



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

Ella Baker Elementary

9595 Eastridge Drive

Redmond, WA 98053

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

Principal:	Kim Bilanko
Associate Principal:	Julie Guest

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# I. Description of School

Ella Baker Elementary sits nestled in the woods of the Redmond Ridge East neighborhood in Redmond, Washington. This neighborhood is home to the majority of our 430 students who attend Ella Baker Elementary. Also included in our student body are approximately 75 students in three classrooms who participate in the Quest (Highly Capable) program each day. The students from Ella Baker Elementary will attend the new Redmond Ridge Middle School and then progress to Redmond High School.

Ella Baker students bring a rich diversity of cultural backgrounds. Our students speak more than 30 different languages at home and currently 10.2% of students receive additional support as English Language Learners. Our student body is composed of 58% Asian students, 27% white students, 7% two or more races students, 6% Hispanic students, and 1% Black/African-American students. At Ella Baker we celebrate this diversity and the individual uniqueness of each of our students.

The mission of Ella Baker Elementary is to empower changemakers who know themselves, understand others and are inspired to make an impact on our world. Our vision is to inspire students to embrace their talents and passions within them to realize their potential, become global citizens and changemakers, and develop the academic and social skills that will make the world a better place. At Ella Baker, we intentionally focus on teaching students the Lake Washington Interdisciplinary Life Skills and Attributes through the “Baker Eight Traits” which include: Grit, Empathy, Self-Control, Embracing Diversity, Curiosity, Gratitude, Optimism, and Integrity. These traits applied in the classroom, on the playground, and in the community, prepare our students to be Changemakers - today and in the future.

We believe in the success of every student at Ella Baker Elementary. We actively support each learner’s journey with classrooms that are relevant and engaging, programs of enrichment and additional support, mindfulness to social-emotional needs, and a schoolwide positive behavior support system. Service-learning and integrated units of study are an effective way for our students to apply their classroom learning in a real-world setting. We know that authentic opportunities to learn, serve, and grow are impactful for our students. Ella Baker was quoted saying, “Give light, and people will find a way.” We are honored to shed the light of opportunity, knowledge, and service so our students can find their way.

## 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	N/A	N/A	N/A	N/A			
		1 <sup>st</sup>	N/A	N/A	N/A	N/A			
		2 <sup>nd</sup>	N/A	N/A	N/A	N/A			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		N/A	N/A	N/A	N/A			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		N/A	N/A	N/A	N/A			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		N/A	N/A	N/A	N/A			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		N/A	N/A	N/A	N/A			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		N/A	N/A	N/A	N/A			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		N/A	N/A	N/A	N/A			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		N/A	N/A	N/A	N/A			

- 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 this is the inaugural year of Ella Baker, reflections on 2017-2018 goals are Not Applicable.*

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

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: K-2 Reading SMART Goal: 88% of K-2 students will be at or above standard by June 2019 as measured by EOY DIBELS.</p>
<p>Process used to determine goal: Based on BOY DIBELS data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.</p>
<p>Responsible individual or team: Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.</p>
<p>Strategy/ies that will be implemented to support goal: Differentiated daily reading practice in a small group setting allows teachers to target their lessons to each learner. Developing phonemic awareness and strengthening phonics skills build a strong foundation for reading. Increased fluency and explicit instruction of comprehension strategies will ensure students understand what they are reading. Programs such as Wonders, Read Naturally, Words Their Way, Lexia, and SIPPS and are tools available to our team in meeting the needs of each and every growing reader.</p>
<p>How challenge and rigor will be ensured for all students: Students identified as needing challenge are enriched through avenues such as differentiation, work with more complex texts and words, project-based learning, as well as small group work with staff and parent volunteers. Some students are also served through programs such as Highly Capable, Pull-out Quest and full-time Quest, Integrated Units of Study will be used to challenge all students to apply the skills they are leaning in various content areas to real-world applications.</p>
<p>How necessary interventions will be determined: Frequent progress monitoring, formative, and summative assessments allow us to understand what students need interventions. Students identified as needing extra intervention are supported through a variety of targeted programs including ELL, Safety Net reading, and Special Education. Classroom teachers will use differentiated supports and strategies to bring students to standard. Our Student Support Team, which is</p>

comprised of our Guidance Team members, meet with grade-level teams monthly to discuss supports for all students.

Any professional learning needed:

Teachers will receive additional training in the use of SIOP teaching strategies, Culturally Responsive Teaching Practices, SIPPS curriculum, and LWSD Writing Units of Study. Each grade-level team is making a year-long plan to ensure all teachers have the opportunity observe each other teaching and learn from each other. Specific teacher work teams meet twice a month to develop professional learning for the staff to ensure we are using highly effective teaching strategies in our classrooms.

Any resources needed and plans to obtain them:

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks. Each team was also allocated a half-day of team planning for their integrated units of study.

Timelines and Progress Monitoring Plans:

All students are monitored at least quarterly using DIBELS progress monitoring. K-2 students are also monitored using our LWSD curriculum assessments and teacher created tools. Teacher teams meet monthly to monitor progress. Grade-level teams meet with administration 4 times a year to review progress towards goals.

Literacy: 3-5 ELA SMART Goal:

88% of 3-5 students will be at or above standard as measured by ELA SBA in spring 2019.

Process used to determine goal:

Based on 2018 DIBELS and SBA scores, baseline data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.

Responsible individual or team:

Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.

Strategy/ies that will be implemented to support goal:

Differentiated daily reading practice in both a large and small group setting allow teachers to target their lessons to each learner. Increased fluency, vocabulary work, and explicit instruction of comprehension strategies ensure students understand what they are reading and can respond to literal and inferential questions. Programs such as Wonders, Read Naturally, Words Their Way, Lexia, LWSD Writing Units, and SIPPS and are tools available to our team in meeting the needs of each reader and writer. Students engage in readers and writers workshop daily.

How challenge and rigor will be ensured for all students:

Integrated Units of Study will be used to challenge all students to apply the skills they are leaning in ELA to real-world applications. Students identified as needing challenge are enriched through avenues such as differentiation, work with more complex texts and words, project-based learning, as well as small group work with staff and parent volunteers. Some students are also served through programs such as Highly Capable, Pull-out Quest and full-time Quest.

How necessary interventions will be determined:

Students will be progress monitored using formative and summative assessments to determine needed interventions. To meet the needs of our below standard students, we will utilize our ELL, Special Education, Safety Net, and IA support resources as well as trained parent helpers to work in small groups and 1:1 with struggling writers. Classroom teachers will use differentiated supports and strategies to bring students to standard. Our Student Support Team, which is comprised of our Guidance Team members, meets with grade-level teams monthly to discuss supports for all students.

Any professional learning needed:

Teachers will receive additional training in the use of SIOP teaching strategies, Culturally Responsive Teaching Practices, SIPPS curriculum, and LWSD Writing Units of Study. Each grade-level team is making a year-long plan to ensure all teachers have the opportunity observe each other teaching and learn from each other. Specific teacher work teams meet twice a month to develop professional learning for the staff to ensure we are using highly effective teaching strategies in our classrooms.

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks. Each team was also allocated a half-day of team planning for their integrated units of study.

Timelines and Progress Monitoring Plans:

All students are continually monitored using Wonders assessments, SBA interim assessments, and classroom-based assessments.

Math: 3-5 Math SMART Goal:

89% of 3-5 students will be at or above standard as measured by Math SBA in spring 2019.

Process used to determine goal:

Based on 2018 SBA scores, baseline data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.

Responsible individual or team:

Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.

Strategy/ies that will be implemented to support goal:



Differentiated daily math practice in a large and small group setting allows teachers to target their lessons to each learner. Teachers will focus on building math fluency, accuracy in computation, and critical thinking skills to solve word problems. The enVision curriculum, Dreambox learning, and other supplemental materials are tools available to our team in meeting the needs of each student.

How challenge and rigor will be ensured for all students:

Challenge and rigor is ensured for all students as they are asked to show math competency in multiple ways. Using a combination of words to express their thinking, numbers, algebraic expressions, pictorial representations, and graphs, students learn that math is more than just finding one correct answer. Teachers use Youcubed to provide activities that extend their critical math skills.

How necessary interventions will be determined:

Students will be progress monitored using formative and summative assessments to determine needed interventions. To meet the needs of our below standard students, we will utilize ELL, Special Education, IA support resources as well as trained parent helpers to work in small groups and 1:1 with struggling writers. Classroom teachers will use differentiated supports and strategies to bring students to standard. Our fifth-grade teachers are piloting different math progress monitoring assessments and interventions for Lake Washington School District; STAR, iReady, and MAP.

Any professional learning needed:

Teachers will receive additional training in the use of SIOP teaching strategies and Culturally Responsive Teaching Practices. Teachers will learn how to apply these concepts in a math context. Teachers will be trained on technology tools that support math, such as DreamBox. Our fifth-grade teachers are being trained by curriculum experts.

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks.

Timelines and Progress Monitoring Plans:

All students are monitored continually using enVision assessments, pilot math assessments, and classroom-based assessments.

Science: 5 Science SMART Goal:

94% of 5<sup>th</sup> grade students will be at or above standard in science as measured by WCAS in spring 2019.

Process used to determine goal:

Based on baseline data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.

Responsible individual or team:

Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.

Strategy/ies that will be implemented to support goal:

Students will engage in integrated units of study that integrate science and ELA. They will participate in field studies and talk to expert scientists. Students will apply scientific learning by creating composting program at our school.

How challenge and rigor will be ensured for all students:

Integrated Units of Study will be used to challenge all students to apply the skills they are leaning in science to real-world applications. Challenge and rigor is ensured for all students as they are exposed to science in a variety of settings including STEAM projects and challenges.

How necessary interventions will be determined:

Students will be progress monitored using formative and summative assessments to determine needed interventions. Classroom teachers will use differentiated supports and strategies to bring students to standard.

Any professional learning needed:

Teachers will receive additional training in the use of NGSS standards.

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks.

Timelines and Progress Monitoring Plans:

All students are monitored continually using classroom-based assessments and CDSAs.

Achievement Gap SMART Goal: 100% of students who have exited EL services will be at or above standard in ELA as measured by the SBA in 2019.

Process used to determine goal:

Based on 2018 DIBELS and SBA scores, baseline data, growth from previous years and student response to interventions, teachers determine the predicted levels of proficiency in Spring of 2019.

Responsible individual or team:

Classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student in their learning goals.

Strategy/ies that will be implemented to support goal:

Differentiated daily reading practice in a large and small group setting allows teachers to target their lessons to each learner. Increased fluency, vocabulary work, and explicit instruction of comprehension strategies ensure students understand what they are reading and can respond to literal and inferential questions. Programs such as Wonders,

Read Naturally, and Words Their Way are tools available to our team in meeting the needs of each and every growing reader.

Teachers will implement SIOP strategies to support learners.

How challenge and rigor will be ensured for all students:

Integrated Units of Study will be used to challenge all students to apply the skills they are leaning in ELA to real-world applications.

How necessary interventions will be determined:

Students will be progress monitored using formative and summative assessments to determine needed interventions. To meet the needs of our below standard students, we will utilize our ELL, Safety Net, and IA support resources as well as trained parent helpers to work in small groups and 1:1 with struggling students. Classroom teachers will use differentiated supports and strategies to bring students to standard.

Any professional learning needed:

Teachers will receive additional training in the use of SIOP teaching strategies, Culturally Responsive Teaching Practices, and LWSD Writing Units of Study.

Teachers need time to collaborate and support each other in growing their professional practice. This will be done during LEAP time, Student Support Team meetings, PLC team meetings, as well as during Learning Walks.

Timelines and Progress Monitoring Plans:

All students are monitored continually using Wonders assessments, SBA interim assessments, and classroom-based assessments.

School Effectiveness SMART Goal:

80% of Baker certificated staff will agree mostly or completely that they receive regular feedback as measured by the Nine Characteristics survey (question 42).

Process used to determine goal:

Based on the interest of receiving regular feedback about their practice voiced by staff, we determined this to be an important goal for our inaugural year together.

Responsible individual or team:

The principal, associate principal, and classroom teachers will prioritize time in to observe and reflect on instructional practices.

Strategy/ies that will be implemented to support goal:

Our administrative team will be in classrooms every week. Principal will be in classrooms two full days a week. AP will be in classrooms one full day a week. Grade-level teams will implement a year long plan that includes peer observations.

Any professional learning needed:

Administrative team will participate in Learning Walks with colleagues and reflective conversations to ensure effective teacher feedback practices are calibrated and in place.

**Timelines and Progress Monitoring Plans:**

Mid-year pulse will be gathered from the staff. Review of data will provide actionable information for all stakeholders and inform our response.

**Attendance SMART Goal:**

We will reduce the number of student tardies from 2% to 1%, as measured by monthly attendance records.

**Process used to determine goal:**

Attendance and tardy data was collected from the first 2 months of school. With 200 tardies per month, school tardies was determined to be the most impactful area of growth for Ella Baker.

**Responsible individual or team:**

Classroom teachers, administration, counselors, and office staff will collaborate to support students and families in reaching this goal.

**Strategy/ies that will be implemented to support goal:**

Associate principal will call families with 3 or more tardies in a month to see if support is needed. Counselor will work with families struggling to get students to school on time. Beginning of day welcoming by student greeters and staff will serve as an incentive for student on-time arrival.

**Timelines and Progress Monitoring Plans:**

Monthly tardy reports will help us determine patterns and families in need of support.

**Discipline SMART Goal:**

80% of Ella Baker certificated staff will agree mostly or completely that student discipline problems are managed well as measured by the Nine Characteristics survey in 2019.

**Process used to determine goal:**

Based on input from certificated and classified staff, establishing effective restorative discipline processes and systems are a priority for our new school.

**Responsible individual or team:**

Administrators, classroom teachers, intervention specialists, classified support staff, and members of our Guidance Team work collaboratively to support each student meeting their behavior goals.

**Strategy/ies that will be implemented to support goal:**

Positive Behavior Intervention Support will be systemized over the course of the year which will include Bear Badges, Reflect and Restore forms, In the Know slips, OneNote data support log, Student Support Team, and counselor/administration student check in.

An MTSS data tracking system will be put into place to help us see patterns in our student behavior needs.

Any resources needed and plans to obtain them:

MTSS training will be provided by Lake Washington School District.

Timelines and Progress Monitoring Plans:

Mid-year pulse will be gathered from the staff. Review of data will provide actionable information for all stakeholders and inform our response.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:

The CIP draft will be shared with the community at a meeting in November, seeking feedback on strategies to decrease tardies. Monthly meetings with the PTSA presidents, and meetings with the PTSA Board include review of progress and collaborative planning to support our students.

Timelines and Progress Monitoring Plans: A mid-year update and feedback opportunity regarding progress and strategies will be held in February.

2018-19 Strategies to inform parents, families and the community in the CIP process:

Parents, families, and community will be informed through the monthly principal newsletter and website of the Continuous Improvement Plan after it has been reviewed and published by the school board.

Timelines and Progress Monitoring Plans: A mid-year update and feedback opportunity regarding progress and strategies will be held in February.