



Continuous Improvement Process Plan 2018-2019

Audubon Elementary School

3045-180th Ave NE

Redmond, WA 98052

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

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I. Description of School

Audubon is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly to ensure high levels of learning. Using Common Core and District Power Standards as our guide, we manage our resources to aid each child so that all can excel.

Audubon is an award-winning school that continues a commitment to excellence by personalizing the school experience and fostering growth for every student.

Our dedicated staff works together tirelessly to support children and support each other.

Our PTSA and our active volunteers promote a strong sense of community and connectedness.

Audubon services an area bordered by Microsoft's main campus to the west and Lake Sammamish to the East.

We expect our students to be responsible, respectful, safe, and to give their best effort each day.

DEMOGRAPHICS (2017-2018)

Enrollment 596

Gender

- Female 55%
- Male 45%

Race/Ethnicity

- Asian 51%
- White 38%
- Hispanic/Latino 5%
- Two or More Races 5%
- Black/African American 1%

Special Programs

- English Language Learners 27%
- Low Income 3%
- Special Education 7%
- Section 504 2%

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	90.9%	91.5%	87.4%	85.8%			
		1 st	88.5%	91.8%	84.7%	90.0%			
		2 nd	90.1%	92.4%	86.5%	89.7%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		88.5%	88.6%	81.8%	86.2%			
	% of 3 rd graders meeting or exceeding state standards in Math		89.0%	91.1%	82.1%	91.4%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		84.0%	79.7%	82.0%	81.3%			
	% of 4 th graders meeting or exceeding state standards in Math		90.7%	89.2%	87.6%	78.9%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		88.1%	81.4%	88.0%	85.7%			
	% of 5 th graders meeting or exceeding state standards in Math		84.0%	80.0%	85.7%	82.0%			
	% of 5 th graders meeting or exceeding state standards in Science		93.6%	87.1%	90.5%	89.5%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: K-2 Reading SMART Goal: Students will move from 85.5% to 88% meeting benchmarks measured by the End of the Year administration of the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment. (272=At or Above [85.5%] , 46=below [14.5%] 318 Total)	Outcome: 88.7% of K-2 Students met EOY DIBELS benchmarks
Narrative Reflection: Kindergarten, first, and second grade teams met and reviewed last year's goals. As a group they reviewed the strategies that they focused on last year in relationship to the students' success as measured by Dynamic Indicator of Basic Early Literacy Skills (DIBELS). The team concluded that they reached their goal last year based on their classroom based instructional strategies to support student learning. The team decided that they wanted to raise their goal from last year and continue to use the classroom-based strategies as well as begin to have regular vertical articulation meetings across the grade levels to discuss strategies being used from one year to the next. The team hopes to see even more growth and improvement measured by the end of year DIBELS assessment.	
Literacy: 3-5 ELA Goal: To move from 84.4% to 88% meeting benchmarks measured by the ELA Smarter Balanced Assessment	Outcome: Remained the same with 84.4% of 3 rd thru 5 th grade students at proficient or better in ELA as measured by the SBA
Narrative Reflection: Third, Fourth, and Fifth grade teachers reviewed and analyzed the student success on the ELA Smart Balanced Assessment in relation to last year's goal. The team did not reach their goal last year. During the team reflection, they agreed that they did not consistently practice, across all grade levels, the testing procedure and format to support student learning of differentiating between narrative, opinion, and informational writing. The team plans on using vertical articulation meetings to discuss how they will intentionally provide opportunities for students to better understand and differentiate these writing pieces. The team agreed that with these new strategies in place, they wanted to keep their goal the same as last year.	
Math: 3-5 Math Goal: To move from 85% to 88% meeting benchmarks measured by the Math Smarter Balanced Assessment (SBA).	Outcome: Remained the same with 84.5% of 3 rd thru 5 th grade students at proficient or better in Math as measured by the SBA. 92% of 3 rd grade student met proficiency.
Narrative Reflection:	

Third, Fourth, and Fifth grade teachers reviewed and analyzed the student success on the Math Smart Balanced Assessment in relation to last year's goal. The team did not reach their goal last year. During the team reflection, they agreed that they did not provide opportunities for students in which questions build on top of each other nor did they spend enough time teaching students how to explain their answers and their mathematical thinking. The team plans on using vertical articulation meetings to discuss how they will intentionally provide opportunities for students to better understand questions that build upon each other as well as explaining their answers and mathematical thinking. The team agreed that with these new strategies in place, they wanted to keep their goal the same as last year.

Science: 5th Science Goal:
To move from 90.5% to 92% meeting benchmarks measured by State Science Assessment.

Outcome:
Remained the same with 89.6% of students in 5th grade meeting proficiency in Science as measured by the WCAS (New test).

Narrative Reflection:
The fifth-grade team reviewed and analyzed last year's State Science assessment data in comparison to their goal from last year. The team did not reach their goal last year. During the team reflection, they noted that they need to provide more opportunities for students to identify systems and sub-systems. The team also noted that with the new Next Generation Science Standards coming in and a new science test being implemented this year, they wanted to keep their goal the same to be able to have a new baseline from the new state assessment for next year.

Achievement Gap Goal:
Focus: Hispanic/Latino Students' State Assessment Performance
DIBELS: To move from 63.6% (7 of 11) to 82% (9 of 11) of 1st and 2nd grade Hispanic/Latino students at benchmark as measured by the EOY DIBELS Results

SBA ELA and SBA Math: To move currently enrolled Hispanic/Latino 4th and 5th grade students who did not meet standard (Level 3) by one performance level as measured by the ELA and Math SBA. This represents 6 out of 10 students currently enrolled who took the ELA 2017 exam.

Outcome:
9 out of 11 (82%) of 1st or 2nd grade Hispanic/Latino children met or exceeded standard on the DIBELS Next assessment.

10 out of 12 (83%) of 3rd thru 5th grade Hispanic/Latino children met or exceeded standard on the ELA portion of the SBA.

8 out of 12 (66%) of 3rd thru 5th grade Hispanic/Latino children met or exceeded standard on the Math portion of the SBA. 3 students who did not meet level 3, moved up by one performance level.

Narrative Reflection:
We met our goal for this year with most of our students scoring 'Above Benchmark'. Of the seven students who met standard, all scored 'Above Benchmark'. The two students who did not meet standard scored 'Well Below Benchmark'. Both are part of our four-week cycle and both are receiving support through special services.

SBA data suggests less confidence in Math with only 66% of students meeting or exceeding standard.

<p>School Effectiveness Goal: Focus 1: Building Trust School Effectiveness Survey Questions: 26, 29, 45, 59 Q.26 To have no responses of ‘Don’t Agree At All’ and to increase ‘Agree Mostly/Completely’ from 51.7% to over 80% Q.29 To increase ‘Agree Mostly/Completely’ from 87% to 100% Q.59 To have no responses of ‘Don’t Agree At All’ and to increase ‘Agree Mostly/Completely’ from 74% to over 90%</p> <p>Focus 2: Improving Feedback Quality and Opportunities School Effectiveness Survey Questions: 44, 47 Q.44 To have no responses of ‘Don’t Agree At All’ and to increase ‘Agree Mostly/Completely’ from 64% to over 80% Q.47 To have no responses of ‘Don’t Agree At All’ and to increase ‘Agree Mostly/Completely’ from 64% to over 80%</p> <p>Focus 3: Communication and Accountability School Effectiveness Survey Questions: 25, 27, 45 Q.25 To increase ‘Agree Mostly/Completely’ from 84% to over 90% Q.45 To have no responses of ‘Don’t Agree At All’</p>	<p>Outcome: Q. 26 ‘The staff works in teams across grade levels to help increase student learning’. Results: 98% Agree Completely or Mostly</p> <p>Q. 29 ‘Staff members trust one another’ Results 93% Agree Completely or Mostly</p> <p>Q. 45 ‘High quality work is expected of all the adults who work at the school’ Results: 85% Agree Completely or Mostly</p> <p>Q. 59 ‘The staff feels free to express their ideas and opinions to one another’ Results: 95% Agree Completely or Mostly</p> <p>Q. 44 ‘Teachers provide feedback to each other to help improve instructional practices’ Results: 78% Agree Completely or Mostly One staff member responded “Don’t agree at all”</p> <p>Q. 47 ‘Staff members get help in the areas they need to improve’ Results: 85% Agree Completely or Mostly There were no responses of ‘Don’t Agree At All’</p> <p>Q. 25 ‘Staff members work together to solve problems related to school issues’ Results: 88% Agree Completely or Mostly</p> <p>Q. 27 ‘Staff routinely work together to plan what will be taught’ Results: 96% Agree Completely or Mostly</p> <p>Q. 45 ‘High quality work is expected of all the adults who work at the school’ Results: 85% Agree Completely or Mostly Q.45 To have no responses of ‘Don’t Agree At All’</p>
<p>Narrative Reflection: The Building Culture team met and reflected on last year’s goal and the nine characteristics survey to determine its success. The team agreed that the data did support growth in many of the focus areas from last year. However, during the discussion it was agreed that one of our focus areas from last year, Communication and accountability, was an area that we wanted to continue to see growth. We had new staff</p>	

members coming on board and new grade level teams working together and felt that this should continue to be the focus for this school year to continue to see growth.

Attendance Goal:
To improve attendance for 'at-risk' students identified as having 10% or more absences OR 10% or more tardies OR a combination of tardies and absences that exceeds 10% of affected school days exclusive of students who are gone due to extended travel or verified medical/sick reasons. With individualized plans for each targeted student, we would expect to improve attendance by reducing attendance concerns to below 10% of affected days.

Outcome:
The number of students having significant attendance concerns (excluding extended, planned absences) has dropped from 7 to 4 students.

Narrative Reflection:
As this is not a significant problem at Audubon, the number of students we need to address will fluctuate dramatically if we try to quantify it using overall percentages. Fortunately, we can address attendance needs on a case-by-case basis (less than five students in the school).

Extended planned absences are beyond our control and we have developed a common plan to provide parents with sufficient resources to support their child during the time they are away for more than one week.

Discipline Goal:
Focus: Students' Personal Responsibility and Self-Control
Indicators: Behavior Communication Slips, Praise Notes

To improve student behavior in the areas of personal responsibility and self-control tracked through behavior communication slips (reduction by 25%) and praise notes (increase by 25%).

(18-19 Goal) Reduce the total number of Behavior communication slips in large group common areas from 173 by 10%. These areas include hallway, lunchroom, bathrooms, playground, and morning line ups. 173 were in common areas.

Outcome:
Total number of behavior communications building wide last year was 236, down from 484 the previous year. This was a drop of 51%.

Praise notes increased by over 25% because of focus placed on them by lunch and recess supervision. Praise notes drawing happened during student lunch which increased interest in praise notes use.

Narrative Reflection:

The Behavior Committee met and discussed our goal from last year and the behavior communication slips data. The team agreed that we demonstrated growth towards our goal. During the reflection discussion, it was noticed that in common areas where there are large groups of students, we noticed a higher rate of behavior communication slips. The team agreed that we wanted to see a reduction in large group common areas of behavior communication slips.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process: Parents were involved in the CIP process on an informational level with the CIP process and goals shared at a principal talk with parents. As this is an optional opportunity, only about ten parents were involved in the question-answer session.

Reflection on Outcome:

Our goals for 2018-2019 are reflective of a lack of active parent participation in the CIP process that might influence our yearly goals. Even with a question-answer session, the affect on our goals was minimal at best. Our intent in 2018-2019 is to formalize parent participation in the process. This would be so much easier to do if we had a three or five-year plan rather than a year-to-year document.

2017-18 Strategies to inform parents, families and the community in the CIP process: PTSA Website, Coffee with the Principal, Message Center

Reflection on Outcome: The PTSA website has turned into the most used resource for parents about what is going on at school including the Continuous Improvement Plan. They also have a new Facebook site as well. Using this forum to get information out to the Audubon community is invaluable.

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

2018-2019 SMART Goals, Strategies and Resources
<p>Literacy: K-2 Reading SMART Goal: K-2 Reading SMART Goal: Students will move from <u>85.5% to 88%</u> meeting benchmarks measured by the End of the Year administration of the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) assessment. (272=At or Above [85.5%] , 46=below [14.5%] 318 Total)</p>
<p>Process used to determine goal: Analyze and evaluate K-2 DIBELS Scores (BOY)</p> <p>Responsible individual or team:</p> <ul style="list-style-type: none"> • Kindergarten thru 2nd grade classroom teachers <p>Strategy/ies that will be implemented to support goal:</p> <ul style="list-style-type: none"> • Stretch and shrink for sounds • Touch and slide phonemes • Context clue reading passages • Read Naturally/Zoo Fluency • Words their way • Headsprout • RazKids <p>How challenge and rigor will be ensured for all students:</p> <ul style="list-style-type: none"> • Leveled reading passages • Book Club <p>How necessary interventions will be determined:</p> <ul style="list-style-type: none"> • Progress monitoring • DIBELS benchmarks • Classroom specific progress monitoring <p>Any professional learning needed:</p> <ul style="list-style-type: none"> • Continuation of Equity training (CRT) • Training on Read Naturally, Headsprout <p>Any resources needed and plans to obtain them:</p> <ul style="list-style-type: none"> • Wonders • Read Naturally/ Zoo Fluency • Words their way • Headsprout • Razkids <p>Timelines and Progress Monitoring Plans:</p> <ul style="list-style-type: none"> • Periodic checks • (MOY) DIBELS
<p>Literacy: 3-5 ELA SMART Goal: To move from 85% to 88% meeting benchmarks measured by the ELA Smarter Balanced Assessment (SBA).</p>
<p>Process used to determine goal:</p>

- Looking at our previous goal and the data and having a growth mindset.

Responsible individual or team:

- 3rd thru 5th Grade Classroom Teachers

Strategy/ies that will be implemented to support goal:

Reading - inferencing; citing relevant text evidence; plagiarism vs. paraphrasing; vocabulary

more modeling of inferencing, text evidence gathering and write-up. (Culturally, Indian kids copy from the board and don't necessarily have a lot of exposure to inferencing. Therefore, they may not know what we're looking for. We can't assume they know the language and practice of inferencing.)

Writing - PGE goals around writing for grades 3-5; write logical inferences, prove using text; being able to read informational text and respond with a narrative piece; more fast drafts so they get more comfortable putting thoughts on paper; have visual reference for modeling (posters, OneNote, etc.) Lots of practice with flexible thinking (ex: different styles of pre-write graphic organizers). Specifically target creativity, as that is a perceived weakness. Model it. Then head into writing.

How challenge and rigor will be ensured for all students:

- Differentiating; small groups; constructive feedback; rubrics; formative check-ins

How necessary interventions will be determined:

- Based on pre-assessments, on demand feedback and ongoing check-ins

Any professional learning needed:

- Training for teachers to find and print the data for the Power BI website.
- How do we access additional SBA data for specific strands in reading and writing.

Any resources needed and plans to obtain them:

- Staff professional development; help

Timelines and Progress Monitoring Plans:

- Through PGE - 3rd (Informational), 4th (Elaboration with Informational), and 5th (Elaboration with Narrative) are all using Writing as a PGE goal

Math: 3-5 Math SMART Goal:

To move from 85% to 88% meeting benchmarks measured by the Math Smarter Balanced Assessment (SBA).

Process used to determine goal:

- Looked at what 88% looks like numerically
- Looked at incoming third graders
- Looked at "watch" students who have left Audubon

Responsible individual or team:

- 3rd thru 5th Grade Classroom Teachers

Strategy/ies that will be implemented to support goal:

- Math rotations
- Small groups
- Quick Checks
- Independent strategies
- ELL targeted vocabulary for math

How challenge and rigor will be ensured for all students:

- Pre-assessments for each topic
- Open up the level 4 question on the end of topic assessment
- Critical thinking questions where they explain how they solved it

- Math talk

How necessary interventions will be determined:

- Pre-test, post-test and quick checks
- Informal observations
- Observations

Targeted group for small groups

Any professional learning needed:

- Dreambox
- Learning Walks
- SBA training for the interim test

Any resources needed and plans to obtain them:

- Mathematical Mindset by Jo Boaler
- SBA training for the interim test

Timelines and Progress Monitoring Plans:

- By May 2019
- Topic tests

Science: 5 Science SMART Goal:

To move from 90.5% to 92% meeting benchmarks measured by WCAS State Science Assessment.

Process used to determine goal:

The WCAS is a new test based on the Next Generation Science Standards (NGSS) and therefore last year's data (Spring 2018) provides baseline data for comparison.

Responsible individual or team:

5th Grade Classroom Teachers, Science Lead, Bldg. Administrator.

Strategy/ies that will be implemented to support goal:

- Use content specific vocabulary (for systems) when conducting hands on investigations
- Identify systems, their parts, and variables when working with visual or hands on models for each unit
- Graphic organizers that include input/outputs and how energy is transferred within a system
- Use "system" as it is used in Next Generation Science Standards (Crosscutting Concept #4: system and system models)

How challenge and rigor will be ensured for all students:

- Comparing experiment data and write ups through the units.

How necessary interventions will be determined:

- Team discussions based on student performance on common assessments.

Any professional learning needed:

- NGSS trainings

Any resources needed and plans to obtain them:

- Power BI training with admin to break down Science State Assessment data

Timelines and Progress Monitoring Plans:

- Unit tests

Achievement Gap SMART Goal:

Academic tracking of common performance data for Hispanic/Latino students to include report card data (Literacy/Math), state assessment data (ELA/Math), Basic early learning skills assessment (DIBELS) and other performance indicators as determined by the Achievement Gap subcommittee. Adding of students not reaching standard to 4-week cycle review.

DIBELS Performance Goal: To move from 64% (7 of 11) to 91% (10 of 11) of 1st and 2nd grade Hispanic/Latino students at benchmark as measured by the EOY administration of the DIBELS assessment.

SBA Performance Goal: To move currently enrolled Hispanic/Latino 4th and 5th grade students who did not meet standard (Level 3) up one performance level as measured by the Math SBA. (3 of 9 students)

Process used to determine goal:

Needs assessment--In our district, our learning community and our school, the performance of students who identify as Hispanic/Latino has lagged behind other ethnic/racial groups. In the past, grade level data did not report this disparity because of a limited number of students in each grade level. Now, by bundling all Hispanic/Latino students, the lagging performance is evident. In 2017-2018, an Achievement Gap Committee was convened to identify goals and provide common strategies across grade levels to address the issue.

Responsible individual or team:

- Equity/Achievement Gap Committee

Strategy/ies that will be implemented to support goal:

- Identification of students
- Tracking of past performance-Report Cards, Common Assessments
- Targeted instruction (phonemic awareness?)
- Tracking of future performance through common measures
- Support through SIOP and Culturally Responsive Teaching

How challenge and rigor will be ensured for all students:

- Four-week cycle
- Goal implies a need for challenge and rigor for students, particularly Hispanic/Latino students who are lagging behind other cultural/ethnic groups across the state and district.

How necessary interventions will be determined:

- Looking at the achievement gap is a question of suitable, incremental challenge and rigor for our under-performing children.

Any professional learning needed:

- SIOP
- CRT
- Individual Learning Plans

Any resources needed and plans to obtain them:

- SIOP Training Materials and Staff Development
- CRT Training Materials and Staff Development

Timelines and Progress Monitoring Plans:

- The Equity/Achievement Gap Committee will convene three times during the school year to progress monitor and track growth towards goal.

School Effectiveness SMART Goal:

Increase Communication and Accountability as measured by our School Effectiveness Survey Questions: 25, 45.

Q.25 'Staff members work together to solve problems related to school issues'

- To increase 'Agree Mostly/Completely' from XX% to over XX%

Q.45 'High quality work is expected of all adults who work at the school'

- To have no responses of 'Don't Agree At All'

Process used to determine goal:

Building Culture Committee met in August and did a review of our goals from last year, the data to determine its success as measured by our 9 characteristics survey, and what items we wanted to keep or refresh for the new school year. The team reported that the professional learning involved around Fierce Conversations was an area that we wanted to continue to explore as a staff and tie this learning in with our new learning around Culturally Responsive Teaching, or CRT. Specifically, our communication and accountability practices.

Responsible individual or team:

- Building Culture Committee

Strategy/ies that will be implemented to support goal:

- Fierce Conversations reminders and strategies during staff meetings
- Reflections from staff about how those conversations go
- CRT professional development as a staff.
- Communication assumptions and expectations

How challenge and rigor will be ensured for all students: N/A

How necessary interventions will be determined:

- Using the 9 Characteristics survey to compare dipstick data during the year to last year's end results for focusing on communication and accountability practices.

Any professional learning needed:

- Fierce Conversations models
- CRT

Any resources needed and plans to obtain them:

- Current resources (Fierce, CRT)
- CRT book as a foundation for work of the school year, books ordered and provided to staff.

Timelines and Progress Monitoring Plans:

- Survey Staff Quarterly to evaluate our progress and adjust our strategies as necessary.

Attendance SMART Goal:

To improve attendance for 'at-risk' students identified as having 10% or more absences OR 10% or more tardies OR a combination of tardies and absences that exceeds 10% of affected school days exclusive of students who are gone due to extended travel or verified medical/sick reasons. With individualized plans for each targeted student, we would expect to improve attendance by reducing attendance concerns to below 10% of affected days.

Excluding extended family vacation or extended illness, we will identify all students having difficulty with absences or tardies establishing an individual plan for support based upon its impact on learning.

Process used to determine goal:

Data is proved by Skyward through our Student Registrar. First, we need to validate that our attendance concerns are not widespread. This has been confirmed through the data. Principal and Counselor are provided with data for students who have 10 or more absences during the first two months of the 2018-2019 school year. We removed 11 students from the list who were registered as 'absent' even though they attended Pull-Out Quest at another school.

We categorized our students into three groups: 1. Absence due to Vacation, 2. Absence due to Illness, and 3. Combination of #1 and #2

Of the 63 students, 40 students were absent due to Vacation/Travel/Visa, 6 students were absent due to confirmed Illness/Medical Appointments, and 17 students were absent due to a combination of reasons.

The students that we are specifically following up on/targeting for support are narrowed down to 13 students with 6 students already designated as having attendance concerns.

Responsible individual or team:

- Building Administration and Counselor with support from Health Room Secretary

Strategy/ies that will be implemented to support goal:

- Counselor contact
- Use of McKinney-Vento resources
- For one family (two students), use of Becca resources
- Ongoing attendance tracking
- Incentives to students (plan)

How challenge and rigor will be ensured for all students: N/A

How necessary interventions will be determined:

- Interventions will be determined on a case-by-case basis with regular communication and conversation between Student Registrar, Building Administration and Counselor

Any professional learning needed:

- Staff identification of McKinney-Vento candidates--what to look for and how to report it properly
- Community Resources--What is available and how to access
- Becca Laws and Resources

Any resources needed and plans to obtain them:

- Becca Coordinator
- McKinney-Vento Coordinator
- Wrap-Around Services (Ask M. Gillingham)

Timelines and Progress Monitoring Plans:

- Monthly review of attendance data

Discipline SMART Goal:

Reduce the number of Behavior communication slips in large group common areas from 173 by 10% (less than 156). These areas include hallway, lunchroom, bathrooms, playground, and morning line ups.

Process used to determine goal:

Behavior Committee met in August with representation from Kindergarten, 1st, 2nd, and 3rd grade teachers present on committee. We reviewed previous years goal and data supporting that goal and discussed areas for improvement within the data. Data suggested that we had an opportunity to address expectations in common areas. Much of the data showed that common areas with large groups of students increased behavior communications.

Responsible individual or team:

- Behavior Expectations Committee with support from Health Room Secretary and Counselor

Strategy/ies that will be implemented to support goal:

- Simplify expectations
- 4-5 specific expectations based on specific areas in the building: Hallway, Lunchrooms, Bathrooms, Playground, Morning LineUps
- Posters placed around areas with expectations visible for students.
- Continue tracking location of behavior communication slips.

How challenge and rigor will be ensured for all students:

- Explicitly teaching common area expectations to all students.

How necessary interventions will be determined:

- Collectively look at data to determine if a school wide, grade level wide, classroom, or individual intervention is necessary to support student learning of common area behavior expectations.

Any professional learning needed:

- Staff meeting introduction to the common area expectations, their origins, and purpose.

Any resources needed and plans to obtain them:

- Large posters for the common areas visible for students to refer to. Work with Office Manager to order posters from printing department.

Timelines and Progress Monitoring Plans:

- Have Posters design made by December.
- Ordered and ready for putting up around the school house by end of December.
- Monitor and track data from January - March

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

2018-19 Strategies to involve parents, families and the community in the CIP process:
The PTSA is convening a small group to review the CIP with school personnel.

Timelines and Progress Monitoring Plans:

First Meeting: January 2019

Subsequent Meetings: May/June 2019; Sept./Oct. 2019, Dec. 2019

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

- Use of the PTSA Website
- Coffee with the Principal
- PTSA General Meetings Report

Timelines and Progress Monitoring Plans:

- CIP Posted Dec. 2018
- Coffee with the Principal: Jan. 2019, Apr. 2019, Sept. 2019, Dec. 2019
- PTSA General Meetings Report TBD 2019