

Continuous Improvement Process Plan

Rachel Carson Elementary

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

2016 -
2017



Principal Mary Cronin
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Lake Washington School District
2016 - 2017

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
District Performance Targets -----	Page 3
School Performance Over Time -----	Page 4
CIP Reflection: Evaluate Outcomes -----	Page 5
Annual School Goals -----	Page 9
Strategies to Accomplish Goals -----	Page 12
Parent, Family, and Community Involvement -----	Page 14

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.

Rachel Carson Elementary School is heading into its ninth year. We have many great things to celebrate. One of our major goals is to make parents and visitors feel welcome in our building. The friendliness of our teachers and office staff facilitates a welcoming environment. Parents are greeted by a smiling and friendly office staff. Often, parents coming in want a tour of our facility, and someone is always available to answer questions, and take new families on a walk-around.

Our vision statement: “Partners in learning for today and the future,” is demonstrated through our strong PTSA and our WatchDog program. We had over 80 dads in our WatchDog program last year working 1-1 with students on site words, math facts, reading, helping students edit their writing projects and helping with science experiments. Additionally, dads organized group games on the playground and had lunch with students. Our PTSA has a strong commitment to providing resources for our school by helping in our health room, leading art classes, and volunteering in the library and classrooms. Additionally, they organize fun family events to bring our community of Falcons together!

Rachel Carson’s staff is a family of learners. We continually strive for excellence through staff development and strong Learning Community connections. As a staff, we read “Total Participation Techniques,” giving teachers strategies to reach higher-order thinking skills during lessons. After reading the book, staff participated in vertical small groupings to discuss strategies they used and what they learned. The staff has a deep rooted commitment to student success. PLC grade level teams meet regularly to assess student work, compare and analyze data, and together develop strategies to meet the needs of their students.

DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>		District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	88.3%	95.0%
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	88.2%	95.0%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year 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/>).**
- **reported on the OSPI Washington State Report**

Process to determine District Performance Targets:



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	98.2%	87.7%					
		1 st	85.1%	95.3%					
		2 nd	91.9%	81.9%					
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		83.5%	84.7%					
	% of 3 rd graders meeting or exceeding state standards in Math		87.6%	86.3%					
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		93.3%	79.4%					
	% of 4 th graders meeting or exceeding state standards in Math		85.3%	82.1%					
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		85.0%	90.5%					
	% of 5 th graders meeting or exceeding state standards in Math		72.4%	78.3%					
	% of 5 th graders meeting or exceeding state standards in Science		87.3%	≥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/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	<p>Kindergarten DIBELS 93% base line in BOY to 93% EOY measured in May 2016. Complexity of the test changes from BOY to EOY</p> <p>First Grade DIBELS 69% base line in BOY to 97% EOY measured in May 2016</p> <p>Second Grade DIBELS 63% base line in BOY to 86% EOY measured in May 2016</p>	<p>K – 88% met or exceeded standard</p> <p>1 – 95% met or exceeded standard</p> <p>2 – 82% met or exceeded standard</p> <p>Overall average K-2 89%</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	<p>3rd – 87% met or exceeded standard</p> <p>4th – 79% met or exceeded standard</p> <p>5th – 91% met or exceeded standard</p> <p>Overall average 3-5 86%</p>
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	<p>3rd – 88% met or exceeded standard</p> <p>4th – 82% met or exceeded standard</p> <p>5th – 78% met or exceeded standard</p> <p>Overall average 3-5 83%</p>
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	96% met or exceeded standard
Achievement Gap	80% of ELL students will move up at least one level as measured by the Spring 2016 language assessment.	95% of returning students moved up at least one level
School Effectiveness:	9 Characteristics Survey data- Goals Chosen:	

	<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>1st goal: 44% of staff Agree Completely and 30% of staff Agree Mostly</p> <p>2nd goal: 48% Agree Completely And 52% Agree Mostly</p>
<p>Attendance and Discipline:</p>	<p><u>Attendance:</u> Carson will improve from 4% student tardiness 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><u>Discipline:</u> 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.)</p>	<p>3% student tardiness</p> <p>On average behavior slips at lunch from November through May were 85%.</p>

Narrative Reflection:

Narrative Reflection	
Process:	<p>In the Fall of 2015, staff worked together to identify specific SMART goals and Perception Data goals. All the goals are monitored three times during the year to measure student progress. If needed, additional strategies are incorporated to increase meeting standards. Most staff incorporated one of their CIP goals into their PGE growth goals. Teachers, again met regularly to monitor goals with their PGE team, often the same as grade level teams. Progress and successful strategies are shared during staff meetings.</p> <p>At least two times during the year during a LEAP Wednesday or staff meeting, staff met in vertical groups (K-5) to share instructional strategies in math and literacy.</p> <p>During team meetings, staff shared data collected on each student to track progress. Additionally, many involved students tracking their own progress throughout the year. If a student's progress stagnated, the team would meet to discuss additional strategies which might include practice at home, IXL or using a parent volunteer.</p> <p>Staff would use frequent formative assessments to determine small groupings for reading, math and writing. In many cases staff increased the complexity of text throughout the year to make progress toward individual reading goals.</p> <p>Parents were often informed of student progress through conferences, sending work home, and student journaling.</p>
Literacy: K-2 Reading	<p>In K-1, teachers tracked student progress throughout the year. In 2nd grade, students tracked their own progress. Parent volunteers, including secondary students and Watchdogs, worked on frequently used site words and reading frequency to provide extra help for students. In kindergarten, teachers utilized our librarian for a regular RTI session working with struggling readers. In addition to DIBELS testing three times a year, students were tested on their reading level and their levels were tracked in reading logs. Utilizing an IA, Read Naturally was also administered daily. In kindergarten, there was a strong home connection; parents working with their child on site words and oral reading fluency.</p>
Literacy: 3-5 ELA	<p>Keeping pace with other teammates is always a challenge. Sometimes, we felt we had to go faster to keep up with the pacing guides, and to get material covered. We were able to differentiate reading skills through small groups during recess. Our intermediate/primary writing leads provided in depth staff development to prepare our staff for this year's writing curriculum roll out. Almost all staff are formally enrolled in the trial, while others are doing it, but not enrolled.</p>
Math: 3-5 Math	<p>We feel our students work hard on explaining their responses. We believe it made a difference on the SBA concepts and procedures, in third grade. In some cases, we need to use our volunteers and IA's in a more practical manner; working with students 1-1. We realize we have</p>

	<p>some holes in math. While not making excuses, we did have a high percentage of IEP's. Many of the students with IEP's did show progress, but not proficiency. We are working closely with our special education teacher to support our students with IEP's.</p>
Science: 5th Science	<p>We were very proud of our student progress in this area. Our students achieved 96%. We worked hard as a team teaching the scientific processes.</p>
Achievement Gap	<p>Our ELL students made significant progress. Several made straight 5's on the year end test.</p>
School Effectiveness:	<p>The survey results showed significant growth in our targeted areas and we are very proud. Each year we feel we grow more as a staff. We continue to meet as PLC grade level teams, and are encouraged when we do vertical discussions as a staff. We find it very helpful to know what our colleagues are doing and how we can reinforce and continue the collaboration. Our reflection of our survey showed how we have grown over the past two years and are making progress with, "No Agree Slightly." We also evaluated our Wrist Band incentive program and decided to continue. Students showed significant growth in our lunchroom, much to the happiness of our IA's.</p>
Attendance and Discipline:	<p>This is a difficult area for us. Many of our students are absent due to family vacations. Late arrivals are mostly due to parents. We sent home five absent letters and eight late letters. At the end of the year, we evaluate our discipline referrals; we had 51% of the referrals on the playground, 29% in the classroom and only 5% in the lunchroom. There was a total of 88 D-slips issued last year. 78% of them primary. In our reflection, we focused on how we can use our school counselor and the Kelso program to better give students tools to use on the playground. This year, we are re-focusing on Building Character lessons. We're focusing on ten essential qualities, providing teachers with lessons and resources. We are encouraging "Acts of Kindness," and building a chain as a reminder.</p>

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	<p>Kindergarten: By May 2017, 90% of kindergarteners will be able to read nonsense words correctly showing the ability to decode unknown words, based on the End of the Year DIBELS assessment, reaching a goal of 28 correct sounds in one minute.</p> <p>1st Grade: By June 2017, 90% of 1st grade students will read 53 words per minute as measured by the End of the Year DIBELS.</p> <p>2nd Grade: By May 2017, 95% of students will be able to read 89 words per minute with 95% percent accuracy as measured by the End of the Year DIBELS assessment.</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 2017.
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 2017.
Science: 5th Science	89% of 5 th graders will score at standard or above in science as measured by the MSP assessment in June 2017.
Achievement Gap	By June 2017, 80% of students who receive ELL services will improve by at least one level as measured by the EPLA 21 Assessment.
School Effectiveness:	<p>By September 2017, Carson will increase the number of “Agree Mostly” responses to “Agree Completely” responses in two specific areas as assessed by the yearly Nine Characteristics Survey that is taken each spring. The two areas Carson will work on are:</p> <ol style="list-style-type: none"> 1. The school uses a system to obtain a variety of perspectives when making decisions. 2. Staff feels free to express their ideas and opinions with one another.
Attendance:	By May 2017, Carson will improve from 3% student tardies to 2% student tardies as measured by the tardy letters that are sent home three times per year.
Discipline:	By June 2017, Carson will have reduced the number of discipline slips issued in the 2015-2016 (88) school year by 15% (75).

Annual School Goals: Academic

In order to determine Carson’s academic goals, teachers analyzed DIBELS, SBA, and science MSP scores, as well as pre-assessed students in many academic areas in early

September. Based off of all the data collected, each grade level created goals that will help improve student achievement in the identified low areas.

Grade level teams meet multiple times throughout the school year to discuss current best practice strategies, analyze data, and work collaboratively in order to ensure that student achievement is improved in the identified lower areas. Additionally, grade level teams meet vertically to compare strategies, examine interventions and decide on challenge opportunities for our students.

Students will be assessed regularly throughout the year and teachers will progress monitor with the assessment data to ensure that students are on the correct path to growth. These data-driven goals will be monitored formally three times during the year at regularly scheduled PLC/CIP meetings. Additionally, informal monitoring happens daily in each classroom at Carson.

Annual School Goals: Achievement Gap

In the 2014-2015 school year, Rachel Carson had 18 students in grades K-5 who received ELL services. Moving into the 2015-2016 school year, there were 36 students who received ELL services. For this current school year, 2016-2017, Carson currently has 43 students who are receiving ELL services. This data shows that our student population is changing. As a staff we will work to enhance our abilities and learn specific strategies to implement when working with our students whose first language is not English. It is our duty to support all students, and to ensure that there is not a gap in achievement between students who receive ELL services compared to students who do not receive services.

Annual School Goals: School Effectiveness

Data from Carson's yearly Nine Characteristics Survey, which was taken by staff in spring of 2016 identified that staff members either completely agree or mostly agree with each statement. Two other options are agree slightly or don't agree. This is very positive as it shows that Carson is an effective school in the eyes of the staff. With anything, there can be improvement so Carson chose the two goals that had the most "agree" responses. The two school effectiveness goals that Carson will work on during the 2016-2017 school year are: 1. The school uses a system to obtain a variety of responses when making decisions. 2. Staff feels free to express their ideas and opinions with one another.

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. Finally, the school leadership team will develop a concrete decision making model which will provide a system of obtaining a variety of perspectives when making decisions at Carson.

Annual School Goals: Attendance

Carson chose to focus on student tardies because when students arrive to school late, it can set the tone for the rest of the day and negatively impact their education. Carson will work on this goal by educating families about the importance of arriving on time. We will do this by including information in classroom newsletters, principal newsletters, and via the tardy letters that are sent home to families three times per year who are consistently coming late to school.

Annual School Goals: Discipline

In the 2015-2016 school year, there were 88 discipline slips issued. This year we will work towards issuing 75 discipline slips or less. We will accomplish this goal by:

- Student reflection
- Providing natural consequences
- Student ownership on personal behavior
- Wrist band incentive program
- SOAR tickets
- Rachel's Challenge
- Monthly virtue activities

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Kindergarten through 2 nd grade will use the following instructional strategies to support goals: <ul style="list-style-type: none">• Small group• Individual support• Read Naturally• Safety Net• Direct instruction• Utilizing Instructional Assistants to work one on one with students• Literacy Group Level Readers• Headsprout• Teacher modeling• Teacher's College IRI stories• Parent volunteers• Watch D.O.G.S. program
<i>Professional Learning needed</i>	Kindergarten through 2 nd grade will utilize the following professional learning:

	<ul style="list-style-type: none"> • K-2 Vertical Alignment • PLC Data Teams • Research of best practice to support instruction • Unpacking of standards
<i>Resources needed</i>	<p>Kindergarten through 2nd grade will need the following resources:</p> <ul style="list-style-type: none"> • Whisper phones • Wonders materials • Just Right Books • IRI's • Appropriate technology • Assessments
<i>Responsible individual or team</i>	<p>The kindergarten, 1st, and 2nd grade teams will be responsible for progress monitoring their specific grade level goals three more times throughout the 2016-2017 school year. Teachers in this grade level band will use results indicators such as: DIBELS, teacher observations, IRI's, Quick Checks, teacher made assessments, Read Naturally progress sheets.</p>

Goal Area	Math
<i>Strategy to support goals</i>	<p>3rd through 5th grade will use the following instructional strategies to support goals:</p> <ul style="list-style-type: none"> • Individualized interventions • Re-teaching of concepts based off of assessment • Student driven goal setting • Utilize Instructional Assistants • Watch D.O.G.S. program • Parent volunteers • Flash Cards • Mighty Math • IXL • Mental Math • Teacher modeling • PLC Data team • Utilize enVision curriculum • Moby Max Online Tool • RTI
<i>Professional Learning needed</i>	<p>3rd through 5th grade will utilize the following professional learning:</p> <ul style="list-style-type: none"> • ELC PLC • Researching current best practices • Evaluating supplemental programs • Deepen understanding of concepts • Unpacking standards
<i>Resources needed</i>	<p>3rd through 5th grade will need the following resources:</p> <ul style="list-style-type: none"> • Moby Max • Mighty Math • IXL • Laptops

<i>Responsible individual or team</i>	The 3 rd through 5 th grade teams will be responsible for progress monitoring their specific grade level goals three more times throughout the 2016-2017 school year. Teachers in this grade level band will use results indicators such as: common formative and summative assessments, Math Progress Assessment, Moby Max Placement test.
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Goal Area	Science
<i>Strategy to support goals</i>	5 th grade teachers will utilize the following strategies to reach their goal: <ul style="list-style-type: none"> • Individualized interventions • Re-teaching of concepts based off of assessment • Student driven goal setting • Utilize Instructional Assistants • Watch D.O.G.S. program • Parent volunteers • Teacher modeling • PLC Data team • RTI
<i>Professional Learning needed</i>	5 th grade teachers will utilize the following professional learning: <ul style="list-style-type: none"> • ELC PLC • Researching current best practices • Evaluating supplemental programs • Deepen understanding of concepts • Unpacking standards
<i>Resources needed</i>	5 th grade teachers will need the following resources: <ul style="list-style-type: none"> • Supplemental materials • Foss Science Kits • District Science Simulations • Technology for online simulations
<i>Responsible individual or team</i>	All teachers in grades K-5 are responsible for helping with this goal. 5 th grade students are formally assessed via the MSP science assessment, however science is taught in all grade levels and it is in these grades where the foundation is set and the teachers continue to scaffold concepts that will greatly benefit the students in 5 th grade.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Staff will implement the following strategies: <ul style="list-style-type: none"> • Continued PLC work • Create a decision making model via Leadership Team • Having a growth mindset • Build trust through team building activities • Book study • Focused P.D. in area of trust and expressing ideas thoughtfully
<i>Professional Learning needed</i>	Staff will receive professional learning via: <ul style="list-style-type: none"> • Book Club focused on Growth Mindset • Professional development during LEAP/Staff meetings • Effective communication

<i>Resources needed</i>	Staff will need the following resources: <ul style="list-style-type: none">• Text on Growth Mindset• Pinpointed materials on building trust and positive communication
<i>Responsible individual or team</i>	The following individuals will be responsible: <ul style="list-style-type: none">• Administrative team• Leadership team• All staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Curriculum night
- A home connection (Home activities to support weekly instruction)
- Goal setting conferences
- Utilization of instructional assistants
- Resource room support
- Vertical collaboration
- IXL at home
- Parent volunteers
- Watch D.O.G.S. program
- Inglewood, Eastlake, Eastside Catholic volunteers
- Principal Coffee's three times per year

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

- Classroom newsletters
- PowerSchool Learning
- PTSA meetings
- Principal newsletter twice a month
- Principal coffee chat with parents
- Student take-home journals
- Student created growth goals and progress monitoring