

# Continuous Improvement Process Plan

## Inglewood Middle School

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2016 -  
2017



Principal Tim Patterson

Associate Principal Mark Blomquist

Associate Principal Kristian Dahl

Lake Washington School District

2016 - 2017

TABLE OF CONTENTS

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<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
District Performance Targets -----	Page 3
School Performance Over Time -----	Page 4
CIP Reflection: Evaluate Outcomes -----	Page 5
Annual School Goals and Progress Monitoring -----	Page 10
Strategies to Accomplish Goals -----	Page 12
Parent, Family, and Community Involvement -----	Page 13

## 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.

Inglewood Middle School is a school of excellence located on the Sammamish Plateau. Inglewood serves a student body of approximately 1200 students, so there are lots of opportunities to get involved and connect with peers. As a fully inclusive school, Inglewood heterogeneously groups students and then differentiates instruction to meet the needs of all students, including special education and students working at the “honors” level. We closely monitor the academic progress of all students. When a student begins to struggle to meet our learning objectives we intervene immediately in a friendly, supportive, and systematic way.

Inglewood offers an intensive academic and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in a two hour period, commonly called a “block class”, at all grade levels. In 6<sup>th</sup> grade, Math and Science are also taught by the same teacher in a two hour block class. In 7<sup>th</sup> and 8<sup>th</sup> grades, all students enjoy a full year math and a full year science curriculum. There are multiple clubs and athletic opportunities at Inglewood that significantly contribute to our sense of community and the academic achievement of students.

A significant focus of the Inglewood community is empowering and teaching children to lead their peers through servant leadership. Our dances, assembly speakers, fund-raising activities, and other cultural events are planned and executed by Inglewood students. More importantly our students plan and work to extinguish bullying. All of these skills are learned in Inglewood’s Leadership class that teaches more than 250 students a year to serve their peers.

DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>		District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
8 <sup>th</sup> Graders' on Track for Success	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	81.7%	92.0%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	73.6%	85.0%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	86.5%	93.0%

- **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 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.

**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	83.5%	85.0%					
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	78.7%	80.6%					
<b>7<sup>th</sup> Graders' on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	88.2%	89.0%					
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	81.0%	82.5%					
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	90.4%	85.2%					
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	77.8%	75.4%					
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	87.1%	86.0%					

**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/>).**

**CIP REFLECTION: EVALUATE OUTCOMES**

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

*Data:*

	<b>Goal</b>	<b>Achievement (Achievement Level Descriptor)</b>
<b>Literacy: 6-8 ELA</b>	90% met or exceeded standard	86.4% met or exceeded standard
<b>Math: 6-8 Math</b>	82% met or exceeded standard	79.5% met or exceeded standard
<b>Science: 8 Science</b>	95% met or exceeded standard	86% met or exceeded standard
<b>Achievement Gap</b>	In Spring 2016, 29% of students currently placed on a 504 plan will score at or above standard on the overall Math content portion of the SBA.	68.3% of students currently placed on a 504 plan scored at or above standard on the overall Math content portion of the SBA
<b>College and Career Readiness</b>	By Spring 2016, 100% of 8 <sup>th</sup> grade students will complete the self-assessment within the Career Cruiser system.	By Spring of 2016, 100% of 8 <sup>th</sup> grade students did complete the self-assessment within the Career Cruiser system.
<b>School Effectiveness:</b>	By Spring of 2016, 100% of staff will choose Agree or Mostly Agree on the question of “All students are consistently challenged by rigorous curriculum” with at least 50% of surveyed staff selecting "Mostly Agree". The survey tool to be used will be the Nine Characteristics of Highly Effective Schools Survey that is proctored in the spring of each school year.	100% of certificated teachers at IMS selected “Agree” with the statement “All students are consistently challenged by rigorous curriculum”. 91% Selected Mostly Agree or Agree Completely. This data is from the Nine Characteristics of Highly Effective Schools Survey from the spring of 2016.
<b>Attendance and Discipline:</b>	At the end of the 2015-2016 school year, fewer than 15 students will have more than 20 absences (both excused and unexcused).  The suspension rate for the 2015-2016 school year will be reduced 75% when compared to the same data point for the 2014-2015 school year.	Inglewood did not successfully reduce the number of students with more than 20 absences to fewer than 15 students.  Inglewood successfully reduced our suspension rate by more than 75% when compared to our 2014-2015 results.

*Narrative Reflection:*

Narrative Reflection	
<b>Process:</b>	<p>Inglewood started our reflection process in June of 2015-2016. For the first time student scores were returned to schools prior to the end of the school year. Teachers were able to use the TIDE system to review how their students had performed before they left for the summer. Teachers were also able to start the reflective process over the summer.</p> <p>Upon return from the summer break, the 2015-2016 CIP was shared with teachers as a reminder of our previous year's work. At the same time a spread sheet of individual student performance for the 2015-2016 school year was provided to the faculty. Finally, a CIP reflection guide was shared. All of these documents were shared on a school wide CIP Powerschool site.</p> <p>Grade level content teams were asked to meet in teacher teams to review the data and respond to the CIP reflection guide. Administrators joined teacher teams to participate in the reflection. When teams had completed their reflection they saved their work to the Inglewood PCC / CIP site. This step made the reflection process both open to all staff members and also provided accountability. Each team's reflection was reviewed by the administrator that evaluates the members of the teacher team and the principal. Finally, the narrative reflection was included in the CIP and helped to drive the following year's work.</p>
<b>Literacy: 6-8 ELA</b>	<p>The ELA Department goal for 2016 was 90% of IMS students scoring at or above standard on the overall ELA content portion of the SBA. Several students refused to participate in the SBA assessment. These refusals negatively impacted the overall percentage of students meeting or exceeding standard. When students who refused to participate in the assessment are excluded from results, 94% of 6<sup>th</sup> graders, 92% of 7<sup>th</sup> graders, and 91.3% of 8<sup>th</sup> graders met or exceeded standard. Using data from only students who participated in the assessment, we met and exceeded our ELA department goal. When data from students who refused the assessment is averaged into the overall score, we fell short of the ELA goal with 86.4% of students scoring at or above standard. The 6<sup>th</sup> grade team achieved 85% of students at or above standard. The 7<sup>th</sup> grade team achieved 89% of students at or above standard, and the 8<sup>th</sup> grade team achieved 85.2% of students at or above standard. We used several strategies to impact student growth. We used Accelerated Reader to encourage reading outside of school. In addition, we completed novel studies and selected units in the district adopted Prentice Hall Literature Book to meet Common Core Standards for 6<sup>th</sup> grade. We targeted students who scored low based on MAZE and STAR scores taken throughout the school year. We also provided one on one and small group RTIs for students who were below standard. At the 7<sup>th</sup> grade level we</p>

	<p>implemented DBQs (Document Based Questions), including annotating and analyzing primary sources. Students practiced drawing textual evidence to support short response questions. Students used this evidence as support in their essays in the format of claim, evidence and reason. We also added more non-fiction texts aligned to Common Core Standards, including Newsela and Times Upfront. As we went through the ELA CCSS Phase I Cohort, we implemented new strategies, including the funnel strategy and claim, evidence, reason. We tried to have students annotate electronically, but found that our focus was too broad. Rather than focusing on technology, we started focusing on analysis, allowing students to use paper copies. This allowed us to capture students' thought processes and growth. At the 8<sup>th</sup> grade level we used tutorials for analyzing theme, narrative, information and argumentative writing prompts, CORE vocabulary lessons, research projects, practice with annotation skills, analyzing primary sources and Socratic Seminars. Based on student feedback, we also provided opportunities for students to complete SBA-like prompts that connected to our 8<sup>th</sup> grade social studies standards. Throughout the year we reflected on student data and adjusted instruction as needed. The team noticed a weakness in vocabulary. In response, this year we are implementing an online vocabulary program called Wordly Wise which places students at their ability level. We believe that the increased focus on vocabulary will positively impact student achievement on the ELA portion of the SBA.</p>
<p><b>Math:</b> <b>6-8 Math</b></p>	<p>The math goal for 2016 was 82% of Inglewood students scoring at or above standard on the overall Math content portion of the SBA. In the Spring of 2015, 78.9% of incoming sixth grade students met or exceeded standard on their 2015 Math SBA. For this same cohort of students, in the spring of 2016 that percentage had increased to 80.6% of students meeting or exceeding standard on their 2016 Math SBA. The 7<sup>th</sup> grade achieved the school goal with 82.5% of students scoring at or above standard. The 8<sup>th</sup> grade fell short of the school goal with 75.4% of students meeting or exceeding standard. Though we did not meet the overall school goal, we are very proud of our student growth, particularly in the area of math problem solving. The 7<sup>th</sup> and 8<sup>th</sup> grade math teams targeted problem solving with a result of 97.6% of 7<sup>th</sup> grade students and 100% of 8<sup>th</sup> grade students achieving at or above standard on the problem solving subtest. We used several strategies to impact achievement. These strategies included RAP sessions, guided study practice, note taking instructions, test taking strategies, corrections on assessments, and IXL supplemental skill practice. We identified individual students who needed additional support, and provided the opportunity for additional practice and reinforcement. One challenge we faced was piloting three different math curricula during the 2015-2016 school year. The 6<sup>th</sup> grade team did not have common assessments for several months during this pilot which caused intervention strategies to be inconsistent. This impacted our CIP work because our data was variable from teacher to teacher within the 6<sup>th</sup></p>



	<p>grade. Our criteria for collecting data was also skewed due to the ambiguity associated with our CIP goal. To adjust to these challenges, we tried to carefully choose the assessments we collected data on. The rubrics were not consistent across strands because expectations depended on the area of mathematical study (i.e. algebra, geometry, number sense.) At the 7<sup>th</sup> and 8<sup>th</sup> grade level our students struggled with the concepts and procedures categories with 6.4% of 7<sup>th</sup> graders and 5.1% of 8<sup>th</sup> graders scoring below standard. Concepts and procedures will be an area of focus for the 2016-2017 school year. Some strategies that we will use to help impact student achievement in the coming year include: Math Lab interventions, guided study practice, note taking instructions and test taking strategies. We also plan to utilize the ALEKS online adaptive learning system, RTI opportunities including redoing homework, and retaking tests.</p>
<p><b>Science: 8 Science</b></p>	<p>8<sup>th</sup> grade science had a CIP goal of 95% of students scoring at or above standard on the end of the year science MSP. As a team 93.3% of our students who took the test scored at or above standard on the 8<sup>th</sup> grade science MSP. Coming from 5<sup>th</sup> grade these students had a percentage close to 92%. While we are proud of the growth we saw, we did not meet our goal. We used a variety of strategies to help improve student achievement. We focused on all portions of the formal lab report, with the expectation that all students will be able to write procedures, conclusions, and analyze data. Students were also held accountable for making corrections to incorrect answers on tests and quizzes. These corrections allowed students the opportunity to review and refine their understanding of concepts. We also focused on meeting the needs of diverse learners by including accommodations for IEP and 504 students, ensuring access to content for diverse learners, and providing ample opportunity to show mastery of concepts. During the 2016-2017 school year, the Science department will implement a new curriculum. The new curriculum will require a continued team focus on formal lab reports.</p>
<p><b>Achievement Gap</b></p>	<p>The Achievement Gap goal for 2015-2016 was published as a goal of 29% of students placed on 504 plans will score at or above standard on the overall Math content portion of the SBA. We achieved our intended goal. However, a significant number of students refused to participate in the exam, negatively influencing the results. When only students who participated in the exam are included in the score report, 73.8% of students on 504 plans achieved at or above standard on the Math portion of the SBA. When students who refused the exam are included in the score report it reduces the overall percentage to 68.3% of students placed on 504 plans at or above standard on the 2016 Math SBA. One significant change that was implemented over the course of the 2015-2016 school year was a shift in practice away from school psychologists serving as 504 evaluators and coordinators. School Counselors began serving as 504 plan coordinators in lieu of school psychologists. We feel that this shift represented a positive step toward better serving students and families in need of 504 accommodations.</p>

	<p>School counselors are acquainted with many content requirements and are well suited to developing strong 504 plans in conjunction with students, parents, and teachers. School counselors are also more readily available to students and families who may require amendments to existing 504 plans. Throughout the course of the year we ensured that 504 accommodations were disseminated appropriately to staff. We provided professional development highlighting successful accommodation strategies and implemented those strategies consistently and with fidelity. In the coming year we will continue to implement all appropriate accommodations and conduct frequent checks with students and teachers to monitor and adjust plans as needed.</p>
<p><b>College and Career Readiness</b></p>	<p>During the 2015-2016 school year 100% of the 8<sup>th</sup> grade students at IMS completed their self-assessment for the High School and Beyond Plan. This was accomplished by the school counselors as part of a school wide unit on career awareness and the use of the Career Cruising program adopted by the district. During the month of March, School counselors conducted classroom lessons for all 8<sup>th</sup> grade students, guiding them through the self-assessment and linking their learning to future goals. Students who were absent for the presentations were able to meet individually with their counselor to complete the task. By May of last year, fewer than 10 students had incomplete profiles in Career Cruising. Inglewood worked with these students individually to accomplish full participation. We also provided an ‘Alternate Completion’ designation – due to their status with IEP/Transition program as well as those with Homeschool/Partial Day status that had no core subject classes at IMS.</p> <p>The school counseling team reflected on the success of the Career Month activities and will continue its implementation for the 2016-2017 school year.</p>
<p><b>School Effectiveness:</b></p>	<p>Inglewood made several changes to achieve this goal. Most significantly we implemented co-teaching in grades 6 and 7. In this model most of our special education students were integrated back into regular education classrooms and a special education teacher was added to the class to support them and modify the curriculum. This model significantly increased the rigor and grade-level appropriateness of special education students’ curricular experience.</p>
<p><b>Attendance and Discipline:</b></p>	<p>Inglewood’s discipline goal was to reduce our 2015-2016 suspension rate by 75% when compared to 2014-2015. This data point included both in school and out of school suspensions. We are pleased to report that we succeeded in achieving this goal! Inglewood had fewer suspensions and enjoyed a better school climate.</p> <p>Inglewood’s administration changed our practice surrounding suspension from a normal and customary consequence to a culture of rarely using suspensions.</p>

Inglewood did make progress toward our attendance goal but did not reach full success. We had set our goal to have fewer than 15 students with 20 or more absences. During the 2015-16 school year 24 students had 20 or more absences. This represents a dramatic improvement over previous years, so we feel that there is cause to celebrate. Clearly we still have work to do in this area. In some ways we are struggling to enforce our attendance expectations. We find ourselves in the difficult position of asking families to disregard their cultural norms, which conflicts with the fact that we value diversity.

## ANNUAL SCHOOL GOALS

### 2016-17 Annual School Goals:

SMART Goals	
<b>Literacy: 6-8 ELA</b>	91.7% of Inglewood Middle School students, excluding no score, will meet or exceed standard on the spring 2017 SBA
<b>Math: 6-8 Math</b>	85.6% of Inglewood Middle School students, excluding no score, will meet or exceed standard on the spring 2017 SBA
<b>Science: 8 Science</b>	>95% of Inglewood Middle School students, excluding no score, will meet or exceed standard on the spring 2017 SBA
<b>Achievement Gap</b>	By the spring of 2017, 50% of the students designated as English Language Learners will meet or exceed standard in Math on the Spring 2017 SBA exam
<b>College and Career Readiness</b>	By spring 2017, 100% of 8 <sup>th</sup> grade students will complete the self-assessment (“Matchmaker”) within the Career Cruising program.
<b>School Effectiveness:</b>	The Inglewood Faculty will engage in a comprehensive review of our personalization strategy seeking to improve our practice. On the Spring 2017 Nine Characteristics of Highly Effective Schools survey 100% of staff will agree with the statement “Staff members work together to solve problems related to school issues,” and the statement “The school uses a system to obtain a variety of perspectives with making decisions”
<b>Attendance:</b>	At the end of the 2016-2017 school year, fewer than 15 students will have more than 20 absences. This includes both excused and unexcused absences.
<b>Discipline:</b>	At the end of the 2016-2017 school year fewer than 40 days of suspension will be served by all IMS students.

### Annual School Goals: Academic

Content area teams of teachers reviewed the scores of their students from the Spring 2016 SBA. Teachers then reviewed the achievement data of their current students on the Spring 2016. Teachers then used the “Inglewood CIP Goal Setting Guide” to develop goals, identify strategies, solicit professional development, request resources, and plan how to complete progress checks of their goal.

### Annual School Goals: Achievement Gap

This year Inglewood started working with a significant number of ELL students. We currently serve 17 ELL students that are Level 1 or 2 according to the WELPA exam. This represents a significant increase in this population of students. In the past, Inglewood has served so few ELL students that the scores of our ELL student scores have been suppressed on the Washington State Report Card. Supporting ELL students has been a significant concern of the Inglewood teaching staff and the Inglewood Counseling team. Additionally, Inglewood is enjoying the support of an English Language Learner teacher for the first time. For these reasons the administration of Inglewood Middle School selected this goal. The actual numerical goal was selected by reviewing Redmond Middle School’s data. Inglewood used the Redmond data to set goal because the Washington State Report card did not provide Inglewood data for this sub-group.

### Annual School Goals: College and Career Readiness

The counseling team met as a PLC team. After Considerable reflection the counseling team decided to keep their College and Career Readiness goal the same as last year. Because the Career Cruising system is only in year two of implementation significant attention is still needed to ensure a high quality student experience and high rates of participation.

### Annual School Goals: School Effectiveness

This goal was selected after feedback from faculty that our personalization system needed to be evaluated and reforms needed to be considered. Our building leadership model is driven by a committee called our “Building Community Leaders”. The Building Community Leaders (BCL) of Inglewood decided that conducting a systems review of our personalization strategy was our highest school wide culture priority for the year. As we move through this process it is very important that we systematically gather input and faculty perspective. It is also critically important that we work together to improve the teacher and student experience in our personalization strategy. These BCL decisions drove the adoption of this goal.

### Annual School Goals: Attendance

This goal was created by the Inglewood administrative team. To create this goal, the administrative team met and reviewed data from the previous two school years and discussing opportunities for improvement. The team then filled out the Inglewood CIP Goal Setting Guide, in a very similar manner to what our academic core teams did to develop our academic goals.

## Annual School Goals: Discipline

This goal was set by the principal of Inglewood after a review of data and a discussion with teacher leaders, counselors, and administrative team leaders.

### INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	We will continue to use reading MAZE and STAR. Using data binders to promote student ownership and growth. On-demand writing assignments to practice for the SBA
<i>Professional Learning needed</i>	Working with a Professional Learning Coach on Data collection and norming our scoring practice.
<i>Resources needed</i>	Possibly more collaboration time for common scoring.
<i>Responsible individual or team</i>	Gretchen Mason, Sarah Hubert, Elizabeth Staples, Maria Fyles, Kacie Simpson, Jo Guiler, Gale Paul, Tamara Schaeffbauer, Jacob Cunningham, Andrew Gustav, Elizabeth Staples, June Evanson, Tracy Felton, Tim Patterson, Mark Blomquist, and Kristian Dahl.

<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	Some strategies that we will use to help students achieve this goal include: before/after school interventions, RAP sessions, guided study practice, note taking instructions, and instruction on test taking strategies.
<i>Professional Learning needed</i>	How to intentionally implement ALEKS to maximize student use.
<i>Resources needed</i>	Since we are in the first year of adoption of our new curriculum, additional time to plan as a team would be very beneficial.
<i>Responsible individual or team</i>	Betsy Cheatum, Kristin McLeod, Kaycie Nelson, Siri Heinrich, Thomas Nash, Jinda Rosmann, Pat Leahy, Eric Sambrano, Anne Steindorf, Heidi Johnson, Kevin Chandler, Seth Abero, Jennifer Hahn, Tim Patterson, Mark Blomquist, and Kristian Dahl.

<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	To achieve this goal, the 8 <sup>th</sup> grade science will collaborate to design instructional materials which assess student progress. In addition, teachers will require that students make corrections to all tests and quizzes to ensure mastery of the learning targets and standards.

<i>Professional Learning needed</i>	The professional learning needed to achieve this goal is based around the new NGSS standards and the new iScience curriculum. New curriculum training is provided at the district multiple times throughout the year. Participation in these trainings will be paramount.
<i>Resources needed</i>	With both new standards and new curriculum all teachers are collaboratively working to learn the necessary materials in order to ensure that students are able to access the content at their appropriate learning level. Translation = Time to work collaboratively.
<i>Responsible individual or team</i>	The entirety of 7 <sup>th</sup> and 8 <sup>th</sup> grade Science teams.

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Each week the Inglewood attendance secretary will generate a report to be given to the entire administrative team. This report will have two uses. 1 – to allow the administrative team to intervene with students that are struggling with attendance. 2 – Goal progress monitoring.
<i>Professional Learning needed</i>	Continued professional development of the Attendance Secretary, and administrative team surrounding the BECCA process.
<i>Resources needed</i>	The needed resources are already in place.
<i>Responsible individual or team</i>	Tim Patterson, Mark Blomquist, and Kristian Dahl

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

The continuous improvement plan was discussed at length at monthly Principal Chat meetings. These conversations are on-going through-out the school year and inform the Inglewood administration as to the level of concern surrounding Inglewood issues. This group is a self-select group and the membership of the group does change from month to month.

The Inglewood Administration also solicited input from the Inglewood PTSA board. This group of parents is elected to their positions and is stable over time. Each month the Inglewood administrative team presents progress and current challenges and solicits input. In addition to these regularly occurring activities the Inglewood Administration sought feedback on the final CIP from the PTSA board.

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

The Inglewood administrative team spoke about our process at community meetings. Engaging our community in our CIP process is an area of growth for our team.