

Continuous Improvement Process Plan

Samantha Smith Elementary

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Sammamish, WA 98074

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<http://www.lwsd.org/school/Smith>

2017 -
2018



Lake Washington
School District

Principal Jamie Warner

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Lake Washington School District

2017 - 2018

TABLE OF CONTENTS

Section:

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes
- V. Cohort Growth Goals and Progress Monitoring
- VI. Strategies to Accomplish Goals
- VII. Parent, Family, and Community Involvement

DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

This school year we opened our doors in September to nearly seven hundred students. We have thirty classrooms, seventy employees including both classified and certificated and a PTSA who has shown one hundred percent membership the past few years.

Our student population is diverse in many ways including academically, culturally, as well as economically. We are a home to students from all over the world. Included below is a snapshot of our student body.

Gender (October 2016)		
Male	337	53.0%
Female	299	47.0%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	31	4.9%
American Indian / Alaskan Native	1	0.2%
Asian	335	52.7%
Black / African American	2	0.3%
White	225	35.4%
Two or More Races	42	6.6%
Special Programs		
Free or Reduced-Price Meals (May 2017)	10	1.6%
Special Education (May 2017)	28	4.4%
Transitional Bilingual (May 2017)	70	10.9%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	17	2.7%
Foster Care (May 2017)	N<10	

Samantha Smith was a child Peace Builder. She believed in understanding differences, working collaboratively and promoting peace. Following her legacy, we are a Peace Builder School. To teach our children what this means, we introduce the Peace Builder Promise including: praising people, giving up put downs, noticing hurts/righting wrongs and helping others. Children learn these principles through classroom lessons delivered by both the school counselor as well as the general education teacher. When staff notice students being a Peace Builder in action, they are recognized by receiving a Praise Note. Once a month, Praise Notes are celebrated in the three lunches and a child from each lunch is chosen to have *Lunch with the Principal*.

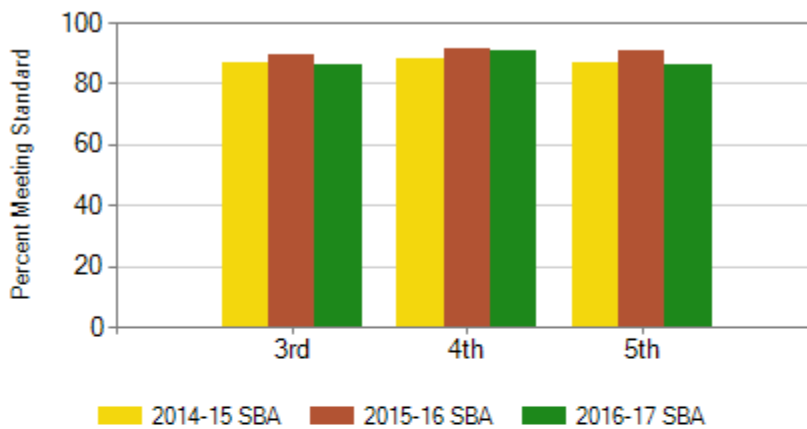
Historically, Samantha Smith Elementary has been strong in academics. We are a home school for the district Highly Capable Program. This program includes pullout for students in kindergarten through third grade as well as fulltime second and third grade and fulltime fourth and fifth grade. Beyond our Highly Capable classes, all students are challenged

academically. Professional Development, Continuous Improvement Planning, etc. is done inclusive of all staff members. Below is some academic data.

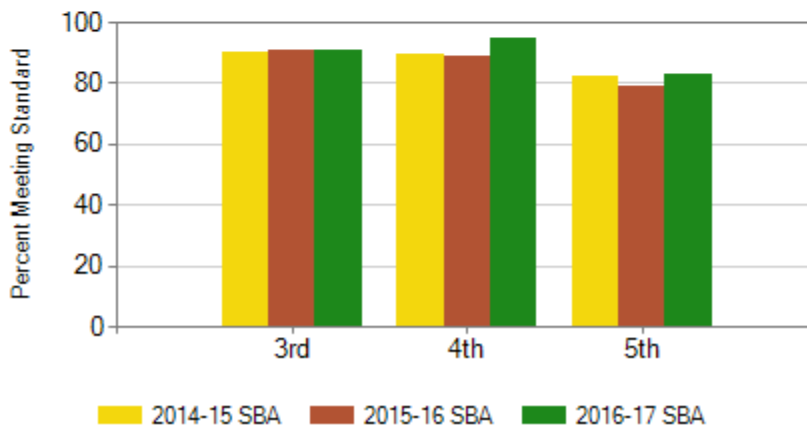
Grade Level	SBA ELA	SBA Math
<u>3rd Grade</u>	85.9%	90.7%
<u>4th Grade</u>	90.6%	94.6%
<u>5th Grade</u>	86.3%	82.7%

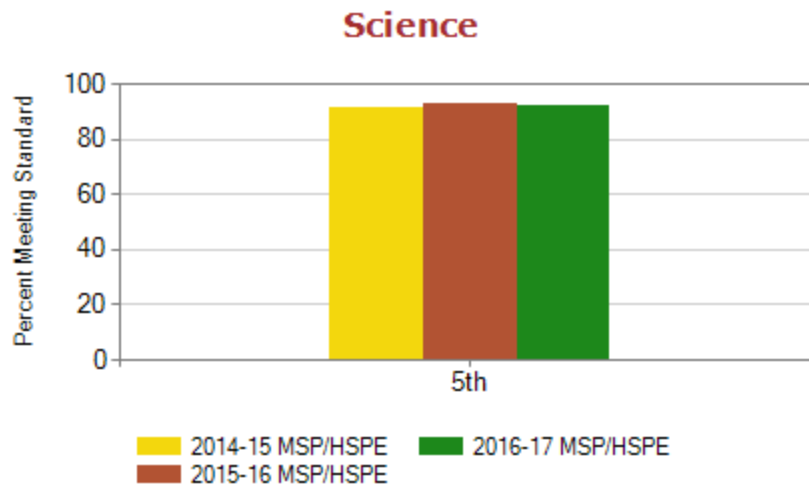
Grade Level	MSP Science
<u>5th Grade</u>	91.8%

English Language Arts



Math





Our focus this year is to continue our attention on rigorous academics. We plan to do this through continuing to use the Professional Learning and Collaboration Model. Our grade level teams meet weekly to determine learning needs of students, set goals, identify instructional strategies, implement plans, evaluate outcomes, analyze data and so on.

Mission:

“Success, Care and Respect for All Learners.”

Vision:

“All students will have the knowledge, skills, and attitudes to be successful now and in the future. As adult members of the Samantha Smith Learning Community, we accept the charge to do everything in our power to ensure that students will be taught, cared for, and respected each and every day by school staff, parents, and the community.”

Along with our students and our staff, we have an amazing parent community. This past year, both the PTSA and our school team partnered with the Sammamish YMCA to start afterschool classes. We also started a program called Play Every Day, in which the YMCA sends a skilled facilitator to our recesses to help students get involved and moving in a positive way. The connection between our school and the YMCA has now spiraled into a deeper link in our community. This year, we are embarking on work to start educating our community on student needs related to mental health and cultural differences.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	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%
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th 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:

The 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 2016 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	88.9%	83.3%	96.6%				
		1 st	90.0%	96.5%	89.1%				
		2 nd	97.5%	95.7%	94.7%				
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		86.6%	89.5%	85.9%				
	% of 3 rd graders meeting or exceeding state standards in Math		90.4%	91.1%	90.7%				
4 th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		88.2%	91.5%	90.6%				
	% of 4 th graders meeting or exceeding state standards in Math		89.2%	88.6%	94.6%				
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		87.0%	90.8%	86.3%				
	% of 5 th graders meeting or exceeding state standards in Math		82.4%	78.8%	82.7%				
	% of 5 th graders meeting or exceeding state standards in Science		91.1%	92.6%	91.8%				

- 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/>).

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	Percentage of K-2 students scoring at Proficiency in BOY DIBELS will increase from 92% to 93% as measured by EOY DIBELS in May 2017.	93.52% meeting or exceeding standards
Literacy: 3-5 ELA	The percentage of 3 rd , 4 th and 5 th graders scoring at proficiency or higher will be 89% as measured by the SBA.	87.86% meeting or exceeding standards
Math: 3-5 Math	The percentage of 3 rd , 4 th and 5 th graders scoring at proficiency or higher will be 78% as measured by the SBA.	89.6% meeting or exceeding standards
Science: 5th Science	The percentage of 5 th graders scoring at proficiency or higher will be 93% as measured by the MSP.	Achievement: 91.8%
Achievement Gap	19 Safety Net students: 53% of Safety Net students will be at standard in reading according to the DIBELS by the End of the School year.	89% meeting or exceeding standards
School Effectiveness:	<p>The staff works in teams across grade levels to help increase student learning from 80.96% agree mostly and agree completely to 82%.</p> <p>Teachers provide feedback to each other to help improve instructional practices from 71.95% agree mostly and agree completely to 75%.</p>	<p>Goal One: Achievement: 88.89%</p> <p>Goal Two: Goal not made: 70.37%</p>

Attendance and Discipline:	<p>Attendance: This year our staff has chosen to continue with making monthly attendance checks as our goal. We will continue to review attendance in October and send letters to parents notifying them of attendance concerns. We will continue to meet monthly to review attendance. Letters and/or personal contacts will be made to families throughout the year as attendance concerns should arise.</p> <p>Discipline: School suspensions will continue to our area of focus at Smith. We believe that keeping children in school when possible is best for kids. Our goal is to provide learning situations in which each individual child can succeed within the school environment. We will work to use one-on-one conversation, Peace Plans (work on revising this year), Apology Notes, Recess Reflection, Guidance Team, parent conferences, etc.... work before needing to suspend a child.</p>	<p>Attendance Goal was achieved.</p> <p>Discipline Goal continues this year.</p>
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Narrative Reflection:

Narrative Reflection	
Process:	<p>Each year we analyze data (classroom based assessments, DIBELS, SBA, etc.), we set goals based on need, we determine an action plan, resources needed and progress monitoring. This is nested in our PLC and PGE work throughout the year. Our Building Leadership Team helps support team goals and professional needs. We have weekly meetings as well as dip sticks throughout the year during LEAP times to dedicate to this work.</p>

Literacy: K-2 Reading	The goal in this area was achieved. In reflection, our team felt their ongoing conversations on how to prepare students for the next grade level were critical to the success. Using Safety Net, ELL, BURST, Amplify, Read Naturally, Goal Setting and Goal Groups helped with this achievement as well. Challenges were finding time to collaborate, being consistent with strategies, curriculum and assessments. Another challenge were students coming mid-year and trying to catch those students up. Strategies that were used were programs such as Read Naturally, using our Instructional Assistants to run groups or test students. We also planned for students to get a double dose of reading via classroom teacher and reading specialist.
Literacy: 3-5 ELA	We almost achieved this goal, but great work still took place. Successes were students being more confident in taking the state assessment, we had more experience with Wonders and its implementation, there is a common language being used as students move through grade levels, both our ELL and Safety Net resources are supporting student needs daily, and we had strong professional development during LEAP times. Some strategies used were using uniform language at each grade level, using the LWSD CDSA aligned with both classroom instruction and the SBA, and piloting new writing curriculum and interim assessments.
Math: 3-5 Math	We met our goal in this area. Some successes we had were using the SBA more than one year, students had more confidence, common language and same math curriculum offered consistency, growth goals in math fluency. Strategies used were programs such as IXL, Accelerated Math, Eureka Math, Marcy Cook, Math is Cool, etc.
Science: 5th Science	We did not meet our goal in this area but gains were made. Successes that were identified were putting lots of time focused on science instruction and using supplemental programs such as Nature Vision. Struggles were seeking out supplemental materials instead of them being provided, time, and sharing science materials as kits. Strategies were practicing MSP format, using lots of supplemental resources and PLC work.
Achievement Gap	Achievement made. Successes were seeing fewer kids qualify this year (meaning they received the help they needed last year to catch up). Struggles were with scheduling, helping parents understand what Safety Net is, and finding times for intervention that did not take students from core instruction. Strategies were working with other SN teachers, using the SN PGE team to work on fluency needs for all students but specifically in the 2 nd grade.
School Effectiveness:	Our first goal was achieved and the second was not. Successes were reflecting on data as a staff. Focusing our efforts throughout the year based on need and want, allocating time to support this goal, refocusing our team on PLC work. Struggles were helping all staff understand (certificated and classified), getting teams to gather as some rooms were located farther away from each other, our population is growing. Strategies that were used were mapping out LEAP time to meet, using

	surveys to see need, having carved out team meeting times, being open and flexible to needs.
Attendance and Discipline:	<p>Our attendance goal was reached. Sending letters, emailing, calling and conferencing helped parents to understand the need for students to be present at school. Struggles come from so many of our families traveling. Whether is it vacations, sickness or seeing family, we have some students that miss a lot of time.</p> <p>We worked hard on our discipline goal. Overall, we met the goal, but there were two students that were suspended which brought our achievement in this area down. Both students have the support they need this year because of the work we did last year. This is really a celebration.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	The percentage of K-2 students scoring at proficiency or higher will be 94% based on EOY DIBELS.
Literacy: 3-5 ELA	The percentage of 3 rd , 4 th and 5 th graders scoring at proficiency or higher will be 92% as measured by the SBA.
Math: 3-5 Math	The percentage of 3 rd , 4 th and 5 th graders scoring at proficiency or higher will be 92% as measured by the SBA.
Science: 5th Science	The percentage of 5 th graders scoring at proficiency or higher will be 85% as measured by the WCAS.
Achievement Gap	57% of Safety Net students will be at standard in reading according to the DIBELS by the End of the School year.
School Effectiveness:	<p>72% of our staff will agree mostly or completely agree that teachers provide feedback to each other to help improve instructional practices.</p> <p>87% of our staff will agree mostly or completely agree that we use assessment results to determine professional learning activities.</p>
Attendance:	Our goal this year is to reduce unexcused absences by 5%. In an effort to meet our goal, we will be continuing to stay on top of attendance records, sending letters, have informal and formal conferences and reminding parents why school attendance is crucial to student success.

Discipline:

Our goal this year in regard to student discipline is to create an interactive tracking system in an effort to better understand where our areas of need exist. We will be asking our office team to help support recording incidences (offense, time of day, grade level, teacher, etc.)

Annual School Goals: Academic

K-2

- We are ensuring all students are receiving challenge and rigor by differentiating instruction, using guided reading groups, using Read Naturally, reading a variety of texts and providing daily time for independent work, decodable passages, reading Wonders Word studies, and utilizing IAs for small reading groups.
- We are ensuring all students receive necessary intervention by ensuring that eligible students are using Safety Net and ELL services, by implementing guided and leveled reading groups, by using leveled texts, using Goal Groups, providing extra support through Read Naturally, providing Literacy Bags for home study, Watchdogs reading with students, and communicating with families about weekly and monthly literacy learning targets.
- We will monitor our CIP goals by looking at DIBELS scores at the beginning, middle, and end of the year. Students who are not at standard will be progressed monitored through Safety Net using DIBELS testing materials. We will monitor by using additional ORF passages (Amplify passages) and tracking students ORF. Students are choosing ORF goals at October conferences to work on for the year.

3-5

- We are ensuring all students are receiving challenge and rigor by differentiating text via leveled readers, supplemental programs such as IXL, AM, STAR reading, ALEKS, using project based learning,
- We are ensuring all students receive necessary intervention by utilizing Safety Net, ELL services, Professional Development opportunities, Read Naturally, Take Aim, and small groups.
- We will progress monitor our CIP goals by looking at data from our CDSA's, Unit Tests, and SBA Interim Assessments

Annual School Goals: Achievement Gap

57% of Safety Net students will be at standard in reading according to the DIBELS by the End of the School year. 8 students out of 14 will be at standard by the end of the year according to DIBELS data.

Annual School Goals: School Effectiveness

- 1) **Teachers provide feedback to each other to help improve instructional practices.** We did not meet this goal last year. We achieved 70.37% (Goal was 75%) and this year I would like to try for 72%. Action Plan: PLC Meetings (comparing data/Cycle of Inquiry), monthly BLT check in regarding status of PLC and next steps, monthly staff meeting *PD with Bri*.

- 2) **Assessment Results are used to determine professional learning activities.** This was our second lowest area. We achieved 85.19% and this year I would like to try for 87%. **Action Plan:** Sending staff to train on Interim Assessments, sharing this out in BLT and with staff. Potentially utilizing Learning Coaches. PLC Cycle of Inquiry. Technology and Writing PD Surveys to drive content for upcoming trainings.

Annual School Goals: Attendance

Our goal this year is to reduce unexcused absences by 5%. In an effort to meet our goal, we will be continuing to stay on top of attendance records, sending letters, have informal and formal conferences and reminding parents why school attendance is crucial to student success.

Annual School Goals: Discipline

Our goal this year in regard to student discipline is to create an interactive tracking system in an effort to better understand where our areas of need exist. We will be asking our office team to help support recording incidences (offense, time of day, grade level, teacher, etc.)

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area K-2	Literacy
<i>Strategy to support goals</i>	We will support our goals by differentiating instruction, using guided reading groups, using Read Naturally, reading a variety of texts and daily time for independent work, decodable passages, reading Wonder Word studies, utilizing IAs for small reading groups, ensuring that eligible students are using Safety Net and ELL services, by implementing guided and leveled reading groups, by using leveled texts, using Goal Groups, providing extra support through Read Naturally, providing Literacy Bags for home study, Watch DOGS reading with students, and communicating with families about weekly and monthly literacy learning targets.
<i>Professional Learning needed</i>	The professional learning needed is additional sub time for one-on-one assessments (DIBELS), professional development for better meeting ELL needs, and training and support for administration of programs.
<i>Resources needed</i>	The resources needed are parent volunteers for Read Naturally, more IA time to work with ELL and struggling readers, and money for leveled reading materials that can be used at home.
<i>Responsible individual or team</i>	The people responsible for monitoring our goals are the individual teachers, grade level teams, and the K-2 band.

Goal Area 3-5	Literacy
<i>Strategy to support goals</i>	We will utilize whole group, small group, and one-on-one instruction and appropriately level district approved materials to ensure that all students are successful. We also use

	supplemental materials such as Accelerated Reader, STAR reading, Take AIM, and Read Naturally.
<i>Professional Learning needed</i>	We will continue the K-5 Writing professional development provided by the district along with using the resources purchased last year (i.e. Writing Pathways) in regards to writing.
<i>Resources needed</i>	The resources that are needed are extra planning time with grade levels to look closer at the new writing curriculum. A wish-list item would be to change the requirements of Safety Net to include students that don't currently qualify. Another wish-list item would be a before or after school class provided by a certified teacher for the Level 2 students.
<i>Responsible individual or team</i>	Each grade-level team will monitor their progress towards these goals.

Goal Area 3-5	Math
<i>Strategy to support goals</i>	We will utilize whole group, small group, and one-on-one instruction and appropriately level district approved materials to ensure that all students are successful. We also use supplemental materials such as Accelerated Math, IXL, and ALEKS.
<i>Professional Learning needed</i>	The professional learning that we would like would be based around using more Writing to Explain and/or a common problem-solving curriculum or program.
<i>Resources needed</i>	More professional development centered around math, specifically regarding the things mentioned above.
<i>Responsible individual or team</i>	Each grade-level team will monitor their progress towards these goals.

Goal Area 3-5	Science
<i>Strategy to support goals</i>	Fifth grade teachers use the MSP and FOSS assessment charts to monitor progress toward Academic School Goals. Using this data, teachers plan and implement whole group, small group and one-on-one instruction. We appropriately level district-approved materials to ensure that all students are successful and receive challenge and rigor. We also use supplemental materials, such as Bill Nye videos, Delta Science Readers, non-fiction texts, EIE materials and teacher-created resources.
<i>Professional Learning needed</i>	As soon as the NGSS adoption committee chooses a curriculum, we would like to have professional development around that curriculum and any other supplemental resources available. We would also like professional development around writing conclusions in science.
<i>Resources needed</i>	Until LWSD adoption occurs, we are unsure what resources are needed.
<i>Responsible individual or team</i>	Each grade-level team will monitor their progress towards these goals.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- Monthly meetings with Operations and Communication Team- including PTSA voice

Strategies to inform parents, families, and the community about the Continuous Improvement Process

- Updates at PTSA Board Meetings
- Working with the VP of Expenditures in PTSA to support academic goals
- Communication regarding attendance and discipline
- Monthly meeting with Principal and PTSA President
- Monthly meetings with Operations and Communication Team- including PTSA voice
- CIP will be posted on Smith website