

Continuous Improvement Process Plan

Redmond Elementary

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2015-16



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2015-16

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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.

As one of the original schools in the area, Redmond Elementary School is rich in history. We are located in downtown Redmond and proud of our partnerships with the City of Redmond, its police and parks departments, businesses and the larger community. Our diverse population and school programs reflect the global society in which we live. Our students represent many countries and speak over 35 languages.

Our highly qualified team of teachers and staff are strongly committed to the learning and achievements of our students. With a growing population of approximately 550 students, our faculty is comprised of almost 70 members. We collaborate with one another and are knowledgeable about students and their individual learning needs. Both intermediate and primary social and behavioral programs are taught and implemented to foster respect for one another, responsible behaviors, and well-rounded, polite, confident and capable citizens.

The Redmond PTSA and parent community are integral partners and share common goals for our children's education. They support our students through school and family activities, providing resources for school programs, equipment, and supplies. Their connections bridge between home and school.

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%						
		1 st	83%						
		2 nd	87%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.5%							
	% of 3 rd graders meeting or exceeding state standards in Math	80.7%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	84.5%							
	% of 4 th graders meeting or exceeding state standards in Math	76.4%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	83.7%							
	% of 5 th graders meeting or exceeding state standards in Science	80.4%							
	% of 5 th graders meeting or exceeding state standards in Math	66.3%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement (Achievement Level Descriptor)
3rd Grade ELA	70% meet or exceed standard	78.5% met or exceeded standard
3rd Grade Math	75% meet or exceed standard	80.7% met or exceeded standard
4th Grade ELA	58% meet or exceed standard	84.5% met or exceeded standard
4th Grade Math	54% meet or exceed standard	76.4% met or exceeded standard
5th Grade ELA	54% meet or exceed standard	83.7% met or exceeded standard
5th Grade Math	59% meet or exceed standard	66.3% met or exceeded standard
5th Grade Science	85% meet or exceed standard	80.4% met or exceeded standard
Sub-Group	24% of Safety Net students meet or exceed standard	63.75% of Safety Net students met or exceeded standard
Challenge:	<u>Math:</u> 3 rd Grade – 45% at Level 4 4 th Grade – 53% at Level 4 <u>Reading:</u> 4 th Grade – 52% at Level 4 <u>Writing:</u> 4 th Grade – 60% at Level 4	<u>Math:</u> 3 rd Grade – 61.4% at Level 4 4 th Grade – 61.1% at Level 4 <u>Reading:</u> 4 th Grade – 66.2% at Level 4 <u>Writing:</u> 4 th Grade – 66.2% at Level 4 *SBA Assessment does not separate Reading & Writing scores.
Perception:	Many parents are involved as volunteers at the school. From 83% to 90% Teachers provide feedback to each other to help improve instructional practices. From 90% to 95%	87.87% of staff indicated they agree slightly, agree mostly, and agree completely. 93.93% of staff indicated they agree slightly, agree mostly, and agree completely.

Narrative Reflection

ELA	Last year marked the second year of our CCSS supporting Wonders curriculum. Teachers aligned their instructional practice to these new standards using this robust curriculum and best practice instructional strategies. Consistent use of leveled reading, one-on-one or small group differentiation, supplemental instructional resources (i.e. Read Naturally, Words Their Way), parent volunteers, and CORE training were examples of some of the resources and strategies used by our teachers and support
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	<p>staff to support our ELA instruction. These strategies, combined with frequent professional collaboration in-building as well as with the greater Redmond Learning Community, provided our students with the opportunities to meet or master the rigorous standards in all grade levels. Redmond EL experienced large class sizes in all grade levels. In addition, there was a high transient population who arrived to Redmond EL below benchmark, so catching them up with the current classroom momentum was difficult. Finally, identifying & getting support for students, who weren't previously identified as special needs students, deemed challenging last year.</p>
Math	<p>This year marked the first time students were tested against the Common Core State Standards. These standards are more rigorous than that of the previous Washington State math standards. Over the past two years, our staff at Redmond EL worked to understand the new standards while implementing the revised EnVision math curriculum. In grades 3-5, there was an increased focus on "Writing to Explain" within the EnVision curriculum. Grade level professional collaboration and planning, mixed ability grouping, student celebration of math fluency success, math game time across grade levels, the use of enrichment activities to support high achieving students, and constant evaluation of student progress by all teachers and students themselves helped us reach the high level of math achievements, even considering 1st year of SBA assessments. In the upcoming year, we would like to focus more on using more examples of mathematics-based performance tasks to increase student comfort and familiarity with this type of task.</p>
Science	<p>The fifth grade team focused on inquiry and prediction during their instructional science blocks. Student use of science journaling, in accompaniment to their instruction, proved to be a useful strategy in helping students understand the scientific process and work toward reaching their grade level goal. Students who were pulled out for various reasons (i.e. ELL, SPED, Safety Net services) during science instructional time presented a challenge.</p>
Sub-Group	<p>Kindergarten and first grade are showing high levels of growth and achievement. The second grade cohort now in third grade would likely benefit from additional support. Many of the students who struggled were new to our school this year. A number of the students receiving high levels of support this year were successful with the state testing, which is a great cause for celebration.</p>
Challenge:	<p>Challenge goals were realized at nearly every curricular content area in the 3rd and 4th grade levels. Our goals of significantly moving more students from level three to level four in Reading, Writing, and Math were accomplished by specifically targeting students and using best practice strategies. In Math, teachers believe this success is due to the increased focus on writing about math, and about demonstrating deep understand of the "why," rather than just the "how," in our math work. To successfully move students to level 4, third and fourth grade teachers collaborated to increase the focus on "Writing to Explain" within the EnVision math curriculum instruction. They utilized the same skills that</p>

	<p>were taught during ELA: restating the question, answering the question (in this case using mathematical strategies in addition to careful reading strategies), and justifying why the response answered the question or addressed the task being presented. Reading and Writing strategies used were leveled readers, fully implementing the use of Writer’s Workshop Curriculum Units for expository, persuasive, and narrative units, and the Accelerated Reading program.</p>
Perception:	<p>Redmond Elementary focused on two perception goals in 2014-15. Our perception goals were not quite realized as evident from the spring Nine Characteristics of Effective Schools data. Our biggest obstacle was having less parent volunteers than the year before (due to a high volume of working parents and high ELL community). However, we feel there was success in getting parents to support their students from home. Finally, we are continuing to work toward finding ways to provide common training to teachers who weren’t part of our staff during major professional development initiatives.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	83% of students will be at or above benchmark as measured by the DIBELS assessment.
Literacy: 3-5 ELA	83% of students will be at or above standard as measured by the Smarter Balanced Assessment.
Math: 3-5 Math	85% of students will be at or above standard as measured by the Smarter Balanced Assessment.
Science: 5th Science	75% of students will be at or above standard as measured by the Measure of Student Progress Assessment.
Achievement Gap	There will be 15% more Hispanic or Latino students at or above standard in math at the end of the 2015-16 school year than at the end of the 2014-15 school year as measured by the Smarter Balanced Assessment.
School Effectiveness:	100% of staff agree mostly or completely that teachers (staff) receive regular feedback on how they are doing.
Attendance and Discipline:	Attendance: At the end of the school year we will have decreased the number of unexcused absences from 456 in the 2014-15 school year to 350 or fewer. Discipline: The number of Making It Right slips used to support a student through the process of correcting and learning from a behavioral mistake will decrease from an average of 16 a month during September and October 2014 to an average seven or fewer a month across the 2015-16 school year.

Annual School Goals: Academic

Grade-level teams reflected on previous academic assessments to make projections as to expectations of meeting standard for individual students. Then they rolled those projections up into a percentage across the grade levels.

These goals were selected because they are the areas that best reflect a student's overall academic success. Teachers are designing lessons with differentiation for students ready for challenge and setting objectives with high expectations for all students. This is also an area of focus in teachers' regular meetings in data teams. Teachers are designing lessons with differentiation for students in need of support. This is also an area of focus in teachers' regular meetings in data teams. Targeted support is provided by Safety Net, English Language Learners (ELL), and Special Education teachers. If a teacher feels a student may need more

support than they're currently receiving, the teacher signs them up for a Guidance Team meeting that occurs each week to come up with additional supports. Our academic goals will be monitored as teaching teams go through data team cycles throughout the school year.

Annual School Goals: Achievement Gap

The school principal gathered data from 2014-15 state test results, shared them with the Building Advisory Team and together the goal was selected. This goal was selected because the data shows a difference in rates of meeting standard between the school as a whole and our Hispanic or Latino students. We will ensure students in this population receive needed supports by discussing this goal in data team meetings and reaching out to Safety Net, ELL, and Special Education supports as needed. We will work to add this goal's monitoring into our regular data team meetings.

Annual School Goals: School Effectiveness

This goal was selected because it is a goal the school administration feels is important both to staff and student success. A survey will be collected twice before the end of the school year to monitor progress.

Annual School Goals: Attendance and Discipline

Attendance:

This goal was selected based on the belief that school attendance directly impacts student success. The number of unexcused absences has also kept the school from making Adequate Yearly Progress according to the state in past so we are making it a priority this year. This will be monitored through regular monitoring of students' attendance rates.

Discipline:

This goal was selected by school administration with the belief that less time spent addressing behavioral mistakes will keep students in classroom learning academics and will increase the overall level of school safety on a daily basis.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Safety Net support for K-2 students below benchmark
<i>Professional Learning needed</i>	Best practices in supportive instruction provided through Safety Net professional development meetings
<i>Resources needed</i>	Related materials and meeting attendance for all Safety Net Teachers
<i>Responsible individual or team</i>	Safety Net and K-2 Teachers

Goal Area	Science
<i>Strategy to support goals</i>	Ample practice using netbooks in science, support from ELL and Special Education teachers
<i>Professional Learning needed</i>	Best practices incorporating student use of netbooks into science instruction
<i>Resources needed</i>	Access to netbooks
<i>Responsible individual or team</i>	Fifth Grade, ELL, and Special Education Teachers

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Scheduling regular time out in the building during the school day
<i>Professional Learning needed</i>	Research on best practices for providing feedback
<i>Resources needed</i>	Articles for review
<i>Responsible individual or team</i>	Principal and Associate Principal

Goal Area	Attendance
<i>Strategy to support goals</i>	Monthly reviews of unexcused absence rates, Letters sent home to families with more than 10% absent or tardy, Follow-up meetings with Becca Coordinator and School Counselor as needed, Staff member bilingual in Spanish and English following up on unexcused absences daily
<i>Professional Learning needed</i>	Research on best practices for decreasing student absences
<i>Resources needed</i>	Bilingual staff member, Office Instructional Assistant time
<i>Responsible individual or team</i>	Associate Principal, Registrar, Bilingual Instructional Assistant

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

We plan to engage families in the CIP by keeping them apprised of our goals, particularly the attendance goal, through principal letters to the community. Teachers will be sharing individual student goals at parent conferences and we'll seek feedback from the school community through the annual survey.

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

We plan to share this document with the whole school community through the school website.