional Develop on LWSD Writing Curriculum.

Any resources needed and plans to obtain them:
Utilizing Writing Teacher leads. PTSA funding of Mentor Text Library.

Timelines and Progress Monitoring Plans: Grade level teams will meet throughout the year to analyze assessment data and plan instruction.

Math: 3-5 Math SMART Goal:
87% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2019.

Process used to determine goal:
Staff analyzed Spring 2018 SBA math data.

Responsible individual or team:
5th grade team.

Strategy/ies that will be implemented to support goal:
- Dream Box
- Differentiated math groups
- Math workshop model
- Timed tests
- IXL online resource
- Brain exercises for enrichment
- Enrichment projects
- Xtra Math
- Math Stations
- Manipulatives

How challenge and rigor will be ensured for all students:
Math Work Shop model, Math Talks, Dreambox implementation, PTSA math enrichment program (Math Adventures).

How necessary interventions will be determined:
Ongoing formative and summative assessment data used to determine lessons.

Any professional learning needed:
Dream Box Professional Development.

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

Timelines and Progress Monitoring Plans:
Ongoing formative and summative assessments during the 2018-2019 school year.

Science: 5 Science SMART Goal: 75% of students in grade 5 will score at standard in or above in science as measured by the WCAS assessment in May 2019.

Process used to determine goal:
Review and analysis of spring WCAS 5th grade results.

Responsible individual or team:
5th grade team.

Strategy/ies that will be implemented to support goal:
- NGSS implementation
- Teacher-created science packets
- Science fair and related research/projects
- Focus on teaching scientific process

How challenge and rigor will be ensured for all students:
Whole group instruction, individual scaffolding.

How necessary interventions will be determined:
Both formative and summative assessments.

Any professional learning needed:
District provided professional learning on NGSS.

Any resources needed and plans to obtain them:
Curriculum resources aligned to new NGSS.

Timelines and Progress Monitoring Plans:
5th grade team will utilize team days to discuss progress towards implementation of NGSS.

Achievement Gap SMART Goal:
86% of students who qualify for ELL K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2019.

Process used to determine goal:
Spring Dibels and SBA Literacy results analyzed for 2017-2018 ELL students.

Responsible individual or team:
Students qualifying for ELL services will receive support from certificated and classified staff. All staff have also participated in SIOP training to give instructional strategies that are effective with ELL students.

Strategy/ies that will be implemented to support goal: ELL staff will work with our general education teachers to create an intentional support schedule that provides both push-in and pull-out support and uses district language curriculum.

How challenge and rigor will be ensured for all students:

Achievement data collected throughout the year will be analyzed to track ELL student progress in literacy.

How necessary interventions will be determined:
Formative and summative assessments will be used to plan instruction.

Any professional learning needed:
Continued Professional Development in SIOP strategies.

Any resources needed and plans to obtain them:
Utilize teacher leads to present SIOP professional development.

Timelines and Progress Monitoring Plans:
Ongoing assessment in grade level PCC teams.

School Effectiveness SMART Goal: Laura Ingalls Wilder Elementary will achieve 100% on "agree completely" in the area of "Respectful Behavior" as measured by question #23 on the Spring 2019 Characteristics of Effective Schools Survey.

Process used to determine goal:
Staff reviewed 9 characteristics survey data from spring 2018.

Responsible individual or team:
All staff members.

Strategy/ies that will be implemented to support goal:
Staff norms reviewed at every staff meeting. Emphasis on teaming. Administration providing teaming protocols and support.

Attendance SMART Goal: Laura Ingalls Wilder Elementary will reduce unexcused absences from 242 in 2018 to 141 (50% reduction) in 2019 as measured by June 2019 attendance figures.

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

Responsible individual or team:
Certificated staff members.

Strategy/ies that will be implemented to support goal:
Communication with families via newsletters regarding the importance of attendance throughout the year, even during the holiday season. We have had several families leave for foreign countries in December and in June.

How challenge and rigor will be ensured for all students:
Good attendance expectations for all students.

How necessary interventions will be determined:
Appropriate adherence to district protocols for absences.

Any professional learning needed:
Ensure building secretary notifies administration when a student has excessive absences.

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

Timelines and Progress Monitoring Plans:
Monthly attendance data from building secretary.

Discipline SMART Goal: Laura Ingalls Wilder Elementary will decrease Communication Slips by half from 20/year to 10/year, through training staff in the Second Step curriculum.

Process used to determine goal:
Review and analysis of 2017-2018 discipline rates.

Responsible individual or team:
School Counselor, administrative team.

Strategy/ies that will be implemented to support goal:
Continued implementation of Second Steps curriculum. Analysis of Panorama Survey results. Targeted counseling lessons based on survey data.

How challenge and rigor will be ensured for all students:
As a staff we will utilize Second Step and Kelso language with our students and have common expectations for all students.

How necessary interventions will be determined:
Panorama Survey results will guide Kelso and Second Steps lesson selection.

Any professional learning needed:
Staff training on Second Steps curriculum and analysis of Panorama data.

Any resources needed and plans to obtain them:
Kindness Bench, Student Peacemaker program for playground.

Timelines and Progress Monitoring Plans:
Will review discipline slip count in June. Review Kindness Bench and Peacemaker data in June.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Continue with Watch Dog program. Work to secure a stipend for a staff member to organize and manage Watch Dogs. Work to communicate with PTSA funding opportunities that support student achievement and CIP goals.
Timelines and Progress Monitoring Plans: CIP plan will be presented to PTSA at a general meeting in December. Parent input will be gathered at monthly principal/PTSA presidents meetings.

2018-19 Strategies to inform parents, families and the community in the CIP process: The community will be informed about the CIP goals through communication in the PTSA newsletter, as well as the CIP being presented at a future PTSA meeting.
Timelines and Progress Monitoring Plans: Parent information regarding CIP will occur in school newsletters.

Continuous Improvement Process Plan

2018-2019

Redmond Middle School

10055 166th Ave N.E.

Redmond, WA 98052

http://www.lwsd.org/school/rms/

Principal:	Jon Young
Associate Principal:	Nicolle Mattingly
Associate Principal:	Andrew Williams

Table of Contents

I.   Description of School

Redmond Middle School is a large comprehensive middle school. We serve students throughout the Redmond area and beyond. Rockwell, Horace Mann, Albert Einstein, Redmond, and the new Clara Barton are our elementary school feeders. In addition, we host part of Lake Washington School District's highly-capable Quest programs and receive many students from Smith Elementary.

We are proud of the programs and opportunities we have at Redmond Middle School for students. We have robust ASB and leadership programs. Our ASB is committed to increasing student voice and participation throughout our school. We offer a high-quality music program that gives students opportunities to compete as well as perform throughout the year. We have high participation in all our sports programs. Each year we have diverse club offerings, which are completely driven by student interest.

This will be the fourth year of our AVID (Advancement Via Individual Determination) Program. AVID is a nationwide program designed to support students who are in the academic middle to ensure they are ready for college. AVID is also about incorporating best practices in instruction school-wide. We have two full electives for AVID and all our teachers will receive monthly support on implementing AVID WICOR (writing, inquiry, organization, collaboration, and reading) instructional strategies into their daily instruction.

At Redmond Middle, we follow "The Grizzly Way" in all aspects of our work – we are Kind, Honest, and Proud. This is the second year of our PBIS (Positive Behaviors, Interventions, and Support) program. Staff and students have defined positive expectations for students in all areas of our school. This year we have partnered with our community to build incentives to help students reach these expectations.

We have interventions in place to help students who need extra help or time to do work such as our After-School Study Hour, hosted by the City of Redmond, and Grizzly time built into our daily schedule. Our parent support through PTSA is excellent and responsive to all our needs. Finally, we have a caring and hard-working staff committed to helping students achieve.

Redmond Middle grows more diverse as our enrollment increases. For the 2018-2019 school year, our demographic makeup included:

Hispanic/Latino	13.19%	Low Income	11.7%
Asian	35.67%	English Language Learners	5.7%
Black/African American	1.99%	Special Education	10.6%
White	39.75%	Total Enrollment	1054
Two or More Races	9.30%		

II. District Performance Targets

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8th graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).

Process to determine School Performance Targets:

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

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6th graders meeting or exceeding state standards in Literacy.	70.5%	83.3%	75.4%	79.1%			
	% of 6th graders meeting or exceeding state standards in Math	60.7%	73.3%	73.9%	75.3%			
7th Graders on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	71.4%	77.2%	81.4%	81.2%			
	% of 7th graders meeting or exceeding state standards in Math	66.0%	69.0%	79.1%	77.2%			
8th Graders on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	76.9%	75.2%	74.8%	80.1%			
	% of 8th graders meeting or exceeding state standards in Math	68.1%	72.2%	66.4%	74.9%			
	% of 8th graders meeting or exceeding state standards in Science	79.6%	82.1%	78.7%	73.7%			

- 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:
We aligned our work for the school year to support our goals in the CIP:
- Use of LEAP time for whole group review and learning for staff
- PCC/PGE Team meetings around student growth goals
- Grizzly Time for individual student support
- Release days for core content area teachers to support common planning

To analyze data, the Building Leadership Team (BLT) and PCC/PGE teams reviewed formative and summative assessments, as well as SBA/WCAS historical data. Teachers throughout the year monitored student progress from baseline assessments with assessments throughout the year to track growth.

During the August LEAP time, our staff reviewed student achievement data from the previous school years. In content area teams, teachers then drafted the goals and shared with all staff for additions and edits. The BLT, and our Equity Team, reviewed these goals, provided feedback, and then staff teams made revisions. PCC/PGE team meetings worked to align their goals to the CIP goals. Counselors and administrators took the lead on discipline, attendance, and college readiness goals, while teacher teams led the way on achievement goals. The goals were finalized after presenting to our parent community through a "Coffee with the Principal" event.

To track our progress throughout the year, PCC/PGE teams utilized common assessments, pre and post assessments, and their PCC/PGE teams. This year, our math and ELA teachers are utilizing interim assessments through the state's SBA portal to progress monitor individual students' growth toward standard. To track our discipline/attendance goals, we tracked student progress and shared out during grade level "student support team" meetings.

Prioritizing our time on the work around our CIP goals was one of the main challenges our school faced. Our teachers do not have common planning time, so all meetings took place during LEAP, staff meetings, and times set up by individual teachers before/after the school day.

2017-2018 Goal *(example: 88% will meet or exceed standard on the Spring 2018 SBA)*	Achievement Outcome *(example: 83% met or exceeded standard on the Spring 2018 SBA)*
Literacy: 6-8 ELA Goal: 81% of students will meet or exceed standard on the 2018 SBA.	Outcome: 80.0% of students met or exceeded standard on the 2018 SBA.
Narrative Reflection: Our goal for ELA achievement for the 2017-2018 school year was to have 81% of all students reach standard. Our overall rate of students reaching that goal was 80%. We were excited to see that our seventh graders met our goal at 81%. Unfortunately, our sixth grade and eighth grade results fell just shy of our goal at 78.8% and 80.1% respectively. RMS students achieved at or near performance levels of the entire district and well above the State average. When diving deeper, we can see that low-income, students who receive Special Education services and English Language Learners (ELL)	

students have the lowest rates of reaching standard, with only 13.7% meeting standard for students receiving ELL supports.

Math: 6-8 Math Goal: 77% of students will meet or exceed standard on the 2018 SBA.	Outcome: 75.8% of students met or exceeded standard on the 2018 SBA.

Narrative Reflection:
Our CIP target for 2017-2018 for all student in grades 6-8 was 77% proficiency on the end of year Smarter Balanced Assessment. At the end of the year, seventh graders met the goal with 77% at standard, while 6th and 8th graders were within 2% of the target with both grades reaching 75% proficiency. Differentiated instruction, re-teaching, frequent check-ins for understanding, Cornell notes for improved note taking, online assignments that allow for worked examples and immediate feedback, co-taught safety net and special education are some of the factors we attribute to our gains for math. The same gaps persist for our Special Education, ELL, and low-income students.

Science: 8 Science Goal: 82% of students will meet or exceed standard on the 2018 WCAS.	Outcome: 73.8% of students met or exceeded standard on the 2018 WCAS.

Narrative Reflection:
Our goal for the 2017-2018 school year was to have 82% of students meet standard on the new WCAS. This is the first year of this new assessment as previous years, students were assessed using the Measure of Student Progress. We were certainly disappointed that 73.8% of students met or exceeded standard, but noticed that across the district, most schools are down about 10% from where they typically test. When looking closer at the data, we see that 27.5% of students who receive Special Education services met standard, while 31.6% of our low-income students met standard. Unfortunately, the same gap as our Math and ELA scores persists. Only 13.6% of our English Language Learners met or exceeded standard on the WCAS.

Achievement Gap Goal: Our goal for this area will focus on increasing the number of students who identify as Hispanic/Latino who reach standard. For ELA, 55% of students will reach standard on the 2018 SBA and 100% will by 2020. In Math, 45% of students will reach standard on the 2018 SBA and 100% will by 2020. In Science, 55% of students will reach standard on the 2018 SBA and 100% will by 2020.	Outcome: 51.7% of Hispanic/Latino students met or exceeded standard on the 2018 SBA ELA 44.5% of Hispanic/Latino students met or exceeded standard on the 2018 SBA Math 47.1% of Hispanic/Latino students met or exceeded standard on the 2018 WCAS

Narrative Reflection:
Our Achievement Gap goal was focused on helping more Hispanic/Latino students reach standard on all three state assessments. While we came close to our goal in all areas, we fell short. Overall, there is an obvious growth with Hispanic/Latino students performing in Math. We believe this is due to a variety of factors, including co-teaching, smaller

classrooms, focusing on SIOP, and restorative discipline practices to keep students engaged in school. These practices clearly had a huge impact on 8th grade Math students among Hispanic/Latino students: 22% of Hispanic/Latino students improved Math Scores from last year to this. We are excited to utilize the strategies implemented in the co-taught math classes to help support these students in ELA and Science as well. Focus should also be placed on Hispanic/Latino students who also qualify for Special Education. Only 17% of these students met or exceeded standard.

College and Career Readiness Goal: Increase the number of Hispanic/Latino students participating in Algebra/Geometry classes by the time they finish 8th grade.	Outcome: 2017-2018 Enrollment in Algebra/Geometry – 24 Hispanic/Latino students (376 TOTAL students enrolled, so 6.4% Hispanic/Latino) 2018-2019 Enrollment in Algebra/Geometry – 15 Hispanic/Latino students (360 TOTAL students enrolled, so 4.2% Hispanic/Latino)

Narrative Reflection:
We see a large discrepancy in the demographics of 8th grade math and Algebra/Geometry courses. We also have worked with our high school colleagues and can say that completion of algebra by 8th grade is a key indicator of success in high school and beyond. It is a major factor in accessing college for Hispanic/Latino students, as they are typically underrepresented in higher level math courses later in their public education careers. Our efforts included promoting higher level classes during registration and High School and Beyond planning, inviting more students to participate in AVID electives to build up their study skills, and inviting families to attend a math information night.

School Effectiveness Goal: We will better engage our Hispanic/Latino parent community and increase our two-way communication.	Outcome: Double expenditure on interpreters from 2016-2017 to 2017-2018 school year. Expanded invitations to Curriculum Night.

Narrative Reflection:
Our staff was trained on how to access interpreters and we promoted the use for all families who may not have English as a first language. We worked to ensure that families without emails on file with us received hard copy invitations to family events throughout the year. Unfortunately, 0% of parents who responded to the annual School Effectiveness Survey identified as Hispanic/Latino. As such, we are partnering with our PTSA and examining the efforts of Redmond High School to better engage with our Hispanic/Latino population.

Attendance Goal: Reduce the number of chronically absent Hispanic/Latino students.	Outcome: 2016-2017 – 13.79% of Hispanic/Latino students were chronically absent, 1541 total absences for Hispanic/Latino students.

	2017-2018 – 13.89% of Hispanic/Latino students were chronically absent, 825 total absences for Hispanic/Latino students.
Narrative Reflection: The correlation between school attendance and academic success is strong. Last year we implemented a data dashboard system that helped us better identify when students are having poor school attendance. We also refined our attendance intervention protocol so that we meet with students and their parents earlier and more often when we see a pattern of non-attendance. While we see a dramatic decrease in the overall number of absences for our Hispanic/Latino students, we did not make an impact on the percent of students that are chronically absent – that is, students who miss 10 or more days in one semester.	

Discipline Goal: Reduce the number of discipline incidents for our Hispanic/Latino students.	Outcome: 2016-2017 – 56 Suspensions for Hispanic/Latino Students 2017-2018 – 13 Suspensions for Hispanic/Latino Students
Narrative Reflection: In previous years' data, this sub group of students was over represented in student discipline incidents. We were so excited to see such a dramatic reduction in suspensions – 56 down to 13 – for this population of students. As above with attendance, when students are not in class, they cannot learn. As such, we rolled out a Positive Behavior Interventions and Support (PBIS) initiative last year. We identified, in positive terms, expectations for student behavior in the various environments we have in the school. We created a student behavior team that is tasked with identifying incentives that students themselves would find motivating to meet these expectations. We created lessons that are included as part of our Grizzly Time homeroom to teach students our expectations and how they can make better choices for themselves. We completed a book study with staff to help change our own mindsets to "catch kids doing good."	

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 shared the data from previous years and then the goals we as a staff developed at our fall PTSA meeting and a Coffee with the Principal event. We asked parents for input about our goals and changes they would like to see. We shared that feedback with the BLT to refine before departments began to strategize how to meet the goals. Throughout the year, we will share data about our progress towards these goals at future PTSA events.
Reflection on Outcome: Parents shared good reflections via a worksheet during both CIP presentations. We did not see a significant number of parents however, at these events. Further, only 41

parents completed the annual LWSD School Effectiveness survey. As such, we are reviewing other avenues to share our goals and to elicit parent feedback.

2017-18 Strategies to inform parents, families and the community in the CIP process: We will post our CIP to the school website and send out a School Messenger when it is available. We maintain copies of our CIP in our main office areas for parents and community members to view while they are visiting our school.
Reflection on Outcome: As mentioned above, we did not have a strong response rate to our annual Survey. We will be partnering again with our PTSA this school year on their journey to earn the "School of Excellence" distinction. As part of this work, they will generate a survey to all families in our community. Our hope is to use this data to see which ways we can better communicate our purpose to our families.

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: 82% of students will meet or exceed standard on the 2019 SBA ELA. Further, 17% of our ELL students will meet or exceed standard on the 2019 SBA ELA.
Process used to determine goal: For the overall goal, we chose 82% because it seems like a realistic and manageable target. We decided to add the ELL sub-group because this is a high-need area, and we also have a new ELL co-taught program for 6th grade ELA.   Responsible individual or team: The entire ELA/SS and ELL teams.   Strategies that will be implemented to support goal: We identified in our data review several strands where students had lower levels of achievement than expected. These included: writing brief texts and vocabulary understanding, explanatory and narrative writing, and grammar. To support growth in these areas we will implement: • Use of assistive technology   • AVID strategies   • Quick-writes (writing to prompts, writing for varied amounts of time/writing stamina)   • Lessons about academic/formal English   • Narrative writing (short story writing, poetry)   • Synthesizing multiple sources

How challenge and rigor will be ensured for all students:
- Consult with Quest teachers
- Provide multiple level 4 opportunities
- Project Based Learning
- Utilizing current data to determine next steps
- Keep the standards, but add scaffolding to help students achieve the same level of rigor
- Every student should be asked higher level thinking questions

How necessary interventions will be determined:
- Regular progress monitoring through assessment (Interim SBA and CBAs)
- Frequent formative checks
- For individual students, we share our concerns with our monthly student support teams who utilize the PRIM to identify research-based interventions to share back with the classroom teachers.

Possible Interventions: Scaffolding, graphic organizers, peer partnerships, access to notes, extra time for responses/tests/assignments, modified assessments, regular check-ins, opportunity to reformulate response, provide a variety of assessment models, opportunity to conference with teacher for improved understanding, regular check-ins to ensure understanding.

Any resources needed and plans to obtain them:
- IXL: procure a bid for IXL to determine whether or not we want it as a team. Check-in with Evergreen Middle about their use of IXL
- SIOP Strategies: Acquired during Professional Learning
- Assistive Technology: Available from district, Cornerstone Class available
- SBA Interim Assessments: Already have access, training during LEAP
- IA for Analysis Intervention Day (7th ELA): Request funds from building

Any professional learning needed:
- Technical training on SBA website
- Guided note taking
- SIOP/CRT (especially CRT in narrative writing)
- Teaching grammar/vocab in context, specifically academic vocabulary

Timelines and Progress Monitoring Plans:
- Grade Level teams can show strategies and data (Feb. 6th)

Math: 6-8 Math SMART Goal:	
78% of students will meet or exceed standard on the 2019 Math SBA.	

Process used to determine goal:
We came close with our 2017-18 goal, we wanted to continue to improve so we chose to increase our target goal.

Responsible individual or team:
The entire Math team.

Strategies that will be implemented to support goal:
Many of our math classes use the co-teaching model; both for our special education courses as well as safety-net grade level math classes. Teachers will implement classroom interventions such as re-teach worksheets, problem solvers for word problems, graphic organizers, and inquiry labs.

How challenge and rigor will be ensured for all students:
Constant formative assessments to ensure student growth, opportunities to demonstrate conceptual understanding and communicate reasoning (assignments outside of ALEKS, individual/partnered, that involved written work for practicing conceptual reasoning and communicating thinking).

How necessary interventions will be determined:
SBA data shows the struggle that our ELL students experience. We want to incorporate more SIOP strategies and vocabulary development to assist those students.   For individual students, we share our concerns with our monthly student support teams who utilize the PRIM to identify research-based interventions to share back with the classroom teachers.

Any professional learning needed:
Training on how to implement and track interim SBA assessments. Further PD for the new curriculum. SIOP/CRT Training.

Any resources needed and plans to obtain them:
Time to collaborate on the new curriculum and to outline a systematic RTI.

Timelines and Progress Monitoring Plans:
Report Interim SBA data at Semester.

Science: 8th Grade Science SMART Goal:
75% of students will meet or exceed standard on the 2019 WCAS. 18% of ELL students will meet or exceed standard on the 2019 WCAS.

Process used to determine goal:
 Analysis of WCAS data with special focus on our targeted subgroups.

Responsible individual or team:
 All science teachers, given that the WCAS covers all middle school science standards.

Strategies that will be implemented to support goal:
 Vertical alignment in the areas of modeling, science practices (such as lab behaviors), and "claim/evidence/reasoning" science writing.

How challenge and rigor will be ensured for all students:
Dedicated meeting time to analyzing level 3 and 4 questions and aligning them for 6th, 7th, and 8th grade.

How necessary interventions will be determined:

Looking at student work, reflecting with grade level teams, formative assessment opportunities, informal assessment opportunities.

Any professional learning needed:
We need district release days to meet with cross-school colleagues in order to effectively plan and reflect on innovative AST units.

Any resources needed and plans to obtain them:
We need regular district release time as a team to write curriculum with opportunities to reflect and collaborate.

Timelines and Progress Monitoring Plans:
We have scheduled one 30-minute meeting per month in which we check in as a team, report on progress, and collaborate about vertical alignment. We have scheduled this on our own as a department in order to meet our goals this year.

Achievement Gap SMART Goal:
Our goal for this area will focus on increasing the number of students who identify as Hispanic/Latino who reach standard. For ELA, 58% of students will reach standard on the 2019 ELA SBA. In Math, 50% of students will reach standard on the 2019 Math SBA. In Science, 55% of students will reach standard on the 2019 WCAS.

Process used to determine goal:
We looked at SBA and WCAS data, focusing on looking at Hispanic/Latino students, and further considered the gender of students as well.

Responsible individual or team:
All staff in all areas.

Strategies that will be implemented to support goal:
- Identify all students who were not meeting standard previously
  - Ensure proper placement in Safety Net and Co-Taught programs
  - Encourage and incentivize students to attend after school study lab
- Implement SIOP and AVID strategies. Specifically: focused notes, graphic organizers, and sentence stems for discussion
- During LEAP or other professional time encourage or lead teachers to reflect on their practice and relationship with particular students and identify strategies to improve and build intrinsic motivation
- Use Awesome Pawsomes to build positive behaviors and relationships
- Teachers continue to reach out to Spanish speaking families by using interpreter services

How challenge and rigor will be ensured for all students:
CCSS and NGSS standards apply to all students, accommodations for ELL students don't affect rigor.

How necessary interventions will be determined:

Counselors and teachers work together during our student support team meetings to identify students who are not progressing and then implement research-based interventions for students on a 1-1 basis.

Any professional learning needed:
SIOP/CRT for all teachers.

Any resources needed and plans to obtain them:
Translator services.

Timelines and Progress Monitoring Plans:
Track interim SBA data at Semester. Monitor grades and attendance for targeted sub groups weekly.

College and Career Readiness SMART Goal:
We will increase the number of Hispanic/Latino students enrolled in credit bearing classes, such as math and foreign language, from 4.2% of students enrolled in Algebra/Geometry to 7% by the start of next school year.

Process used to determine goal:
We see a large discrepancy in the demographics of credit bearing classes. We also have worked with our high school colleagues and can say that completion of algebra by 8th grade is a key indicator of success in high school and beyond. It is a major factor in accessing college for Hispanic/Latino students, as they are typically underrepresented in advanced courses later in their public education careers.

Responsible individual or team:
All staff.

Strategies that will be implemented to support goal:
- PR campaign to promote these classes: Parent Messenger, Grizzly Time (videos or information), posters, Flip Grid videos from current participants, visit AVID classes
- Explore increasing the number of credit bearing classes available or offered at MS
- Explore creative scheduling options to allow time for electives in students' schedules
- Increasing students taking part at an "advanced" independent pace (differentiation for 6th or 7th grade math to promote students into more advanced classes)
- Get out information to all staff about which classes are credit bearing

How challenge and rigor will be ensured for all students:
By taking these advanced courses – rigor is ensured.

How necessary interventions will be determined:
Preassessment activities (for math) to determine ability to handle independently paced instruction/activities. We will also track the registration data when students select classes and work with the counseling team to encourage students who are not enrolled in credit bearing classes.

Any professional learning needed:
Professional training for the staff who are teaching credit bearing classes on CRT/SIOP to better support the needs of all students. Inform staff of which classes are credit bearing and provide strategies to encourage students to enroll.

Any resources needed and plans to obtain them:
Time during staff meetings to share this information. Explore credit bearing course options with the College and Career Readiness department.

Timelines and Progress Monitoring Plans:
We will monitor this goal by measuring student SBA scores and grades in 6th and 7th grade math. These courses include the fundamental skills needed for success in Algebra. Teachers will utilize interim SBA assessments and common formative assessments during the year to better identify students in need of more support.

School Effectiveness SMART Goal:
We will better engage our Spanish speaking parent community and increase our two-way communication; by the end of the school year, we will increase the number of Spanish speaking families completing our School of Excellence Survey from 2.3% to 10% by the end of the school year.

Process used to determine goal:
When examining data from the annual school effectiveness survey, we noticed that we did not get any responses from our Hispanic/Latino community. As such, we do not have a clear understanding of the engagement level of these families. Spanish is the second most frequently reported home language at RMS behind English.

Responsible individual or team:
Administrators, counselors, and our building Equity Team.

Strategies that will be implemented to support goal:
- Promote the use of interpreter services for all staff
- Partner with the PTSA to have more documents translated into Spanish
- Create a "Spanish Family Night"
- Partner with PTSA to survey families in Spanish about how we can better support their needs

Any resources needed and plans to obtain them:
We have increased our allocation for interpreter services. We have also added a standing item to our monthly BLT and staff meetings to update all staff as to our Equity Team efforts. We will partner with PTSA and our newly developed "Language Ambassadors" to help coordinate our "Spanish Family Night."

Timelines and Progress Monitoring Plans:
We will survey families that attend our "Spanish Family Night" to better assess how to support these families in the future. We will also partner with the PTSA's efforts to earn the "School of Excellence" distinction which requires us to survey our community in the fall and again in the spring to track any improvements.

Attendance SMART Goal:
Reduce the number of chronically absent Hispanic/Latino students from 13.89% last school year to 10% at the end of this school year.

Process used to determine goal:
We reviewed attendance data from the previous school year and determined that while progress was achieved in an overall reduction of attendance instances we still have yet to reduce the students who are considered chronically absent (10 or more days missed in a semester).

Responsible individual or team:
Attendance Secretary, absentee tracking, The BECCA coordinator for the RLC, Administrators for interventions/data tracking, all staff – engagement and reinforcement of PBIS strategies.

Strategies that will be implemented to support goal:
- ALL Staff: work to build meaningful relationships with specific students who are at risk for chronic absenteeism. Also build meaningful relationships with all students.
- Email/phone communication with home/student and let them know we miss the student/s and are excited to see them back at class.
- REAL mail/snail mail: send brief post-cards home in the real mail complimenting students work/positive thoughts about their effort and attendance/behavior.

How challenge and rigor will be ensured for all students:
Continue to refine our standards-based approach to teaching and learning so students who miss class are still held accountable for learning standards.

How necessary interventions will be determined:
We weekly run reports of students who have unexcused absences. We use this to identify students who have one or more absence and then administration and counselors conference with the identified students.

Any professional learning needed:
We have allocated LEAP time to inform staff which students have had attendance concerns in the previous school year.

Any resources needed and plans to obtain them:
We have decreased other responsibilities from our Attendance Secretary so she is better able to track students with absences. We have also increased our communication with the RLC BECCA coordinator.

Timelines and Progress Monitoring Plans:
We monitor attendance weekly and provide immediate interventions for students who cross 3, 5, and 7 absences per month. We share data with staff quarterly about our attendance.

Discipline SMART Goal:
Reduce the number of discipline incidents for our Hispanic/Latino students from 192 incidents last school year to 140 at the end of this school year.

Process used to determine goal:
We reviewed discipline data from the previous school year and determined that while progress was achieved in an overall reduction of suspensions we would like to start focusing on the minor infractions that can lead up to student discipline.

Responsible individual or team:
Office staff for data input, administrators for interventions and data tracking, all staff – engagement and reinforcement of PBIS strategies.

Strategies that will be implemented to support goal:
- Continue to build meaningful relationships with all students
- Reinforce the "Grizzly Way" with class and school incentives
- Teach the expected behaviors during Grizzly Time
- Re-design reflection forms to include a restorative approach

How challenge and rigor will be ensured for all students:
The more time students spend in class the better. As we reduce discipline incidents through our PBIS efforts, we hope that students are better able to stay engaged in the curriculum.

How necessary interventions will be determined:
We have done a better job about tracking discipline via Skyward. We input all interventions (conferences, warnings, detentions, etc.) and are then able to see which students, times of day, locations in our building that are having a higher level of discipline issues. We then share this data with our PBIS team to problem solve. For individual students, we share our concerns with our monthly student support teams who utilize the PRIM to identify research-based interventions to share back with the classroom teachers.

Any professional learning needed:
We are doing a book study with our support staff who supervise students during non-instructional time (passing, lunch, etc.) on restorative discipline. With our whole staff, a large portion of our staff meetings and LEAP time are spent collaborating around our PBIS incentives and classroom level consequences so that students are not referred out for discipline as frequently.

Any resources needed and plans to obtain them:
We will continue our partnership with the NWPBIS association to support our PBIS team efforts thanks to a grant from King County.

Timelines and Progress Monitoring Plans:
We share data with staff quarterly about our discipline incidents.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:
We shared the data from previous years and then the goals we as a staff developed at our fall PTSA meeting and a Coffee with the Principal event. We asked parents for input about our goals and changes they would like to see. We shared that feedback with the BLT to refine before departments began to strategize how to meet the goals.

Timelines and Progress Monitoring Plans:
We will survey families on our effectiveness at meeting their needs at future events – specifically target our Spanish speaking families who have been under-represented in previous surveys. We have also partnered with the PTSA again this year to reach the National PTSA standard of a "School of Excellence." As part of that work, we survey families in the fall, and again in the spring to see if our efforts have made improvements to family's access and knowledge of our services for their students.

2018-19 Strategies to inform parents, families and the community in the CIP process:
We will post our CIP to the school website and send out a SchoolMessenger. We have also held a Coffee with the Principal event and will share information at PTSA meetings as well.   We maintain copies of our CIP in our main office areas for parents and community members to view while they are visiting our school.

Timelines and Progress Monitoring Plans:
When we review our goals as a staff during our scheduled LEAP events, we will include updates on our goals in the following "Greetings Grizzlies" emails that are sent out to families.

Continuous Improvement Process Plan
2018-2019

Redmond High School

17272 NE 104th Street

Redmond, WA 98052

https://rhs.lwsd.org/

Principal:	Jane Todd
Associate Principal:	Andrew Hosford
Associate Principal:	Lindsay Schilaty
Associate Principal:	Jill VanderVeer

Table of Contents

I.   Description of School

Redmond High School is located on Education Hill in the city of Redmond, WA and serves students within the Lake Washington School District Redmond Learning Community. All students from Redmond Middle School and some students from Evergreen Middle School feed into Redmond High.

Redmond High School provides challenging academic opportunities for students at all levels through a wide range of course offerings, each designed to appeal to the interests of a large and very diverse student population. We serve the needs of students through appropriately challenging courses including Advanced Placement, College in the High School, honors, grade level, safety net, and specially designed instruction. Redmond High School students successfully meet standard on state tests and each year our graduates continue their education by attending four-year colleges and universities, community colleges, trade schools, and the military.

Our teachers work in collaborative teams focusing on Common Core State Standards and other content standards and setting goals for their students in content and skills knowledge of those standards. Teacher teams' emphasis on citing evidence in text, on elaboration, on communicating understanding and on problem-solving has contributed to the success of our students on state standardized tests.

We support our students academically with help from LINKS tutors and mentors; we support them emotionally with help from our community partners: Y.E.S., Sound Mental Health and Evergreen Health; we support them financially through RHS Help and Hopelink's Pantry Packs; and we support them socially by a school culture of acceptance and respect, through numerous events and activities, clubs, and athletics.

Demographical Information:
Student Population: 57% White, 22% Asian, 11% Hispanic/Latino, 8% Two or More Races, 2% Black/African American.

Native Languages:
76% English, 6% Spanish, 2% Russian. Other native languages include: Chinese, Hebrew, Hindi, Arabic, Japanese, Korean, Tamil, Portuguese, Telugu, Rumanian, Dutch, Urdu, Farsi, Vietnamese, Danish, Marathi, Polish, Bulgarian, Finnish, French, German, Malayalan, Norwegian, Tagalog, Amharic, Gujarati, Swedish, Thai, Dinka, Hungarian, Kannada, Konkani, Persain, Turkish, Armenian, Bengali, Czech, Hmong, Indonesian, Kirgiz, Mandinka, Mongolia, Nepali, Phillippine, Punjabi, Samoan, Somali, Swahili, Tigrinya, Turkic, Ukranian, Uzbek.

II. District Performance Targets

	Indicators *Note: Indicators based on state assessments*	Baseline Performance	Current Performance 2017-18	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9th graders earning 6.0 credits	84% *2012*	TBD**	95%
	% of 10th graders accumulating 12.0 credits	74% *2012*	TBD**	95%
	% of 10th graders meeting or exceeding state standards in Literacy		88.8%	95%
	% of 11th graders meeting or exceeding state standards in Literacy			95%
	% of 10th graders meeting or exceeding state standards in Math		72.3%	95%
	% of 11th graders meeting or exceeding state standards in Math*			95%
	% of 10th graders meeting or exceeding state standards in Biology	79.4% *2012*		95%
	% of 11th graders meeting or exceeding state standards in Science		31.3% *79.6% for those that took test*	95%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% *class of 2013*	93.3% *class of 2018*	100% *class of 2018*
	% of 11th and 12th grade students enrolled in a dual credit college-level course	83.2% *2014*	TBD**	95% *class of 2018*
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% *class of 2012*	82.5% *class of 2016*	95% *class of 2018*

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (http://reportcardospi.k12.wa.us).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by National Clearinghouse data
- ** DSS will provide add/data when available from OSPI

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

adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students on Track for Graduation	% of 9th graders earning 6.0 credits	84%	88%	89.8%	84.8%			
	% of 10th graders accumulating 12.0 credits	80%	81%	86.1%	79.9%			
	% of 11th graders meeting or exceeding state standards in Literacy	12%	89.2%	85.7%				
	% of 10th graders meeting or exceeding state standards in Literacy				89.1%			
	% of 11th graders meeting or exceeding state standards in Math	96.7%	95.7%	96%				
	% of 10th graders meeting or exceeding state standards in Math				76.5%			
	% of 10th graders meeting or exceeding state standards in Biology	86.7%	86.9%	86.5%				
	% of 11th graders meeting or exceeding state standards in Science				15.4%			
High School Students Graduating Future Ready	% graduation rate	94.4%	94.3%	91.6%	96.3%			
	% of 11th and 12th graders enrolled in a dual credit college-level course	82.9%	78.4%	85.2%	Enter score			
	% of graduates enrolled in post-secondary institution within 2 years of graduation	83.0%	81.2%	81.5%	Enter score			

- 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: Reflected on practices and intervention strategies used to date; analyzed data, both quantitative and qualitative; consulted with admin team, counseling team and teachers.

2017-2018 Goal *(example: 88% will meet or exceed standard on the Spring 2018 SBA)*	Achievement Outcome *(example: 83% met or exceeded standard on the Spring 2018 SBA)*
Literacy Goal: Increase the percentage of students meeting or exceeding standard on the SBA ELA from 85.7% to 91%.	Outcome: 89.1% met or exceeded standard on the Spring 2018 SBA ELA.
Narrative Reflection: PGE teams in English and Science aligned goals with state standards (CCSS and NGSS respectively) and focused student growth in the following areas: reading for meaning, citing evidence to support claims, and deeper thinking and critical thinking. These goals included targeted instruction with practice for students. Growth in these areas was shown through the PGE process for whole classes, subgroups, and individual students. Professional learning in the areas of SBA interim assessments (and how they can give specific areas of growth for students) and Depth of Knowledge supported the goal and ultimate outcome of an increased percentage of students meeting standard on the Spring SBA ELA.	
Math Goal: Increase the percentage of students meeting or exceeding standard on the SBA Math from 40% to 90%.	Outcome: 76.5% met or exceeded standard on the Spring 2018 SBA Math.
Narrative Reflection: PGE teams in Math aligned goals with state standards (CCSS and NGSS respectively) and focused student growth in areas of math reasoning, deeper thinking, and critical thinking. These goals included targeted instruction with practice for students. Growth in these areas was shown through the PGE process for whole classes, subgroups, and individual students. The district supported the implementation of a new math curriculum with training for teachers and time for collaboration of use of new material. Professional learning in the areas of SBA interim assessments (and how they can give specific areas of growth for students) and Depth of Knowledge supported the goal and ultimate outcome of an increased percentage of students meeting standard on the Spring SBA ELA. Many students who scored a 1 or 2 on the SBA Math, who were not already receiving support, were students on 504 plans or had never been referred to guidance team. This leads us to look further into how well 504 plans are supporting students in content areas.	

Science Goal:	Outcome:
Increase the percentage of students meeting or exceeding standard on the Biology EOC from 85% to 90% in the class of 2019.	Students no longer take the Biology EOC. Of the students from the class of 2019 who sat for the WCAS, 15% met or exceeded standard.

Narrative Reflection:
This was a transitional to the Washington Comprehensive Assessment of Science (WCAS). The district provided content and pedagogy training related to Next Generation Science Standards (NGSS) and Ambitious Science Teaching. Teachers and students alike transitioned to the NGSS this year. The test is designed for 11th grade students. This year the class of 2019 was the cohort to test, and they have not had a pathway available to them to access all standards before the test. The WCAS is not a graduation requirement until the class of 2021; these students will have had all access to the standards prior to the test. ***There was a low turnout of students taking the assessment because it was not a graduation requirement.***

Achievement Gap Goal:	Outcome:
Increase the number of Latino/Hispanic students passing state testing from: 60.4% to 80% on the SBA ELA; 45% to 75% on the SBA Math; and 75% to 85% on the Biology EOC.	72% of Hispanic/Latino students met or exceeded standard on the SBA ELA. 51% of Hispanic/Latino students met or exceeded standard on the SBA Math. Students no longer take the Biology EOC.

Narrative Reflection:
Through quality instruction in classrooms, emphasis on more student engagement and connection to school, and Latino parent nights with parent support at home, we were able to narrow gap for our Latino students. We need to do more research into access to higher levels of math for Hispanic students, and look to help teachers develop rigorous curriculum in all levels of math courses.

On-Track Credits Goal:	Outcome:
Increase the number of students with on track credits from 89.9% to 93% for the class of 2020.	79.9% of students from the class of 2020 are on track with credits.

Narrative Reflection:
Students with 10 or fewer credits are known to counselors and administrators. They have stories and various factors which influence their school success. They have also received multiple interventions. With the start of the 7 period day, students will have extra opportunities to recoup credits and get back on track for on-time graduation.

College and Career Readiness Goal:	Outcome:
95% of all students will complete their grade level requirements by June 2018.	84% of all students completed their grade level HSBP requirements.

Narrative Reflection:
100% of the class of 2018 met this requirement, 90% of the class of 2019, 78% of the class of 2020, and 69% of the class of 2021. The organization of HSBP was changed this year. Counselors were in charge of delivering lessons and following up with every student. This created many positive connections for students with counselors. Our College and Career Specialist also supported by meeting with students who had not yet completed HSBP activities and helped them complete the activity. Some 9th grade students may have felt like they repeated an activity in the fall which they completed in the spring of the 8th grade year. We started the process of making the activities more meaningful and timely for students to increase student buy-in.

School Effectiveness Goal:	Outcome:
Increase score index from 2.36 agreement or neutral to 3.0 on the statement, "Teachers receive regular feedback on how they are doing."	Responses to this question in March 2018: 15% (n 5) Agree completely; 33% (n 11) Agree mostly; 30% (n 10) Agree slightly; and 21% (n 7) Do not agree at all. This makes the total 2.42 agreement.

Narrative Reflection:
The feedback result on the Nine Characteristics Survey is intractable. We have surveyed staff about how they interpret this question. We have increased our feedback on informal and formal observations. We have increased our efforts around staff recognition. We still have not been able to move the needle by much to date.

Attendance Goal:	Outcome:
Decrease the number of students with a BECCA Truancy petitions filed from 44 to 36.	There were 48 Becca Truancy petitions in 2017-18 at RHS.

Narrative Reflection:
This is another intractable area for RHS. We do not have good ways to accurately assess the attendance issues nor to apply appropriate interventions that are research-based and will net positive results. The BECCA process results vary widely depending upon the student population every year, and to some degree depend upon the subjective choices made by our specialist.

Discipline Goal:	Outcome:
Reduce the number of discipline incidents for the top referred student from each grade level.	For the class of 2020 the number of referrals for top students decreased; class of 2019 stayed the same; class of 2018 decreased.

Narrative Reflection:
This year was the beginning of the transition to more restorative practices. We used mostly traditional in-school suspension for major discipline violations and started to use more restorative conferences. More consistent efforts were made to track meetings in Skyward.

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 consulted about the CIP during PTSA meetings throughout the year last year. Parents were involved in consultation capacity with regard to Attendance and Discipline efforts on such things as the Handbook Review Committee. Students were surveyed by counselors as a needs assessment.
Reflection on Outcome: It remains difficult to authentically involve parents, and even students, in all aspects of the CIP, given the items we measure. However, we are developing new strategies to assess our "customer service" interactions with both parents and students. We will continue to monitor whether we are meeting student needs through anecdotal data collection via Guidance Team meetings, IEP and 504 meetings, discipline and attendance conferences and less anecdotally through needs assessments and survey data.

2017-18 Strategies to inform parents, families and the community in the CIP process: We shared the final product with parents at a PTSA meeting and we posted the final document to our website.
Reflection on Outcome: Prior to this year, we had also created a "forward facing" version of our CIP, which parents seemed to appreciate, and we posted that version along with the entire CIP document to our webpage. We neglected to do that this past year, but we will do that for school year 2018-19, as it helps parents make sense of what we do.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy SMART Goal: By June 2019, increase the percentage of students meeting or exceeding standard on the SBA ELA from 89.1% to 93%.
Process used to determine goal: We analyzed broad scale assessment data trends, disaggregated the data, looked at other kinds of data including students on formal plans and student not on formal plans. Considered department PGE goals which are based partly on teacher observation of student performance as well as classroom-based measurements.

Responsible individual or team:
Teams include: Departmental PLC groups, counselors, administrators, and student support staff.

Strategy/ies that will be implemented to support goal:
Critical reading assessments; recall, identify, and apply writing techniques; supporting claims with evidence; communicating ideas through professional emails; cite strong and thorough textual evidence to support analysis of a text; providing contextualization when writing a thesis; engaging students in argument from evidence through collection of student writing samples.

How challenge and rigor will be ensured for all students:
Rigor and challenge will be addressed through multiple content areas as students are working to apply knowledge to challenging tasks which students will need to think critically. Students are appropriately placed in classes and have the ability to self-select into Honors and AP courses.

How necessary interventions will be determined:
Classroom based assessments, collaboration in PGE teams for use of effective strategies, use of homeroom, test correction opportunities, multiple ways for students to show mastery of skill.

Any professional learning needed:
School-wide SIOP training. CRT and Rigor professional development.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
PGE groups are progress monitoring for specific goals multiple times throughout the year, as well as with formative assessments and unit summative assessments.

Math SMART Goal: By June 2019, increase the percentage of students meeting or exceeding standard on the SBA Math from 76.5% to 80%.

Process used to determine goal:
We analyzed broad scale assessment data trends, disaggregated the data, looked at other kinds of data including students on formal plans and student not on formal plans. Considered department PGE goals which are based partly on teacher observation of student performance as well as classroom-based measurements.

Responsible individual or team:
Teams include: Departmental PLC groups, counselors, administrators, and student support staff.

Strategy/ies that will be implemented to support goal:

Attend to precision through computational skills with fractions; use of mathematics to model problems by identifying important data, drawing mathematical relationships, and analyzing mathematical text using reading strategies; communicating reasoning through writing; constructing viable arguments and critiquing the reasoning of others modeling in math; reasoning abstractly; making sense of problems; looking for and making use of a structure; creating a scientific graph to analyze data.

How challenge and rigor will be ensured for all students:
Rigor and challenge will be addressed through multiple content areas as students are working to apply knowledge to new and challenging tasks which students will need to think critically. Students are appropriately placed in classes and have the ability to self-select into Honors and AP courses.

How necessary interventions will be determined:
Classroom based assessments, collaboration in PGE teams for use of effective strategies, use of homeroom, test correction opportunities, multiple ways for students to show mastery of skill.

Any professional learning needed:
Big Ideas Curriculum for Math teachers.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
PGE groups are progress monitoring for specific goals multiple times throughout the year, as well as with formative assessments and unit summative assessments.

Science SMART Goal:
By June 2019, increase the percentage of students meeting or exceeding standard on the WCAS from 15.4% to 40%.

Process used to determine goal:
We analyzed broad scale assessment data trends, disaggregated the data, looked at other kinds of data including students on formal plans and student not on formal plans. Considered department PGE goals which are based partly on teacher observation of student performance as well as classroom-based measurements.

Responsible individual or team:
Teams include: Departmental PLC groups, counselors, administrators, and student support staff.

Strategy/ies that will be implemented to support goal:
Implementation of NGSS standards, AST practices, developing scientific reasoning through use of Claim-Evidence-Response protocol. Engage students in science and engineering practices through creating arguments from evidence, analyzing and interpreting data through creating of graphs.

How challenge and rigor will be ensured for all students:
Rigor and challenge will be addressed through multiple content areas as students are working to apply knowledge to new and challenging tasks which students will need to think critically. Students are appropriately placed in classes and have the ability to self-select into Honors and AP courses.

How necessary interventions will be determined:
Classroom based assessments, collaboration in PGE teams for use of effective strategies, use of homeroom, test correction opportunities, multiple ways for students to show mastery of skill.

Any professional learning needed:
Continued Ambitious Science Teaching training.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
PGE groups are progress monitoring for specific goals multiple times throughout the year, as well as with formative assessments and unit summative assessments.

Achievement Gap SMART Goal: By June 2019, increase the percentage of ELL students meeting or exceeding standard on the SBA Math from 5.0% to 25%, and from 28.6% to 50% on the SBA ELA.

Process used to determine goal:
We analyzed broad scale assessment data trends, disaggregated the data, looked at other kinds of data including students on formal plans and student not on formal plans. Considered department PGE goals which are based partly on teacher observation of student performance as well as classroom-based measurements.

Responsible individual or team:
Teams include: Departmental PLC groups, counselors, administrators, and student support staff.

Strategy/ies that will be implemented to support goal:
School-wide professional learning on SIOP instructional strategies to specifically increase ELL language capacity with a focus on implementing language objectives. Other academic strategies will include: critical reading assessments; recall, identify, and apply writing techniques; supporting claims with evidence; communicating ideas through professional emails; cite strong and thorough textual evidence to support analysis of a text; providing contextualization when writing a thesis; engaging students in argument from evidence through collection of student writing samples. Attend to precision through computational skills with fractions; use of mathematics to model problems by identifying important data, drawing mathematical relationships, and analyzing mathematical text using reading strategies; communicating reasoning through writing; constructing viable

arguments and critiquing the reasoning of others modeling in math; reasoning abstractly; making sense of problems; looking for and making use of a structure; creating a scientific graph to analyze data.

How challenge and rigor will be ensured for all students:
Students placed appropriately in classes, modification of assignments and assessments while focusing on academic language. Rigor and challenge will also be addressed through multiple content areas as students are working to apply knowledge to new and challenging tasks which students will need to think critically.

How necessary interventions will be determined:
Classroom based assessments, collaboration in PGE teams for use of effective strategies, use of homeroom, test correction opportunities, multiple ways for students to show mastery of skill.

Any professional learning needed:
Whole-School SIOP instruction and professional learning throughout the year.

Any resources needed and plans to obtain them:
Use of SIOP teacher trainers in the building.

Timelines and Progress Monitoring Plans:
PGE groups are progress monitoring for specific goals multiple times throughout the year, as well as with formative assessments and unit summative assessments. WELPA testing.

On-Track Credits SMART Goal: By June 2019, increase the percentage of students with on-track credits at the end of the 9th grade from 84.8% to 92%, and the 10th grade from 79.9% to 88%.

Process used to determine goal:
Current data, addition of the 7 Period day to allow for more credit opportunities.

Responsible individual or team:
Teams include: Departmental PLC groups, counselors, administrators, and student support staff.

Strategy/ies that will be implemented to support goal:
Grade checks, D/F grade reports, counselor intervention, counselors meeting with each individual student on caseload, continuation of homeroom for academic intervention. Increased course options related to student interest. Use of in-school credit retrieval period in student schedules.

How challenge and rigor will be ensured for all students:
Students are appropriately placed in classes and have the ability to self-select into Honors and AP courses. Adjustment to student schedules as specific need arises.

How necessary interventions will be determined:
Through grade checks and individual situations, teachers, counselors, and administrators will work with the student and families to create plans to re-engage students who are falling off track.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
D/F reports, quarter and semester grades.

College and Career Readiness SMART Goal:
By June 2019, 95% of all grade levels will have met completion of their HSBP requirement.

Process used to determine goal:
Counseling department administered a student needs assessment survey last year and survey of seniors this year. Survey data used to address student need.

Responsible individual or team:
HSBP team of counselors and career specialist.

Strategy/ies that will be implemented to support goal:
Timeline created to meet with each student in every grade level and to go over their HSBP requirements, grade level presentations during homeroom. Microsoft Form created for students to fill in post-high school planning. This form is searchable for individual student responses, counselors use this form when meeting with individual students.

How challenge and rigor will be ensured for all students:
HSBP team is able to meet individual needs of students as they meet one on one with every student. Use of individual student responses on from the Microsoft Form.

How necessary interventions will be determined:
Progress checks, individual meetings. Individual meetings are planned strategically throughout the year to meet the needs of students as they progress and start applying for colleges and near high school graduation.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:

HSBP teams has deadlines to complete individual meeting with each student in a grade level.

School Effectiveness SMART Goal:
By June 2019, improve feedback to staff as measured by the Nine Characteristics Survey from a 2.42 to 3.1; and improve student discipline follow up to staff from not having a tracking system to using a tracking with 100% follow up.

Process used to determine goal:
Nine Characteristics Survey.

Responsible individual or team:
Administrative team.

Strategy/ies that will be implemented to support goal:
School advisory team for feedback and perspective taking of staff. This team has already made suggestions that are in implementation. We are a PBIS pilot school this year and have a PBIS Training Team. We have developed new discipline and counselor referral forms, alternatives to suspension, reflection forms for students in ISS. We have also added the position of Dean of Students and updated our in-house emergency response protocol for staff. Kudos to staff are included in weekly Mustang Memos, Redmond Rocks acknowledges positive things students and staff are a part of at staff meetings. Discipline follow up is increasing.

How challenge and rigor will be ensured for all students:
Not applicable.

How necessary interventions will be determined:
Interventions determined by staff feedback.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
PBIS strategies implemented throughout the year, monthly feedback from teacher advisory committee, monthly reports from Dean of Students.

Attendance SMART Goal:
By June 2019, reduce the number of BECCA Truancy Petitions filed from 48 to 38 by increasing early intervention methods with students.

Process used to determine goal:

We analyzed attendance data trends, disaggregated the data, looked at other kinds of data including students on formal plans and student not on formal plans.

Responsible individual or team:
Dean of Students, Administrators, BECCA Specialist.

Strategy/ies that will be implemented to support goal:
With the 3-day unexcused absence letter, Dean of Students conferences with students and follows up with parents. Increased communication between attendance specialists, counselors, and administrators. Viable, accurate reports from Skyward. Continue to build positive relationships between adult staff and students.

How challenge and rigor will be ensured for all students:
Not applicable.

How necessary interventions will be determined:
Individual conferences ensure an individual plan unique to the student.

Any professional learning needed:
None.

Any resources needed and plans to obtain them:
None.

Timelines and Progress Monitoring Plans:
Weekly Skyward attendance reports, meetings with students.

Discipline SMART Goal:
By June 2019, reduce number of low-level classroom referrals and improve performance and reduce absenteeism among a subgroup of 21 students to 13 students as measured by Skyward discipline reports.

Process used to determine goal:
Increase in low-level student behavior, becoming a pilot school for PBIS.

Responsible individual or team:
PBIS Team, classroom teachers.

Strategy/ies that will be implemented to support goal:
New referral form with stated previous classroom interventions and contact home before a referral can be submitted. Educating teachers on different classroom management strategies. PBIS team training and progressive implementation in building throughout the year.

How challenge and rigor will be ensured for all students:
Teaching individual students appropriate behavior as needed.

How necessary interventions will be determined:
Number of referrals teachers write, tracking students referred, and PBIS strategies as we begin to implement.

Any professional learning needed:
PBIS team training, whole-staff training.

Any resources needed and plans to obtain them:
Time for whole staff-training in a meaningful way.

Timelines and Progress Monitoring Plans:
Monthly referral data reports.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:
Monthly PTSA meetings where school updates are given. Adjusting communication goals based on parent feedback. Survey families about overall school performance.

Timelines and Progress Monitoring Plans:
Monthly PTSA meetings, school newsletter and bulletin, family survey.

2018-19 Strategies to inform parents, families and the community in the CIP process:
Posting final version of the CIP to the school website in a parent-friendly forward-facing document. This document will also be shared to all parents through email with a brief description of the CIP process.

Timelines and Progress Monitoring Plans:
Quarterly assessment.