

# Renaissance School

## School Improvement Plan

### Annual Update: 2019-20

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.*

#### SCHOOL OVERVIEW

**Description:** Renaissance Middle School remains a dynamic choice school within the Lake Washington School District. Renaissance School of Arts and Reasoning (RSAR) is located on the Sammamish Plateau, which is an upper middle class community. Renaissance opened in 2006 and serves 96 students. Throughout its tenure, the school has continued to refine its program and develop systems that support all learners. Renaissance teachers have high expectations for themselves and their students. Teachers 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. 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 prepares 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, where students can access one-on-one support from teachers as determined by both teachers and students,

**Mission Statement:** 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.

#### Demographics:<sup>1</sup>

		2016-17	2017-18	2018-19
Student Enrollment (count)		89	93	93
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	16.9	17.2	22.6
	Black/African American	0.0	0.0	1.1
	Hispanic/Latino of any race(s)	6.7	7.5	8.6
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	9.0	9.7	7.5
	White	67.4	65.6	60.2
Students Eligible for Free/Reduced Price Meals (%)		2.2	2.3	4.2
Students Receiving Special Education Services (%)		12.9	13.5	16.7
English Language Learners (%)		1.1	2.3	2.1
Students with a First Language Other Than English (%)		19.4	21.3	21.9
Mobility Rate (%) <sup>2</sup>		7.9	6.5	5.4

<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.

<sup>2</sup> Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

**ACADEMIC PERFORMANCE DATA:  
LITERACY**

**ACADEMIC PERFORMANCE DATA:  
MATH**

**ELA: By Grade Level, Smarter Balanced Assessment**

**MATH: By Grade Level, Smarter Balanced Assessment**

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 <sup>th</sup> Grade	81	81	75
7 <sup>th</sup> Grade	91	87	88
8 <sup>th</sup> Grade	83	88	83

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6 <sup>th</sup> Grade	56	78	69
7 <sup>th</sup> Grade	69	84	72
8 <sup>th</sup> Grade	72	65	72

**ELA: By Group/Program, Smarter Balanced Assessment<sup>3</sup>**

**MATH: By Group/Program, Smarter Balanced Assessment<sup>3</sup>**

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	85	93	86
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	84	83	76
English Learner	-	-	-
Low Income	-	-	-
Special Education	43	50	44

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	85	93	90
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	60	70	64
English Learner	-	-	-
Low Income	-	-	-
Special Education	21	42	31

**ACADEMIC PERFORMANCE DATA:  
SCIENCE**

**SCIENCE: By Grade Level, WCAS<sup>4</sup>**

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8 <sup>th</sup> Grade	n/a	85	83

**SCIENCE: By Group/Program, WCAS**

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	-
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	85	75
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

↘ = Cohort Track

<sup>3</sup> Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons. “American Indian/Alaskan Native” and “Native Hawaiian/Other Pacific Islander” not included in report due to fewer than 10 students in all categories.

<sup>4</sup> WCAS = Washington Comprehensive Assessment of Science. Given only to 8<sup>th</sup> grade at the middle school level. Assessment first given in 2017-18.

## ATTENDANCE DATA

### ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
6 <sup>th</sup> Grade	100	100	97
7 <sup>th</sup> Grade	100	94	91
8 <sup>th</sup> Grade	100	88	94

### ATTENDANCE: By Group/Program<sup>5</sup>

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	100	100	95
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	-	-	-
White	100	92	93
English Learner	-	-	-
Low Income	-	-	-
Special Education	100	92	81

## WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

### MOST RECENT WSIF 3-YEAR SUMMARY<sup>6</sup>

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	90	91	-	-	81	90	-	-	47
Math Proficiency Rate (%)	75	-	-	-	73	70	-	-	33
ELA Median Student Growth Percentile <sup>7</sup>	53	50	-	54.5	48.5	54	-	-	43
Math Median Student Growth Percentile	53	55	-	-	51	53	-	-	43.5
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	96	-	-	-	-	95	-	-	-

<sup>5</sup> Grades 6-8 combined. Student/Program groups with less than 10 students marked as “-” and data not displayed due to privacy reasons.

<sup>6</sup> Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as “-” and not displayed due to privacy reasons.

<sup>7</sup> Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

**CONTINUOUS IMPROVEMENT PRIORITIES**

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

<b>Priority #1</b>		
<b>Priority Area</b>	English Language Arts/Literacy	
<b>Focus Area</b>	Reading – Using the RACE strategy, students will learn to restate the question, answer the question, cite text evidence and explain what it means.	
<b>Focus Grade Level(s)</b>	Grades 6-8	
<b>Desired Outcome</b>	Students will be able to read a variety of texts utilizing the RACE strategy.	
<b>Alignment with District Strategic Initiatives</b>	Innovative Learning Opportunities	
<b>Data and Rationale Supporting Focus Area</b>	Students are learning techniques for understanding text that they are exposed to in the classroom. It is a cross curricular skill that supports a variety of learners and strengthens organizational, writing, and comprehension skills.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Humanities classes	Percent of students who complete assignments and utilize RACE.
	Teacher Feedback	Percent of students who utilize RACE strategy after meeting with teacher during this intervention.
	Peer Revision	Percent of students who utilize RACE after taking peer feedback to complete text analysis.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	Within the humanities classes at RSAR, teachers will provide direct instruction in the RACE strategy. Students will be given additional prompts in Guild (homeroom), where they can implement the RACE strategy when completing reflection questions related to our Character Strong curriculum and other cross-grade level activities.	

**Priority #2**

<b>Priority Area</b>	Science	
<b>Focus Area</b>	Writing – In Science, students will focus on writing effective conclusions.	
<b>Focus Grade Level(s)</b>	Grades 6-8	
<b>Desired Outcome</b>	Students will be able to write evidence-based conclusions. They will be able to answer the investigative question, state data averages, compare the averages and restate the answer to the investigative question.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	Students who use evidence while writing conclusions are better prepared to pass the WCAS test in 8 <sup>th</sup> grade. Last year’s results of WCAS reflect that students who did not pass WCAS were not able to write scientific conclusions supported by data.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Guided Inquiry	Percent of students who complete the guided inquiry and revise their work based on teacher feedback.
	Teacher Feedback	Percent of students who pass the WCAS after meeting with a teacher during this intervention.
	Independent Inquiry	Percent of kids completing independent inquiry and revised work after teacher feedback.
	Peer Revision	Percent of students who pass WCAS after taking peer feedback to complete conclusions for an inquiry.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	We will monitor progress through feedback from teachers after one-on-one conferences about conclusion writing. RSAR also offers Raven Time, on Fridays, to help students who need one-on-one help or help catching up with missed work. These areas should help students pass WCAS during 8 <sup>th</sup> grade testing as they will be supported emotionally, socially, and academically.	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Character Development - Interpersonal skills and social-emotional awareness	
<b>Focus Grade Level(s)</b>	Grades 6-8	
<b>Desired Outcome</b>	Students who have the skills to regulate emotions and navigate interpersonal relationships.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
<b>Data and Rationale Supporting Focus Area</b>	<p>In the Spring of 2019, RSAR students took the SBIRT screener, a King County mental health survey. A total of 81 students were screened. Twenty-seven students were flagged “red,” meaning at-risk. This is 33% of our student population. Twelve students were flagged as “yellow,” identified as not yet at-risk, but showing signs of heightened stress or anxiety. This was 15% of our population.</p> <p>The other 42 students were flagged “green,” meaning no concerns. This is 52% of our population. The total flagged “red” or “yellow” at our school was 48%. The Character Strong curriculum will serve as Tier 1 for all students, providing them with skills around interpersonal relationships, self-regulation and emotional wellness. The motivational interviews for “yellow” and “red” students will serve as our Tier 2 intervention for students.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	All students have taken a fall SBIRT screening.	Measure of students who take the screening.
	Character Strong teacher workshop.	Opportunity for teachers to understand and gain knowledge of the curriculum.
	Character Strong curriculum.	Teachers will implement curriculum adopted by the District.
	One-on-one teacher meetings with “yellow” flagged students.	Debrief meeting to talk about results and determine if additional support is needed.
	YES counselor and RSAR counselor have met with the red tagged students to determine next steps.	YES and RSAR counselor will track meetings with “red” flagged students to measure need/improvement.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2020	
<b>Method(s) to Monitor Progress</b>	<p>All RSAR teachers implemented SBIRT, which will help staff identify students in need of social, emotional help. Staff will continue to monitor and meet with these students and help alleviate stress. Students who flagged “red” in the SBIRT survey will meet with the YES or school counselor at least twice a month. Teachers will develop, with the help of the YES and school counselor, two more surveys to measure student well-being. These will be taken by the students in January/February and in April. Teachers will review surveys from the beginning and the end of the year. Teachers</p>	

	will also participate in monthly professional learning communities to discuss the effectiveness of relational strategies.
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## TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Spring data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

## STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was not met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.



**COMMUNITY ENGAGEMENT PLAN**

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.<sup>8</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Raven Review weekly newsletter	2019-2020
	PTSA Web site	2019-2020
	Student Led Conferences	2019-2020
	RSAR web site	2019-2020
	Power School	2019-2020
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	PTSA general membership meetings	2019-2020
	RSAR Facebook	2019-2020

<sup>8</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>