

# Continuous Improvement Process Plan

Renaissance School of Arts  
and Reasoning

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2017 -  
2018



Principal Chris Bede  
Lake Washington School District  
2017 - 2018

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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.

Renaissance Middle School remains a dynamic “choice” school within the Lake Washington School District. Renaissance teachers have high expectations for themselves and their students. They support students in meeting those high expectations through an innovative, integrated and challenging curriculum. They also support and empower students through a safe, positive and inclusive culture.

Renaissance School of Arts and Reasoning Mission: Engage students in an academically rigorous and challenging environment to support their personal and future success.

Renaissance School of Arts and Reasoning Values:

- Take Care of Yourself: Be Prepared
- Take Care of Others: Be Empathetic
- Take Care of Our School: Be Responsible
- Take Ownership of your Learning: Be Persistent

Renaissance School of Arts and Reasoning (RSAR) has a holistic perspective on student learning, where teachers not only work with students on academics, but help them develop the personal and interpersonal attributes necessary for future success. RSAR will prepare students for success in high school through their focus on rigorous academics. Classroom instruction personalizes learning to meet the individual needs of students, and teachers provide enrichment opportunities when students soar and extra support when students struggle.

Teachers support students within the school day through Raven Time, where one day a week students can access one-on-one support from teachers as determined by both teachers and students. It is also a time in which students may make up tests or labs.

On the 2017 Smarter Balanced Assessment (SBA), 87% of Renaissance sixth graders were proficient in ELA/Literacy and 62% reached proficiency in Math. Furthermore, 97% of seventh grade students were proficient on the ELA/Literacy portion of the SBA. In math, 76% of the seventh graders achieved proficiency. In all tested areas but one, Renaissance 6th and 7th grade students surpassed the District and State averages.

Renaissance eighth grade scores continued to be excellent. On the SBA, 91% of our students were proficient in ELA/Literacy. On the Math exam, 77% of eighth graders met standard. In science, more than 90% of eighth graders met standard on the Science MSP. Renaissance 8<sup>th</sup> grade students surpassed the District and State averages in all areas.

The Renaissance staff continues to use student performance on classroom-based assessments and SBA results to guide their instruction in a quest for continuous improvement.

**DISTRICT PERFORMANCE TARGETS**

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> 2014-15	<b>Current Performance</b> 2016-17	<b>Target Performance</b> 2018
		District	District	District
<b>8<sup>th</sup> Graders on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

**Grade 6-8 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/>).**

### Process to determine School Performance Targets:

The Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

**SCHOOL PERFORMANCE OVER TIME**

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy	75%	90.6%	87%				
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	68.7%	68.7%	62%				
<b>7<sup>th</sup> Graders on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	87.5	84.3%	97%				
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	81.2%	78.1%	76%				
<b>8<sup>th</sup> Graders on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	95%	90.6%	86%				
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	79.3%	77.4%	75%				
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	95%	90.3%	96%				

**Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospik12.wa.us/>).**

**CIP REFLECTION: EVALUATE OUTCOMES****2016-17 CIP Goals and 2017 Outcomes:***Data:*

	<b>Goal</b>	<b>Achievement (Achievement Level Descriptor)</b>
<b>Literacy: 6-8 ELA</b>	89% of students will meet or exceed standard	90% met or exceeded standard
<b>Math: 6-8 Math</b>	75% of students will meet or exceed standard	71% met or exceeded standard
<b>Science: 8 Science</b>	The percentage of 8 <sup>th</sup> grade students reaching proficiency will remain at or above 90% measured by the Measure of Student Progress (MSP)	96% met or exceeded standard
<b>Achievement Gap</b>	RSAR 8 <sup>th</sup> grade math students will move from level 1 and 2 to a level of proficiency	Even with targeted assistance, we had two students at a level 1. One of the children had a diagnosed learning disability in math and the other had a diagnosed psycho-social disability.
<b>College and Career Readiness</b>	All 8 <sup>th</sup> graders will participate in the district's College and Career Readiness program.	Renaissance 8 <sup>th</sup> graders participated in the College and Career Readiness program in the Spring of 2017. Along with the College and Career Readiness, all the students at Renaissance participated in a day long Engineering experience at the University of Washington
<b>School Effectiveness:</b>	RSAR staff will develop a perception survey to be sent to all former RSAR freshman to determine their preparedness for high school. RSAR staff will administer a spring perception survey to all parents.	The RSAR staff developed a student survey that was sent to all previous 8 <sup>th</sup> graders in the fall. Only 2 students responded.
<b>Attendance and Discipline:</b>	Fewer than 5% of our population will receive a disciplinary referral reflection sheet during the semester.	We had fewer than 5%. Those that did receive disciplinary referrals, were a trio of boys who consistently needed redirection, thus accounting for the preponderance of referrals.

***Narrative Reflection:***

Staff at Renaissance Middle School used guided lessons, modeling of answers, and direct instruction in all subject areas. We differentiated instruction and retaught students in small groups. Our Student-Teacher-Academic-Time (STAT) on Tuesdays and Thursdays supported students with small group or one-on-one help. Finally, we integrated the SBA prep work into our ELA classes. RSAR teachers utilized both the SBA results and student class work to guide our instruction. Collaboration and discussion between teachers is the most important factor in setting goals. Analyzing student work and academic growth opportunities that we see throughout the grade levels plays another part in determining the process for setting school goals. During Guild we implemented leveled assessments and monitored progress compared to our benchmark data. Our school-wide goal was to develop comprehension strategies with non-fiction text, including identifying a claim and providing supporting evidence. In addition, we focused on developing student discussions by implementing the strategy of SPACE (Silent, Paraphrase, Accepting language, Clarifying questions, and Evidence).

<b>Narrative Reflection</b>	
<b>Process:</b>	In our continued goal to work more closely with the Eastlake staff, we are participating in their PGE classes and meetings. This year, the teachers agreed on an instructional area of focus to conduct action research through a cycle of inquiry. The first step in this cycle of inquiry had teachers look at data and self-assess. Prior to the start of school, we looked at Renaissance data, classroom data and SBA scores. Afterwards, we analyzed our 2016-2017 evaluation and then self-assessed using the Danielson Framework for Teaching. Step 2 of the cycle of inquiry asked us to choose an area of focus and then during the first PGE LEAP Wednesday, develop a plan for professional development and data collection
<b>Literacy: 6-8 ELA</b>	We notice that our students consistently are strong in ELA. Our curriculum is deep and builds upon the skills with which students come. The RSAR staff makes a concerted effort to bring in outside experts to enrich the curriculum. We had WITS (Writers In Residence) for two learning sessions last year. Staff also engages students by addressing current world events.
<b>Math: 6-8 Math</b>	While the numbers may indicate a weakness, in fact, over half of the 8 <sup>th</sup> graders attained scores of 4 on state testing. The published score does not take into consideration the number of students who have identified disabilities in the area of math. Yearly scores do not reflect student growth over the three- year period at RSAR. Looking more in depth, students at RSAR make gains in math every year.
<b>Science: 8 Science</b>	Our eighth-grade students continue to excel on the MSP science exam. 96% of students met standard. Renaissance consistently exceeds the state and District levels. We feel that this is a clear example of how Renaissance strives for excellence and rigor in our programs.

<b>Achievement Gap</b>	The sub group we focused on was RSAR 8 <sup>th</sup> grade math students will move from level 1 and 2 to a level of proficiency.
<b>College and Career Readiness</b>	Renaissance 8 <sup>th</sup> graders participated in the College and Career Readiness program in the Spring of 2017. This year's class will also participate. Along with the College and Career Readiness, all the students at Renaissance participated in a day long Engineering experience at the University of Washington.
<b>School Effectiveness:</b>	Teachers sent a student survey to former 8 <sup>th</sup> graders. Of the 30 students, only 2 participated. The survey was emailed through LWSD email service. This may not be an effective way to reach students. One suggestion to get more alums to participate is to have previous RSAR students who attend EHS take the survey during Wolf Time.
<b>Attendance and Discipline:</b>	Our goal was to have fewer than 5% of our population receive a disciplinary referral reflection sheet during the semester. We did achieve this goal.

## ANNUAL SCHOOL GOALS

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### 2017-18 Annual School Goals:

SMART Goals	
<b>Literacy: 6-8 ELA</b>	<p>The 6<sup>th</sup> grade class of 2024 will score 3% higher than the class of 2023 (87%) as measured by the Smarter Balanced Assessment in Spring 2018.</p> <p>The 7<sup>th</sup> grade class of 2023 will increase proficiency levels from 87% to 92% as measured by the Smarter Balanced Assessment in Spring 2018.</p> <p>The 8<sup>th</sup> grade class of 2022 will increase proficiency levels from 97% to 98% as measured by the Smarter Balanced Assessment in Spring 2018.</p>
<b>Math: 6-8 Math</b>	<p>The 6<sup>th</sup> grade class of 2024 will score 7% higher than the class of 2023 (62%) as measured by the Smarter Balanced Assessment in Spring 2018.</p> <p>The 7<sup>th</sup> grade class of 2023 will increase proficiency levels from 62% to 75% as measured by the Smarter Balanced Assessment in Spring 2018.</p>

	The 8 <sup>th</sup> grade class of 2022 will increase proficiency levels from 76% to 80% as measured by the Smarter Balanced Assessment in Spring 2018.
<b>Science: 8 Science</b>	The percentage of 8 <sup>th</sup> grade students reaching proficiency will be maintained at 95% as measured by the WCAS.
<b>Achievement Gap</b>	RSAR 6 <sup>th</sup> grade math students will move from level 1 and 2 to a level of proficiency.
<b>College and Career Readiness</b>	All 8 <sup>th</sup> graders will participate in the district's College and Career Readiness program.
<b>School Effectiveness:</b>	RSAR staff will develop lessons which use the principles as defined in the book Habits of Mind, 16 Essential Characteristics for Success. RSAR teachers will engage students in activities that will allow students to practice these skills.
<b>Attendance:</b>	With so few students, RSAR has not set an attendance goal because it varies from year to year drastically based on the student population.
<b>Discipline:</b>	We are utilizing our counselor in the classroom to develop common language and problem-solving techniques to mitigate behavior issues.

### Annual School Goals: Academic

As a staff, we spent time evaluating the results of the 2017 SBA, and individual class grades. We looked at the claims in areas of the SBA that were weak and which we could target specifically. We also discussed the composition of each class (7<sup>th</sup> and 8<sup>th</sup> grades) and progress made over time at RSAR. In the area of math, we provide level 4 questions on assessments; we allow students to work at differentiated paces; and provide extension projects for students who demonstrate mastery of the concepts. In the area of ELA students receive rubrics for every written work or project. This allows students to self-assess and to monitor their work as they complete the assignment. Raven Time is incorporated into the school day. This allows students to ask teachers questions, to make up work, to receive additional explanation on assignments and additional support. The staff at Renaissance will monitor these academic school goals through the use of ongoing formative assessments and classroom assignments.

### Annual School Goals: Achievement Gap

In reviewing the 2017 SBA mathematic scores, the Renaissance staff identified the need to continue to strengthen the 8<sup>th</sup> grade students' understanding of mathematical concepts. Teachers are ensuring the appropriate interventions by using small group work, test corrections, individual/small group teacher instruction, and peer tutoring/support. Progress will be monitored through formative and summative assessments as well as exit cards and reflection questions. In addition, targeted assistance is being provided to some 6<sup>th</sup> graders through a co-teaching model, whereby students are grouped according to ability levels, curriculum is differentiated, and small group instruction is employed.

## Annual School Goals: College and Career Readiness

Students in Grade 8 will participate in the District provided Career Cruising. All students are exposed to a variety of career pathways through school-wide service projects, fieldtrips, guest speakers, and near-by universities. Strong parent and school community involvement ensures that our students come in contact with a wide range of cultures, backgrounds and careers.

## Annual School Goals: School Effectiveness

RSAR staff will develop lessons which use the principles as defined in the book Habits of Mind, 16 Essential Characteristics for Success. RSAR teachers will engage students in activities that will allow students to practice these skills. We are continuing to implement SPACE as a learning tool.

## Annual School Goals: Attendance

With so few students, RSAR has not set an attendance goal because it varies from year to year drastically based on the student population. However, we will continue to closely monitor our attendance for trends, and individual truancy, and address them accordingly.

## Annual School Goals: Discipline

RSAR students will utilize a disciplinary referral reflection sheet when students are not following teacher expectations, school rules, or district policies. This process includes different levels of intervention. 1.) 1<sup>st</sup> referral: student will fill out the reflection sheet. 2.) Student meets with the teacher to discuss the reflection sheet and the student responses. 3.) 2<sup>nd</sup> referral: The students will fill out the reflection sheet. 4.) The student, teacher, and parent will meet to discuss the student responses on the reflection sheet. In addition, we are exploring ways to effectively utilize our new school counselor to positively affect student behavior.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	Use a variety of texts, All teachers have a shared vocabulary. We utilize the library data bases. We have WITS working with students on different genres of writing. We utilize Lucy Caulkins, Writers Workshop curriculum.
<i>Professional Learning needed</i>	Working with Wendy Robards, a district coach, on developing and refining our curriculum.
<i>Resources needed</i>	PTSA support for WITS program and theatrical programs. Teacher collaboration time.
<i>Responsible individual or team</i>	Karen Amaya, Todd Bohannan, Martha Daman, Jyoti Bawa, Diane Fabish

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	Use the District's scope and sequence to allow us to supplement our math curriculum with effective elements of CMP. RSAR 6 <sup>th</sup> grade math students will move from level 1 and 2 to a level of proficiency.
<i>Professional Learning needed</i>	Learn the new curriculum, time to develop plans, collaboration time. Use of District Coach to help develop effective teaching strategies.
<i>Resources needed</i>	Jyoti Bawa—providing remediation to 6 <sup>th</sup> grade math
<i>Responsible individual or team</i>	Jyoti Bawa, Karen Amaya, Todd Bohannon

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	Development of lessons pertaining to Habits of Mind and SPACE.
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	Teacher collaboration time, Habits of Mind resource book
<i>Responsible individual or team</i>	Karen Amaya, Todd Bohannan, Martha Daman, Jyoti Bawa, Diane Fabish

<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	Counselor taught lessons and weekly meetings with students who may need extra support. Use of SPACE and Habits of Mind in the classrooms.
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	Time to collaborate with Paula about concerns we have about students.
<i>Responsible individual or team</i>	Karen Amaya, Todd Bohannan, Martha Daman, Jyoti Bawa, Diane Fabish Paula Olson

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

RSAR has a strong partnership with Eastlake High School, RSAR parents and the surrounding community. The RSAR parent group volunteers a lot of time and remain consistently involved in the quest for continuous improvement.

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

RSAR informs parents about the CIP through the parent meetings and the weekly newsletter, The Raven Review. The CIP will also be posted on the RSAR website.