

# Continuous Improvement Process Plan

## Alexander Graham Bell Elementary

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<http://www.lwsd.org/school/bell/Pages/default.aspx>

2016 -  
2017



Principal and 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.

### **School Mission:**

At Bell Elementary School, our staff continues to have one primary focus: “The success of every student matters”. Whether a student is high performing or struggling to meet grade level standards, the staff is committed to improving academic achievement of each student. Together as a professional community, we believe it is the responsibility of teachers to reflect on instructional practice and make committed efforts to grow in order to support student needs. We also believe that nurturing the partnership between school and home is critical to student growth. These core values guide all building work including instructional strategies, building programming, professional development for teachers, intervention models for students, enrichment opportunities, and parent involvement.

### **Reflection of the 2015-2016 School Year**

During the 2015-2016 school year, teachers and building staff spent a great deal of time focusing on improving understanding of researched-based methods, growing individual professional practice, and collaborating as teams to address student needs. Specifically, over the course of the year, teachers continued training in data analysis and the concept of Response to Intervention (RTI). According to standard-based assessments, teachers spent time reflecting on student data and evaluating their own instructional effectiveness. Within collaborative conversations, teachers prioritized next steps by increasing the level of responsiveness to individualized student needs. Additionally, as the year progressed, teachers self-identified areas of needed growth to continue support students. One main area identified was the need to improve the building-wide approach to literacy instruction; This included the use of Wonders curriculum, differentiation strategies, and the approach to whole group and small group learning. Teachers sought value in vertical alignment and building-wide consistency with foundational literacy skills. Due to this, teachers participated in extended literacy training in the months of January, February, and March, which provided new instructional routines and strategies within literacy instruction. As teachers began to expose students to more rigorous and targeted instruction, another need was identified by teachers to increase student stamina and endurance when facing instructional challenges. The staff as a whole worked to teach students how to face rigorous curriculum without fear of failure, to utilize problem-solving strategies in order to overcome short-term challenges, and to meet and instructional fatigue and anxieties with positive coping skills (that would ultimately reengage effort).

After reflection of intentional efforts, both district and classroom-based assessments showed students were making great improvements in academic deficits areas. Additionally, we observed that our efforts translated into the data collected on the 2016 Smarter Balanced Assessment (spring state standardized assessment). Compared to the

previous year's state test scores, students made 5-15% improvements in all grades. The only exception to marked growth, according to state test scores, was in 5<sup>th</sup> grade math, where scores were low yet similar to state-wide averages.

### Goals and Focused Work for the 2016-2017 School Year

Our 2016-2017 Continuous Improvement Plan is defined by 3 critical focuses: individualized intervention utilizing success criteria within the classroom, new master schedule approaches to support K-5 learning across the building, as well as curricular responses to writing and math needs.

We will continue to place an emphasis on individualized intervention in order to support academic deficits in both reading and math. Now that teachers are developing a better understanding of data analysis cycles as a way to improve their own instruction, we will extend our efforts to also focus on student involvement in their own learning and a continued focus on developing "grit" when facing learning challenges. This includes continuous student self-assessment along a progressive continuum of skills to meet a standard. The use of "success criteria" in every classroom will support a clear understanding of the learning target and helps students answer the questions: "Where am I at? Where do I need to go next? By acting as a powerful communication tool, the use of "success criteria" will also help bridge the gap between home and school.

In response to staff reflection and development in June, teachers will be navigating and analyzing effectiveness of a new building-wide master schedule. The primary goal of the new design to *schedule learning instruction and environments* around the way the brain is designed to learn. This includes a focus on three tiered intervention approaches that not only meet the needs of students who are below, at, and above standard, but also implement scheduling structures to reinforce student engagement in the classroom and proactively remove obstacles in areas such as the classroom, the playground, and lunchroom.

While we will continue to maintain momentum gained within literacy instruction, we want to focus deliberate efforts on K-5 writing instruction. The staff will pilot the district's new curriculum with goals to grow professional understanding of best practice, vertically align grade level focuses, and to provide a consistent instructional environment for students.

The last focus staff will exert energy toward is the need to better align math instruction and math enrichment practices to Common Core Math Standards. Our goal will be to reinforce current Envision curriculum with enrichment opportunities that are not only better differentiated, but better expose students to rigor. In response to this, the staff will pilot an adaptive enrichment technology tool known as Dreambox throughout the year.

Overall, these identified goal areas will be supported by work during team and building collaboration time. Our hope to provide effective environments within the master schedule as well as time to grow instructional practice so that we can navigate student goals by adjusting instructional strategies at critical points of time. We believe this will help to ensure every student experiences academic growth.

## 2015-2018 PERFORMANCE TARGETS

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	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
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	75.0%	88.3%	86.4%	95.0%	
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	55.7%	81.4%	71.4%	91.0%	
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	62.7%	82.8%	76.6%	92.0%	
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	61.0%	85.3%	70.1%	92.0%	
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	47.4%	72.9%	47.3%	90.0%	
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	74.5%	88.2%	82.4%	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/>).**

**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	75.0%	86.4%					
		1 <sup>st</sup>	83.6%	69.1%					
		2 <sup>nd</sup>	89.2%	80.3%					
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		55.7%	71.4%					
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		62.7%	76.6%					
<b>4<sup>th</sup> Graders' on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		54.5%	70.0%					
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		50.9%	60.0%					
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		61.0%	70.1%					
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		47.4%	47.3%					
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		74.5%	82.4%					

- **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

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### 2015-16 CIP Goals and 2016 Outcomes:

*Data:*

	<b>Goal</b>	<b>Achievement</b> <small>(Achievement Level Descriptor)</small>
<b>Literacy: K-2 Reading</b>	82% meet or exceeded standard	83% met standard
<b>Literacy: 3-5 ELA</b>	70% meet or exceed standard	71% met standard
<b>Math: 3-5 Math</b>	65% meet or exceed standard	62% met standard
<b>Science: 5<sup>th</sup> Science</b>	60% meet or exceed standard	82.4% met standard
<b>Achievement Gap</b>	30% of special education students meet or exceed standard (from 4%)	21% of special education students meet or exceed standard (from 4%)
<b>School Effectiveness:</b>	Increase from 71.4% to 85% in the parents who believe the school communicates its goals effectively to families and the community from as measured by the annual perception data survey.	83% of parents believed the school communicates its goals effectively to families and the community.
<b>Attendance and Discipline:</b>	Attendance: Decrease from 30 to 15 average number of students tardy per month.  Discipline: Decrease from 15 to 7 in the number of students who are suspended from school.	Attendance: Decreased by 8. Overall, during the 2015-2016 school year there were 22 average tardies per month.  Discipline: Decreased by 5. Overall, during the 2015-2016 school year there were 10 suspensions total.

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	Bell used identified CIP days as well as PLC time known as data teams (data collection and professional development) to help support the implementation of the CIP reflection and development of goals. Each grade level used data cycle analysis to level students' current progress. These data points were updated on a regular basis throughout the school year based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process of multiple data points. Specifically, the staff

	<p>reviewed 9 characteristics data, DIBELS data, Wonders data, Envision data, SBA data, MSP data, report card data, and current academic assessment data to identify target areas to focus on, including sub group areas of focus. Bell used identified CIP days and PLC time to monitor progress throughout the year. During these times, staff updated data charts, reviewed and analyze assessment data, and worked with interventionists to capture student progress.</p>
<p><b>Literacy: K-2 Reading</b></p>	<p>In the area of reading, we were proud of how our students did with mastering first sound fluency, letter naming fluency, word recognition, nonsense word fluency, and that our students can restate the questions in their answers and/or use text evidence sentence starters. Our first and second grade students exceeded the ELA CIP goal expectations and more than 82% were at standard in reading. Our teachers were intentional about progress monitoring using both DIBELS and Wonders data, and they would share this data with one another as well as use it to guide instruction.</p> <p>In order for us to show continued growth for our grade level band in the area of reading, we will need to focus on vocabulary, comprehension, nonsense word fluency, phoneme segmentation, comparing texts to one another and two-column notes.</p>
<p><b>Literacy: 3-5 ELA</b></p>	<p>In the area of ELA grades 3-5, we were proud of how our students performed on the SBA in the areas of research and inquiry, informational and opinion writing, and on central ideas in reading. We were intentional in using the Wonders curriculum to drive the research projects we were doing with our students, and they applied those skills successfully to their SBA responses. Our students also experienced a variety of success on different components of the ELA SBA. Specifically, eighty-eight percent of our fifth grade students were proficient or higher in the area of Listening and Speaking and 81% percent were proficient or higher in the area of research and inquiry. Our 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students also made massive gains as evident on SBA scores; Specifically, scores improved by 8-15% based on individual grade level.</p>
<p><b>Math: 3-5 Math</b></p>	<p>In the area of math grades 3-5, we were proud of how our students' performance on problems involving multiplication and division, area and perimeter, geometric measurement, math reasoning, fractions, and communicating their reasoning. Many of these areas were areas where we used success criteria with our students, and it was exciting to see that efforts showed our student performance data. Our 3<sup>rd</sup> and 4<sup>th</sup> grade students also made large gains as evident on SBA scores; Specifically, scores improved by 5-11% based on individual grade level.</p>
<p><b>Science: 5<sup>th</sup> Science</b></p>	<p>Over the last few years, Bell's science scores had dipped and trended downward. Concerned, 5<sup>th</sup> grade teachers placed focused efforts on unpacking standards, examining the science scope and sequence, and establishing a strong commitment to using the planning guides so that</p>

	<p>all students have exposure to science standards by the end of the year. They also had students spend more time learning key science vocabulary terms. The staff as a whole made efforts to be more deliberate about exposure to science instruction concerning students who receive intervention services. Based on our efforts, we were very proud to see that more 83% of students met standard this year in science.</p>
<b>Achievement Gap</b>	<p>Our smaller sub-groups consist of our special education students, our ELL students, our Low Income Students, our African-American students and our Hispanic students. As a whole, our sub-group students under-performed in comparison to our non-sub group students as well as on our ELA, Math, and Science CIP goals. We are intentional about setting high expectations for all of our students, have systems in place for general education and interventionists to dialogue around learning targets and instructional outcomes, and have implemented the data team cycle in all grade levels. This intentional commitment is evident in our 9 characteristics data, as staff rated high agreement with the expectations and instructional practices implemented to support our sub-group students. Due to heightened efforts in K-2 instruction and building wide exposure to professional development, we know the “wave” of achievement is coming and that our sub-group students will achieve at similar rates as their non-sub group peers. As a building, we know we need to continue to focus on increasing the achievement of our sub-group students in all content areas by growing professional practice as a staff. We will do that work, by continuing to set high expectations for all of our students, using the data team analysis process, providing feedback to students using success criteria and formative assessments, continuing the proactive dialogue between general education teachers and interventionists, and participating in cultural competency training to increase awareness of perception and practice.</p>
<b>School Effectiveness:</b>	<p>Our School Effectiveness data has continued to improve dramatically over the last four years. As a school, we have worked on our culture and instructional practices in tandem, and that work is paying off. Questions related to the mission and vision of the school, setting high expectations for students, decision-making through shared leadership, using data to respond to instruction, student safety, and teacher contact with parents, were all rated high and cause for celebration. Areas of our School Effectiveness data that could use further efforts and attention include:</p> <ol style="list-style-type: none"><li>1. “all students are expected to achieve high standards”</li><li>2. “teachers use effective strategies to help low-performing students meet high academic standards”</li></ol>

## ANNUAL SCHOOL GOALS

### 2016-17 Annual School Goals:

SMART Goals	
<b>Literacy: K-2 Reading</b>	By June 2016, 70% of students will be at or above benchmark in reading as measured by EOY DIBELS scores.
<b>Literacy: 3-5 ELA</b>	By June 2016, 75% of students will be at or above standard in ELA as measured by SBA scores.
<b>Math: 3-5 Math</b>	By June 2016, 73% of students will be at or above standard in math as measured by SBA scores.
<b>Science: 5<sup>th</sup> Science</b>	By June 2016, 70% of students will be at or above standard in science as measured by MSP scores.
<b>Achievement Gap</b>	By June 2016, we will improve the percentage of grade 3-5 SPED student's proficient on the ELA and Math portions of the SBA from % 21% proficient to 35% proficient.
<b>School Effectiveness:</b>	<p>By June 2016, we will increase the percentage of staff who believe the "all students are expected to achieve high standards" from 48% who agree completely to 80% who agree completely as measured by the annual perception data survey.</p> <p>By June 2016, we will increase the percentage of staff who believe that "teachers use effective strategies to help low-performing students meet high academic standards" from 34% who agree completely to 80% who agree completely as measured by the annual perception data survey.</p>
<b>Attendance:</b>	By June 2016, we will decrease the average number of students tardy per month from 30 to 15 as measure by monthly My School Data tardy reports.
<b>Discipline:</b>	By June 2016, we will decrease the number of students that are suspended from school from 15 to 7 as measured by the spring 2016 suspension report.

Annual School Goals: Academic

Process to determine goals:

Our academic CIP goals were determined from an in-depth building-wide analysis process. Staff collected assessment data from the 2015-2016 school year including Dibels K-2 reading scores, Wonders K-5 reading scores, EnVision K-5 math scores, 5<sup>th</sup> grade MSP Science Scores, and 3-5 SBA scores from standardized test data in math and reading. In addition to math and reading scores, teachers used these data points to determine baseline data (current performance levels) for the 2016-2017 school year. In grade level and content teams, teachers then made in-depth efforts to determine specific skill deficit areas and potential academic obstacles so that they would be considered in goal setting. With past performance, current both baseline data, and skill deficit/obstacle areas considered, teachers then set goals relative to individual student performance.

Process to determine all students are receiving challenge and rigor:

1. Review content standards in order to design effective instruction.
2. Determine grade level specific formative and summative assessments.
3. Develop Success Criteria for students according to the standard. Success Criteria allow for students to self-assess progress, have clear learning targets, receive timely feedback, and provide communication between home and school about learning goals.
4. Analyze student assessments scores and develop “response to instruction” plans so that learning extensions are provided and learning deficits can be eliminated. Additionally, information/data used though through progress monitoring and/or data team meetings will be used by intervention staff (SPED, ELL, and SN) to further goals in small group settings.

In order to meet academic goals of students, staff will work to improve professional practice by:

1. Evaluating current instructional practice by:
  - a. Collecting feedback from staff, students, and parents
  - b. Analyzing student data scores to areas for instructional growth
2. Determining areas of professional growth for teachers and support staff.
3. Using a shared leadership model, expert teachers on the Response to Instruction Committee (RTI) will design and implement professional development training provided on LEAP Wednesdays and/or staff meetings.

Process used to progress monitor academic goals:

Once every six weeks, grade level teams will meet to analyze data related to team and school goals. They will assess student progress and determine student obstacles in order to create response to instruction plans (next steps to help students succeed). Data will be posted to Haiku to support both vertical and building wide work.

Annual School Goals: Achievement Gap

Process to determine goals:

Through data analysis of 3-5 SBA scores, staff determined that special education students (and some ELL and safteynet students) were scoring significantly less proficient than peers.

Process to ensure that all students receive necessary interventions:

Intervention teachers will collaborate regularly with grade levels teams to:

1. Determine content focuses and align instructional strategies to best support struggling learners.
2. Pre-teach and/or reteach learning in context of the classroom.

Process used to progress monitor Achievement Gap

Every six weeks, grade level teams will meet to analyze data related to their achievement gap goals. They will assess student progress and determine student obstacles in order to create response to instruction plans (next steps to help students succeed). Data will be posted to Haiku to support both vertical and building wide work.

Annual School Goals: School Effectiveness

Process to determine goals:

As a staff, we reviewed our 9 characteristics data and The Annual Perception Data. We determined to focus on improving cultural competency. These specifically relate to

1. "all students are expected to achieve high standards"
2. "teachers use effective strategies to help low-performing students meet high academic standards"

Process to monitor progress of School Effectiveness:

Progress monitoring will be included as a part of the RTI committee meeting progress, Building Leadership Team meetings, and then in grade level teams.

Annual School Goals: Attendance and Discipline

Process to determine goals:

Attendance and discipline goals were selected because these areas have a direct impact on instruction and academic growth. We want to ensure that we are

developing and refining systems and structures that positively affect school wide attendance and discipline. Reducing time periods when students are not in class will help to increase exposure to classroom learning.

Process to monitor progress

Progress monitoring of each of these two goals will be managed through the staff/grade level meetings, and routine meetings with the administrative team (registrar, counselor, principal and associate principal) in order to review monthly data and set quarterly goals.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	Specific goal focus on implementation of writing pilot. Utilize work in grade level and data teams to determine student progress (deficits and obstacles) in core foundational writing skills so that staff develop response plans, calendar professional development within LEAP calendar times with a focus on writing to support learning needs of staff, and utilize success criteria by grade level teams to establish clear learning targets (help to maintain focus on core literacy standards/skills, provide timely feedback, and determine next instructional steps).
<i>Professional Learning needed</i>	CEL writing training, deconstruction of standards, development of success criteria, vertical alignment of standards/writing pilot
<i>Resources needed</i>	Writing lead training, work time in staff meetings/LEAP times, Building Leadership Team evaluate implementation and next steps
<i>Responsible individual or team</i>	Response to Instruction Committee (RTI), writing leads and principal

<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	Increase the number of bullying prevention/ Kelso's Choices lessons, increase overall school safety awareness (ALICE training and Restorative Justice Practices), and utilize the work done by the school's Discipline Committee to assess current practices and implement systems or trainings in growth areas.
<i>Professional Learning needed</i>	Continued Restorative Justice Trainings for certificated and classified staff
<i>Resources needed</i>	Books, trainers for staff
<i>Responsible individual or team</i>	Discipline Committee and associate principal

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Include attendance awards during awards assemblies/monthly announcements, monthly meetings with registrar and principal to track tardies and absences, use district template to send a standard script to parents when tardies and absences are reaching district identified markers. (example: 5 days, 10 days, etc).
<i>Professional Learning needed</i>	My School Data - usage details
<i>Resources needed</i>	My School Data
<i>Responsible individual or team</i>	Administrative Team: Principal, associate principal, registrar, and counselor.

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	<b>RTI Committee will meet monthly to participate in cultural competency training with goals to develop awareness, evaluate current building needs, and implement one staff training.</b>
<i>Professional Learning needed</i>	Strategies for engaging staff in self-evaluation and awareness.
<i>Resources needed</i>	Book: <i>The Achievement Gap Trap</i> by Muhammad. Models of schools that are doing this in a meaningful way Access to additional trainings or conferences.
<i>Responsible individual or team</i>	RTI Committee and principal

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- PLC work team known building wide as “data teams” will develop action plan for involving families
- Principal and PTA presidents will meet with the board to discuss meaningful strategies for involving families

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

- Teacher Haiku 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
  - Building procedures and structures for meeting and monitoring CIP goals
  - Grade level celebrations of academic progress