



## **Continuous Improvement Process Plan 2018-2019**

Clara Barton Elementary School

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Redmond, WA 98052

<https://clarabarton.lwsd.org/>

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# I. Description of School

Clara Barton Elementary sits proudly on the top of Education Hill in the North Redmond region of Redmond, Washington. The majority of our 530 students live in the neighborhood surrounding Clara Barton Elementary. Within the school community, there are approximately 100 students in four classrooms who are a part of the Quest (Highly Capable) program. The students from Clara Barton Elementary will attend Redmond Middle School, before progressing to Redmond High School.

Clara Barton is truly enhanced by its wonderfully diverse group of students, bringing rich knowledge and experiences from many cultural backgrounds. Most of our students come from homes where English wasn't the first language learned and as a result, more than 22% of our learners receive extra support as English Learners. Our student body consists of 46% Asian students, 29% White students, 16% Hispanic students, 6% of two or more races, and 4% Black/African-American students. Clara Barton Elementary is a school which reflects and represents our community's values.

Clara Barton Elementary is a school focused on student success, particularly emphasizing social and emotional growth. Our dedicated and innovative staff provide a high-quality education that meets the needs of our wonderfully diverse community. Our school is focused on providing academic rigor and regular instruction in social-emotional skills for every student.

We believe in the importance of developing skills and strategies to support the whole child. Our Social-Emotional Learning Committee has formed a curriculum that will help teach and support the Barton 5: Self-Discipline, Empathy, Grit, Diversity, and Integrity. These character skills will be taught, modeled, and reinforced with lessons in the classroom using the Second-Step Curriculum on a weekly basis through our unique Leadership Lab. The staff understands and values the importance of fostering an environment that students feel safe, so they can take risks and grow academically, socially, and emotionally.

Service Learning is an essential component of who we are at Clara Barton. The goal is to develop leadership skills in service of improving our local & global communities. Students investigate and plan solutions to real-world problems by reflecting on knowledge and skills gained through academic studies. Teachers and students partner together to identify needs in our community, research and learn about the area of need, and design a project of service. These projects will be woven into the planned curriculum so that students can see the skills they have learned applied to real-world needs.

Our students have a voice in our school through involvement in ASB Student Council. Our student leaders plan many activities and projects to promote school spirit, the Barton Five, and community service. These include food drives for pantry pack supplies and Hopelink donations, a costume drive for Halloween, winter/rainy weather clothing drives, and a series of fun and energetic school dances across the year.

We are fortunate to be supported by a dynamic and driven PTSA. Our volunteers give countless hours of their time to provide an array of stimulating programs and activities to

engage and extend the interests and passions of our students. Additionally, we are in the planning stages to launch the Watch D.O.G.S. Program, which will offer 30 volunteer hours per week by men in our community to support student learning and safety and is an important resource in meeting our school goals.

As this is our first year of operation, we are only in the position to set goals and share our plans for success. Annual goals have been developed to improve student learning in reading, math and science. Teachers continuously analyze data, assess student growth and develop plans for interventions or extensions as needed on a four-week cycle of inquiry within a Data Teams model to ensure student success. Our school leadership model includes teachers at every level contributing to one of the areas of school focus: Instructional Leadership, Building Leadership, Equity, Safety, Social and Emotional Learning, and Service Learning. We are a community of learners with a laser focus on student achievement within a positive school environment which facilitates personal and community growth.

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
<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%	81.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
<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%	84.4%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	81.9%	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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### 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.

### III. 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	No previous data	No previous data	No previous data	No previous data			
		1 <sup>st</sup>	No previous data	No previous data	No previous data	No previous data			
		2 <sup>nd</sup>	No previous data	No previous data	No previous data	No previous data			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		No previous data	No previous data	No previous data	No previous data			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		No previous data	No previous data	No previous data	No previous data			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		No previous data	No previous data	No previous data	No previous data			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		No previous data	No previous data	No previous data	No previous data			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		No previous data	No previous data	No previous data	No previous data			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		No previous data	No previous data	No previous data	No previous data			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		No previous data	No previous data	No previous data	No previous data			

- 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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

## IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

*As 2018-19 is the first school year for Clara Barton, there were no previous goals.*

## V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

<b>2018-2019 SMART Goals, Strategies and Resources</b>
<p>Literacy: K-2 Reading SMART Goal: 81% of students in grades K-2 will meet grade level standard as measured by the end of year DIBELS assessment by May 2019.</p>
<p>Process used to determine goal: Academic goals were set by grade level teams using baseline data from September 2018 in all academic areas to accurately reflect current students. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.</p>
<p>Responsible individual or team: Members of the intervention programs (EL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. The Instructional Leadership Team will be monitoring the effectiveness of school-wide interventions across the school year.</p>
<p>Strategies that will be implemented to support goal: Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.</p>
<p>How challenge and rigor will be ensured for all students: Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge.</p>
<p>How necessary interventions will be determined: Using the Data Teams protocol, teams will be continually discussing the next steps/necessary supports for all learners as they progress to proficiency and beyond.</p>

Any professional learning needed:

Refinement/continued installation of the Data Teams process. Teacher leaders will attend professional development sessions and share strategies during professional development LEAP Wednesdays. Further staff training in new SIPPS (Systematic Instruction on Phonological Awareness) curriculum.

Any resources needed and plans to obtain them:

LWSD will be providing materials to deliver the SIPPs and the building will be purchasing data teams books on how to implement the process effectively. We will provide substitutes for learning walks as determined by the Instructional Leadership Team.

Timelines and Progress Monitoring Plans:

The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

Literacy: 3-5 ELA SMART Goal:

80% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2019.

Process used to determine goal:

Academic goals were set by grade level teams using baseline data from September 2018 in all academic areas to accurately reflect current students. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Responsible individual or team:

Members of the intervention programs (EL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. The Instructional Leadership Team will be monitoring the effectiveness of school-wide interventions across the school year.

Strategies that will be implemented to support goal:

Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.

How challenge and rigor will be ensured for all students:

Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge.

How necessary interventions will be determined:

Using the Data Teams protocol, teams will be continually discussing the next steps/necessary supports for all learners as they progress to proficiency and beyond.

Any professional learning needed:



Refinement to the Data Teams process and continued professional learning to support the writing curriculum. Teacher leaders will attend professional development sessions and share strategies during professional development LEAP Wednesdays Further staff training in new SIPPS (Systematic Instruction on Phonological Awareness) curriculum.

Any resources needed and plans to obtain them:

Release time; writing leads to present district developed professional learning.

Timelines and Progress Monitoring Plans: The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

Math: 3-5 Math SMART Goal:

84% of students in grades 3-5 will meet grade level standard as measured by the end of year Smarter Balanced Assessment by May 2019.

Process used to determine goal:

The goal was set by grade level teams using baseline data from September 2018 in all academic areas to accurately reflect current students. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

Responsible individual or team:

Members of the intervention programs (EL and Safety Net) as well as Special Education partner with grade level teachers to create a consistent collaboration towards school goals. The Instructional Leadership Team will be monitoring the effectiveness of school-wide interventions across the school year.

Strategies that will be implemented to support goal:

Grade level teams will use flexible grouping strategies to appropriately target student needs. Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research.

How challenge and rigor will be ensured for all students:

Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge.

How necessary interventions will be determined:

Using the Data Teams protocol, teams will be continually discussing the next steps/necessary supports for all learners as they progress to proficiency and beyond.

Any professional learning needed:

Refinement to the Data Teams process, technology integration/software to develop individualized learning and practice for students.

Any resources needed and plans to obtain them:

Subscription to Dreambox and continued technology integration through the BIT plan.

Quest will use ALEKS to extend students who are working above grade level.

**Timelines and Progress Monitoring Plans:**

The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

**Science: 5<sup>th</sup> Science SMART Goal:**

85% of students in grade 5 will meet grade level standard as measured by the end of year WCAS Assessment by May 2019.

**Process used to determine goal:**

The goal was set by the fifth-grade team using baseline data from September 2018 in all academic areas to accurately reflect current students. Students are also involved in self-assessing their skills and tracking their progress towards end of year standards. Grade level teams meet weekly using the Data Teams protocol to analyze student progress and identify targeted instructional strategies to move students forward in their learning. This process will be used in conjunction with team professional growth goals to monitor our progress towards the end of year goals.

**Responsible individual or team:**

Fifth Grade Team (Quest included).

**Strategies that will be implemented to support goal:**

Teams will analyze student progress through the Data Teams protocol and determine targeted interventions through a cycle of action research. Teachers will regularly design lessons across the curriculum which develop scientific skills/use of tools and maximize opportunities for student growth.

**How challenge and rigor will be ensured for all students:**

Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. In addition, students will be able to design and develop experiments based on their interests and their appropriate challenge level.

**How necessary interventions will be determined:**

Using the Data Teams protocol, teams will be continually discussing the next steps/necessary supports for all learners as they progress to proficiency and beyond.

**Any professional learning needed:**

Continuing professional development around the NGSS standards.

**Any resources needed and plans to obtain them:**

District provided FOSS curriculum. The school has a new science lab, and we will be using a steering committee including parents and teachers to apply for grants to get additional materials in the lab setting.

**Timelines and Progress Monitoring Plans:**

The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

Achievement Gap SMART Goal:

60% of students in grades K-5 that are identified as EL will meet grade level standard in reading/ELA as measured by the end of year DIBELS and Smarter Balanced Assessments by May 2019.

Process used to determine goal:

The Instructional Leadership Team selected students that are English Learners our focus this year. Data indicates that this is our most significant gap at all grade levels, and school demographic data shows that 22.5% of our students are EL learners, compared to the districtwide average of 10%. Grade level teams used baseline data to set a goal of moving individual students to meet or exceed standard in reading, using the DIBELS or SBA as measurement.

Responsible individual or team:

Instructional Leadership Team and EL team.

Strategies that will be implemented to support goal:

Students receive support from the EL teachers who provide daily instructional support through pull-out and push-in models, as appropriate. EL Teachers will also collaborate with grade level teachers to provide strategies and coaching to support students throughout their school day. Teachers will receive ongoing professional development in culturally responsive teaching. In addition, the school has founded an Equity Team which will closely monitor the achievement of all groups of students and drive effective change through data-driven conversations.

How challenge and rigor will be ensured for all students:

Teams use a continuous cycle of data analysis to direct instructional practice and ensure that students are receiving instruction at their level of need for intervention or challenge. EL teachers will collaborate closely with grade-level teams to maximize opportunities for student growth across the curriculum.

How necessary interventions will be determined:

Student progress will be monitored through the Data Teams protocol and professional growth and evaluation meetings. The EL team will review indicators as the year progresses and discuss with the Instructional Leadership Team, who will discuss/determine necessary changes to the school approach. The Equity Team will provide an additional layer of analysis and effectiveness.

Any professional learning needed:

Staff received ACES training in September, with specific training around recognizing and mitigating adverse childhood experiences. On the back of this training, our staff have set up a book study, 'Fostering Resilient Learners' to deepen learning in this area. Furthermore, there will be a book study of 'Courageous Conversations about Race' for the Equity Team.

Any resources needed and plans to obtain them:

Copies of books for the book studies, access to Susan Martin, a certified ACES trainer, connected through the ESD.

Timelines and Progress Monitoring Plans: The goals will be implemented throughout the year, monitored four times a year through professional growth evaluation cycles.

School Effectiveness SMART Goal:

80% of staff members will respond positively to indicate their level of trust amongst staff.

Process used to determine goal:

As this is the first year of operation at Clara Barton, the Instructional Leadership Team held an informal process of open discussion around potential school effectiveness goals using the 9 Characteristics Survey. As this is the first year the staff has served together, it was a priority to raise levels of trust between staff members.

Responsible individual or team:

The Instructional Leadership Team, School Administrators.

Strategies that will be implemented to support goal:

Plan for increased teacher collaboration time within the LEAP calendar. Additionally, staff have agreed to exchange all staff meeting time for weekly 30-minute meetings focused on student learning.

How challenge and rigor will be ensured for all students:

Effective teacher collaboration requires trust in order to improve student learning at all levels.

How necessary interventions will be determined:

By conducting monthly meetings with the building leadership team and with the LWEA labor management.

Any professional learning needed:

Continued learning about highly effective Data Teams as well as additional vertical teaming/teacher feedback strategies to implement. More team building opportunities are desired due to the short time the staff has been together. Regular team building activities began in Spring 2018 and will continue throughout the school year as we develop our school culture.

Any resources needed and plans to obtain them:

Team building and common vocabulary building activities at the Waterhouse Center.  
Time to focus on facilitating highly effective teacher collaborative processes.

Timelines and Progress Monitoring Plans:

Monthly meetings will take place between the building leadership team and the LWEA labor management team to discuss the progress of meeting this goal and discuss next steps in developing trust levels.

Attendance SMART Goal:

By the end of the 2018-2019 school year, our goal will be to maintain or decrease our absenteeism rate of 2.7%.

Process used to determine goal:

Administrators gathered key attendance indicators and determined that the greatest attendance need was student absenteeism. Baseline data from the first two months of school indicate a 2.7% absenteeism rate. We will collect and monitor attendance data throughout a full school year, looking for patterns and trends before determining interventions to target them. Our goal will be to maintain or decrease the current attendance levels throughout the school year as we learn more about our new community.

Responsible individual or team:

School Administrators.

Strategies that will be implemented to support goal:

Regular newsletter and social media posts on the importance of attending school. Use of Family Support Specialist and school counselor to work with the students with chronic absenteeism and help reduce barriers to future success.

How challenge and rigor will be ensured for all students:

Attendance is vital to students access to appropriately challenging and rigorous curriculum.

How necessary interventions will be determined:

By reviewing and determining potential opportunities to support students and their families to improve attendance rates.

Any professional learning needed:

None.

Any resources needed and plans to obtain them:

Continued partnership with the City of Redmond Family Support Specialist.

Timelines and Progress Monitoring Plans:

Attendance will be reviewed monthly by school administrators.

Discipline SMART Goal:

Student referrals to the office during recess will decrease from an average of 11 weekly occurrences in October to less than 5 by May 2019.

Process used to determine goal:

School Administrators selected reducing student referrals to the office as our goal for the year. These behavior issues ultimately have an impact in the classroom and it is paramount for students to feel safe and happy at school. Office referral forms were collected, input and analyzed by the school leadership team. Data will continue to be taken/analyzed throughout the year, but data taken on the same behaviors in May 2019 will determine the effectiveness of our interventions.

Responsible individual or team:

School Administrators and Social-Emotional Learning Team.

Strategies that will be implemented to support goal:

Through implementing the school-wide PBIS program in co-ordination with the Barton 5, students will receive highly-targeted instruction in their social-emotional learning. A dedicated school-wide instructional block, 'Leadership Lab', is devoted to giving grade-level teams a common time to integrate social-emotional learning as a community. School administrators will work with the SEL team to facilitate data-driven conversations about referrals, selecting appropriate strategies based upon the trends which develop throughout the year.

How challenge and rigor will be ensured for all students:

Students need to remain in the classroom in order to access the rigorous curriculum and thus our intentions are to reduce the time spent away from instruction.

How necessary interventions will be determined:

Office referral data will be tracked and analyzed at monthly intervals by administrators, who will diagnose the effectiveness of interventions and determine next steps with SEL team.

Any professional learning needed:

Continued development and training in the site-created PBIS/Barton 5 social-emotional curriculum.

Any resources needed and plans to obtain them:

Copies of The Formative Five, Teacher-developed resources in Leadership Lab, materials needed to provide peace corners in all learning environments.

Timelines and Progress Monitoring Plans:

Monitored in monthly SEL team meetings and through Panorama to assess the students' connectedness to classrooms.

## **VI. Parent, Family and Community Involvement Strategies for 2018-2019**

2018-19 Strategies to involve parents, families and the community in the CIP process: Administrators will meet with PTSA leadership and PTSA Executive Board monthly to get input on school performance and share school plans for continual improvement processes in academic and non-academic areas. We will collaborate with the PTSA to fund teacher professional development seminars and teaching tools. We will continue to offer information nights to parents who are new to the U.S. school system and offer advice and opportunities to connect to continue to build our learning community. Special attention is made to offer equitable access to our events and meetings, with a particular focus on reducing barriers for the families of traditionally underserved students.

### **Timelines and Progress Monitoring Plans:**

Monthly meetings with PTSA leadership to review access to events and plan for multiple ways to access the school, staff and community.