

# Continuous Improvement Process Plan

## Rachel Carson Elementary

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2017 -  
2018



Principal Scott Power  
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Lake Washington School District  
2017 - 2018

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## DESCRIPTION OF SCHOOL

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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's mission is to ensure that all students are empowered and inspired to learn, grow, and graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. Our staff provides students with an education that is academically rigorous while, at the same time, teaches students skills to be emotionally and physically ready for the global workplace. At Rachel Carson, we take pride in teaching our students character traits that are vital for success. Not only do we explain these traits but also put them into practice as kindness and compassion are seen every day in our classrooms, hallways, lunchroom, and at recess.

Rachel Carson is in its tenth year as a school community. On our campus, we are fortunate to have 466 students in preschool through fifth grade, who come from diverse backgrounds and a range of educational experiences. As we continue to grow, we become more diverse, which is a true asset. The diversity of our population provides rich opportunities to learn from other cultures, embrace our similarities, respect differences, and work together as Rachel Carson Falcons. At the end of the 2016-2017 school year, our student demographics represented 57% White, 29% Asian, 7% two or more races, 5% Hispanic/Latino, and 2% Black. Furthermore, 18% of our students receive special services, 9% are transitional bilingual, and 2% receive free or reduced-price meals.

For the 2017-2018 school year, we continue to be academically focused, especially in the areas of writing and math. This year, the Lake Washington School District is implementing a new, comprehensive writing curriculum, and teachers are using a writer's workshop model of instruction. During the last two years, Carson teachers engaged in professional learning around writing. Because of this learning and ongoing collaboration with fellow learning community teachers, we expect student achievement in writing to continue to grow in the coming years. Furthermore, we will intentionally focus on math this year to increase the capacity of our students as mathematicians. We plan to regularly analyze data and identify areas that require attention as our teachers plan high-quality math instruction for our students.

Our school culture focuses on growth mindset, which is key to achieving goals. We want our students to understand that we all make mistakes, and it is our responsibility to learn and grow from them. Our teachers continue to teach students that when they do not know a concept, they just don't know it yet. Through hard work, persistence, and a laser-like focus, they will accomplish their goals and achieve life-long learning.

Parent, family, and community engagement is essential to Rachel Carson's success. We highly encourage volunteers at our school, and we see our community as partners in learning for today and the future. At Rachel Carson, we have many volunteer programs, and one highlight is our Watch D.O.G.S. program. This program is nationally recognized for involving father-figures in education. Our Watch D.O.G.S volunteers spend a full day

at school, helping students grow both academically and socially. We currently have 80 father-figures signed up to volunteer for the 2017-2018 school year.

The process of developing our Continuous Improvement Plan enables us to set goals for student achievement, monitor our progress with the goals, and ensure that our students learn, grow, and benefit from the education they greatly deserve. Here at Rachel Carson, it truly is a great day to be a Falcon!

District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3 <sup>rd</sup> Graders on Track for Success	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 <sup>th</sup> Graders on Track for Success	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 <sup>th</sup> 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 2015 SBA results.

**SCHOOL PERFORMANCE OVER TIME**

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	98.2	87.7	93.8				
		1 <sup>st</sup>	85.1	95.3	93.6				
		2 <sup>nd</sup>	91.9	81.9	95.4				
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		83.5	84.7	83.7				
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		87.6	86.3	85.2				
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		93.3	79.4	85				
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		85.3	82.1	82.7				
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		85	90.5	81.2				
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		72.4	78.3	69.1				
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		87.3	≥95%	89				

- **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:*

	<b>Goal</b>	<b>Achievement</b> (Achievement Level Descriptor)
<b>Literacy: K-2 Reading</b>	92% will meet or exceed standard based on the end of the year DIBELS assessment	94% met or exceeded standard
<b>Literacy: 3-5 ELA</b>	90% will meet or exceed standard on the ELA SBA	83.3% met or exceeded standard
<b>Math: 3-5 Math</b>	89% will meet or exceed standard on the Math SBA	79% met or exceeded standard
<b>Science: 5<sup>th</sup> Science</b>	89% will meet or exceed standard on the Science MSP	89% met or exceeded standard
<b>Achievement Gap</b>	80% of students who receive ELL services will improve by at least one level on ELPA 21	80% improved by at least one level
<b>School Effectiveness:</b>	The number of “agree completely” responses will increase in two areas: 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.	1. Variety of perspectives: Agree completely 49% (+1%)  2. Express ideas and opinions: Agree completely 35% (-2%)
<b>Attendance and Discipline:</b>	Student tardiness will improve from 3% tardy to 2% as measured by the tardy letters generated by Skyward	2.98% student tardiness

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	In the Fall of 2016, certificated and classified staff worked collaboratively to write SMART goals for the 2016-2017 Continuous Improvement Plan (CIP). Goal-setting is an essential practice as student achievement improves when specific goals are identified, monitored, and assessed. Not only were these goals used for the CIP, they were also nested within Professional Growth and Evaluation Goals, which are monitored many times throughout the year and discussed in depth in grade level teams and Professional Collaboration Communities. In these communities, teachers share data, discuss instructional strategies, and support each other in designing

	<p>instruction that leads to student success. In addition to creating academic goals, the Carson staff identified goals for improving school culture and school effectiveness using the 9-characteristics data from the previous school year. To create these goals, staff worked in groups to analyze the data, discuss areas of strength and weakness, and ultimately decided on our school focus. This process ensured that all voices were heard, and we are united and committed to accomplishing our school effectiveness goal. Through partnership with our community and students, Carson’s staff is dedicated to helping all students achieve success and accomplish their individual goals.</p>
<p><b>Literacy: K-2 Reading</b></p>	<p>Our K-2 students made impressive progress and exceeded the literacy goal by 2%. The Kindergarten team met monthly to discuss students’ needs and progress. They used resources such as Safety Net, Headsprout, and Instructional Assistants to differentiate instruction and meet individual student needs. The team also created spreadsheets to collect ongoing data and to monitor student progress. The 1<sup>st</sup> Grade team gave common assessments throughout the year, shared results at team meetings, and collectively determined next steps for students who were not meeting goals. Our 2<sup>nd</sup> Grade team provided small group instruction and used Safety Net, the Read Natural program, and Watch DOGS to support students that were below standard.</p>
<p><b>Literacy: 3-5 ELA</b></p>	<p>Although the 3-5 Literacy goal was not achieved, we made satisfactory progress in implementing best practices in writing instruction. Two teachers served as the writing instructional leaders in our building, providing professional learning to teachers and supporting the implementation of our new writing curriculum. Teachers modeled effective writing skills for students and created tools to monitor student progress with literacy standards. Furthermore, teachers are moving to a writing workshop model so that students write frequently and for extended periods of time.</p>
<p><b>Math: 3-5 Math</b></p>	<p>We did not meet our math goal and uphold a sense of urgency to address our practices in this content area. We continue to work with students on maintaining a growth mindset in math so that all students see themselves as mathematicians. Also, we are working to engage students with the Standards of Mathematical Practice to promote critical reasoning skills, communication, and sense-making in math. We will work on formatively assessing students on math standards and developing interventions to target misconceptions.</p>
<p><b>Science: 5<sup>th</sup> Science</b></p>	<p>89% of our 5<sup>th</sup> graders met or exceeded standard on the 2017 Science MSP, meeting our goal for this content area. This success is due to a commitment from teachers to engage students in the Science and Engineering Practices outlined in the Next Generation Science Standards. We also worked on using specific evidence to support our science thinking and explanations.</p>
<p><b>Achievement Gap</b></p>	<p>Our students receiving ELL services made significant progress in their language learning, with 80% improving by at least one level of proficiency. This success is due to the intentional use of visuals and graphic organizers during content area instruction and identifying</p>

	specific language objectives for students. Furthermore, students' oral language is supported through the consistent use of partner talk and self-reflection.
<b>School Effectiveness:</b>	We made significant growth in our targeted area of obtaining a variety of perspectives when making decisions. During our reflection conversations, staff reported that using surveys and private voting tools contributed to the positive change in this area because they felt their voices were heard and the anonymity of the voting increased the comfort level for expressing opinions. We did not meet our goal in staff feeling free to express their ideas and opinions with one another. We continue to work on this goal by intentionally mixing groups and providing activities for staff members to get to know each other better, which we believe will increase the free expression of ideas and opinions.
<b>Attendance and Discipline:</b>	While we did not meet our goal of lowering our percentage of students who were tardy to school by 1%, we were able to maintain a low tardy rate for the 2016-2017 school year. We accomplished this success by educating families on the importance of school attendance and starting the day on time. We shared data with families at curriculum night, discussed attendance during conferences, and provided email communication during the school year. Another contributing factor to our low tardy rate was the effort from our safety patrol in helping students out of their cars efficiently, which reduced congestion in the parking lot. Phone calls and letters home to families of chronically tardy students proved to be effective as well. We are encouraged that we met our discipline goal through modeling and teaching expected lunchroom behavior. The routines and procedures we implemented in our lunchroom helped students be successful in this area. The hard work and dedication of our instructional assistants also prevented discipline issues.

## ANNUAL SCHOOL GOALS

### 2017-18 Annual School Goals:

SMART Goals	
<b>Literacy: K-2 Reading</b>	89% of K-2 students will meet or exceed standard as measured by the End-of-Year DIBELS assessment in Spring 2018
<b>Literacy: 3-5 ELA</b>	87% of 3-5 students will meet or exceed standard as measured by the ELA Smarter Balanced Assessment in Spring 2018
<b>Math: 3-5 Math</b>	87% of 3-5 students will meet or exceed standard as measured by the Math Smarter Balanced Assessment in Spring 2018
<b>Science: 5<sup>th</sup> Science</b>	87% of 5 <sup>th</sup> grade students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science in Spring 2018

<b>Achievement Gap</b>	The number of low-income students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase from 33% to 66%
<b>School Effectiveness:</b>	Carson Elementary School will improve its score of “Agree Completely” from 35% to 50% in “The staff feels free to express their ideas and opinions with one another” as measured by question #59 on the Nine Characteristics of Effective Schools survey in Spring 2018
<b>Attendance:</b>	Carson Elementary School will decrease the number of student absences on Tuesdays, the most frequently missed day of the week, by 5% as measured by yearly attendance data
<b>Discipline:</b>	Carson Elementary School will reduce the number of discipline slips issued by 15%, from 110 in the 2016-17 school year to 93 as measured by the administrative team’s discipline log.

### Annual School Goals: Academic

To determine our school’s academic goals, teachers analyzed DIBELS, SBA, and Science MSP data. They looked closely at disaggregated student results to identify specific areas for growth. Each grade level team created goals to improve student achievement in the targeted areas.

Grade level teams met to identify specific strategies for increasing student achievement in the goal areas. They will continue to meet throughout the school year to analyze data and determine interventions needed. In addition, they will work collaboratively to determine challenge opportunities for students.

Students will be assessed regularly throughout the year to ensure that they are making academic progress. The academic goals will be monitored formally three times during the year as well as formatively assessed in the classroom on a consistent basis.

### Annual School Goals: Achievement Gap

Data from the Spring 2017 Smarter Balanced Assessment shows that 33% of low-income students attending Carson met or exceeded standard for ELA, which was a significant drop from the previous year. The school team will investigate the factors that contribute to this achievement inequality and develop strategies to support student growth in this area. We will utilize our new writing curriculum and workshop model to differentiate instruction, monitor student growth, and make adjustments in instructional plans. We will continue to engage in equity conversations to identify students that may need additional supports and resources. In addition, we will investigate and address barriers that affect achievement for these students. We will use Instructional Assistants to support literacy goals through one-on-one and small group instruction. Finally, we will work collaboratively as a staff on growing our practices through several book studies: Culturally Responsive Teaching and the Brain, Fostering Resilient Learners, Overcoming the Achievement Gap Trap, and Better Than Carrots or Sticks. These books were chosen intentionally by staff to better support students through positive behavior interventions and addressing achievement opportunities for students.

### Annual School Goals: School Effectiveness

Data from Carson’s 2017 Nine Characteristics Survey demonstrated that staff believe Carson is an effective school. An area that staff expressed an interest in improving is “Staff feels free to express their ideas and opinions with one another,” which is our focus for the 2017-18 school year.

Carson will monitor progress on this goal throughout the year by effectively using the Leadership Team to provide feedback from grade level teams on our progress toward the goal. We will also create a school survey to monitor improvement and foster discussions at staff meetings about our progress. Finally, the school Leadership Team will develop a decision-making model that provides a transparent protocol for sharing ideas and perspectives when making decisions at Carson.

### Annual School Goals: Attendance

Carson chose to focus on reducing student absences on Tuesdays because attendance data shows that it is the most often missed day of the week. Student attendance is essential for academic growth, and it is imperative for students to be present for the many teachable moments that happen throughout the school day. We will improve student attendance through parent communication, highlighting the importance of regular school attendance and its impact on academic achievement. Furthermore, we will inform parents of chronic absenteeism through district attendance letters. Extended, pre-arranged absences will require a plan for maintaining academic progress. Finally, Carson staff will work to create a positive school culture where students truly believe it is a great day to be a Rachel Carson Falcon!

### Annual School Goals: Discipline

Our school chose to focus on reducing the number of discipline slips issued by 15%. Discipline issues interrupt student learning and negatively impact the school and classroom environment. We will monitor this goal through a shared Administrative Team One Note log detailing each incident. This data will provide information about trends and themes on types of behavior and locations, which will help us create pinpointed plans for improving student behavior. Furthermore, our planned book studies will increase our capacity for positive behavior interventions and creating a tiered system of support for students.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<b>Literacy</b>
<i>Strategy to support goals</i>	<p>Grades K-2 will use the following strategies:</p> <ul style="list-style-type: none"> <li>• Teacher modeling with class read aloud</li> <li>• Small group reading of “just right” books with teachers and parent volunteers</li> <li>• 1:1 tutoring with Instructional Assistant or Paraeducators</li> <li>• Daily reading practice with “just right” leveled readers</li> <li>• Teacher’s College IRI stories to monitor fluency</li> <li>• Whisper phones during independent reading time for fluency practice</li> <li>• Safety Net support (small group)</li> <li>• Read Natural program with Instructional Assistant (small group)</li> <li>• Wonders online phonics practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Headsprout</li> <li>• Implement new writing curriculum and pedagogy</li> </ul>
<i>Professional Learning needed</i>	<p>Grades K-2 need the following Professional Learning opportunities:</p> <ul style="list-style-type: none"> <li>• Collaboration with other grade levels to support vertical alignment</li> <li>• Professional Learning sessions presented by building writing lead teachers</li> <li>• LEAP days for Professional Learning focused on implementation of the new writing curriculum</li> </ul>
<i>Resources needed</i>	<p>Grades K-2 need the following resources:</p> <ul style="list-style-type: none"> <li>• Just Right Leveled Readers</li> <li>• Guided reading library/mentor texts</li> <li>• Whisper phones</li> <li>• Wonders materials</li> <li>• Teacher’s College assessments to monitor progress</li> <li>• Writing Workshop grade level binders</li> </ul>
<i>Responsible individual or team</i>	<p>Each grade level team is responsible for monitoring progress toward their goal. More formal progress monitoring will take place three times during the year. Teachers will use data from DIBELS, teacher observations, district reading and writing assessments, IRIs, and Read Naturally.</p>

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	<p>Grades 3-5 will use the following strategies:</p> <ul style="list-style-type: none"> <li>• Individualized instruction tailored to students’ needs</li> <li>• Moby Max for specific interventions</li> <li>• IXL for additional practice in procedures</li> <li>• Small group instruction with Instructional Assistants and parent volunteers</li> <li>• Using mental math and estimation to check for reasonableness</li> <li>• Explicitly teaching growth mindset strategies to encourage perseverance in problem solving</li> <li>• Communicating reasoning through pictures and written explanations</li> </ul>
<i>Professional Learning needed</i>	<p>Grades 3-5 need the following Professional Learning opportunities:</p> <ul style="list-style-type: none"> <li>• Using the Smarter Balanced Interim Assessments to monitor progress</li> <li>• Engaging students in the Standards for Mathematical Practice</li> <li>• Collaboration time to unpack standards and deepen understanding of concepts</li> </ul>
<i>Resources needed</i>	<p>Grades 3-5 need the following resources:</p> <ul style="list-style-type: none"> <li>• Moby Max subscriptions</li> <li>• IXL subscriptions</li> <li>• Supplemental materials for greater depth with identified standards</li> <li>• Smarter Balanced Assessment sample and practice items</li> </ul>
<i>Responsible individual or team</i>	<p>Each grade level team is responsible for monitoring progress toward their goal. More formal progress monitoring will take place three times during the year. Teachers will use data from Moby Max, Smarter Balanced Interim Assessments, and common formative and summative assessments.</p>

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	<p>Staff will implement the following strategies:</p> <ul style="list-style-type: none"> <li>• Team building activities focused on getting to know more about each other</li> <li>• Book study with vertical teams and specialists</li> <li>• Providing opportunities for all to share during meetings</li> <li>• Distributed leadership</li> </ul>
<i>Professional Learning needed</i>	<p>Staff will engage in professional learning through:</p> <ul style="list-style-type: none"> <li>• Book studies presented by teacher teams</li> <li>• Teachers sharing content expertise</li> </ul>
<i>Resources needed</i>	<p>Staff need the following resources:</p> <ul style="list-style-type: none"> <li>• Differentiated books for book study</li> </ul>

<i>Responsible individual or team</i>	All school staff are responsible for working toward the goal.
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<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	Staff will implement the following strategies: <ul style="list-style-type: none"> <li>• Kelso’s choices</li> <li>• Second step curriculum</li> <li>• Principal talk it over tool</li> <li>• Reflection forms</li> <li>• Parent communication and at-home follow up</li> <li>• Social stories</li> <li>• Recess plans</li> <li>• Positive reinforcement</li> <li>• Character/leadership classroom lessons</li> <li>• Utilizing full-time counselor</li> </ul>
<i>Professional Learning needed</i>	Staff will engage in professional learning through: <ul style="list-style-type: none"> <li>• Positive classroom management presentation from book study team</li> <li>• Strategies for creating a trauma-sensitive classroom presentation from book study team</li> <li>• Presentation on culturally responsive teaching practices from book study team</li> </ul>
<i>Resources needed</i>	Staff need the following resources: <ul style="list-style-type: none"> <li>• Second step curriculum</li> <li>• Kelso’s choices curriculum</li> <li>• Visual aides</li> <li>• Reflection forms</li> <li>• Book study books: <u>Culturally Responsive Teaching and the Brain</u>, <u>Fostering Resilient Learners</u>, <u>Overcoming the Achievement Gap Trap</u>, and <u>Better Than Carrots or Sticks</u></li> </ul>
<i>Responsible individual or team</i>	All school staff are responsible for working toward the goal.

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Rachel Carson Elementary will work with our parents, families, and community to support our CIP through:

- Curriculum Night
- Goal-setting conferences
- Sharing and soliciting ideas for ways to support student learning at home
- Volunteers supporting students in small groups
- Principal coffee chats with parents
- Providing channels for two-way communication
- Volunteers from Inglewood, Eastlake, and Eastside Catholic
- Working with PTSA on prioritizing and funding resources that support CIP goals
- Providing parent education opportunities
- Partnering with PTSA to hold community-building activities and events

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

The CIP will be shared with the community through the following ways:

- Classroom newsletters
- PowerSchool Learning site
- PTSA meetings
- Principal newsletters
- Principal coffee chat with parents
- Student journals
- Student created growth goals
- Carson website