

Continuous Improvement Process Plan

International Community School

11133 NE 65th ST
Kirkland, 98033

425-936-2380

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

2016 - 2017



Dr. Greg Moncada
Lake Washington School District
2016 - 2017

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DESCRIPTION OF SCHOOL

The International Community School (ICS) is a Choice public 6 – 12 school originating out of community action where parents and educators came together in 1997 to create and support a small, academically rigorous secondary education program, focusing on international/global awareness. The district's choice school system requires that parents enroll their child into a lottery for access to between 65 to 75 seats in grade 6—the first year of the ICS program. The total number of students is capped at 440 annually.

As part of the revised ICS Mission, The International Community School provides a “classical education with global application.” ICS consistently develops students with very high academic achievement and has been considered a Washington outstanding school for the last seven consecutive years. Almost 100% of our students attend a four-year university.

The demographics of ICS are 45.2% Asian, 44% white and the remaining representing well over 24 countries. For more information, please view the ICS Profile on the welcome page of the ICS website.

The Middle and High school are linked in a seamless unique curriculum known as “The Block”. Block courses are required for each year and include Humanities, International Studies and Art. Other required courses are Spanish (at least 4 years), Science and Math. Electives include AP Computer Science, AP Biology, AP Environmental Sciences, AP Physics, AP Art, AP Spanish, AP US History and AP Calculus, Biotechnology, Anatomy & Physiology, Business Law, Criminal Justice and Advertising.

As a community-based school there is an enduring focus of high levels of parent involvement and each family is required to provide up to 30 hours of volunteer time toward the school. Parents are consistently engaged to participate in numerous school events, principal chats, PTSA and when possible, school committees and clubs.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	District Baseline Performance	District Current Performance 2015-16	District Target Performance 2018
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% <i>2012</i>	88%	92%
	% of 10 th graders accumulating 12.0 credits	74% <i>2012</i>	81%	90%
	% of 11 th graders meeting or exceeding state standards in Literacy		90.7%	97%
	% of 11 th graders meeting or exceeding state standards in Math*		95.3%	87%
	% of 10 th graders meeting or exceeding state standards in Biology	79% <i>2012</i>	87.0%	90%
High School Students Graduating Future Ready	% on-time graduation rate	89% <i>class of 2013</i>	91.0%	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	91% <i>2014</i>	85.2%	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2014</i>	88% <i>class of 2018</i>

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.**
- **Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.**
- **Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (http://reportcardospi.k12.wa.us).**
- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
- **Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.**
- **Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)**

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
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	92%	93%	≥95%				
	% of 10 th graders accumulating 12.0 credits	93%	95%	≥95%				
	% of 11 th graders meeting or exceeding state standards in Literacy	23.4%	≥95%	≥95%				
	% of 11 th graders meeting or exceeding state standards in Math*	97.9%	100%	100%				
	% of 10 th graders meeting or exceeding state standards in Biology	≥95%	≥95%	≥95%				
High School Students Graduating Future Ready	% graduation rate	97.5%	95.7%	99%				
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	84.1%	88.7%	90%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	90-94% <i>class of 2013</i>	90-94% <i>class of 2014</i>	90-94% <i>class of 2015</i>				

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data

	Goal	Achievement
Literacy:	100% to 100% on track	100% on track
Math:	100% to 100% on track	100% on track
Science:	100% to 100% on track	100% on track
Achievement Gap:	12% NC to 6% NC	8% received NC
On-Track Credits:	97.5% to 100%	98% are on track.
College and Career Readiness:	88.7% to 95%	95% are on track.
School Effectiveness:	100% to 100% on track	100% on track
Attendance and Discipline:	0% to 0%	2% Out of School suspensions.

Narrative Reflection:

Narrative Reflection	
Process:	Teachers and staff were presented with their respective student data for reading, writing and mathematics. Using these data, teachers were asked to identify areas of concern or areas of growth for their students. This process helped the teachers to identify areas to consider for the 8.1 goal. These goals, once completed were then considered for the CIP Goal and relevant targets and goals were developed for the CIP. Teachers and staff with relevant CIP goals were given the opportunity to discuss the schools 2015 – 2016 CIP Goals during the end of last year. On the basis of this discussion, teachers were asked to consider how the CIP goal would change for next year based on their related 8.1 goal results or actions this year.
Literacy:	Last year’s goal was based on data that suggested topic sentence writing needed improvement. To help the students, the teachers identified improving their students’ ability to make topic sentences from a paragraph of their writing. Standards were identified and assessed. The focus last year was to improve the number of ELA SBA students in grade 6 students achieving a 2 or ‘approaching standard’ to a 4 or meeting standard. Through the use of our focus on topic sentence

	<p>writing the students were able to achieve our goal of 58 or 61 students or 95% were able to meet standard. We also recognized that this goal was limited in scope and we have begun to use a wider range of data sources to determine how to help more students ‘at standard’ to progress to ‘meet or exceeding standard.</p>
Math:	<p>Our goal was about how to improve our students’ scores on the grade 8 end of course exam. While our students were scoring at a very high level (>95%), we believed their mastery would be further improved by using the new technology standards and specifically electronic graphing software. Through new teaching strategies that incorporated electronic data collection and graph making, our students were able to demonstrate gains their ability to make other graphs in math. We saw real growth in their ability to manipulate data. The student test results confirm (>95% at or exceed standard); however, we also learned that we need to continue studying their ability to use ‘parent functions’ to move graphic items around an x-y plot.</p>
Science:	<p>The science goal was designed to improve our Grade 7 students’ ability to answer questions on the Biology EOC. We used the new technology standards to help students use data to make graphs and to then use the graphs to make conclusions about their hypothesis statement—all essential skills for a successful Biology EOC exam. Within our classes, we did see growth. Mid-way through the year, we were told by OSPI that we were not allowed to offer the grade 10 End of Course exam to our 7th grade students. Thus, we no longer have data to confirm our growth from an external source. Looking ahead, our students will take the Next Generations Science Standards Exam in their 10th Grade year, or in 2019.</p>
Achievement Gap:	<p>Our Achievement Gap goal attempted to reduce the number of students earning a No Credit (NC) at the end of the year. Earning an ‘NC’ requires that the students retake the class either in the summer or repeat the class at ICS the following year. We did not achieve our goal of helping all students improve their NC grade to a passing grade and 4% of all of our students earned an NC. This was lower than it had been in the past so improvement was made. As we reflected, we realized that there are many reasons for earning an NC and that our strategies were effective for some but not all students. One strategy we did not state though has proven effective was to clarify our NC criteria as a faculty and have an improved means of sharing this information with our students and parents. Looking ahead, we believe our early detection of students nearing an NC and our letters home to parents will continue to help us decrease the numbers of NCs.</p>

On-Track Credits:	Our On-Track Credit goal for the year was designed to insure that our grade 9 students who had lost credit due to having earned an NC recovered the credit by taking either an online course, summer school class or assessment at the beginning of the school year. This goal was met and all of the students were able to continue into their 10 th Grade year with a full year of Grade 9 credit. We focused a lot on what retention means and were able to better clarify our retention practices for each department. The early warning system we have in place will help us improve intervening in a timely manner. Together we hope for this to further reduce our NC students.
College and Career Readiness:	This goal was aimed at making sure all of our students in Grade 9 and Grade 10 were enrolled and completing all of their tasks for the Career Cruising program. Using designated homerooms and counselor, we were able to achieve our goal of 100% completion. We also had an Advanced Placement goal that required 100% of our Grade 10 students take an AP course in Grade 11. Last year 98% of our students were able to do this, so not the full 100%. This was due to a request that some AP Biology students shift from an AP Course to Biology regular. Students had different academic and non-academic reasons for moving out of AP Biology and some were not in the teachers control or were effected by our strategies to keep them in the course. Looking ahead, we felt that it was important to take an AP course to prepare for college, though not necessarily in Grade 11. ICS has multiple AP opportunities in grade 11 and 12 and by shifting to a goal that would measure how many students take AP courses in grades 11 & 12 would more accurately measure our efforts.
School Effectiveness:	This goal focused on improving the knowledge and use of different instructional strategies in the classroom. This was to be accomplished by providing research on instructional strategies to the teachers in various meeting configuration and to receive training on how to use the new Smarter Balanced data. New instructional strategies included learning to use collaborative rubrics and grading student work together, thereby ‘calibrating’ each teachers sense of what a 4, 3, 2 and 1 would equal. Teachers also were trained and practiced using SBA data to inform instruction, 8.1 goals and for identifying which standards our students needed the most help with. All 8.1 goals were based on some form of external standard assessment, such as the SBA or EOC. Not all teachers used a collaborative rubric format, however. Looking ahead, further attention must be centered on different collaborative formats that include, but are not limited to different standards, specific, targeted learning issues not easily represented on a rubric and the kind of delivery of the learning being focused on. This will allow teachers to identify areas of weakness based on data, locate the most specific standard to be assessed and then make changes in the

	delivery of the information to insure improved results on follow-on assessments.
Attendance and Discipline	While every effort was made to prevent out of school suspensions, some incidents required 2-day out of school suspensions. We remain focused on early prevention of issues and have continued to engage our students in the Safe Schools Ambassador program, Student Teaching and Mentoring Program, and numerous homeroom/camp/student summit sessions devoted to developing coping skills for social, emotional and physical health. To mitigate stress related to academic and social pressures, ICS/District has continued to provide our students with a private counselor from Youth Eastside Services (YES). Taken together we have been able to mitigate more serious concerns related to stress, social adjustment and disciplinary concerns.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

SMART Goals	
Literacy:	<p>In the previous year, the Humanities department had been working on improving topic sentence writing. As noted in the reflection, further work and more and different data was needed to improve this challenging goal. This year, the goals has expanded in an interesting and collaborative way. While improvement is needed in ELA, a similar pattern of weakness was found in the conclusion writing of science labs. Recognizing this pattern, the Humanities and science department researched their standards and found that the CCSS and the NGSS standards had similar expectations for conclusion writing. Look for more on the science goal below in the science goal section. The standards identified for Humanities require that students write a conclusion from the body of a student essay. This requires critical thinking skills along with the ability to synthesize insights for their reader. Likewise, for our middle school levels writing a conclusion sentence is a sufficient challenge. For our grade 11 students, the expectations are significant and very specific skills are needed to draw conclusions effectively. Recognizing the multi-grade level challenge, a rubric for each level was developed. Elements of the same rubric were developed along with the science department. Both departments intend to use similar elements and it is believed that the consistent implementation of these standards and rubric across content areas will strengthen student conclusion writing.</p> <p>On the basis of our review of data from the 2016 SBA ELA data, relative weaknesses in the following targets were observed:</p> <ul style="list-style-type: none"> • (Literary Text) Key Details: Given an inference or conclusion use explicit details and implicit information from the text to support the inference or conclusion provided. • Use Evidence: Cite evidence to support arguments, ideas, or analyses. • (Literary Text): Central Ideas: Determine a theme or central idea from evidence in the text or provide an objective summary of the text. <p>Goal: 20% of students presently ‘at standard’ will improve to ‘exceed standard’ according to the conclusions rubric, as compared to our baseline data.</p>
Math:	<p>This goal seeks to make learning growth gains on student knowledge of parent functions as they change through the years of instruction. Parent functions are the rules that govern how coordinates are identified and manipulated on a graph. In grade seven, y-intercept coordinates are introduced and students are taught how to change</p>

these variable by using the parent equation of $y=mx + b$. As students' progress in math, the consistent use of these graphing skills becomes more elaborate and their application becomes more complex. By Grade 11, students are applying the same rules that govern graphing coordinates though may use trigonometric functions to rotate the graph. The teachers of math in grades 6, 7, 8 and 11 identified a persistent pattern of weakness among their students. Upon further investigation, they determined that the same standards needed improved emphasis and consistent delivery through the course curriculum.

In this research, the teachers will measure each student's ability at the beginning of the school year on parent functions. They intend to improve learning by using activities designed to help students learn the general patterns for parent function transformations. Currently 11% of the 6, 7, 8, and 11 graders are on average "at standard" related to their grade level and 88% exceed standard. They expect that 5% of those at 'meeting standard' level will improve to 'exceed standard' as a result of their intervention.

This will be accomplished by assessing student knowledge using assessments that measures parent function understanding not fewer than three times this year and providing additional support, such as but not limited to, assessment of student work using similar assessment formats, sharing classroom methods that improve parent function knowledge, classroom visits to other teacher's classrooms to observe instruction and collective data gathering on their progress. This work will be done over the course of the 2016 – 2017 school year during their PGE sessions. While in school results will be used to determine growth 2017-2018 SBAC data will confirm the teacher's efforts.

Goal: During the 2016 – 2017 school year the principal will meet with the teachers during their PGE meetings to guide their effort, provide further data support, arrange peer visits, insure that their assessments are shared and discussed, provide any training deemed necessary and IA classroom support to insure that teachers have the time to work with students to insure growth.

Science:

As referenced in the literacy goal, the Science department identified a similar relative weakness in their student's ability to effectively draw conclusions from evidence generated in science labs. Much of the skill for drawing conclusions are similar to those of the very same ELA standards recognized as a relative weakness in the ELA SBA data. Working collaboratively with the Humanities department, the science department developed a similar, shared rubric for conclusion writing tailored to meet the specific expectations for lab conclusions. On the

	<p>basis of our review of data from the 2016 SBA ELA data, relative weaknesses in the following targets were observed:</p> <ul style="list-style-type: none">• (Literary Text) Key Details: Given an inference or conclusion use explicit details and implicit information from the text to support the inference or conclusion provided.• Use Evidence: Cite evidence to support arguments, ideas, or analyses.• (Literary Text): Central Ideas: Determine a theme or central idea from evidence in the text or provide an objective summary of the text. <p>Goal: 20% of students presently ‘at standard’ will improve to ‘exceed standard’ according to the conclusions rubric, as compared to our baseline data.</p>
Achievement Gap	<p>We have analyzed all SBA ELA, Math, Biology EOC and Algebra EOC data and have found that we have no significant achievement gap related ethnicity or gender. As such, our focus this year will be to continue our effort to provide sufficient support for students earning an NC grade during their first and second semester. We have made good progress on our efforts to clarify paths forward for our NC students by documenting the choices each department provides in the event of student earns an NC. Additional supports are in place and it is our expectation that we will reduce the numbers of NCs for our students and that we can help them recover credit as quickly as possible.</p> <p>Goal: during the 2016 – 2017 school year, we will reduce the number of NCs from 8% to 6 %.</p>
On-Track Credits:	<p>Our On-Track credits data shows that we are at greater than 95% for students who are on track for graduation. Our areas for celebration are in that all our seniors are currently on-track or working on a plan of action to be on track to graduate on time.</p> <p>The areas of our On-Track data that require further attention would be with students who are our students presently in need of credit recovery in 9th and 10th grade, where many of our NCs cause lack of credit to accumulate. Also having not enough non-online, non-summer school options for credit retrieval requires further attention and focus. We must also actively promote the completion of our online health credit for 9th and 10th graders.</p> <p>Goal: for the 2016 – 2017 school year, we will increase the number of credit retrieval options for our high school students from the existing options to at least two more options to include but not be limited to earning full credit once lost standards are mastered or improved access to the credit recovery teacher.</p>

College and Career Readiness	<p>Our overall college and career readiness data will show that greater than 95% of our required 8th, 9th, and 10th grade students are currently on track to meet their High school and Beyond Plan requirements.</p> <p>Our area for celebration is that we have smoothly transitioned from our previous college and career readiness plan to the Career Cruising program and that all current required grade levels utilizing it are on track to complete their requirements.</p> <p>Being able to provide course planning through Career Cruising requires further attention and focus.</p> <p>Goal: ICS will begin implementing the course planning modules through Career Cruising this year and more than 50% of our present 10th graders will complete these tasks.</p>
School Effectiveness:	<p>After studying the faculty K-12 Insight data from the spring of 2016 we determined that we needed to find more time in the LEAP schedule dedicated to collaborative curriculum planning. The intent of this time will be to insure that faculty are working closely to insure the ongoing integration of the ‘Block’ curriculum and to manage the timely distribution of student projects, assessments and in-school work.</p> <p>Goal: During the 2106 – 2017, 50% of the designated grade level meetings will be converted to ‘Curriculum Planning and Collaboration’ time. The outcome of this time will be to increase the number of collaborative efforts by 10% more than our present baseline.</p>
Attendance:	<p>Unexcused absences are infrequent at ICS and are often related to individual students where absences are one aspect of a broader set of concerns. Because of the small numbers of this form of absence, data related to our unexcused absences are suppressed. ICS can always improve and this year ICS communicated the district rules related to unexcused absences. This was shared with the students, parents and faculty at the beginning of the year through parent meetings, messenger letters and student meetings. Bi weekly reports are maintained and monitored for unexcused absences.</p> <p>Goal: During the 2016 – 2017 school year, unexcused absences will be reduced to 4% or less of the total number of absences.</p>
Discipline:	<p>We remain focused on early prevention of issues and have continued to engage our students in the Safe Schools Ambassador program, Student Teaching and Mentoring Program (STAMP), and numerous homeroom/camp/student summit sessions devoted to developing coping skills for social, emotional and physical health. To mitigate stress related to academic and social pressures, ICS/District has continued to provide our students with a private counselor from Youth Eastside Services (YES). We have also created improved</p>

building capacity for the Safe Schools Ambassador Program by having two of our teachers trained to further train teachers. Taken together we have been able to mitigate more serious concerns related to stress, social adjustment and disciplinary concerns.

Goal: During the 2016 – 2017 school year, the ICS Safe Schools Ambassador trainers will train 2 additional ICS teachers in order to sustain and build further capacity to support the program.

Annual School Goals: Academic

Our process for determining our academic goals. During the August LEAP teachers reviewed the 2015 – 2016 CIP, SBA and EOC data. Using these data, in addition to their own anecdotal knowledge of their students' achievement, teachers identified the relevant and most persistent weaknesses among their students. Once having identified the area of weakness, they then researched the related standards of instruction. The standards reviewed were the Common Core State Standards, (CCSS), English Language Proficiency Standards, (ELPS) and the Next Generation Science Standards, (NGSS). Teachers were then asked to create Professional Growth and Evaluation 8.1 collaborative goal using this information. In this way all teachers were directly involved with a goal important to their own students. Later in the week, teachers shared their team's goal. Impressively, this led to innovative collaborations between departments. The selection of the CIP goal was based on the greatest number of students that would benefit directly from the teachers involved. Virtuously, by starting with the 8.1 goal, a requirement for all teachers, and then elevating the most extensive goals to CIP goals, we now have all teachers attempting to improve learning for all students. Progress monitoring will occur four times in the year as part of the PGE meetings scheduled. The principal will be monitoring the 8.1 collaborative goals in this year's CIP. Any support needed will be determined at these meetings. Budget support is earmarked for any additional resources required to support teacher training, consultant support or materials needed for the students.

Annual School Goals: Achievement Gap

All assessment data for the SBA, Science and Math EOC were analyzed for differences among, between or within grade level populations. Despite this careful review, no statistically significant data was found between boys, girls, or ethnicities. Our students are challenged to maintain passing grades in this very demanding academic program. At ICS, when students earn less than a C-, they earn a No Credit or "NC." Thus they lose credit for this course and it must be retaken. In our current Core 24 graduation requirement environment, this means students must retrieve this credit as soon as possible. To do so, we have identified a teacher as our credit retrieval instructor. This position is tasked with identifying the needed standards to master, monitoring their work on mastery of these standards and to inform the office of their progress. Successful completion of this recovery during the school year may prevent having to retake a full year again.

Annual School Goals: On-Track Credits

Our students are greater than 95% on track for graduation and the very small number of students not on track must be suppressed. All students, teachers and parents have been made aware of their need to earn the necessary credit and steps are being taken to insure the timely completion of the credit. We continue to review how NCs are earned and we are looking for more ‘paths forward’ for students so that they have sufficient options to complete their work on time.

Annual School Goals: College and Career Readiness

While greater than 95% of our students are in line to graduate on time, we continue to refine our projections of course offerings beyond more than one year ahead. Doing so will help us project up to four high school years of elective offerings whereby we can then utilize the Career Cruising program to help students build a four-year plan. At this juncture, many of the intricate details related to merging the existing data system to the Career Cruising program will require specialized training. This is possible and we have developed a strategy to achieve this practice.

Annual School Goals: School Effectiveness

We reviewed the 2015 – 2016 K-12 Insight data. These data suggested three areas of support in collaboration, leadership and communication. During a LEAP Wednesday, the faculty developed further details surrounding each one of these themes. On the basis of these details, a SMART goal was developed for each theme. The faculty selected the 2016 – 2017 goal on the basis that all can support and work to effect the desired outcome of the goal. To date, ICS has begun planning collaborative curriculum alignment days and we intend to improve our level of curriculum integration and collaboration moving forward. Our intent will be to more carefully align our signature block curriculum units of instruction so that improved collaboration can be achieved. This will ultimately minimize any overlaps and help teachers coordinate major projects better.

Annual School Goals: Attendance

We selected our goal on attendance this year based on the new rules related to unexcused absences. We will report these data on a bi-weekly basis to ascertain both baseline, trend and event related attendance behavior of our students and community.

Annual School Goals: Discipline

The Safe Schools Ambassador program has proved to be a very effective means to provide our students with strategies for better addressing forms of harassment and bullying. To build the program, ICS needed a means to sustain the level of engagement by the teachers. Having ICS teachers become ‘teacher trainers’ accomplishes this goal only partly and we felt we needed to hold ourselves to increasing the number of teachers to be involved. Thus our goal of adding more teachers to the program will insure that we are continuing to support the program’s long term goal of having students better handle social and academic stresses at our school.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>International Studies Goal to support the ICS Literacy Goal: The department will address these reading deficiencies by training these students to us a text marking rubric to improve their reading comprehension, their research skills and their ability to combine sources, as with document-based questions. The team modified an AVID text marking rubric to uniformly train these four classes on how to distill meaning from scholarly, non-fiction tests. The team established baseline scores for students in all these classes in September and will continue to assess the students at regular intervals throughout the school year.</p> <p>Goal: The International Studies department expects our students to be better able to be mindful, active readers. The team fully expects each student will show a 15% improvement over the sequence of assessments, as measured by our rubric.</p>
<i>Professional Learning needed</i>	Avid training if needed.
<i>Resources needed</i>	Avid rubric formats, data management support.
<i>Responsible individual or team</i>	International Studies Teacher.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	On Track Credits Strategy: We will pilot how to identify the standards that are not mastered and work with the teachers in some classes of the class that credit was lost in to provide either projects or assessments that, when completed, will demonstrate mastery in that area.
<i>Professional Learning needed</i>	Time provisioned for the original teacher to provide the project or assessment. Time for the study of the standards that are missed.
<i>Resources needed</i>	Any standards used to specify the learning expectations for this class.
<i>Responsible individual or team</i>	Credit Recovery Teacher and Original teacher.

Goal Area	Literacy
<i>Strategy to support goals</i>	CTE Strategy to support the ELA Goal: The Advertising and Anatomy teacher have joined together to develop a rubric for professional cover letter writing and resume writing. This will require that students utilize a rubric that specifies succinct statements of purpose and work philosophy. The elements of the shared rubric require that students generate concluding statements similar to those of the ELA and Science conclusion rubrics.
<i>Professional Learning needed</i>	Time for aligning the CTE rubric with the ELA & Science Rubric. Consultation with the teachers who helped develop the ELA & Science Rubrics.

<i>Resources needed</i>	Standards for the CTE classes, examples of cover letters and resumes and example rubrics from different disciplines.
<i>Responsible individual or team</i>	CTE teacher, ELA and Science teachers, Administrator.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Career Cruising and Skyward course planning. Goal: Build the expertise and knowledge for linking these two systems so that our students can generate a four-year plan.
<i>Professional Learning needed</i>	Training for the office manager and Career Cruising counselor.
<i>Resources needed</i>	Time for the trainer to provide information and practice.
<i>Responsible individual or team</i>	Principal, Office manager and Career Cruising Counselor.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

As a community school, parent involvement is expected on numerous levels. During the monthly PTSA meetings the CIP goals are shared and related to how the goals will improve their students learning at ICS. The PTSA also stages Middle School and High School specific parent events that have included college counseling, college preparedness and the psychological and physical changes of middle school students.

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

The CIP is shared with the PTSA and portions of the plan are on the school's website and during PTSA parent meetings.