

Continuous Improvement Process Plan

Rachel Carson Elementary

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

2015-16



Mary Cronin, Principal
Lake Washington School District
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.

It is the mission of Rachel Carson Elementary to ensure that all students are empowered and inspired to learn so that they can achieve academic successes. We are committed to implementing a rigorous curriculum based on state and district standards, providing exemplary teaching that meets the needs of all learners, creating a safe learning environment for all students, and fostering a partnership with our parent community.

The Rachel Carson staff are masters in the application of Professional Learning Communities; working in grade level teams to best meet the needs of students. We are recognized as an, “All Things PLC” national school; one of four in the State of Washington. Being a PLC school means we have an ongoing process in which our teachers work collaboratively to achieve better results for students we serve. All decisions are measured by the academic and social benefit to our students.

Our school was also recognized as the top fundraising school in the Northwest for the Leukemia and Lymphoma Society, raising over \$18,000. Parent involvement is a key component to the success of our students, and our partnership working with children. We use a variety of communication strategies to keep parents informed of student progress; newsletters, e-mail, principal coffee chats. In addition, we have a very active PTSA that supports many after school programs, provides resources for teachers, and organizes enrichment opportunities for students. We are fortunate to have an involved parent community, supportive PTSA, and dedicated teaching staff. Our first year Watch D.O.G.S. program saw over 90 dads volunteer for a day in our school; working with children 1-1, small groups, in technology and on the playground.

School Mission: “Educate, Inspire, Empower”

Mascot: Falcons

Colors: Green and White

Principal: Mary Cronin

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	100%						
		1 st	99%						
		2 nd	100%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	83.5%							
	% of 3 rd graders meeting or exceeding state standards in Math	87.6%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	93.3%							
	% of 4 th graders meeting or exceeding state standards in Math	85.3%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	85.0%							
	% of 5 th graders meeting or exceeding state standards in Science	87.3%							
	% of 5 th graders meeting or exceeding state standards in Math	72.4%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	The percentage of students scoring at standard or higher in identifying the main idea and details of a reading passage will increase from 28% to 90%	83% of students scored at standard or higher.
3rd Grade Math	The percentage of students scoring at standard or higher in multiplication and division (facts and relationship between multiplication and division) will increase from 20% to 90%.	92% of students scored at standard or higher.
4th Grade ELA	85% of students will critically read and respond to non-fiction tests at standard.	89% of students scored at standard or higher.
4th Grade Math	90% of students will solve, at standard, multistep word problems posed with whole numbers and having whole-number answers using the four operations.	96% of students scored at standard or higher.
5th Grade ELA	88% of students will compare and contrast stories in the same genre with similar themes and topics, at standard.	90% of students scored at standard or higher.
5th Grade Math	80% of the students will show at least a two point change based on their enVision pretest and posttest.	84% of students showed at least a two point change.
5th Grade Science	85% of the 4 th /5 th grade students will be able to write and implement a conclusion as outlined in the investigative format at or above grade level.	88% of the students scored at standard or higher.
Sub-Group	Kindergarten ELL: 91% (10 out of 11) ELL students will	10 of 11 ELL kindergarten students made standard on DIBELS by the end

	be at the proficient level as measured by DIBELS.	of the year. Most are currently at standard in first grade.
Challenge:	<p>4th grade math: 50% of our students will solve, at above standard, multistep word problems posed with whole numbers and having whole-number answers using the four operations.</p> <p>5th grade reading: 50% of the students will compare and contrast stories in the same genre with similar themes and topics, above standard.</p>	<p>4th grade math: 69% scored above standard.</p> <p>5th grade reading: 64% scored at above standard.</p>
Perception:	<p>Teachers receive regular feedback on how they are doing? 23% agree slightly, 38% agree mostly, 39% agree completely.</p> <p>Carson uses a system to obtain a variety of perspectives when making decisions? 3% don't agree at all, 19% agree slightly, 30% agree mostly, 48% agree completely.</p> <p>Student discipline problems are managed well. 11% agree slightly, 48% agree mostly, 41% agree completely.</p> <p>The staff works in teams across grade levels to help increase student learning. 19% agree slightly, 30% agree mostly, 51% agree completely.</p>	<p>13% agree slightly, 59% agree mostly, 28% agree completely.</p> <p>19% agree slightly, 47% agree mostly, 34% agree completely.</p> <p>6% agree slightly, 59% agree mostly, 35% agree completely.</p> <p>3% agree slightly, 66% agree mostly, 31% agree completely.</p>

Narrative Reflection

Narrative Reflection	
ELA	Teams created data excel sheets and collected data representing goal/progress monitoring on a regular basis, sometimes weekly/monthly. Used RTI format identifying targeted students who worked in small groups, parent volunteers, IA's, and Watch D.O.G.S. Parent education resources to help children at home. Teacher developed common formative assessments. Used student work to discuss progress. Used exemplar work to improve student understanding. Effectively divided fiction and non-fiction lessons. Used mentor texts for writing. Increased the complexity of texts. Used Read Naturally to monitor and increase level of fluency. Communicated w/ parents about progress and strategies to help at home to reinforce school instruction. Created reading support groups and systems with support staff.
Math	Used math games to reinforce concepts. RTI model for intense small group instruction. Collected and analyzed data using Quick Checks, unit tests and chapter tests. Met regularly with team to share pacing, common assessments and next steps. Very excited we exceeded our goal. Used pre-test/post-test to show progress. Added student monitoring and reflection. Utilized parent volunteers, Watch D.O.G.S., and IA's for small group, 1-1 support. Found pacing to be a challenge.
Science	Science content changes w/ each unit, makes it difficult to assess. Focused on scientific questions making predictions, "If..then" statements. Would really like to connect all units. Recorded data on student achievement, used modeling and practice w/ units.
Sub-Group	Created data sheets to represent goal, met regularly with team and ELL teacher to discuss strategies. Progress monitored. Used teacher made assessments, used RTI model, focused on small group instruction w/ ELL teacher.
Challenge:	Used processes to analyze data; common quick checks, problem solving, chapter tests. Progress monitored weekly w/ team. Collected student samples and showed exemplars. Provided supplemental work to help students. Common assessments. Regular team meetings. Students used specific texts annotations when responding to comprehension questions.
Perception:	Feedback: The next step will be identifying which sub group feels that they are not receiving enough feedback. We feel through the PGE system we might not be receiving regular feedback each week per say, but are receiving sufficient feedback. Decision Making: We feel that it would be a good idea for leadership team grade level representatives to have time to go back to their teams and get feedback before decisions are made. Also allow for more opportunities for anonymous feedback as sometimes whole group meetings can be intimidating or uncomfortable.

Discipline: We think we have made sufficient progress with teachers handling individual behavioral problems within their classroom. We also know this year that our building will be working with IA's to help with discipline problems at lunch and recess, which we think is beneficial. The area we feel that we still need to address is how our school handles big or continuous behavioral problems that requires larger scale interventions beyond what the teacher can provide in the classroom. We noticed that there is a correlation between the students struggling early on, and those who are still struggling in later grades. We think a more proactive and aggressive approach in early grades could help with success in the later grades.

Vertical Teaming: Each year we do a great job of meeting in vertical teams to discuss a subject area which we would like to continue. Our suggestion would be to focus on any subject areas of the common core standards to see if any specific skills need to be adjusted or fine-tuned.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	<p>Kindergarten DIBELS 93% baseline in BOY to 93% EOY measured in May 2016. Complexity of the test changes from BOY to EOY</p> <p>1st Grade DIBELS 69% baseline in BOY to 97% EOY measured in May 2016</p> <p>2nd Grade DIBELS 63% baseline in BOY to 86% EOY measured in May 2016</p>
Literacy: 3-5 ELA	90% of students in 3-5 th grade will score at standard or above in literacy as measured by the SBA assessment in June 2016
Math: 3-5 Math	89% of students in 3-5 th grade will score at standard or above in math as measured by the SBA assessment in June 2016
Science: 5th Science	89% of 5 th graders will score at standard or above in science as measured by the MSP assessment in June 2016
Achievement Gap	80% of ELL students will move up at least one level as measured by the Spring 2016 language assessment.
School Effectiveness:	<p>Carson uses a system to obtain a variety of perspectives when making decisions. 2014-2015 data was 3% don't agree at all, 19% agree slightly, 30% agree mostly, 48% agree completely. We will improve from these data points and have 0% not agree at all, 15% agree slightly, 35% agree mostly, and 50% agree completely.</p> <p>Student discipline problems are managed well. 2014-2015 data was 11% agree slightly, 48% agree mostly, 41% agree completely. We will improve from these data points and have 5% agree slightly, 40% agree mostly, and 55% agree completely.</p> <p>We will know we have reached our goal by analyzing the 2015-2016 data next Fall.</p>
Attendance and Discipline:	<p>Attendance: Carson will improve from 4% student tardies to 3% as measured on the tardy letters sent home 3 times a year. Reduction in tardiness will be evident in May, 2016.</p> <p>Discipline: Carson will increase lunch behavior slips from 50% purple to 75% purple, as measured on a tracking form from November 2015 through May 2016. (Tracking system = purple, green, yellow, and red. Purple is the best slip you can receive.)</p>

Annual School Goals: Academic

Teachers in grade levels analyzed their DIBELS, SBA and science MSP results to determine goals. Goals were selected as a result of state standards/requirements.

Grade level teams met to discuss strategies to be used to increase performance in selected areas. Additionally, grade level teams met vertically to compare strategies, examine interventions and decide on challenge opportunities for our students.

Students will have regularly scheduled assessments throughout the year to measure goals, and to ensure students are receiving appropriate interventions to meet their needs. Goals will be monitored three formal times during the year at regularly scheduled PLC/CIP meetings.

Students needing interventions will receive additional support through Safety Net, para-educators, Special Education support and small group instruction in push-in services.

Annual School Goals: Achievement Gap

Staff met in September and October and discussed the changing population on the plateau. In 2014-2015 we had a total of 18 ELL students, 8 in kindergarten and 10 in grades 1-5. In 2015-2016 we have 17 in kindergarten and 18 in grades 1-5. We have one more ELL student enrolling in kindergarten in January which will make 36.

Annual School Goals: School Effectiveness

When looking at the Nine Characteristics survey, the staff decided as a group to work on the following goals: 1. Carson uses a system to obtain a variety of perspectives when making decisions 2. Student discipline problems are managed well. The staff selected this goals because goal setting is an ongoing process, and for the 2014-2015 school year, the staff worked together to improve these areas and made strong progress towards achieving these goals. For the current 2015-2016 school year, we feel as if we can continue to improve in these areas through collaboration and working as a team.

Carson will progress monitor throughout the year by: effectively using the Leadership Team to monitor how each grade level team feels about the progress being made, we will create a school specific characteristic survey in these areas to monitor improvement (given a few times a year to obtain data points), and will also foster discussions at staff meetings in these areas in order to monitor and hear about the progress that is being made in order to obtain our goals.

Annual School Goals: Attendance and Discipline

Staff met as a whole group, classified and certified, to discuss school effectiveness goals by analyzing perception data from the previous year as well as discipline data taken from weekly lunch room reports. Overall, we decided to focus on our lunch room behavior. Rachel Carson has a system whereas we monitor lunchroom behavior; manners and procedures. Each day, lunchroom supervisors give students a “ticket” indicating their performance. At the end of the week, teachers turn in their tracking sheets and on Monday, classes w/ the most purples are awarded wrist bands. At the end of the year, we would like to be at 90% of classrooms earning purples.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy K-2 Reading
<i>Strategy to support goals</i>	Use WatchDogs, Wonder’s Instructional materials, 1-1 pull-out, Safety Net, word games, Modeling, Reading/Writing workshop
<i>Professional Learning needed</i>	Differentiation w/ Sandra Page w/ ELC, Writing and Reading Teacher training, grade Level PLC w/ vertical alignment.
<i>Resources needed</i>	Read Naturally, Just Right Books, National Geographic Magazine
<i>Responsible individual or team</i>	Literacy Leaders, Administrator, Leadership Team, Grade Level Teachers

Goal Area	Literacy 3-5 ELA
<i>Strategy to support goals</i>	Wonders Instructional materials, novel study, WatchDogs, Modeling, comprehension, graphic organizers, RACE (Restate, Answer, Cite Evidence, Explain), Reading/Writing workshop, non-fiction w/ Time for Kids
<i>Professional Learning needed</i>	Differentiation w/ Sandra Page w/ ELC, Writing and Reading Teacher training, grade Level PLC w/ vertical alignment.
<i>Resources needed</i>	Scholastic Magazine, District rubrics, need more computers!
<i>Responsible individual or team</i>	Literacy Leaders, Administrator, Leadership Team, Grade Level Teachers

Goal Area	Math 3-5
<i>Strategy to support goals</i>	IXL, small group, flash cards, Mighty Math, WatchDogs, enVision curriculum materials, RTI time, team weekly meetings, use words, pictures and numbers to justify answers.
<i>Professional Learning needed</i>	Differentiation Strategies
<i>Resources needed</i>	Math Progress Assessment, IXL, enVision Materials
<i>Responsible individual or team</i>	Administrator, Leadership Team, Grade Level Teachers.

Goal Area	Science
<i>Strategy to support goals</i>	Gradual release in investigative reporting Model investigative process Science Journals
<i>Professional Learning needed</i>	To be determined.
<i>Resources needed</i>	Foss Materials, supplemental materials to coincide w/ kits.

<i>Responsible individual or team</i>	Administrator, Leadership Team, District Support
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PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Parent volunteers/WatchDogs
- At home connection (home activities to support weekly instruction)
- Math fact volunteers
- IXL @ home
- Parent literature facilitators
- Middle School volunteers
- Vertical team collaboration
- IA support
- Resource Room support w/ classroom teachers/parents

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

- Regular newsletters through HAIKU
- PTSA conversations
- Principal newsletter twice a month
- Student journals sent home
- Students monitoring their goals