

Renaissance Middle School

School Improvement Plan

Annual Update: 2022-23

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.¹

SCHOOL OVERVIEW

Description: Renaissance Middle School is a small choice school with a maximum student body of 96 students. In addition to our teachers we have an office manager, school counselor, and mental health and behavioral support counselors. Renaissance has been open since Fall of 2006. Our student population is diverse which provides opportunities to learn about our families, including through student-led conferences. Our students come from across our district including Sammamish, Redmond and Kirkland. Our program is also unique because we focus on teaching students to think deeply as critical thinkers in order to reason their way to understanding the world around them and how they fit in it. In addition, the students focus on learning the skills of visual arts and performing arts. Teachers then provide opportunities for students to use those skills to express their understanding of concepts in other content areas. Finally, this work lends itself to explore the connections between the content areas of each class.

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

2022-23 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Literacy - Writing	6-8	Students consistently respond to critical thinking questions across the curriculum by using the R.A.C.E strategy to make sure they have thoroughly answered the question. (Restate the question, Answer, Cite evidence, Explain)
2	Literacy – Reading	6 - 8	Students consistently determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.
3	Social Emotional Learning	6-8	Students consistently and accurately identify their emotions and use strategies they learn to regulate student-identified unhelpful emotions.

CONTINUOUS IMPROVEMENT PRIORITIES

¹ LWSD School Board Approval on <insert date>

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.

Priority #1		
Priority Area	English Language Arts/Literacy	
Focus Area	Written expression	
Focus Grade Level(s) and/or Student Group(s)	6-8 grades	
Desired Outcome	Students consistently respond to critical thinking questions across the curriculum by using the R.A.C.E strategy to make sure they have thoroughly answered the question. (Restate the question, Answer, Cite evidence, Explain)	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	A fall assessment indicated that 40% of students are consistently responding well to critical thinking questions on assignments and activities. This has consistently been an area that middle school students struggle with at first to learn and become confident in. In addition, it is also a skill that is necessary in high school.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Teach the R.A.C.E. strategy for approaching answering critical thinking questions.	Teachers will use the same lesson to teach students in all grade levels how to use the R.A.C.E. strategy to ensure that they are writing complete answers to critical thinking questions.
	Teachers across the curriculum use the same vocabulary in their lessons and when responding to critical thinking questions.	All teachers have and use copies of a common R.A.C.E. graphic organizer posted in their classrooms.
	Teachers create a common rubric to assess critical thinking question responses for assignments and assessments.	Teachers use this common rubric.
Timeline for Focus	Fall 2022 - Spring 2023	
Method(s) to Monitor Progress	Common R.A.C.E. strategy 4-point rubric for use in LA/SS, science, mathematics, art and performing arts.	

Priority #2

Priority Area	English Language Arts/Literacy	
Focus Area	Reading	
Focus Grade Level(s) and/or Student Group(s)	6 – 8 grades	
Desired Outcome	Students consistently determine the meaning of words and phrases as they are used in a text including figurative, connotative, and technical meanings.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	Based upon observations of students’ initial work, 70% of students do well with being able to determine the meaning of words in context. 30% of students need to continue working on this skill. Also, our FastBridge fall assessment indicated 10% of our students at Some Risk or High Risk in Reading.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Create an academic word bank to give to all students as a reference guide.	Teachers will generate the academic word bank together.
	Teachers include background vocabulary work in lessons in order to continue to build working knowledge.	Examples of lessons for teachers to use in their classes.
	Develop lesson to teach Greek and Latin roots	Pre and post testing
Timeline for Focus	Fall 2022 - Spring 2023	
Method(s) to Monitor Progress	Increase usage of academic language and key vocabulary in student written responses to critical thinking questions in all classes.	

Priority #3

Priority Area	Social and Emotional	
Focus Area	Accurate emotional identification and emotional regulation	
Focus Grade Level(s) and/or Student Group(s)	6 – 8 grades	
Desired Outcome	Students consistently and accurately identify their emotions and use strategies they learn to regulate student-identified unhelpful emotions.	
Alignment with District Strategic Initiatives	MTSS	
Data and Rationale Supporting Focus Area	In our initial screener, students indicated that extreme feelings and emotions is a challenge that most of them are struggling with. Also, our Panorama data from fall 2022 show 22% of our students did not select a positive response for Challenging Feelings.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Track missing assignments.	Teachers are using missing assignments as a gauge to emotional well-being.
	One-on-one Guild teacher meetings with students who flagged yellow on our beginning of the year screener and are struggling with multiple missing assignments and not participating.	Debrief meetings to talk about results and determine if additional support is needed.
	Teachers teach lessons about emotional identification.	Teachers debrief instructional sessions to share observations with each other and counselors for guidance.
	Teachers teach lesson about emotional regulation strategies and provide opportunities for students to role play.	Lessons are consistent and teachers debrief instructional sessions to share observations with each other and counselors for guidance.
	Teachers follow Character Strong lessons consistently.	Teachers use weekly Character Strong lessons and then debrief.
Timeline for Focus	Fall 2022 - Spring 2023	
Method(s) to Monitor Progress	Regular check-ins on missing assignments with guild students Behavior in classes day to day Administer surveys throughout the school year to assess for change Student Self Reflections	

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.

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.² 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
	RSAR website	2022-2023
	Raven newsletter	2022-2023
	Student led conferences	2022-2023
	PTSA co-president meetings	2022-2023
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	PTSA General Membership meetings	2022-2023
	Raven Newsletter	2022-2023
	RSAR website	2022-2023

² LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

