![Lake Washington School District logo]

Stella Schola

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: Stella Schola ("Star School" in Latin) is a Choice middle school in Lake Washington School District and students are selected through a lottery process. The school encourages parents and community members to assist students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community. The rich, classical learning environment is based on historical themes with an emphasis on mastery learning for all students. By integrating as many subjects as possible into year-long historical themes, students learn from the past to make better choices and decisions in the future. Students have the same teacher for most of the school day, which enhances opportunities for integration of subject matter, helps promote curricular continuity, and increases the students' sense of belonging during early adolescence. Teachers work collaboratively to provide a challenging, stimulating, and hands-on curriculum for students. In-depth studies of the core subjects are emphasized. Students participate in a student-to-student mentoring program. Stella Schola's unique schedule allows teachers to create a highly personalized environment for students. Students get individual academic assistance after school, as necessary, to ensure mastery of content. Students recognize the benefits of their hard work and focus on learning by experiencing personal and academic success.

Mission Statement: Stella Schola offers sixth, seventh, and eighth graders a comprehensive, consistent, classical curriculum delivered in an environment with high academic and behavioral stands and solid teacher support.

Demographics:[1]

		2016-17	2017-18	2018-19
Student Enrollment (count)		90	90	90
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	41.1	43.3	43.3
	Black/African American	0.0	0.0	1.1
	Hispanic/Latino of any race(s)	3.3	4.4	7.8
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0
	Two or more races	12.2	12.2	10.0
	White	43.3	40.0	37.8
Students Eligible for Free/Reduced Price Meals (%)		3.3	1.2	3.3
Students Receiving Special Education Services (%)		3.3	3.5	3.3
English Language Learners (%)		0.0	1.2	2.2
Students with a First Language Other Than English (%)		22.2	27.6	34.4
Mobility Rate (%)[2]		2.2	6.7	6.7

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[1]Enrollment and racial diversity based on annual October 1 headcount. Other demographic measures based on May headcount.
[2] 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

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	93	>95	>95
7th Grade	93	>95	>95
8th Grade	>95	93	>95

ELA: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>95	>95	>95
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	91	>95	-
White	>95	94	>95
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: MATH

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
6th Grade	>95	>95	93
7th Grade	>95	>95	>95
8th Grade	>95	>95	>95

MATH: By Group/Program, Smarter Balanced Assessment[3]

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>95	>95	>95
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	>95	>95	-
White	>95	>95	94
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

ACADEMIC PERFORMANCE DATA: SCIENCE

SCIENCE: By Grade Level, WCAS[4]

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
8th Grade	n/a	93	>95

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	92	>95
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	91	>95
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	-

◥ = Cohort Track

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[3] 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.

[4] WCAS = Washington Comprehensive Assessment of Science. Given only to 8th 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
6th Grade	97	93	97
7th Grade	97	100	100
8th Grade	100	100	97

ATTENDANCE: By Group/Program[5]

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	97	97	97
Black/African American	-	-	-
Hispanic/Latino	-	-	-
Two or more races	100	100	-
White	97	97	100
English Learner	-	-	-
Low Income	-	-	-
Special Education	-	-	-

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY[6]

	All Students	Asian	Black/ African American	Hispanic/ Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	97	-	-	-	-	-	-	-	-
Math Proficiency Rate (%)	97	-	-	-	-	95	-	-	-
ELA Median Student Growth Percentile[7]	69	72	-	-	61	66	-	-	-
Math Median Student Growth Percentile	74	73	-	-	75	77	-	-	-
EL Progress Rate (%)	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	97	-	-	-	91	-	-	-

[5] Grades 6-8 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

[6] 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.

[7] 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.

<table>
<tr><td colspan="2" align="center">Priority #1</td></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Area</td><td>We will focus on the students' ability to solve well-posed problems, analyze real world scenarios and construct and use mathematical models to interpret and solve problems.</td></tr>
<tr><td>Focus Grade Level(s)</td><td>Grades 6, 7, 8</td></tr>
<tr><td>Desired Outcome</td><td>100% of all students will achieve a 3 or above on Claim 2 in the mathematical section of the Spring 2020 SBA.</td></tr>
<tr><td>Alignment with District Strategic Initiatives</td><td>Multi-Tiered Systems of Support - Academics (MTSS-A)</td></tr>
<tr><td>Data and Rationale Supporting Focus Area</td><td>Out of 90 students, 8 did not take the SBA, so scores are reflective of this data. Math scores on the Spring 2019 SBA indicated that 54% of our current 6th graders were at/near/below standard; 34% of the current 7th graders were at/near/below standard; and 14% of current 8th graders were at/near/below standard.</td></tr>
<tr><td>Strategy to Address Priority</td><td>

Action	Measure of Fidelity of Implementation
Teachers will teach specific problem-solving strategies.	Students will apply strategies and identify the strategy they used to solve a problem on a weekly basis.
Teachers will present opportunities for students to model their math thinking in a variety of ways.	Students will share various strategies with the class to create a larger individual math toolbox on a weekly basis.
Students will solve Mathematical Reasoning and Explanation problems and explain their reasoning in writing.	Students will score an average of a 3 out of four on Mathematical Reasoning and Explanation problems every other week.
Teachers will provide in-class opportunities for students to practice persevering on challenging, grade-appropriate word problems.	By giving in-class work, students will use class time to persevere by applying different strategies to come up with a reasonable answer.

</td></tr>
<tr><td>Timeline for Focus</td><td>Fall, 2019 - Spring, 2020</td></tr>
<tr><td>Method(s) to Monitor Progress</td><td>Students will score an average of a 3 out of 4 on Mathematical Reasoning and Explanation problems every other week by the Spring of 2020. A Spring student survey will show that students feel they are using strategies more effectively and using a larger variety of strategies to solve problems.</td></tr>
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Priority #2	
Priority Area	English Language Arts/Literacy
Focus Area	2019 SBA, Claim 3: Listening
Focus Grade Level(s)	Grades 6, 7, 8
Desired Outcome	100% of students will be above standard on Claim 3: Listening on the Spring 2020 SBA, and that students will ask deeper, Level 4 questions instead of asking for reiteration of directions and clarifying questions on information already discussed.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)
Data and Rationale Supporting Focus Area	Building on last year's goals, we continue to notice that students often ask questions about information already given, and that many students cannot maintain attention for sustained periods of time longer than five minutes. Also, there were 38/82 (46%) students that were at/near/below standard of the 2019 SBA, Claim 3: Listening. (Six students did not take the test.)

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will create opportunities for students to follow a set of directions which get increasingly more complex (i.e. one direction, two directions in a period of time, three directions, etc.) without repeating them.	Teachers will consciously wait for the attention and eyes of all students before giving directions and not repeat simple directions. So, students must listen the first time on a daily basis.
	Teachers will provide specific direction-following activities.	Teachers will consistently use activities to this end in lessons. For example, specifically designed direction-following art activities, Listening Skill activities, and both verbal and written direction following opportunities/projects.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	We expect 100% of students to attain above standard by the 2022 Spring SBA, Claim 3: Listening.

Priority #3	
Priority Area	Social and Emotional
Focus Area	Improve student kindness (to others and self) and to show empathy towards others.
Focus Grade Level(s)	Grades 6, 7, 8
Desired Outcome	We expect that 100% of students will feel safe and accepted at school.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
Data and Rationale Supporting Focus Area	Noting that 24% of students did not come to school on a recent cyber-threat day at the larger school, and that on our parent survey 82% indicated their child is happy to go to school, and on the Stage of Life Survey, 95% of teens have felt inferior in the recent months, and 41% of students have purposely tried to make another student feel inferior, we would like to focus on kindness and acceptance so all students feel safe and accepted at school.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Implement Character Strong Lessons	Teachers will implement the district adopted lesson on a regular basis.
	Teachers will set expectations and model kindness	Teachers will provide opportunities for students to share opinions on an even playing field, including orally, in small groups, and via discussion boards on the computer.

Timeline for Focus	Fall, 2019 - Spring, 2022
Method(s) to Monitor Progress	Students will participate in and share their successes with the Character Dares, motivational posters promoting acceptance around the school will be made by students, and a spring survey will indicate students/parents feel safe and accepted at school.

Priority #4	
Priority Area	High Levels of Collaboration and Communication
Focus Area	Teachers will provide feedback to each other to help improve instructional practices, teachers will receive regular feedback on how they are doing from their peers, and teachers will have opportunities to grow professionally
Focus Grade Level(s)	Grades 6, 7, 8
Desired Outcome	We would like the staff to provide and receive feedback from one another as we continue to strive for excellence in our teaching.
Alignment with District Strategic Initiatives	Professional Learning
Data and Rationale Supporting Focus Area	On the Nine Characteristics Survey from last year, we chose to work on our lowest average scores. Those were: 1. Staff members get help in areas they need to improve 2.33 2. Teachers provide feedback to each other to help improve instructional practices 3.0 3. Teachers receive regular feedback on how they are doing 3.0 4. I have enough opportunities to grow professionally 3.33

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teachers will make an effort to observe each other once a quarter.	Teachers will leave a note with teacher who was observed citing positive feedback and possible follow up conversation.
	Staff members can attend a seminar/workshop/conference.	Staff will present what they have leaned on a Professional Learning LEAP day.
	Each teacher will present a mini lesson to the staff.	Professional Learning time will be allotted for each staff member to present a lesson once this year.

Timeline for Focus	Fall, 2019 - Spring, 2020
Method(s) to Monitor Progress	The Nine Characteristics Survey 2019-2020. Notes that are left in the classroom for the teacher being observed. Teachers attend a seminar/workshop/conference and share what they have learned.

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 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.

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.[8] The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Gather and collect family feedback via the October Parent Survey.	October 2019
	Gather and collect family feedback via the Spring Parent Survey.	May 2020
	Face-to-face conferences.	November 2019 and March 2020

Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Use emails to engage families and community members in the learning process.	Ongoing
	E-Updates sent on a monthly basis.	Every month
	Invite families/community into the school for various events.	On a quarterly basis for each grade level
	Engage families/community members by utilizing them to assist in the classroom and on the campus.	Ongoing (at least 20-hours per family per year)

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[8] LWSD's policy is found at: https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r