

# Continuous Improvement Process Plan

## Henry David Thoreau Elementary

8224 N.E. 138<sup>th</sup> St.  
Kirkland, WA 98034

425-936-2720

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

2016 -  
2017



Keri Levinson, Principal

Nate Litke, Associate Principal

Lake Washington School District

2016 - 2017

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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.

Thoreau is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly using the data team process to ensure high levels of learning. Using the Common Core State Standards as our guide, we manage our resources to provide assistance to each child so that all have the opportunity to excel.

Thoreau continues to perform well in all areas. This past year we established performance baselines using the Smarter Balanced Assessment (SBA). In reviewing our 2016 scores we noticed strength in Reading, Writing, Math and Science. Highlights include scores that outpace our state in all statewide tests including the SBA (3rd/4th/5th Reading and Math) as well as MSP Science (5th Grade). We believe that these results are consistent with the work in the classroom as evidenced by improvement in targeted areas.

Our Continuous Improvement Plan for 2016-17 will continue our focus on the use of data to guide instructional decisions in reading, math, science and writing. We will focus our work on those students not yet at standard as well as working to extend the learning of those already meeting and exceeding standard by developing instructional strategies and processes to ensure their continued growth. Our goal at Thoreau is to facilitate growth and success for *every* student.

Academic Focus: Writing

Rationale: New District-wide Writing Curriculum Adoption

Performance Focus: Data Teams Process

Rationale: We are beginning our third year of learning and application of the Data Teams Process with this year's implementation by all grade levels staff.

School Culture Focus: School-wide Behavior Expectations

Rationale: We are rolling out new school-wide behavior expectations that bring consistency for our staff and students and allow us to be more cohesive as we work on the development of children from Kindergarten thru 5th grade. Our belief is that students that are better behaved collectively have a greater opportunity to learn.

Community Engagement Focus: FACE - Family and Community Engagement. Working with our PTA to add a FACE liaison to implement a variety of engagement opportunities for our diverse Thoreau families. Ideas include face to face invitations to events in addition to printed and digital communication, Principal/VP coffees, targeted information in school newsletters to answer FAQ's of PTA membership and volunteering in the school and a direct link to the PTA website for more information.

## 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 <sup>rd</sup> Graders' on Track for Success	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5 <sup>th</sup> Graders' on Track for Success	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5 <sup>th</sup> 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:

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	87.5%	84.1%					
		1 <sup>st</sup>	85.7%	80.7%					
		2 <sup>nd</sup>	78.0%	86.4%					
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		90.0%	83.3%					
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		80.0%	76.3%					
<b>4<sup>th</sup> Graders' on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		76.3%	82.3%					
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		65.4%	70.5%					
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		85.0%	73.4%					
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		62.5%	53.1%					
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		87.5%	71.8%					

- **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:*

	<b>Goal</b>	<b>Achievement</b> (Achievement Level Descriptor)
<b>Literacy: K-2 Reading</b>	86% of students at or above standard.	86.11% met or exceeded benchmark.
<b>Literacy: 3-5 ELA</b>	87% of students at or above standard.	79.29% met or exceeded standard.
<b>Math: 3-5 Math</b>	75% of students at or above standard	65.88% met or exceeded standard.
<b>Science: 5<sup>th</sup> Science</b>	90% of students at or above standard.	71.8% met or exceeded standard.
<b>Achievement Gap</b>	55% of students at or above standard.	50% met or exceeded standard.
<b>School Effectiveness:</b>	Increase the percentage of parents who believe that the school communicates its goals effectively to families and the community from 63% to 73% as measured by the annual perception data survey.	87% strongly agree or somewhat agree.
<b>Attendance and Discipline:</b>	Decrease the number of students that are suspended from school from 7 to 6 as measured by the spring 2016 suspension report.  Decrease the number of students that are tardy to school on any given day outside of weekends connected to holidays from 17 to 10 as measured by monthly My School Data tardy reports.	2 students were suspended out of school in the 2015/16 school year. 7 received in-school suspension.  Tardies were decreased from an average of 17 per day to less than 10 per day.

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	Grade level teams meet weekly as Professional Learning Teams to design assessments, analyze student performance, determine instructional strategies for each level of learner, and to develop lessons and unit plans to meet standards and learning needs.

Work Teams in which each certificated staff member participate, facilitate our work connected to the CIP, Professional Growth and Evaluation work, School Culture and Climate, and Communication across the school community.

Perception goals were established as a part of the School Culture and Climate Work Team – activities and steps to reach the perception goals were facilitated through Work Teams.

The staff developed the LEAP calendar to meet the needs of the staff based on the CIP, Data Team Work, District Learning Targets, PLC team needs, PGE, and state testing needs.

The 1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teams continued their work in data teams and provided ongoing staff development for the rest of the staff.

School achievement goals were set through grade level team meetings in which data was analyzed and identified. Progress was monitored through PLC meetings and LEAP calendaring to make sure that we were assessing and reflecting on progress towards CIP goals at least three times during the year (routine for school wide ELA goals).

The biggest challenge is finding the time to meet in teams and truly analyzing data in multiple content areas.

**Literacy:  
K-2 Reading**

The scheduled activities that supported the implementation of the CIP were – Wonders phonics activities, reading stories with targeted sounds, phonics poems, small reading groups based on reading skill level, targeted intervention/differentiation instruction, Daily 5 structure, Word Work activities within whole group and small group, Safety Net progress monitoring within DIBELS, ELL support, resource room support, parent volunteer/Watch Dog support.

The process used to analyze the school and team level data were – weekly PLC meetings, data dips with pre/post testing, DIBELS and other progress monitoring, periodic task analysis, formative and summative assessments, reflection of student growth data.

The process used to set the school goals was –

1. We decided as a school to focus on literacy for PLC work.
2. DIBELS is the primary grades standardized test.
3. We decided as a grade level team to focus on phonics as the strand of DIBELS that we would focus on for CIP and PLC work.

The process to progress monitor throughout the year was -

1. Beginning, middle, and end of the year assessments to measure growth.

	<ol style="list-style-type: none"><li>2. DIBELS testing 3x a year, with progress monitoring as needed.</li><li>3. Short cycle testing on phonics to measure and track growth.</li><li>4. Formative assessment through small group and whole group lessons.</li><li>5. Summative assessments</li></ol> <p>The challenges faced in implementing the CIP are – time taken for testing, the intensity of the task changes throughout the year in DIBELS, the scoring sometimes has kids with yellow sub tests, yet green overall. Or the reverse, with green sub test scores and yellow overall. Ell students are pulled throughout the day, but the ELL curriculum doesn't necessarily work on phonics. There are not enough spots in Safety Net reading so some students that would have benefitted from Safety Net did not receive those services.</p>
<p><b>Literacy: 3-5 ELA</b></p>	<p>The scheduled activities that supported the implementation of the CIP were – The reading the activities we used were common lessons in asking and answering questions, collaborative instructional strategies, success criteria, self-evaluation, goal setting, weekly PGE/PLC meetings with the SpEd Team, formative and summative assessments, data analysis.</p> <p>The process used to analyze the school and team level data were – PGE teams were involved in analyzing data, we also looked at SBA scores and sought input from grade level teams above and below third grade.</p> <p>The process used to set the school goals was – We looked at SBA scores and at the urging of our principal set a goal of higher achievement than the year prior.</p> <p>The process to progress monitor throughout the year was - For Reading we used six Time for Kids assessments and Weekly Reading Wonders tests.</p> <p>The challenges faced in implementing the CIP are – In reading the biggest challenge was finding pertinent text evidence and building writing stamina needed to produce at standard work</p>
<p><b>Math: 3-5 Math</b></p>	<p>The scheduled activities that supported the implementation of the CIP were – EnVision curriculum, common lessons, collaboration, games, success criteria, goal-setting, incentives for achievement, graphing progress, re-teaching etc. We also went to and taught multiple professional development classes at the Resource Center and in our building, quarterly timed tests.</p> <p>The process used to analyze the school and team level data were – PGE teams were involved in analyzing data including CDSA data, we also looked at SBA scores and sought input from grade level teams above and below our grade levels.</p>

	<p>The process used to set the school goals was – We looked at SBA scores and at the urging of our principal set a goal of higher achievement than the year prior.</p> <p>The process to progress monitor throughout the year was – PLC/data team meetings, student progress monitoring and data graphing.</p> <p>The challenges faced in implementing the CIP are – Testing on CCSS while the curriculum and assessments are not fully aligned to those standards.</p>
<p><b>Science: 5<sup>th</sup> Science</b></p>	<p>The scheduled activities that supported the implementation of the CIP were – FOSS curriculum, pre/post tests, adherence to LWSD alignment guides.</p> <p>The process used to analyze the school and team level data were – PGE teams were involved in analyzing data including CDSA data, we also looked at past MSP scores and sought input from grade level teams below us to assess prior learning.</p> <p>The process used to set the school goals was – We looked at MSP scores and at the urging of our principal set a goal of higher achievement than the year prior.</p> <p>The process to progress monitor throughout the year was – PLC/data team meetings, student progress monitoring and data graphing.</p> <p>The challenges faced in implementing the CIP are – Testing on a variety of science standards while the curriculum and assessments are not fully aligned to those standards.</p>
<p><b>Achievement Gap</b></p>	<p>Scheduled activities included testing over 2 days with scheduled breaks and behavior incentives. Using success criteria throughout the year to reinforce work at or above standard with clear visuals, examples, and anchor papers. Data was gathered from Wonder Works and Wonders Unit tests.</p>
<p><b>School Effectiveness:</b></p>	<p>TLC (building leadership team) and the principal made a clear effort to communicate the goals and work of the building to the community. PLC Work Teams met regularly during staff meetings to determine action plan to meet the parent communication goal, teacher Haiku sites, school newsletter, PTA meetings, and principal / parent meetings.</p>
<p><b>Attendance and Discipline:</b></p>	<p>Principal held biweekly meetings with registrar to track tardies and absences. They provided samples of letters to teachers as well as when letters should go home so that they could facilitate timely correspondence with families. Principal formulated a standard script for teachers to send to parents when tardies and absences were becoming a problem.</p>

	Out of school suspension were reduced to 1 in the 2015/16 school year. In School Suspension was utilized to decrease students being suspended from school. In addition, a restorative justice model was adopted by the school. The school counselor trained teachers to use the model in classrooms and teachers reported fewer behavior issues that they had to refer to the office.
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## ANNUAL SCHOOL GOALS

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### 2016-17 Annual School Goals:

SMART Goals	
<b>Literacy: K-2 Reading</b>	87% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS.
<b>Literacy: 3-5 ELA</b>	87% of K-2 students will be at benchmark on End of Year Literacy assessment as measured by the DIBELS.
<b>Math: 3-5 Math</b>	80% of students will meet or exceed state standards in math as measured by the SBA
<b>Science: 5<sup>th</sup> Science</b>	75% of students will meet or exceed state standards in science as measured by the MSP
<b>Achievement Gap</b>	70%% of students in 3rd-5th grade identified as low income students will improve reading fluency and comprehension to be at standard in ELA on the SBA in 2017. (Baseline 53% of students from the 2016 SBA data)
<b>School Effectiveness:</b>	Parent engagement will be improved school wide and will be measured by an increase of respondents to the 9 Characteristics Survey from 30 respondents to 60 in spring 2017.
<b>Attendance:</b>	Attendance communication will be improved from 50% notifying the office of early release/changes to afterschool schedule to 100% notifying both teacher and office of early release or changes to afterschool schedule.
<b>Discipline:</b>	100% of teachers will agree mostly or completely that teachers feel equipped to teach and practice restorative justice/PBIS practices in their classroom to help improve behavior in the classroom and throughout the school.

### Annual School Goals: Academic

Achievement data was shared with all staff in August. Teachers focused on learning celebrations and analysis of outcomes. In September, teachers spent time looking at comprehensive data for every student in their classroom. Digging into the data over two sessions prepared teachers for setting grade level goals in literacy, math, and science.

The percentage of students expected to meet or exceed standard in 2016-17 included a combination of students who historically performed well with those students on the verge of reaching standard. Students will be routinely progress monitored as part of our PLC process and the CIP will be progress monitored as a staff in January, March, and May with time set aside for PLC teams, K-2 and 3-5 grade level bands, and Work Teams to analyze student data and track progress toward our CIP goals.

We ensure that all students are receiving challenge and rigor by –

- All students are exposed to core grade level curriculum.
- Small group curriculum is differentiated based on student need.
- Teachers routinely monitor and adjust instruction based on the needs of the students and data from formative/summative assessments.
- Students are given appropriate challenge with teacher support to ensure success.

We ensure that all students receive necessary intervention by –

- All students are exposed to core grade level curriculum.
- Small group curriculum is differentiated based on student need.
- Teachers routinely monitor and adjust instruction based on the needs of the students and data from formative/summative assessments.
- Weekly PLC meetings where we analyze data, set goals, and monitor those goals (PLC process)
- Close collaboration between grade level PLC teams, ELL, SpEd, and Safety Net teachers
- Guidance team process
- SIT team process

### Annual School Goals: Achievement Gap

Process used to determine the goal: Analysis of SBA, MSP, and DIBELS EOY performance provided us with data for reflective conversations within and across grade level teams. Our school growth of 91 students and changing demographic increased our urgency to review the gaps in our student achievement. We determined that low income students would be the most impactful focus for 2016-17. We are ensuring necessary intervention by making a connection to our mission and vision, achieving full staff buy in for a new breakfast program, aligning the Master schedule with Safety Net and IA push in time, and commitment of building resources. We will progress monitor through tracking attendance at breakfast and progress of students in class through Skyward gradebook. Other tools to engage students and families of this demographic include –

- Access to books for home
- Important papers sent home in paper form
- Snacks at school (PTA provided)
- Book Rodeo
- Proposed formation of an afterschool Homework Club (January 2017)

### Annual School Goals: School Effectiveness

By the end of the 2016/17 school year we will increase positive parent engagement throughout the school. This will be shown by an increase from 30 respondents on the 9 Characteristic survey to 60 respondents.

Progress Monitoring: attendance at events and PTA meetings, tracking attendance at curriculum night and conferences, PTA board feedback, parent feedback to teachers and administration.

### Annual School Goals: Attendance

Due to the boundary change and an increase in student enrollment in our Quest program we have 2 buses that serve Thoreau full time AM/PM. This has resulted in a number of logistical issues not previously common to our school or this parent population. Helping to educate our parents to the policies and procedures related to daily changes in how students will depart school and communication around that has been a top priority. Our goal is that staff will communicate to parents the expectation that the school secretary will be cc'd on any changes to transportation/attendance changes by written correspondence. We will also track uncommunicated/non-medical early dismissals and seek to decrease those from an average of 15 per day to less than 8 per day.

We will progress monitor this by tracking bus pass requests, parent emails vs. phone calls notifying us of schedule changes, parent emails to both teacher and office, and a general decrease in afterschool plan changes and early dismissals happening during the school day.

### Annual School Goals: Discipline

100% of teachers will agree mostly or completely that teachers feel equipped to teach and practice Restorative Justice/PBIS practices in their classroom to help improve behavior in the classroom and throughout the school as measured by teacher survey data.

Progress monitoring will occur through our Restorative Justice book study discussion groups. Utilizing discussion questions and exit tickets we will track the new strategies teachers are using and how equipped they feel to teach and practice these in their classrooms.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	Utilize PLC work team to determine strategies or action plan to support this goal, calendar professional development within LEAP calendar to support learning needs of staff through leadership model, reference PGE, CIP, and LWSB learning targets to maintain focus and determine next steps. Work on unpacking the standards around literacy. Continue work on CEL writing training with all teachers piloting the new writing curriculum.
<i>Professional Learning needed</i>	Unpacking the standards training and backwards design model. Continued review on success criteria and data cycles
<i>Resources needed</i>	PLC time built in LEAP calendar for the work to be done. Resources have been provided by Stephen Bryant for unpacking the standards work.
<i>Responsible individual or team</i>	PLC Work Team, Keri Levinson, Nate Litke, Molly Conner, Skye Van Cleave (data team trainers), Casey Conroy, MaryChar Bertsch, Julie Davis court (writing leads)

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	School Culture and Climate Work Team meets regularly during staff meetings to determine action plan to meet the parent engagement goal.  Strategies to engage parents include: Teacher PowerSchool sites, school newsletter, PTA meetings, principal / parent coffees, and collaboration with the PTA FACE (Family and Community Engagement) Liaison.
<i>Professional Learning needed</i>	“Building Positive Parent Relationships”, Guest Speaker – Marcee Ben-Menachem, counselor and parent engagement specialist. Professional minute in Monday Memo focused on Parent Engagement strategies.
<i>Resources needed</i>	Feedback from PTA on effective strategies and communication methods.
<i>Responsible individual or team</i>	School Climate and Culture work team, Keri Levinson, Nate Litke

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Increased communication via school newsletter and Quest Quarterly newsletter to provide parent education around district/building policies and procedures for bus changes and early dismissals.
<i>Professional Learning needed</i>	School secretary is attending professional learning through the district on new attendance procedures and coding due to changes in state law.
<i>Resources needed</i>	Signage at the front desk to inform parents of changes in policy and expectation of changes to pick up time or bus riding in writing.
<i>Responsible individual or team</i>	Keri Levinson, Sally Freni, Kim Lucas, Grade level teams

<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	Implementing a school wide PBIS/Restorative Justice program is a building focus this year building on the work started last year. We have taught common expected behaviors for every area in the school and reinforce those with a common language used with students by all adults in the school. We track meeting expected behaviors during line-up, lunch, and

	specialists. Teachers are using the practices in their classrooms and we are working to deepen their learning, understanding, and consistent practice in the classroom.
<i>Professional Learning needed</i>	Better Than Carrots or Sticks book study for all staff with discussions lead by PLC team leads.
<i>Resources needed</i>	Better Than Carrots or Sticks books, PBIS world, Restorative Justice think sheets and question sheets, behavior tracking sheets, recess plans
<i>Responsible individual or team</i>	All staff

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Principal and PTA presidents will meet to review the CIP goals and gain input from parents on the work of the school for the year.
- Schedule time in general PTA meetings to seek feedback from parents and community members on the CIP goals.
- Engage parents in reflection of progress towards CIP goals as grade levels post quarterly progress data.
- Work with FACE (Family and Community Engagement) PTA Liaison

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

- Teacher PowerSchool pages
  - Updates on progress towards grade level goals at least 3 times during the year.
  - Strategies teachers are utilizing to develop students understanding and progress towards the goals.
- School Newsletter/Communication
  - Building procedures and structures for meeting and monitoring CIP goals.
  - Grade level celebrations of academic progress.
  - Principal Coffees and presentations to PTA general meetings.