

Continuous Improvement Process Plan

Juanita Elementary

9635 NE 132nd Street, Kirkland, WA

425-936-2570

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

2016 - 2017



Dana Stairs, Principal
Holly Appelgate, Associate Principal
Lake Washington School District
2016 - 2017

TABLE OF CONTENTS

| <u>Activity</u> | <u>Location</u> | <u>Due Date</u> |
|---|-----------------|-----------------|
| Description of School ----- | Page 2 | October 26 |
| 2015-2018 Performance Targets ----- | Page 3 | October 26 |
| School Performance Over Time ----- | Page 4 | October 26 |
| CIP Reflection: Evaluate Outcomes ----- | Page 5 | October 26 |
| Annual School Goals ----- | Page 8 | November 16 |
| Strategies to Accomplish Goals ----- | Page 10 | November 16 |
| Parent, Family, and Community Involvement ----- | Page 12 | November 16 |

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.

Located in Kirkland, Washington, Juanita Elementary serves approximately 400 students and their families, preschool through 5th grade. At Juanita Elementary all staff are committed to providing a quality environment in which learners develop to their fullest potential. We believe all students should have every opportunity to learn and succeed. In addition, we have a diverse, international school community and take pride in fostering partnerships with parent organizations, local community leaders, and businesses which help expand our students' world view and the opportunities they present.

During the 2015-16 school year, Juanita Elementary students were administered the state test (Smarter Balanced Assessment). When planning for and adjusting instruction, teachers use information about student progress toward the common core state standards through our student growth goals, measured by common district and classroom-based assessment. In 2015-16, all of our grade level scores were far above the state level, with 4th grade scores also above the Lake Washington School District average. In grade 3-5 English Language Arts, 68% to 87% of our students were at standard or above. In Math, scores across grades 3-5 ranged from 65% to 81%. Fifth grade students were administered the Science MSP in 2015-16 and 87% of students were at or above standard; a 10% increase from the scores in 2014-2015.

The Juanita Elementary staff is committed to improving student academic achievement as well as fostering the overall well-being of our students. The primary focus of our 2015-16 Continuous Improvement Plan was mathematics and reading. This year, we will continue to focus on raising levels of student achievement in English Language Arts and Math. We will be examining individual student data to determine what strategies and tools are most effective in raising student achievement. Intensive support will be provided to those students who are not at standard. Differentiated instruction will be implemented in core subjects to best meet the needs of all learners. We will work very hard to maintain and increase our high level of performance and ensure further academic success for our students.

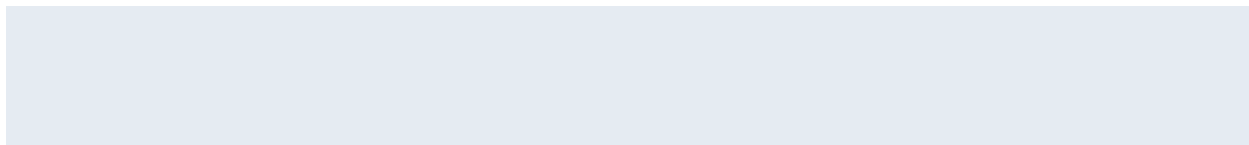
At Juanita Elementary School, we focus on integrating Arts and Life Skills across content areas to develop well-rounded students who can be "future ready." Using the Second STEP Curriculum, students are intentionally taught social and emotional skills focused on showing empathy, using skills for learning, managing emotions, and problem solving. Student who use a Life Skill in a positive way are celebrated by receiving a "Jag Brag" ticket, recognizing their achievement. Our staff also participated in "Positive Discipline" training. The effort has had a positive impact on our discipline system by providing a common understanding and approach that is based on Positive Behavior Intervention and restorative justice.

2015-2018 PERFORMANCE TARGETS

| | Indicators <i>Note: Indicators based on state assessments</i> | Baseline Performance 2014-15 | | Current Performance 2015-16 | | Target Performance 2018 | |
|---|---|---------------------------------|--------|--------------------------------|--------|----------------------------|--------|
| | | District | School | District | School | District | School |
| Early Literacy Development | % of Kindergarteners at benchmark on End-of-Year Literacy assessment | 87.3% | 95.5% | 88.3% | 90.2% | 95.0% | |
| 3rd Graders' on Track for Success | % of 3 rd graders meeting or exceeding state standards in Literacy | 78.6% | 82.3% | 81.4% | 67.6% | 91.0% | |
| | % of 3 rd graders meeting or exceeding state standards in Math | 80.5% | 92.1% | 82.8% | 71.6% | 92.0% | |
| 5th Graders' on Track for Success | % of 5 th graders meeting or exceeding state standards in Literacy | 84.1% | 74.0% | 85.3% | 80.0% | 92.0% | |
| | % of 5 th graders meeting or exceeding state standards in Math | 72.7% | 62.9% | 72.9% | 64.8% | 90.0% | |
| | % of 5 th graders meeting or exceeding state standards in Science | 86.9% | 77.7% | 88.2% | 87.0% | 95.0% | |

- **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 School 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 | 95.5% | 90.2% | | | | | |
| | | 1 st | 82.3% | 83.1% | | | | | |
| | | 2 nd | 80.0% | 82.5% | | | | | |
| 3rd Graders' on Track for Success | % of 3 rd graders meeting or exceeding state standards in Literacy | | 82.3% | 67.6% | | | | | |
| | % of 3 rd graders meeting or exceeding state standards in Math | | 92.1% | 71.6% | | | | | |
| 4th Graders' on Track for Success | % of 4 th graders meeting or exceeding state standards in Literacy | | 80.7% | 87.0% | | | | | |
| | % of 4 th graders meeting or exceeding state standards in Math | | 72.2% | 81.4% | | | | | |
| 5th Graders' on Track for Success | % of 5 th graders meeting or exceeding state standards in Literacy | | 74.0% | 80.0% | | | | | |
| | % of 5 th graders meeting or exceeding state standards in Math | | 62.9% | 64.8% | | | | | |
| | % of 5 th graders meeting or exceeding state standards in Science | | 77.7% | 87.0% | | | | | |

- **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 <small>(Achievement Level Descriptor)</small> |
|--|--|---|
| Literacy: K-2 Reading | 85% met or exceed standard. | 83% met or exceeded standard. |
| Literacy: 3-5 ELA | 80% met or exceed standard. | 77% met or exceeded standard. |
| Math: 3-5 Math | 77% met or exceed standard. | 73% met or exceeded standard. |
| Science: 5th Science | 80% met or exceed standard. | 87% met or exceeded standard. |
| Achievement Gap | 52% proficiency for ELL students on the SBA (ELA and Math). | 23% met or exceeded standard on SBA (ELA and Math). |
| School Effectiveness: | Develop a school wide discipline protocol that 90% of staff are in agreement with | 100% of staff agreed to the school wide discipline protocol created. |
| Attendance and Discipline: | 100% of our certificated staff will be trained in restorative justice practices. For attendance, increase average daily attendance rate from 351/364 (96%) students being in attendance to 355/364 (97.5%) students being in attendance. | 100% of staff, certificated and classified, were trained in restorative justice practices. The daily attendance rate for 2015-2016 school year was 357/387 (92%). |

Narrative Reflection:

| Narrative Reflection | |
|-----------------------------|--|
| Process: | Juanita Elementary used identified CIP days to support the implementation of the CIP. Each grade level had a data wall, which they used to reflect student performance levels and growth. These data walls were updated several times throughout the school year, based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process using multiple data points. Specifically, the staff reviewed the 9 Characteristics survey data, DIBELS results, Wonders data, enVision data, SBA data, report card data, and current academic assessment data to identify target areas to focus on, including sub group area of focus. Juanita Elementary teachers monitored student progress throughout the year by reviewing and analyzing assessment data, and working with interventionists to capture student progress. |

| | |
|---|---|
| <p>Literacy: K-2 Reading</p> | <p>Overall, 83% of K-2 students met benchmark on end of the year DIBELS. As a K-2 grade band group, we saw strength in the number of students who experienced growth from the beginning of the year to the end of the year. We attribute our success to regular team meetings to review data, data collection, and flexible grouping. We will continue our work in the area of fluency and retell (comprehension).</p> |
| <p>Literacy: 3-5 ELA</p> | <p>On average, 78% of students in grades 3-5 met or exceeded standard on the SBA ELA assessment last spring. For reading, grades 3-5 focused on teaching students the “ACE” format while answering written response questions. We also taught the students to write four-paragraph essays using the Step Up to Writing format. We taught students 2 and 3 column note-taking strategies, how to close read, and strategies for understanding heavy texts and directions. Based on SBA data, we noticed this group of students will need continued support with narrative/opinion/expository texts. In writing, grades 3-5 achieved higher scores than projected on the SBA. However, scores in listening and speaking were lower and will require more focus.</p> |
| <p>Math: 3-5 Math</p> | <p>On average, 72% of students in grades 3-5 met or exceeded standard on the SBA math assessment last spring. Students demonstrated strength in understanding math concepts and reasoning, communicating reasoning, and concepts and procedures. We celebrated the fact that students achieved higher in the areas that were specifically targeted by grade level teams. Staff also felt that there were many successful systems developed to help support student growth in the area of math. WINN math groups and IA and parent support were crucial in helping students be able to practice concepts to mastery as well as receive immediate feedback on individual progress. Areas where we need more emphasis are problem solving and increased math vocabulary.</p> |
| <p>Science: 5th Science</p> | <p>In the spring, 87% of our 5th graders met or exceeded standard on the MSP science assessment. Staff used LEAP time and vertical planning to better coordinate their science curriculum and worked with students to gain the skills necessary for science mastery. One area in particular where we saw growth was science writing and vocabulary. Teachers used Puzzlewise and increased active involvement by shortening instruction time and using brief, but meaningful content videos. They also created science teams that were purposefully grouped. One area that continues to be an area of focus is on systems. Teachers will work collaboratively to determine the best strategies for improving in this area.</p> |
| <p>Achievement Gap</p> | <p>Last year, 23% of our sub group of 3rd-5th ELL students met standard on the SBA ELA and math assessment. When reviewing the performance of our ELL students on the 2016 SBA, we noticed that a majority of our ELL students were not proficient on either portion of the SBA. There are two areas of celebration, 3rd grade math and 4th grade ELA showed growth. However, students decreased significantly on the 3rd grade ELA portion. Our ELL students currently receive small group instruction from certified ELL staff and also receive small</p> |

| | |
|--|---|
| | <p>group support in the areas of math and reading from their classroom teacher. To continue to grow in our ability to support ELL students in the classroom, we will investigate the use of SIOP strategies.</p> |
| <p>School Effectiveness:</p> | <p>We understand the correlation between academic progress and creating a safe and kind environment, where students are taught positive problem solving skills, and are not denied the opportunity for instruction because of behavior problems. The goal was for at least 90% of staff to agree on a school wide discipline protocol and the result was that 100% of staff agreed with the protocol. As a result of the new protocol, our school developed calm down kits for each classroom and the office, created a behavior expectations video to share with students, hosted positive behavior assemblies, increased the visibility of the counselor in classrooms, and awarded Jag Brag notes for recognition of positive student behavior, and hallway/lunch room behavior expectations incentives.</p> |
| <p>Attendance and Discipline:</p> | <p>Training staff on discipline protocols and restorative justice was a high priority. All teachers and classified staff members were provided with training from an outside resource and were given a follow up training later in the year. All staff were in agreement with the discipline protocol adopted by the school. The school counselor has worked to create more groups and to be visible in classrooms and on the playground where many of the issue take place. Students received Second STEP lessons in class and staff was trained on the class meeting model to implement in their classrooms. Attendance is equally impactful on student's growth and performance. Last year's average daily attendance rate was 96% and the goal was to increase the rate to 97.5%. Unfortunately, the rate for the 2015-2016 school year decreased to 92%. In response to the data, we have created an attendance committee to review students of concern, support classroom teachers with communication with families, and are developing a positive approach to encourage good attendance. The focus for this year will be to create an attendance support system for our school. We will use monthly Skyward reports for the purpose of identifying attendance concerns and perfect attendance winners.</p> |

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

| <p style="text-align: center;">SMART Goals</p> | |
|---|--|
| <p>Literacy: K-2 Reading</p> | <p>By June 2017, 79% of our K-2 students will be proficient in reading as measured by EOY DIBELS scores.</p> |

| | |
|--|--|
| Literacy: 3-5 ELA | By June 2017, 80% of our 3-5 students will meet or exceed standard on the SBA. |
| Math: 3-5 Math | By June 2016, 71% of our 3-5 students will meet or exceed standard on the SBA. |
| Science: 5th Science | By June 2017, 89% of 5 th graders will meet or exceed standard on the Science MSP. |
| Achievement Gap | By June 2017, we will improve the percentage of ELL students proficient on the ELA and Math portions of the SBA from 23% to 44%. |
| School Effectiveness: | All students can learn complex concepts: 78% to 85%. |
| Attendance: | By June 2017, we will increase our average daily attendance rate from 92% to 95%. |
| Discipline: | By June 2017, 100% of staff will implement 3 strategies to increase positive student behavior. |

Annual School Goals: Academic

Our academic CIP goals were determined by having staff work in both grade level teams and grade bands to analyze a variety of data points (DIBELS data, SBA data, Wonders assessments, enVision assessments, and classroom writing assessments) in order to identify where students are currently performing (baseline) and set target goals for progress this year. In order to meet the learning needs of all students, staff will provide differentiated small group instruction in ELA and Math, so that every student has the opportunity to learn at their instructional level. Wonders, Puzzlewise, enVision, and IXL curricula will allow students enrichment opportunities with varied texts and extension activities to go further in depth with the curriculum.

For struggling students, staff will use formal and informal assessments to provide targeted intervention. Assessments will be used from district provided curriculum (Wonders and enVision), DIBELS, and classroom developed assessments. The results of the various assessments will allow staff to evaluate student needs and determine resources best suited for each individual student. Some examples of intervention strategies include IA support in classrooms, small group/differentiated instruction (WINN), safety net, ELL, special education, SIOP strategies, and immediate feedback and/or error correction in small groups.

We will use a variety of methods and tools to monitor the progress of our students towards our goals. Staff will analyze DIBELS data, Wonders end of unit assessments, enVision topic assessments, quick checks in enVision, and report card grades to determine adjustments in student support if necessary. Teachers will adjust small groups in response to student data, in order to properly engage students at their individual level. Teachers will continue to work in grade level and grade band teams and in collaboration with intervention specialists to best support students through ongoing dialog.

Annual School Goals: Achievement Gap

Our Achievement Gap Goal will be focused on improving performance for our 3rd through 5th grade ELL students. When reviewing the performance of our ELL students on the 2016 SBA, our staff noticed that a majority of our ELL students were not proficient on the ELA or Math assessments. Our ELL students currently receive small group instruction from certificated ELL staff and also receive small group support in the areas of math and reading from their classroom teacher and/or safety net teacher. School IAs also lead small group and one on one instruction for students needing extra supports. ELL students are closely monitored by both the classroom teacher and ELL teacher using the same assessments as the rest of the class with additional monitoring in the area of language acquisition. Our ELL teacher collaborates with classroom teachers on a daily basis to monitor the progress of all ELL students and worked with 3rd and 5th grade teachers to determine the most appropriate CIP goal for our sub-group. Our school has made great efforts to reach out and welcome ELL families into our School Community. The ELL Teacher hosted an informational program for parents of ELL students during Family Literacy Night to answer questions, provide information, and welcome parents into the school.

Annual School Goals: School Effectiveness

Process to determine goal:

As a staff, we reviewed our 9 characteristics data. Staff believe students can learn complex concepts is an area of focus because it is one of our lowest scoring areas on the survey. We want to ensure that all staff all of our students can successfully navigate through rigorous and complex topics and implement a growth mindset when working with all students.

Process to monitor goal:

Progress monitoring will be included as part of PCC work, multiple surveys throughout the year, and professional development at LEAP and staff meetings in the area of growth mindset.

Annual School Goals: Attendance

As a staff, we reviewed the Skyward attendance data collected from the previous school year. We recognize that attendance is very important and has a significant impact on student learning. When student miss out on instruction, they are at a disadvantage from their peers in making academic progress. As a staff, we know it is critical to put systems in place to have students attend on a regular basis and to provide strong supports for students who have been absent. A school attendance team, in collaboration with administration, will meet with the registrar on a monthly basis to review attendance reports from Skyward. Together, the team will communicate with families of students with high rates of absenteeism by phone, letters, and/or face to face meetings. The team will also communicate concerns to classroom teachers and make suggestions for the most appropriate support for individual students. Students who are most impacted by high rates of absenteeism will work with the school, in collaboration with the school's Becca Coordinator. We have begun to implement positive incentive programs to celebrate improvement in attendance at the classroom level. The team will closely monitor the

average daily attendance data in order to track progress and determine the best course of action to reach our CIP attendance goal.

Annual School Goals: Discipline

We understand the correlation between academic progress and creating a safe and kind environment, where students are taught positive problem solving skills. As a staff, we discussed the need to take a more proactive and positive approach toward student discipline practices. We looked at our goals in previous years and wanted to continue on the path of implementing the best practices that allow students to be reflective, empathetic, and restorative. Teachers agreed that implementing more positive practices around student discipline would foster a better classroom environment which would make a positive impact on overall school discipline. Teachers will participate in restorative justice training and decide on strategies to implement. The building culture committee will generate a list of strategies for each staff member to select from. Teachers will share their progress of implementing the specific strategies with the staff at multiple points throughout the year.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

| <i>Goal Area</i> | Literacy |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | WINN (What I Need Now) time, collaboration with intervention staff, graphic organizers, SIOP strategies in the general classroom and ELL groups, writers workshop, leveled reading groups, direct instruction (storytelling and comprehension), small group differentiated instruction, use of district provided curriculum materials (Wonders), updating data walls with grade level teams, use of various assistive technology and website resources, model and practice test taking strategies/calming strategies |
| <i>Professional Learning needed</i> | Learning walks (Excellence Within), pilot new writing curriculum, use of NTSP, PCC and grade level planning time, positive behavior support and training, participation in book study, Common Core trainings and website, and eMas trainings |
| <i>Resources needed</i> | Time to meet with teams, opportunities to see teachers in other buildings, access to district trainings and collaboration opportunities |
| <i>Responsible individual or team</i> | Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team |

| <i>Goal Area</i> | Math |
|------------------|------|
|------------------|------|

| | |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | Differentiated math instruction, use of formal and informal assessments to monitor progress, differentiated math groups, math centers, direct instruction followed by re-teaching and re-checking, use of interventionists, use of assistive technology and website resources, IXL |
| <i>Professional Learning needed</i> | Learning walks, participation in district math cohort, use of NTSP, PCC and grade level planning time |
| <i>Resources needed</i> | Access to district math cohort, time to work with grade level teams, tech training in supplemental and enriching websites and software |
| <i>Responsible individual or team</i> | Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team |

| Goal Area | Attendance |
|---------------------------------------|---|
| <i>Strategy to support goals</i> | Monthly attendance team meetings to discuss students of concern, communication with stakeholders, implementation of state/district policy, positive interventions (perfect attendance award), and strategies teachers can use to support good attendance, use of district letters generated by district thresholds to educate families and support students who miss valuable instruction |
| <i>Professional Learning needed</i> | Training for registrar, guidance from district on policies and implementation, collaboration with other schools, research around increasing attendance rates |
| <i>Resources needed</i> | Time to meet as a team, Skyward training for multiple people in the office, district supported attendance policy and procedure guidelines |
| <i>Responsible individual or team</i> | Administration, Classified Staff, Specialists, K-5 Teachers, Leadership Team, and Attendance Team |

| Goal Area | Science |
|---------------------------------------|--|
| <i>Strategy to support goals</i> | Supplement Foss with Puzzlewise, direct instruction and modeling around conclusion and procedure writing, differentiated instruction, team teaching approach, and provide IslandWood experience to enhance scientific learning |
| <i>Professional Learning needed</i> | SIOP training and modeling, meeting and planning time for science lessons to be co-taught |
| <i>Resources needed</i> | Foss Kits, Puzzlewise, and science notebooks |
| <i>Responsible individual or team</i> | Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team |

| Goal Area | Discipline |
|------------------|-------------------|
|------------------|-------------------|

| | |
|---------------------------------------|---|
| <i>Strategy to support goals</i> | Positive Behavior & Culture Committee will review discipline systems and policies, research and identify Positive Behavior Intervention Strategies, and select three strategies to implement and monitor during the 2016-17 school year |
| <i>Professional Learning needed</i> | Continued training in Restorative Practices and Positive Behavior Intervention Strategies |
| <i>Resources needed</i> | Research, articles, books |
| <i>Responsible individual or team</i> | Administration, Classified Staff, Specialists, K-5 Teachers, Leadership Team, and Positive Behavior and Culture Committee |

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

We have informed our parents of our CIP process at a principal/PTA coffee talk in October. As part of the communication process, we communicated about our SBA and DIBELS scores, including areas of strength and challenge. We also provided parents with state average scores on the SBA, district average scores on the SBA, and our school's performance on the SBA. We also share DIBELS scores from our primary levels. This gave parents an avenue of comparison, which sparked positive discussion about the achievement of our goals from the previous year and the development of our goals for this year.

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

We plan to continue to communicate the CIP process by placing our CIP plan on our school website and providing summary of our CIP goals and process to parents via Cat Tracks (school newsletter). We will also host another Principal/PTA coffee talk to explain our process in developing goals for this year and how we will monitor our progress towards those goals. Teachers are also providing information on content/skill focus to parents on a regular basis in their classroom newsletters.