SCHOOL NAME (elem or middle)

School Improvement Plan

Annual Update: 2025-26

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.[1]

SCHOOL OVERVIEW

Description: Renaissance School of Art and Reasoning (RSAR) is a small, choice-based middle school serving up to 96 students in grades 6–8 from across the Lake Washington School District, including the communities of Sammamish, Redmond, and Kirkland. RSAR's growingly diverse student body enriches the learning environment by fostering an inclusive community where students learn from a broad range of perspectives and cultural experiences. What sets RSAR apart is its commitment to developing critical thinkers who approach learning with curiosity, reflection, and purpose. Our curriculum emphasizes reasoning and inquiry across all subject areas, helping students make sense of the world and their place within it. A hallmark of our program is the integration of visual and performing arts into every student's experience. Unlike other middle schools in the district, all RSAR students participate in both art and drama classes each year. These courses are not treated as standalone electives but as core components of the learning experience. Through the arts, students learn to communicate ideas non-verbally, express their understanding of academic concepts creatively, and build essential skills such as collaboration, public speaking, and self-confidence. This interdisciplinary approach fosters deep connections across content areas and supports the development of well-rounded learners who can think critically, express themselves effectively, and engage meaningfully with their community.

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 engagement members of our learning community.*

2025-26 PRIORITIES AT A GLANCE

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	**Literacy**	**All Students 6-8**	**By the end of third quarter, at least 85% of students will show measurable growth in writing proficiency, as assessed by pre- and post-assessments and portfolio evaluations.**
2	**Mathematics**	**All Students 6-8**	**By the end of third quarter, at least 85% of students will show measurable growth in math fluency, as assessed by pre- and post-assessments and fluency drills.**
3	**Social Emotional Learning**	**All Students 6-8**	**By the end of third quarter, at least 85% of students will be able to identify at least four core emotions and demonstrate at least two**

[1] LWSD School Board Approval on <insert date>

			self-regulation strategies, as measured by teacher checklists, SEL reflections, and student self-assessments.

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><th colspan="2">Priority #1</th></tr>
<tr><td>Priority Area</td><td>Literacy</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>All Students 6-8</td></tr>
<tr><td>Focus Area</td><td>Writing Proficiency</td></tr>
<tr><td>Desired Outcome</td><td>By the end of third quarter, at least 85% of students will show measurable growth in writing proficiency, as assessed by pre- and post-assessments and portfolio evaluations.</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>Some students are performing below grade-level expectations in writing, especially in areas of organization and clarity. A subset of these students are very resistant to writing in general.

Many students struggle with developing clear arguments, supporting claims with evidence, and revising drafts effectively in multiple content areas, including Language Arts, Social Studies, and Science.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>For students performing below grade-level, implement regular writing workshops focused on thesis development, paragraph structure, and evidence use.</td><td>Teacher observations confirm student participation.</td></tr>
<tr><td>Use peer mentorship and teacher modeling to demonstrate writing processes and facilitate peer feedback.</td><td>Records of peer mentoring sessions and teacher “think-aloud” modeling; student and teacher feedback surveys indicate engagement.</td></tr>
<tr><td>Integrate writing tasks across content areas like Science, Social Studies, and Math for regular writing practice.</td><td>Lesson plans from multiple subjects include writing assignments; cross-curricular writing samples collected and reviewed regularly.</td></tr>
</table>
</td></tr>
<tr><td>Strategy to Engage Students, Families,</td><td>The School Improvement Plan is shaped by ongoing feedback from families and teachers, who consistently identify writing fluency, math fluency, and emotional regulation as top areas of need for students in middle school.</td></tr>
</table>

Parents and Community Members	These insights directly inform the school's goals and ensure that the plan reflects what matters most to our community.
Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Conduct weekly formative writing assessments scored with rubrics to track improvements in organization, argumentation, and grammar. Maintain student writing progressions including drafts, revisions, and final pieces to monitor growth over time. Facilitate peer feedback and self-assessments to encourage reflection and goal-setting.

<table>
<tr><th colspan="2">Priority #2</th></tr>
<tr><td>Priority Area</td><td>Mathematics</td></tr>
<tr><td>Focus Grade Level(s) and/or Student Group(s)</td><td>All Students 6-8</td></tr>
<tr><td>Focus Area</td><td>Math Fluency</td></tr>
<tr><td>Desired Outcome</td><td>By the end of the school year, at least 85% of students will show measurable growth in math fluency, as demonstrated by pre- and post-assessments, fluency drills, and increased engagement during math instruction.</td></tr>
<tr><td>Current Data Supporting Focus Area</td><td>FastBridge assessments reveal gaps in foundational math skills (e.g., multiplication, fractions).

Struggles with basic fluency impact students' ability to engage with more complex math concepts.

Math anxiety is prevalent, and lack of fluency contributes to low confidence.</td></tr>
<tr><td>Strategy to Address Priority</td><td>
<table>
<tr><th>Action</th><th>Measure of Fidelity of Implementation</th></tr>
<tr><td>Students will engage in weekly math fluency activities focused on core prerequisite skills.</td><td>Teachers will maintain a weekly log of fluency activities; lesson plans will reflect integration.</td></tr>
<tr><td>Students identified for additional support will participate in small-group math interventions during intervention periods.</td><td>Intervention groups will be documented with attendance records and progress monitoring tools.</td></tr>
<tr><td>Students will reflect monthly on their math fluency progress using math journals or digital goal-setting tools.</td><td>Teachers will review journals quarterly; student reflections will be part of student-led conferences.</td></tr>
</table>
</td></tr>
<tr><td>Strategy to Engage Students, Families, Parents and Community Members</td><td>The School Improvement Plan is shaped by ongoing feedback from families and teachers, who consistently identify writing fluency, math fluency, and emotional regulation as top areas of need for students in middle school. These insights directly inform the school's goals and ensure that the plan reflects what matters most to our community.</td></tr>
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Timeline for Focus	Fall, 2025 - Spring, 2026
Method(s) to Monitor Progress	Students will complete three FastBridge assessments per year, to track skill growth over time. Teachers will keep observational notes on student accuracy and participation during fluency routines in class. Student math journals will be reviewed quarterly to assess goal setting, reflections, and self-awareness of progress.

Priority #3	
Priority Area	Social Emotional Learning
Focus Grade Level(s) and/or Student Group(s)	All Students 6-8
Focus Area	Emotion Identification & Regulation
Desired Outcome	By the end of the school year, at least 85% of students will be able to identify at least four core emotions and demonstrate at least two self-regulation strategies, as measured by teacher checklists, SEL reflections, and student self-assessments.
Current Data Supporting Focus Area	Increase in behavioral referrals related to emotional outbursts and peer conflict. Student and teacher surveys indicate a need for more emotional regulation tools. Research supports that SEL improves academic success and school climate.
Strategy to Address Priority	**Action** / **Measure of Fidelity of Implementation** Students will participate in weekly SEL lessons focused on emotional awareness and regulation strategies. / Teachers will follow a scope and sequence for SEL instruction. The SPED classroom will include a calm space or self-regulation area where students can take breaks when needed. / Usage will be tracked (informally or with reflection tools). Students will engage in regular emotional check-ins during advisory periods using visual tools like emotion thermometers or mood meters. / Teachers will incorporate daily check-ins consistently.
Strategy to Engage Students, Families, Parents and Community Members	The School Improvement Plan is shaped by ongoing feedback from families and teachers, who consistently identify writing fluency, math fluency, and emotional regulation as top areas of need for students in middle school. These insights directly inform the school's goals and ensure that the plan reflects what matters most to our community.
Timeline for Focus	Fall, 2025 - Spring, 2026

Method(s) to Monitor Progress	School staff will monitor behavioral data, including trends in referrals or classroom disruptions, to evaluate the impact of SEL instruction. Students will complete self-assessments and reflection activities to share how they are using emotional strategies and recognizing their emotions.

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.