# Continuous Improvement Process Plan

## Redmond Elementary

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# 2017 - 2018

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Lake Washington School District

2017 - 2018

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## DESCRIPTION OF SCHOOL

Redmond Elementary is unique among its peers, as the oldest elementary school in Redmond and the only one situated in the heart of our beautiful city. While the building was recently updated, many of the traditions from the old school are still dear to us, and we take great pride in partnerships with local civic organizations. This year, we are again embracing the City of Redmond's School Pool program, encouraging families to walk, bike, car pool, or ride the bus. Additionally, several local police officers and firefighters partner with our students as lunch buddies.

Redmond Elementary reflects the growth and change present in our community. In just a few short years, our student numbers have grown from 548 to 783. Multiple programs are housed at Redmond Elementary, including Intervention Center classrooms and a thriving Quest program. Our students hail from all over the world and our families speak more than 70 languages at home. Teachers and staff work together collaboratively to support the unique needs of each child, and we welcome the partnership of parents and families in that effort.

This year, Redmond Elementary will be working to build up the leadership skills of our students in 4th and 5th grade as we continue to build a safe and inclusive environment for every student – one in which every student, every parent, and every staff member feels welcome, valued, and appreciated.

## DISTRICT PERFORMANCE TARGETS

| Indicators<br>*Note: Indicators based on state assessments* | Baseline Performance 2014-15 | Current Performance 2016-17 | Target Performance 2018 |
|---|---|---|---|
| | District | District | District |
| **Early Literacy Development** — % of Kindergarteners at benchmark on End-of-Year Literacy assessment | 87.2% | 89.6% | 95% |
| **3rd Graders on Track for Success** — % of 3rd graders meeting or exceeding state standards in Literacy | 78.6% | 79.8% | 91% |
| % of 3rd graders meeting or exceeding state standards in Math | 80.5% | 82.2% | 92% |
| **5th Graders on Track for Success** — % of 5th graders meeting or exceeding state standards in Literacy | 84.1% | 82.7% | 92% |
| % of 5th graders meeting or exceeding state standards in Math | 72.7% | 75.8% | 90% |
| % of 5th graders meeting or exceeding state standards in Science | 86.9% | 86.7% | 95% |

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**

## Process to determine District Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

# SCHOOL PERFORMANCE OVER TIME

| | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|---|---|---|---|---|
| **Early Literacy Development** | % of K-2 at benchmark on End-of-Year Literacy assessment | K | 98.5 | 95.2 | 92.9 | | | | |
| | | 1st | 82.5 | 90.0 | 84.1 | | | | |
| | | 2nd | 87.1 | 90.4 | 92.9 | | | | |
| **3rd Graders on Track for Success** | % of 3rd graders meeting or exceeding state standards in Literacy | | 78.4 | 78.0 | 82.5 | | | | |
| | % of 3rd graders meeting or exceeding state standards in Math | | 81.7 | 77.5 | 79.1 | | | | |
| **4th Graders on Track for Success** | % of 4th graders meeting or exceeding state standards in Literacy | | 84.5 | 78.0 | 83.7 | | | | |
| | % of 4th graders meeting or exceeding state standards in Math | | 76.3 | 75 | 77.4 | | | | |
| **5th Graders on Track for Success** | % of 5th graders meeting or exceeding state standards in Literacy | | 83.6 | 88.1 | 85.0 | | | | |
| | % of 5th graders meeting or exceeding state standards in Math | | 66.3 | 82.0 | 77.5 | | | | |
| | % of 5th graders meeting or exceeding state standards in Science | | 80.4 | 93.5 | 83.3 | | | | |

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
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# CIP REFLECTION: EVALUATE OUTCOMES

## 2016-17 CIP Goals and 2017 Outcomes:

*Data:*

|  | Goal | Achievement (Achievement Level Descriptor) |
|---|---|---|
| **Literacy: K-2 Reading** | 85% of students will be at or above benchmark as measured by the End of Year DIBELS assessment. | 92.9% of K met standard, 84.1% of grade 1 met standard, 92.9% of grade 2 met standard. |
| **Literacy: 3-5 ELA** | 90% of students will be at or above standard as measured by the Smarter Balanced Assessment. | 82.5% of grade 3 met standard, 83.7% of grade 4 met standard, 85% of grade 5 met standard. |
| **Math: 3-5 Math** | 65% of students will be at or above standard as measured by the Smarter Balanced Assessment. | 79.1% of grade 3 met standard, 77.4% of grade 4 met standard, 77.5% of grade 5 met standard. |
| **Science: 5th Science** | 75% of students will be at or above standard as measured by the MSP. | 83.3% of grade 5 met standard on the Science MSP. |
| **Achievement Gap** | 80% of students identified as Hispanic/Latino of any race(s), Black/African American, Two or More Races, and Asian in grade 3 will be at or above standard on the Math SBA. | 50% of students identified as Hispanic/Latino of any race, 38% of students identified as Black/African America, 86% of students identified as Two or More Races, and 96% of students identified as Asian in Grade 3 scored at or above standard on the Math MSP. Together, 83% of these students were at or above standard. |
| **School Effectiveness:** | 100% of staff agree mostly or completely that teachers (staff) receive regular feedback on how they are doing. | 76% of staff agree mostly or completely that teachers receive regular feedback on what they need to do to improve. |
| **Attendance and Discipline:** | At the end of the school year, we will have a decreased percentage of unexcused absences from 79% in the 2015-2016 school year to 65% or fewer.<br><br>At the end of the 2016-2017 school year, the percentage of student suspensions will | At the end of the 2016-2017 school year, 8.59% of all absences were unexcused. 91.41% were excused.<br><br>At the end of the 2016-2017 school year, Redmond Elementary had a 1.2% student suspension rate. |

| | decrease from 3% in the 2015-2016 School year to 1% or lower. | |
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*Narrative Reflection:*

| Narrative Reflection | |
|---|---|
| **Process:** | There was focused attention across multiple committees to identifying student needs, designing and implementing interventions, and measuring growth. These were done in Data Teams, Instructional Leadership, Special Services, PGE teams, Culture and Behavior teams, and Grade Level Teams. Several teachers and teams collaborated with our counselor to provide supports to students and families in need. Several grade level teams partnered with intervention and special education teams to identify needs such as multiplication facts and content vocabulary. Many teams used flexible groupings across classrooms to differentiate for the needs of their students. This collaboration within teams, across teams, and vertically across grades benefited all students as well as strengthening the practice of all teachers. |
| **Literacy: K-2 Reading** | We are so pleased with the fact that every child made growth, and that the percentages in kindergarten and second grade were in the 90s. We serve a significant number of students who are English Language Learners, and while the ELL teachers met monthly with the Kindergarten teachers to ensure that the IAs were delivering instruction that served their needs, the ELL teachers also wished that they could serve the Kindergarten ELL students directly. ELL teachers did develop increased coteaching models which yielded success in grades 1 and 2. Use of Words Their Way, RAZ-kids, and focused attention on segmenting of words into discrete sounds were all successful strategies. |
| **Literacy: 3-5 ELA** | Our 3-5 grades saw success in different areas of literacy. Both 3rd and 4th grade focused on students' ability to provide text-based evidence in their analysis of writing, and while they saw students' skill levels grow here, it was inconsistent between text types. Additional attention was then paid to studying narrative text, where evidence was less easily identifiable. The area of revision is one where teachers wish to devote more instruction this year as students struggled with this process. In 5th grade, students worked in flexible groups, differentiating across classes and focusing on the Common Core State Standards, adding in novel studies as they did. 5th grade also partnered with ELL teachers in a coteaching model that met the needs of all students |

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| | much more effectively. Additionally, enrichment activities to deepen and extend the knowledge and skills of students already performing above standard presented as an ongoing need, with some teams feeling it had been done successfully and others wishing to do so even more. |
| **Math: 3-5 Math** | Math instruction manifested differently across different teams with different needs. All used some model of differentiation and flexible skill-based groupings, with a focus on fact fluency for students who had not yet grasped these. In addition to using envision, the use of IXL at school and at home spurred a higher interest and engagement in math for many students. Students who struggled with math received interventions via and RTI model, and those who displayed advanced skill levels worked above their grade level curriculum in the 2/3 and 4/5 Quest programs. One area identified as needing additional focus in the future is geometry. |
| **Science: 5th Science** | Science education begins in Kindergarten, as students use hands on activities and their five senses to make and record scientific observations. This continues to develop in complexity as students move ahead in the grade towards the 5th grade Science Assessment. This past year, specific attention was paid to developing scientific content vocabulary in all students and particularly for English Language learners. 5th grade teachers devoted additional time to science and addressed more topics than simply those that were required. Additionally, they retaught and reinforced concepts learned in earlier years to ensure adequate understanding and application, particularly in writing scientific conclusions. |
| **Achievement Gap** | Through partnering within grade level teams and across disciplines, with Intervention teams and vertical partnering across grade levels, the identified achievement gap goal was met. However, in looking at the data, staff wants to focus looking forward on the smaller subgroups that continue to struggle with academic achievement and pursue professional development towards addressing these needs at every grade level. |
| **School Effectiveness:** | The administration at Redmond Elementary went through significant changes last year, with the departure of one principal, the associate principal briefly filling both roles, and a substitute principal finishing the year. As a result, feedback measures and routines were inconsistent. |
| **Attendance and Discipline:** | Staff had mixed feelings on the efficacy of attendance and tardy interventions, with many stating that strong relationships with the school was an incentive for students to attend school when they were well enough to do so. A wristband incentive program |

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| | was seen as at least partially effective, with room to grow on implementation that wouldn't disrupt classroom events. Increased communication with families regarding the importance of attendance was seen as effective.<br><br>We still have opportunities for growth in discipline. This year we are working to implement PBIS philosophies and practices to increase consistent expectations and follow-through school-wide. |

# ANNUAL SCHOOL GOALS

## 2017-18 Annual School Goals:

| | SMART Goals |
|---|---|
| **Literacy: K-2 Reading** | 91% of students in the grades K, 1, and 2 will be at or above benchmark as measured by the 2018 End of Year DIBELS assessment. |
| **Literacy: 3-5 ELA** | 88% of students in grades 3-5 will be at or above standard as measured by the 2018 SBA. |
| **Math: 3-5 Math** | 86% of students in grades 3-5 will be at or above standard as measured by the 2018 SBA. |
| **Science: 5th Science** | 83% of students will be at or above standard as measured by the 2018 Science WCAS. |
| **Achievement Gap** | 80% of students identifying as Hispanic/Latino of any race and 80% of students identifying as Black will be at or above grade level proficiency as measured by DIBELS scores in grades K, 1, and 2, and SBA Math scores in grades 3, 4, and 5. |
| **School Effectiveness:** | 80% of staff will agree that many parents are involved as volunteers at the school. |
| **Attendance:** | We will decrease the number of students identified as chronically tardy (5 or more tardy arrivals in a month) from 2.8 % to 1.5 %). |
| **Discipline:** | We will reduce the number of physically aggressive recess incidents from an average of 2 per day in October 2017 to an average of 1 or fewer per day in May 2018. |

## Annual School Goals: Academic

We are seeing improvement throughout the course of the school year in each cohort, from the skills students present with in the fall to their year end assessments in springtime. We continue to see a high degree of fluidity in our student population, which is a factor in student growth. The goals we are setting for this year are based on baseline data,

tracking historic trends in grade levels, and acknowledgment of the factors that influence student success at our school, including special programs, student body movement, and changes in school resources over the past few years.

## Annual School Goals: Achievement Gap

When we looked at our schoolwide achievement gap data from last year, some questions were raised: Why only measure at grade 3? And why combine all non-white students into one data point? While the goal was met, when the data was disaggregated, there were some glaring gaps in subgroups. This year, we are going to focus specifically on working with our students from Hispanic/Latino backgrounds as well as students who identify as Black in the area of Math. We will tap into our Redmond community and build partnerships and systems of support to support specific skills in Math through small group instruction, designed by certificated staff members and supported through student mentors.

## Annual School Goals: School Effectiveness

In analyzing our data from the 9 characteristics survey, most areas reflected high self-ratings – with the exception of this area. Additionally, in the input session we hosted with parents, this emerged as an area for improvement. Already, through the establishment of WatchDOGS this year, we are seeing increased numbers of fathers and father figures spending time volunteering with us. There is a desire on the part of many parents to be more involved, and meaningfully so, in the daily activities at school. As we design more ways to provide supports for students in need, this is one resource to tap into.

## Annual School Goals: Attendance

We continue to carefully track and follow through on unexcused absences and have seen a decrease over the past year. However, chronic tardiness has presented as an issue. We know that students who arrive late build habits that are hard to break as students move into future levels of schooling and accompanying earlier start times. We will confer with individual students and families, and engage our district truancy officer for support as needed.

## Annual School Goals: Discipline

With a large student body, we see ongoing incidents with students expressing aggression towards one another at recess, sometimes through rough play and at others through conflicts that arise. The majority of physically aggressive incidents do occur at recess. We are going to train and engage student leaders in helping engage students in healthy play and also help mitigate conflicts as they arise. We hope that doing so, in addition to involving dads at recess through the WatchDOGS program, will decrease the incidence of aggressive incidents between students.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

| Goal Area | Math |
|---|---|
| *Strategy to support goals* | Math/Achievement Gap Goal – All students who are school dependent in grades K-5 in the area of Math will be identified as well as which specific content areas are in need of support. We are working to develop multiple interventions – small group instruction, before school math groups, and an after school Latino Math Scholar program which will partner with Redmond Middle School students. |
| *Professional Learning needed* | Culturally Responsive Teaching training, small group math instruction coaching, Spanish language instruction for staff |
| *Resources needed* | Research into best instructional practices, Formative and Summative assessment data, transportation for student mentors, funding for innovative programs to address staffing, snacks, materials. |
| *Responsible individual or team* | Principal and Associate Principal, teachers grades K-5, Special Education |

| Goal Area | School Effectiveness |
|---|---|
| *Strategy to support goals* | Parents will be engaged in volunteer roles through WatchDOGS and increasing classroom volunteer opportunities. |
| *Professional Learning needed* | Instructional Leadership Teamwork with teachers to identify volunteer opportunities within classrooms. |
| *Resources needed* | None, just planning and communication |
| *Responsible individual or team* | Principal and Associate Principal, ILT, all teachers, PTSA |

| Goal Area | Attendance |
|---|---|
| *Strategy to support goals* | Importance of timeliness will be communicated to all families as well as the long-term impact of regular tardiness; direct communication with families whose students are chronically tardy |
| *Professional Learning needed* | None |
| *Resources needed* | Daily tardy arrival communications, data tracking shared with all members of school community |
| *Responsible individual or team* | Principal and Associate Principal, Attendance Secretary |

| Goal Area | Discipline |
|---|---|
| *Strategy to support goals* | Identify problem areas and times at recess, identify student leaders to help support positive choices, train and begin service. Increased fidelity in compliance with school policies among those supervising recess. |
| *Professional Learning needed* | Refresh of expectations with classified staff responsible for recess supervision |
| *Resources needed* | Time to train staff and student volunteers |

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| *Responsible individual or team* | Principal and Associate Principal, Classified Support Staff members |

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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|---|
| **Strategies to involve parents, families, and the community in the Continuous Improvement Process** |
| We held a parent input session on November 9 to share our annual progress and gather input from our parent community as to goals for this coming year. Additionally, we are focusing on building positive relationships within the schoolhouse with our community, through the engagement of Lunch Buddy volunteers from the community as well as WatchDOGS (Dads of Great Students) to boost regular attendance and timeliness to school. We are also hosting a Latino parent night this fall to build relationships with our Latino families and gather input from them as to what strategies and tools they believe would be most beneficial in building academic success. Finally, we will be partnering with Redmond Middle School in developing and implementing interventions to serve our Latino students who struggle in Math. |
| **Strategies to inform parents, families, and the community about the Continuous Improvement Process** |
| The Continuous Improvement Plan will be posted to our school's website and will be discussed in our PTSA board meetings as well as informally with our parent volunteers. The efforts we make throughout the year in support of our goals will be communicated through weekly parent emails, with progress or challenges in the implementation of these shared as we learn and grow together. |