



Continuous Improvement Process Plan 2018-2019

Renaissance School of Arts and Reasoning

400 228th Ave.

Sammamish, Wa 98074

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

Principal:	Dr. Chris Bede
Associate Principal:	Darcie Breynaert

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I. Description of School

Renaissance Middle School remains a dynamic “choice” school within the Lake Washington School District. Renaissance teachers have high expectations for themselves and their students. They support students in meeting those high expectations through an innovative, integrated and challenging curriculum. They also support and empower students through a safe, positive and inclusive culture.

Renaissance School of Arts and Reasoning Mission: To prepare students for educational and personal success, by providing interdisciplinary, arts-based instruction that addresses the diverse needs and learning styles of middle-school students.

Renaissance School of Arts and Reasoning Values:

- Take Care of Yourself: Be Prepared
- Take Care of Others: Be Empathetic
- Take Care of Our School: Be Responsible
- Take ownership of your learning: Be Persistent

Renaissance School of Arts and Reasoning (RSAR) has a holistic perspective on student learning, where teachers not only work with students on academics, but help them develop the personal and interpersonal attributes necessary for future success. RSAR will prepare students for success in high school through their focus on rigorous academics. Classroom instruction personalizes learning to meet the individual needs of students, and teachers provide enrichment opportunities when students soar and extra support when students struggle.

Teachers support students within the school day through Raven Time, which is one day a week on Fridays. Students can access one-on-one support from teachers as determined by both teachers and students. It is also a time in which students may make up tests or labs.

On the 2018 Smarter Balanced Assessment (SBA), 85.5 percent of Renaissance sixth graders were proficient in ELA/Literacy and 78 percent reached proficiency in Math. 87 percent of seventh grade students were proficient on the ELA/Literacy portion of the SBA. In Math, 83 percent of the seventh graders achieved proficiency. In all tested areas but one, Renaissance 6th and 7th grade students surpassed the District and State averages.

Renaissance eighth grade scores continued to be strong. On the SBA, 88 percent of our students were proficient in ELA/Literacy. On the Math exam, 72 percent of eighth graders met standard. This does not include the state’s decision to include those students who opt out of the test. In Science, more than 84.5 percent of eighth graders met standard on the new WCAS test. Renaissance 8th grade students surpassed the District and State averages in most areas.

II. District Performance Targets

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

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

Process to determine School Performance Targets:

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

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	75%	90.6%	87%	81.2%			
	% of 6 th graders meeting or exceeding state standards in Math	68.7%	68.7%	62%	78.1%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	87.5%	84.3%	97%	87%			
	% of 7 th graders meeting or exceeding state standards in Math	81.2%	78.1%	76%	83.8%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	95%	90.6%	86%	88.4%			
	% of 8 th graders meeting or exceeding state standards in Math	79.3%	77.4%	75%	65.3%			
	% of 8 th graders meeting or exceeding state standards in Science	95%	90.3%	96%	84.5%			

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

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

Staff at Renaissance Middle School used guided lessons, modeling of answers, and direct instruction in all subject areas. We differentiated instruction and retaught students in small groups. Our Raven Time supported students with small group or one-on-one help during the school day to allow students access to teachers and additional help if needed. Finally, we integrated the SBA prep work into our ELA classes. RSAR teachers utilized both the SBA results and student class work to guide our instruction.

Collaboration and discussion between teachers is the most important factor in setting goals. Analyzing student work and academic growth opportunities that we see throughout the grade levels plays another part in determining the process for setting school goals. During Guild we implemented leveled assessments and monitored progress compared to our benchmark data. Our school-wide goal was to develop comprehension strategies with non-fiction text, including identifying a claim and providing supporting evidence. In addition, we focused on developing student discussions by implementing the strategy of SPACE (silence, paraphrase, accepting language, clarifying questions, and evidence). We also had a stronger counselor presence on campus. This allowed students to access help for both personal and academics situations.

2017-2018 Goal	Achievement Outcome
Literacy: 92% of our student body will meet standard on the 2018 SBA.	Outcome: 84.3% of our student body met standard on the 2018 SBA.
Narrative Reflection: We notice that our students are consistently strong in ELA. Our curriculum is deep and builds upon the previous curriculum and skills. The RSAR staff makes a concerted effort to bring in outside experts to enrich the curriculum. We had WITS (Writers In Residence) for two learning sessions last year. Staff also engages students by addressing current world events. While we did not achieve our goal, students continue to show improvement over time.	
Math: 80% of our students in Grades 6-8 will meet standard on the 2018 math SBA.	Outcome: 75% of our student body met standard on the 2018 math SBA.
Narrative Reflection: Students continue to make progress. Since our school has such a small population, scores are greatly affected by students choosing not to participate in the SBA. Such was the case in 8 th grade. The class dropped a total of 7% because two students opted out of the test. Our 6 th graders made significant gains due to our ability to differentiate learning styles using a co-teacher model.	
Science: The percentage of 8 th grade students reaching proficiency will be maintained at 95% as measured by the WCAS.	Outcome: 84.5% of the 8 th graders met standard on WCAS, the new statewide science test.

<p>Narrative Reflection: Last year was the first time students were tested on the New Generation Science Standards state wide. This test, called WCAS, replaced the MSP test. Two out of the 26 students who took the test did not meet standard. Out of the two who did not take the test, one student was at level 1 and the other at level 2. 24 out of the 26 students who took the test were either at standard or above standard. That is 92% of students at RSAR meet standard in the 2018 WCAS test.</p>	
<p>Achievement Gap Goal: RSAR 6th grade Math students at a level 2 will move to a level 3.</p>	<p>Outcome: Our state scores increased from 62% to 78%.</p>
<p>Narrative Reflection: We were able to significantly move students to standard because of the decision to co-teach the sixth-grade class. This allowed for a high degree of differentiation.</p>	
<p>College and Career Readiness Goal: All 8th graders will participate in the district's college and career readiness program.</p>	<p>Outcome: Most 8th graders participated in the Career Readiness program in the Spring of 2018.</p>
<p>Narrative Reflection: Most 8th grade students participated in the District provided Career Cruising. Some did not participate because families were moving out of state and the Career Cruising was not needed in their new school district. All students are exposed to a variety of career pathways through school-wide service projects, fieldtrips, guest speakers, and near-by universities. Strong parent and school community involvement ensures that our students have contact with a wide range of cultures, backgrounds and careers.</p>	
<p>School Effectiveness Goal: RSAR staff will develop lessons which use the principles as defined in the book <i>Habits of Mind, 16 Essential Characteristics for Success</i>. RSAR teachers will engage students in activities that will allow students to practice these skills.</p>	<p>Outcome: Staff developed multiple lessons focusing on Habits of Mind, introducing them to students and integrating them into daily lessons.</p>
<p>Narrative Reflection: We should continue to strengthen the ties between lessons and the teaching of the different Habits of Mind principles. We need to focus on fewer Habits using direct instruction and practice, and then build on the students' understanding of each Habit throughout the year.</p>	
<p>Attendance Goal: NA</p>	<p>Outcome: NA</p>

Narrative Reflection: Attendance is not a problem at RSAR. As a Staff, we are alerted by our office manager if a student will be absent for an extended time. We work with families and students on an individual basis to meet specific needs.

Discipline Goal: We are utilizing our counselor in the classroom to develop common language and problem-solving techniques to mitigate behavior issues.

Outcome: RSAR counselor involvement with our students was high. Our counselor met with students on a weekly basis.

Narrative Reflection: Having a counselor participate weekly with our students was beneficial for both the students and staff. She was able to make connections with the students and relay important information to the staff about student needs and concerns. Having our counselor on campus allowed us to be more strategic with our steps with students.

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

2017-18 Strategies to involve parents, families and the community in the CIP process: RSAR involves parents in multiple ways throughout the school year. A weekly newsletter is sent via email to inform families of upcoming events and of school news. We also rely heavily on parent volunteers for activities such as camp, fieldtrips, and after school clubs. Parents are brought in as guest speakers to share their knowledge in a variety of subjects.

Reflection on Outcome: We are in constant communication with the families. We have an active PTSA and the lead teacher and office manager attend the monthly meetings to keep the board informed of school progress.

2017-18 Strategies to inform parents, families and the community in the CIP process: We will continue to utilize our Raven Review, informational nights and our curriculum nights to inform parents of our school goals and progress.

Reflection on Outcome: RSAR had multiple parent nights (i.e. curriculum night and technology night) which helped inform families of the school's progress.

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

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: The 6th grade class of 2025 will score 3% higher than their previous year's score, as measured by the Smarter Balanced Assessment in the spring.</p> <p>The 7th grade class of 2024 will increase proficiency levels from 81% to 84% as measured by the Smarter Balanced Assessment in the spring.</p> <p>The 8th grade class of 2023 will increase proficiency levels from 88% to 91% as measured by the Smarter Balanced Assessment in the spring.</p>
<p>Process used to determine goal: Evaluation of baseline data and creation of realistic goals to progress the skills of our students.</p> <p>Responsible individual or team: Karen Amaya, Todd Bohannon, Martha Daman, Jyoti Bawa, Brenda Quayle.</p> <p>Strategy/ies that will be implemented to support goal: RSAR will use a variety of texts. All teachers have a shared vocabulary. We utilize the library data bases. We have WITS working with students on different genres of writing. We utilize Lucy Caulkins' Writers Workshop curriculum and a variety of District approved materials.</p> <p>How challenge and rigor will be ensured for all students: We will ensure challenge through appropriately leveled rubrics, full writing process, peer critic and peer editing, and challenging texts.</p> <p>How necessary interventions will be determined: Leveled reading and reduced assignments given to students as needed or per IEP/504.</p> <p>Any professional learning needed: Continued access to quality materials.</p> <p>Any resources needed and plans to obtain them: PTSA support for WITS program and theatrical programs. Teacher collaboration time.</p> <p>Timelines and Progress Monitoring Plans: We will monitor progress through anecdotal observations, and collaborative peer review throughout the 2018-2019 school year.</p>
<p>Math: 6-8 Math SMART Goal: The 6th grade class of 2025 will score 3% higher than the previous year, as measured by the Smarter Balanced Assessment in the spring.</p>

The 7th grade class of 2024 will increase proficiency levels from 78% to 80% as measured by the Smarter Balanced Assessment in the spring.

The 8th grade class of 2023 will increase proficiency levels from 83% to 85% as measured by the Smarter Balanced Assessment in the spring.

Process used to determine goal:

Evaluation of baseline data and creation of realistic goals to progress the skills of our students.

Responsible individual or team:

Todd Bohannan, Karen Amaya, Jyoti Bawa, Brenda Qualye.

Strategy/ies that will be implemented to support goal:

We will utilize sources such as Dan Meyers 3-Act Math, Jo Boahler's Math tasks to engage students at a deeper level, and weekly meetings with the LWSD Professional Learning Coach, Wendy Robards.

How challenge and rigor will be ensured for all students:

In 6th grade we are co-teaching to differentiate learning. We are also using the following instructional strategies: self-assessments, journal reflections, writing about mathematical thinking and on-going classroom assessment (exit ticket, formative assessments).

How necessary interventions will be determined:

Modified content and reduced assignments given to students as needed or per IEP/504.

Any professional learning needed:

Use the District's scope and sequence to allow us to supplement our math curriculum with effective elements of CMP. RSAR 6th grade math students will move from level 2 and 3 to a level of proficiency.

Any resources needed and plans to obtain them:

We will be working with a district coach, Wendy Robards, to improve our teaching strategies and methods.

Timelines and Progress Monitoring Plans:

Now to the end of the year.

Science: 8 Science SMART Goal: 90% of the 8th graders will meet standard on WCAS, the new statewide science test.

Process used to determine goal:

In class formal and informal observations and assessments.

Responsible individual or team:

Jyoti Bawa, Todd Bohannan, Martha Daman, Karen Amaya.

Strategy/ies that will be implemented to support goal:

We will use graphic organizers, break down tasks for understanding, relate concepts to real life situations and hands-on inquiries and relevant text.

How challenge and rigor will be ensured for all students:

We will differentiate instruction and assessments and stress on explanation rather than on the correct answer.

How necessary interventions will be determined:

We will continue with formative assessments and informal observations.

Any professional learning needed:

We will learn how to break down the NGSS into learning targets which are in student friendly language.

Any resources needed and plans to obtain them:

Teacher colleagues have recently learned how to turn the standards into kid language.

Timelines and Progress Monitoring Plans:

Throughout the 2018-2019 school year.

Achievement Gap SMART Goal: RSAR 6th grade math students will move from level 1 and 2 to a level of proficiency.

Process used to determine goal:

We will continue with formal and informal observations and assessments.

Responsible individual or team:

Karen Amaya, Todd Bohannan, Jyoti Bawa, Brenda Quayle.

Strategy/ies that will be implemented to support goal: We will use graphic organizers, break tasks down for understanding and relate concepts to real life situations and hands-on inquiries and relevant text. We will also continue with small group instruction at appropriate levels.

How challenge and rigor will be ensured for all students:

We will implement instructional strategies such as self-assessments, journal reflections, writing about mathematical thinking and ongoing classroom assessment (exit ticket, formative assessments). We will also provide smaller class size by co-teaching.

How necessary interventions will be determined:

We will continue to use formative and informal assessments.

Any professional learning needed:

All year we are working with Wendy Robards on Math instruction, further developing strategies and resources to create a more engaged Math class.

Any resources needed and plans to obtain them:

None.

Timelines and Progress Monitoring Plans:
All year.

College and Career Readiness SMART Goal: All RSAR students will participate in the College and Career Readiness lessons.

Process used to determine goal: The state has determined that all students will participate in the process.

Responsible individual or team:
Karen Amaya, Martha Daman, Jyoti Bawa, Todd Bohannon.

Strategy/ies that will be implemented to support goal:
Students will be exposed to the Career Readiness materials in their respective LA/SS classes.

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

How necessary interventions will be determined:
For students who are absent, time will be given for them to complete the tasks during Raven Time.

Any professional learning needed:
Exposure to the new College and Career program.

Any resources needed and plans to obtain them:
Access to the program.

Timelines and Progress Monitoring Plans:
Spring of 2019.

School Effectiveness SMART Goal: RSAR staff will continue to develop lessons which use the principles as defined in the book *Habits of Mind, 16 Essential Characteristics for Success*. RSAR teachers will engage students in activities that will allow students to practice these skills. We are continuing to implement SPACE as a learning tool.

Process used to determine goal:
Teachers will discuss the best ways to ensure student growth over time and the achievement of our mission statement. We will implement a thoughtful and guided teaching of Habits of Mind and provide the opportunity for students to utilize the skills taught to be successful learners.

Responsible individual or team:
Paula Olson, Karen Amaya, Martha Daman, Todd Bohannon, Jyoti Bawa, Brenda Quayle.

Strategy/ies that will be implemented to support goal:

We will implement structured lessons focused on one Habit of Mind per month. We will directly teach these habits and give opportunities for students to practice.

A Raven of the Month award which honors the values of RSAR will be given to students who emulate the values. Students will have weekly opportunities to reflect on their learning and growth in each class.

How challenge and rigor will be ensured for all students:

N/A.

How necessary interventions will be determined:

We will have teacher conferences, and teachers will periodically review previously taught habits, with additional opportunity to practice. Students will reflect on how he/she uses the habit in his/her life inside and outside of school.

Any professional learning needed:

Time to develop additional lessons of Habits of Mind.

Any resources needed and plans to obtain them:

N/A.

Timelines and Progress Monitoring Plans:

The 2018-2019 school year.

Attendance SMART Goal:

RSAR does not have an attendance problem.

Discipline SMART Goal: Develop a procedure for tracking disciplinary infractions.

RSAR teachers will develop, along with the school counselor, a self-reflection sheet for students to fill out when discipline steps are needed. Teachers and students will partake in SBIRT - Motivational Interviewing program.

Process used to determine goal:

A grant was awarded to RSAR to participate in the three-year SBIRT program developed by King County.

Responsible individual or team:

Paula Olson, Karen Amaya Jyoti Bawa, Martha Daman, Todd Bohannan.

Strategy/ies that will be implemented to support goal:

Students will take a survey (developed by SBIRT grant program) to help teachers/counselors determine if additional support is necessary for a student to be successful at school and beyond.

How challenge and rigor will be ensured for all students:

N/A.

How necessary interventions will be determined:

The form created will include leveled consequences for increased disruptive behavior. The Motivational Interview process will help determine if a student needs additional support.

Any professional learning needed:
Training in Motivational Interviewing through SBIRT grant.

Any resources needed and plans to obtain them:
Training with the SBIRT team in motivational training.

Timelines and Progress Monitoring Plans:
The 2018-2019 school year. The SBIRT grant is a three-year grant.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: RSAR will continue to involve parents in multiple ways throughout the school year. A weekly newsletter is sent via email to inform families of upcoming events and of school news. We ask parent volunteers to aide in activities such as camp, fieldtrips, and after school clubs. Parents will be brought in as guest speakers to share their knowledge in a variety of subjects.

Timelines and Progress Monitoring Plans: On going through the year.

2018-19 Strategies to inform parents, families and the community in the CIP process: RSAR will have multiple parent nights (i.e. curriculum night and technology night) which help inform families of the school's progress.

Timelines and Progress Monitoring Plans: On going through the year.