

# Renaissance School of Art and Reasoning School Improvement Plan Annual Update: 2024-25

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

## SCHOOL OVERVIEW

**Description:** Renaissance School of Art and Reasoning (RSAR) Middle School is a small choice school with a maximum student body of 96 students. In addition to our 3.6 FTE general classroom teachers and 1.2 special education teacher, we have an office manager, school counselor, and a 0.6 FTE school nurse. RSAR opened in the Fall of 2006. Our student population continues to increase in diversity which provides opportunities for our community to learn about different perspectives and cultures which enriches our overall learning community. Our students come from across our district including Sammamish, Redmond, and Kirkland. Our program is unique because we focus on teaching students to think deeply as critical thinkers in order to reason their way of 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 in order to express themselves in non-verbal ways. Teachers then provide opportunities for students to use those skills to express their understanding of concepts in other content areas. The work in the fine and performing arts also helps students to gain confidence in expressing themselves, collaborating with peers and adults, and presenting in front of people. Finally, this work lends itself for students to explore the connections between the interconnectedness of all the content areas they work with.

**Mission Statement:** Prepare students to be engaged drivers of their own education through experiences in arts-based instruction. Develop distinct skills and techniques across the curriculum. Provide experiences that continue the development of their critical thinking and communication skills, as well as the confidence and willingness to try even when the task is challenging or requires risk-taking. Support students in becoming life-long learners and positively engage members of our learning community.

## 2024-25 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	Organization	All students 6-8	Students develop the organizational skills necessary to keep track of their assignments, projects, and assessments throughout middle school.
2	Differentiation	All students 6-8, focus on students with IEPs	Instruction is sufficiently differentiated to meet the learning needs of all students in the classroom, including students with IEPs.
3	Social Emotional Learning	All students 6-8	Students use strategies learned in advisory to identify emotions and regulate behavioral responses.

<sup>1</sup> LWSD School Board Approval on <insert date>

## 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>	Organization						
<b>Focus Area</b>	All students						
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 6-8						
<b>Desired Outcome</b>	Students develop the organizational skills necessary to keep track of their assignments, projects, and assessments throughout middle school.						
<b>Alignment with District Strategic Initiatives</b>	MTSS						
<b>Data and Rationale Supporting Focus Area</b>	<p>As of 12/15/24 (about halfway through Quarter 2), students have the following number of missing assignments in Science:</p> <ul style="list-style-type: none"> <li>- 6<sup>th</sup> Grade Science (32 students): 50</li> <li>- 7<sup>th</sup> Grade Science (31 students): 26</li> <li>- 8<sup>th</sup> Grade Science (24 students): 18</li> </ul> <p>This averages to 1.6 missing assignments per 6<sup>th</sup> grader, 0.8 missing assignments per 7<sup>th</sup> grader, and 0.8 missing assignments per 8<sup>th</sup> grader, for a single class. These numbers are representative of overall trends observed by teachers.</p> <p>These data support the general observation of teachers that students improve in their ability to track and turn in their assignments over the course of middle school, but that there is room for improvement even at the highest grade level.</p> <p>Although some students have more missing assignments than others, focus on self-efficacy in middle school will benefit all students as they prepare for high school, where both course load and expectation of academic independence are greater.</p>						
<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; padding: 5px;"><b>Action</b></th> <th style="width: 50%; text-align: center; padding: 5px;"><b>Measure of Fidelity of Implementation</b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Students consistently use planners and/or to-do lists</td> <td style="padding: 5px;">All students will establish a routine for writing homework, long-term projects, and assessment dates in planners and to-do lists, during advisory periods.</td> </tr> <tr> <td style="padding: 5px;">Teaching students to use planners and/or to-do lists to track status of assignments</td> <td style="padding: 5px;">Once students are in the habit of listing their assignments in their planner/to-do list, the next step is for them to develop a system for</td> </tr> </tbody> </table>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	Students consistently use planners and/or to-do lists	All students will establish a routine for writing homework, long-term projects, and assessment dates in planners and to-do lists, during advisory periods.	Teaching students to use planners and/or to-do lists to track status of assignments	Once students are in the habit of listing their assignments in their planner/to-do list, the next step is for them to develop a system for
<b>Action</b>	<b>Measure of Fidelity of Implementation</b>						
Students consistently use planners and/or to-do lists	All students will establish a routine for writing homework, long-term projects, and assessment dates in planners and to-do lists, during advisory periods.						
Teaching students to use planners and/or to-do lists to track status of assignments	Once students are in the habit of listing their assignments in their planner/to-do list, the next step is for them to develop a system for						

		keeping track of which assignments have been completed and turned in and which have yet to be done. For example, writing a check mark next to completed assignments and then crossing them out once turned in.
	Improving student use of Skyward to track assignments and grades	Students will check Skyward at least once weekly to check for missing assignments and view grades. Students with 3 or more missing assignments during any given week will seek support from teachers and/or guardians.
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	Students will reflect on their progress on these goals quarterly.	

<b>Priority #2</b>		
<b>Priority Area</b>	Differentiation	
<b>Focus Area</b>	All students 6-8	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 6-8	
<b>Desired Outcome</b>	Instruction is sufficiently differentiated to meet the learning needs of all students, including students with IEPs. Students are able to access appropriately differentiated assignments based on their needs to support academic excellence and rigor at RSAR.	
<b>Alignment with District Strategic Initiatives</b>	Inclusion	
<b>Data and Rationale Supporting Focus Area</b>	It is important for students to develop awareness of their own needs as learners throughout middle school. Some require shortened assignments, some need modified learning targets, some would benefit from an additional challenge, etc. When offered different versions of an assignment, students should be able to select the one that makes sense for them given their current needs in the class.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Systematized approach for differentiated assignments and assessments	Students will self-select an appropriate version of an assignment when offered, e.g. an “on-level” versus an “enrichment”.

	Systematized approach for repeat instructions, provide redirection, and check for student understanding	Students will advocate for their needs during class by asking questions when prompted or when needing support.
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	Students will be given opportunities to reflect on these goals quarterly.	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	All students	
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades 6-8	
<b>Desired Outcome</b>	Students use strategies learned in advisory to identify emotions and regulate behavioral responses.	
<b>Alignment with District Strategic Initiatives</b>	MTSS	
<b>Data and Rationale Supporting Focus Area</b>	Many students self-reported experiencing challenging emotions in the most recent Panorama survey. Additionally, teachers have observed students' difficulty with identifying emotions and responding to them appropriately to regulate their own behavior.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Practice identifying challenging emotions	During weekly SEL lessons held in advisory periods, students will be asked to identify and reflect on a challenging emotion they recently experienced. There will be a focus on what led to the emotion, and how the student responded to it.
	Direct instructions of emotional regulation strategies	Emotional regulation strategies will be taught to students during weekly SEL lessons.
<b>Timeline for Focus</b>	Winter, 2025 - Spring, 2025	
<b>Method(s) to Monitor Progress</b>	Teachers will collect data from Panorama surveys to identify trends in these areas.	

**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.<sup>2</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>
	Discussion with PTSA leaders	Once approved, winter 2025
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Summary of main points in weekly newsletter	Once approved, winter 2025

<sup>2</sup> LWSD’s policy is found at: <https://go.boarddocs.com/wa/lwsl/Board.nsf/goto?open&id=BSCTAP76757A>