

Continuous Improvement Process Plan

Discovery Community School

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

2015-16



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2015-16

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Executive Summary: Discovery Community School 2015

School Mission

As a school community we strive to educate the whole child in a cooperative effort that respects and responds to each child's needs and abilities. We do this through developmentally appropriate curricula, active parent participation, and a world view that emphasizes community and lifelong learning. We support intrinsic motivations and foster a non-competitive learning environment.

Description

Located in the Finn Hill neighborhood of Kirkland, Discovery Community School shares a campus with Carl Sandburg Elementary. This community is dedicated to collaborative efforts focused on developing the whole child. Students are provided a challenging and rigorous curriculum, and are exposed to environmental and social topics that spur students to action. Most of our 75 students achieve academically and grow in social awareness. Every student benefits from the close-knit broader community of parents, students and staff. Together, they celebrate student interests and talents, hold regular social gatherings outside of school, and enjoy hands-on learning journeys.

Students and parents keep our grounds pesticide free, recycle and compost, sponsor two medically fragile preschoolers, and complete monthly service projects to benefit the Kirkland community. This year, Discovery Community School students, received the Tier 4 King County Green Schools Award and also had the grounds certified by National Wildlife Federation as a Certified Wildlife Habitat! In partnership with Carl Sandburg Elementary, they are one of three schools and three districts who have been recognized with a Washington State Green Leader Award in 2014. They were recognized for progress toward reducing environmental impact and costs. Discovery Community School was also awarded the Washington Achievement Award in the areas of Overall Excellence and Special Recognition in Reading Growth and Math Growth.

The Discovery Community School staff is outstanding. All of our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. Classroom doors are open to team members and teachers throughout the district. Our trust and respect for one another allows de-privatization to flourish. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning.

Year In Review 2014-15

The CIP is developed and reviewed by DCS teachers in a school wide response to our student achievement and perception data. Because our school field tested the SBA in spring 2014, our MSP data in Reading, Writing, and Math rolled forward from 2012-2013 MSP. Recognizing that we would have a new baseline created by the spring SBA, we set student growth goals by reviewing student performance on CDSAs, DIBELS Next EOY, and report card data. This information was used to predict SBA outcomes. Grade level teams met in June to analyze the 2014-15 data and progress on the CIP. They met in August to review SBA results and will meet again in September to develop the 2014-2015 CIP.

Because Discovery Community School is comprised of three multi-age classrooms, teachers take advantage of meeting and planning with Carl Sandburg Elementary grade level teachers. Grade level teams studied and implemented the Data Team Process. This involved administering common formative assessments, analyzing student performance data, and completing action research on instructional strategies. Data informed instructional decisions and resulted in measurable student growth in all content areas.

The school day was structured to include daily, targeted support for every student during a 30-40 minute dedicated WINN (What I Need Now). Building resources were directed to support this dedicated instructional time. Every grade level received an instructional assistant and push in Safety Net services for small group instruction at every grade level. Parent volunteers were placed strategically to carry out small group practice of reading and math skills.

Vertical teams met three times during the year. On one occasion this included the FHMS teachers meeting with our 5th grade team to better understand the essential learning our students would need to be ready for success at the middle school level. The 2014 MSP science score was strong, with 92% of 5th grade students meeting or exceeding standard.

Our 5th grade students approached or surpassed our annual CIP goals. In this cohort, 92% met or exceeded standard in science on the MSP. Teachers attributed student growth to teacher-student relationships, timely and specific feedback and instruction, and selection of proven effective instructional strategies. Our results from the SBA indicate that 85% of our 5th graders were proficient in ELA and 77% were proficient in math. This performance was also reflected in our report card data.

The new CCSS set clear and rigorous expectations for student learning. Our fourth grade students reached or exceeded standard at 100% in ELA, 100% in math using the SBA. Third grade student SBA scores reveal 83% proficient in ELA and math.

Teachers embrace and implement strategies proven to have the most powerful impact on student learning. They share student data openly and band together to insure that all students experience a high rate of growth. We are proud of the combined efforts of staff, parents, and students to improve student achievement.

SCHOOL PERFORMANCE OVER TIME

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	91%						
		1 st	91%						
		2 nd	100%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	83%							
	% of 3 rd graders meeting or exceeding state standards in Math	83%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	100%							
	% of 4 th graders meeting or exceeding state standards in Math	100%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	85%							
	% of 5 th graders meeting or exceeding state standards in Science	92%							
	% of 5 th graders meeting or exceeding state standards in Math	77%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	95% met or exceeded standard	ELA: 83% met or exceeded standard
3rd Grade Math	92% met or exceeded standard	Math: 83% met or exceeded standard
4th Grade ELA	100% met or exceeded standard	ELA: 100% met or exceeded standard
4th Grade Math	92% met or exceeded standard	Math: 100% met or exceeded standard
5th Grade ELA	100% met or exceeded standard	ELA: 85% met or exceeded standard
5th Grade Math	92% met or exceeded standard	Math: 77% met or exceeded standard
5th Grade Science	95% met or exceeded standard	Sc: 92% met or exceeded standard
Sub-Group	83% met or exceeded standard in numbers and operations as measured by EOY assessment.	SBA Claim scores indicate 89% of 3 rd -5 th grade students at/near or above standard in numbers and operations (also known as concepts and procedures), Claim 1.
Challenge:	5 th grade students will improve from 92% at or above standard (53.8% exceed) to 92% at or above (64% exceed) in science.	92% of 5th graders were at or above standard in science on the MSP.
Perception:	90% mostly or completely agree teachers understand the research basis for instructional strategies. 85% mostly or completely agree staff members get help in the areas they need to improve.	100% mostly or completely agree teachers understand the research basis for instructional strategies. 100% mostly or completely agree staff members get help in the areas they need to improve.

Narrative Reflection

ELA	Targeted support to students was provided through daily WINN (re-teaching or enrichment in small groups), Safety Net, and special education SDI. Grade level teams developed common formative assessments, reviewed and selected Wonders on-line resources. Parent volunteers led small group instruction for spelling and reading. Teacher professional development included modules on Research and Inquiry, Argumentative Writing, Close Reading and Informational Text, Differentiation and Writing, and best practice to cite text evidence, vocabulary strategies, independent reading, using mentor texts and
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	<p>grammar. Teachers met in vertical teams to identify strengths and areas for growth/focus in ELA.</p>
<p>Math</p>	<p>Grade level teams met 1x per month to analyze data and make collaborative decisions regarding effective instructional next steps using the Data Team Process. With the support of PTSA, all students were provided access to Dreambox adaptive math software. Because our students' math scores on standardized tests and on report card data was lower than schools with similar demographics, math became our focus content area. In particular, math fact fluency was selected as a foundational skill and emphasized across grade levels. In addition to math fact practice homework, students also played math games during lunch and completed timed tests with parent volunteers. Our community continued our well attended tradition to hold Family Math Night. Students rotated teachers in science, math, and writing using an expert teacher model. Technology integration extended to math. Students worked collaboratively to solve challenge problems on Kahn Academy and teachers selected some additional resources from New York Math.</p>
<p>Science</p>	<p>Fifth grade teachers included science in a rotation using the expert teacher model. Teachers emphasized the application of scientific reasoning. Student's scientific writing skills were honed through multiple field tests and required participation in the annual Sandbur/DCS Science Fair. Students also participated in an intense scientific enrichment experience at Islandwood Outdoor School in December. Field trips emphasize hands on problem solving using the scientific model. To better prepare our 2nd-5th grade students for the rigor of scientific writing, intermediate STEM kits were created through funding of a LWSF grant.</p>
<p>Sub-Group</p>	<p>We focused on improving math performance in numbers and operations for all students. This standard is critical as solid skills are a prerequisite for current and future math success. Sandburg historically has underperformed on the state assessment in this skill when compared to schools with similar demographics. We tracked progress in numbers and operations across grade levels using enVision topic tests and the end of year numbers and operations assessment. This aligns most closely with Claim 1, Concepts and Procedures, on the SBA. This was an area of relative strength. Continued needs include Communicating Reasoning and Problem Solving, Modeling, and Data Analysis.</p>
<p>Challenge:</p>	<p>The challenge goal was exceeded with 98% of 5th graders at or above standard in science on the MSP. This area was selected because scientific reasoning is essential for students in secondary education and beyond. This cohort needed both teaching and enrichment to ensure growth and challenge. Teachers emphasized application of scientific</p>

	reasoning and writing. Multiple experiential learning opportunities focused on scientific thinking.
Perception:	Staff selected and met two perception goals, both focusing on the desire for professional development. Teachers learned about instructional strategies through reading selections by Hattie, Knight, Wiliam. They refined their practice in Data Team process through practice and reading excerpts from The Data Team Experience by Peery. Teachers also chose to work with their grade level team for one day to focus on curriculum mapping and alignment. The building leadership team, Advisory, approved the expense.

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	86% of students will be proficient as measured by the DIBELS EOY measure.
Literacy: 3-5 ELA	86% of students will meet or exceed proficiency on the SBA in ELA.
Math: 3-5 Math	86% of students will meet or exceed proficiency on the SBA in math.
Science: 5th Science	92% of students will meet or exceed proficiency on the MSP in science.
Achievement Gap	63%, 21/ 34 (Sandburg) and 3 / 4 (DCS), students will meet or exceed the grade level benchmark goal for oral reading fluency as measured by DIBELS (BOY, MOY, EOY) and SBA.
School Effectiveness:	Improve from 41% agree completely that staff feel safe to express their ideas and opinions with one another to 80% agree completely.
Attendance and Discipline:	<p><u>Discipline:</u> Currently, 100% of teachers at Carl Sandburg “agree” that there are significant discipline issues taking place during recess and lunch that carry over into their classroom resulting in students missing instructional time. By June, 75% of teachers will indicate that they “agree” there are significant discipline issues taking place during recess (a decrease of 25%).</p> <p><u>Attendance:</u> Currently, 2 DCS students trend greater than 20% absenteeism for reasons other than family vacation or family emergency. By June, the identified students will have no greater than 10% absenteeism for reasons other than family vacation or family emergency.</p>

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	Add Burst groups for K-2 at risk students beginning in October. Use first sound switching/substitution game, kinesthetic arm sounding skill/strategy, word work focus on sight words, word families, phonemic patterns and rules; fluency practice with Read Naturally, take home reading program
<i>Professional Learning needed</i>	IAs learn to deliver Burst curriculum from SN teacher
<i>Resources needed</i>	Maximize IA staffing for K-2 literacy block, parent volunteers to support literacy
<i>Responsible individual or team</i>	Julie Banchemo, SN teacher; K-2 teachers.

Goal Area	Math
<i>Strategy to support goals</i>	School wide use of Dreambox, use of counting on strategy, oral and written timed practice, CUBES problem solving (5 th), teach patterns and recall strategies (4 th), teach part-whole math model (1 st).
<i>Professional Learning needed</i>	Review best practice in math fact fluency acquisition, Daily 3 math (K), model math workshop, experience and examples of open ended math questions,
<i>Resources needed</i>	Dreambox, Family Math Night: Math Adventures, more SBA math test samples, time to create materials and plan, multiplication math games,
<i>Responsible individual or team</i>	K-5 teachers, Advisory budget decisions, principal.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Short anonymous surveys and open discussions
<i>Professional Learning needed</i>	Practice and supporting text on peer feedback and peer learning walks.
<i>Resources needed</i>	Survey, haiku, and a suggestion box
<i>Responsible individual or team</i>	Camilla Schulte, librarian; Lucy Kay Osborne, music teacher; Andy Sandbo, PE teacher.

Goal Area	Attendance
<i>Strategy to support goals</i>	Counselor led small group sessions to address underlying cause, individual check in, and parent education.
<i>Professional Learning needed</i>	Counselor will research information on student motivation and school attendance and information to educate parents about importance of school attendance.

<i>Resources needed</i>	Counselor request for additional time to pursue and apply best practice determined from research.
<i>Responsible individual or team</i>	Soo Chin, counselor; Michelle Sushner, associate principal; Heather Frazier, principal.

Goal Area	Discipline
<i>Strategy to support goals</i>	Implementation of a School-Wide Positive Behavior Support Program (SWPBS) <ul style="list-style-type: none"> ○ Form a committee that includes all stakeholders ○ Develop Looks Like/Sounds Like charts for specific “trouble” areas. ○ Develop a lesson plan and video for classroom teachers to use with students. ○ Develop a reward system for students/classrooms demonstrating the taught behaviors. ○ Develop tier-2 interventions when students require more support. ○ Train IAs on recess/lunch expectations and reward systems. ○ Meet with IAs routinely to see how the program is working. ○
<i>Professional Learning needed</i>	Staff will be provided with training provided by Michelle Sushner, Associate Principal and the entire SWPBS committee.
<i>Resources needed</i>	Articles on best practices from the PBIS.org
<i>Responsible individual or team</i>	All staff members at Discovery Community School.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Parent 1:1 training on access to Parent Access and specific curriculum (EnVision) and resources (Dreambox and Haiku)/Day Of Caring volunteers and teacher led on Sept. 18; teacher Haiku messages and resources shared with families via Haiku and teacher newsletters; awareness and strategies shared in PTSA Newsletter and authored by the principal.

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

Curriculum night presentation to share DIBELS, SBA, and MSP achievement information as well as sharing the process of selecting and monitoring the school wide focus on math fact fluency and the CIP process. Begin the process of identifying an expanded role of parents in the CIP process. This may lead to formation of a parent/teacher advisory task force. Information needed includes gaining the perspectives, defining the roles, and communicating that information with all stakeholders. First resources include DLT and PTSA co-presidents.