



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

Redmond Elementary School

16800 NE 80<sup>th</sup> Street

Redmond, WA 98052

<http://www.redmond.lwsd/org>

|                      |                 |
|----------------------|-----------------|
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# 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.

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## II. District Performance Targets

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

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

### Process to Determine District Performance Targets

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

### III. School Performance Over Time

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

| <b>2017-2018 Goal</b><br><i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>  | <b>Achievement Outcome</b><br><i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>       |
|---|---|
| Literacy: K-2 Reading Goal:<br>91% of 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:<br>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:<br>In our Kindergarten, 1 <sup>st</sup> , and 2 <sup>nd</sup> 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:  |

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|--|--|
| <p>88% of students in grades 3-5 will be at or above standard as measured by the 2018 SBA.</p>   | <p>87.2% of students in grades 3-5 were at or above standard as measured by the 2018 SBA.</p>  |
| <p><b>Narrative Reflection:</b><br/> 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.</p>   |  |
|  |  |
| <p><b>Math: 3-5 Math Goal:</b><br/> 86% of students in grades 3-5 will be at or above standard as measured by the 2018 SBA.</p>  | <p><b>Outcome:</b><br/> 80.6% of students in grades 3-5 were at or above standard as measured by the 2018 SBA.</p>                                     |
| <p><b>Narrative Reflection:</b><br/> 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 5<sup>th</sup> 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.</p> |  |
|  |  |
| <p><b>Science: 5<sup>th</sup> Science Goal:</b><br/> 83% of students will be at or above standard as measured by the 2018 WCAS.</p>  | <p><b>Outcome:</b><br/> 82% of students were at or above standard on the 2018 WCAS.</p>  |
| <p><b>Narrative Reflection:</b><br/> 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.</p>   |  |
|  |  |
| <p><b>Achievement Gap Goal:</b><br/> 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</p>   | <p><b>Outcome:</b><br/> In grades K, 1, and 2, 68% of students identifying as Hispanic/Latino of any race and 90% of students identifying as Black</p> |

|  |  |
|--|--|
| <p>by DIBELS scores in grades K, 1, and 2 and SBA Math Scores in grades 3, 4, and 5.</p> | <p>were at or above grade level proficiency as measured by End of Year DIBELS scores.</p> <p>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.</p> |
|--|--|

**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.

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| <p><b>School Effectiveness Goal:</b><br/>       80% of staff will agree that many parents are involved as volunteers at school.</p> | <p><b>Outcome:</b><br/>       71% of staff agree that many parents are involved as volunteers at the school.</p> |
|---|--|

**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.

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| <p><b>Attendance Goal:</b><br/>       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%.</p> | <p><b>Outcome:</b><br/>       We decreased the number of students identified as chronically tardy from 2.8% to 2.1%.</p> |
|--|--|

**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 5<sup>th</sup> 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 5<sup>th</sup> 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-5<sup>th</sup> 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 5<sup>th</sup> 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:

5<sup>th</sup> 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.