



## Continuous Improvement Process Plan 2018-2019

Juanita Elementary School

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Kirkland, WA 98034

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

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# I. Description of School

The vision of the Lake Washington School District is every student future ready. The mission of Juanita Elementary is that every student will prepare to graduate and lead a rewarding, responsible life as a contributing member of our diverse society.

Our core values can be summarized with the acronym PRIDE:

Problem Solving: I will use steps to find solutions and resolve conflicts

Respect: I will think & act in a positive way about myself, others, and the world around me

Integrity: I will be honest and do what is right

Diligence: I will work hard and not give up

Empathy: I will seek to understand the feelings and perspectives of others

Juanita Elementary is a PK-5 school located in Kirkland, Washington, in the Juanita region. Students who attend Juanita move on to Finn Hill Middle School, and graduate from Juanita High School.

With just over 400 students, Juanita serves a diverse population and offers various programs and services to meet the needs of all learners. 54% of students are White, 18% of students are Hispanic/Latino, 15% of students are Asian, 9% of students are of two or more races, and 3% of students are Black/African American. Fifty-seven students receive support through our English Language Learner program. While the primary language at Juanita is English, 18% of students have a primary language of Spanish, Russian, Portuguese, Farsi, Mandarin, Japanese, or Hindi. Our school partners with the Pantry Pack program to support families in need. In addition, our school also houses extra-curricular enrichment activities including visual arts, French language classes, yoga, wilderness skills, piano, chess, crafts, jazzercise, Lego Robotics, coding, drama, and a variety of sports.

We continue to see great progress toward student growth and are confident that scores will increase as we continue working on equitable practices as a PLC and focus on the outcomes provided through the SBA interims, progress monitoring, and end of year assessments. Juanita educators work in collaborative teams, meeting weekly to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. We believe that authentic and timely feedback about our instructional practice along with personal reflection on our practices will further our own professional growth and best support student learning.

Juanita Elementary School takes pride in fostering partnerships with parent organizations, local community leaders, and businesses which help expand our student's world view and the opportunities they present. The staff at Juanita Elementary are passionate about upholding the belief that every student should have the opportunity to learn and succeed and dedicated to providing high quality instruction and creating a positive school environment. Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have analyzed many data points such as test scores, grade report marks, attendance rates, and discipline data to identify areas of concern for historically marginalized students. Five times a year our staff will be organizing PRIDE (Problem Solving, Respect, Integrity, Diligence, and Empathy) assemblies where we acknowledge and celebrate students in our school for their life skill

success in demonstrating these characteristics. These assemblies are also an opportunity where we can emphasize the teachings of the Second Step program, used in every classroom and reinforced through class meetings and specialized classroom visits by the school counselor. We will continue to foster important life skills that make Juanita a wonderful place to grow, learn, and succeed!

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 <sup>th</sup> 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
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	95.5%	90.2%	85%	90.9%			
		1 <sup>st</sup>	82.3%	83.1%	76%	78.2%			
		2 <sup>nd</sup>	80.0%	82.5%	78%	76.1%			
<b>3<sup>rd</sup> Graders on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		82.3%	67.6%	65%	68.9%			
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		92.1%	71.6%	73.3%	74.5%			
<b>4<sup>th</sup> Graders on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		80.7%	87%	67.1%	71.9%			
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		72.2%	81.4	62.1%	68.4%			
<b>5<sup>th</sup> Graders on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		74%	80.0%	83.3%	84.1%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		62.9%	64.8%	74.5%	63.4%			
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		77.7%	87%	84.2%	74.6%			

- 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

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

To evaluate the outcomes of the goals set last year, staff carefully analyzed district assessment data. Kindergarten, first, and second grade teachers used the DIBELS end of year assessment data while grades 3-5 used SBA ELA and Math data. In addition, fifth grade analyzed WCAS data.

All narrative reflections are based on the end of year district assessment data for each grade level. Grade level teams disaggregated data using Power BI, the WCAP portal, and district-provided MTSS information. Together, each team answered admin-provided prompts to help guide the conversation and reflection. Grade level teams were given time during LEAP to capture their responses in our building's OneNote CIP folder. The questions provided to teams encouraged thoughtful reflection on teaching practices and how to reach under-performing subgroups. These reflections aim to guide teachers in their future practices and reduce the achievement gap.

In a similar fashion, grade level teams were given an opportunity to write their goals in our school's OneNote. The admin-provided a template and guided teams through a process where each student in the grade level is listed according to last year's end of year district assessment data. Using their reflections along with formal and informal data collected from the beginning of this year, teachers made a prediction of where their students will be by the end of the school year as measured by DIBELS, SBA, and WCAS.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: By June 2018, 86% of our K-2 students will be at standard as measured by EOY DIBELS scores.	Outcome: 81.7% of our K-2 students met standard. 90.9% of Kindergarteners, 78.2% of 1 <sup>st</sup> graders, and 76.1% of 2 <sup>nd</sup> graders met or exceeded standard as measured on the Spring 2018 EOY DIBELS.
Narrative Reflection: Kindergarten students scored significantly higher than the previous year according to DIBELS. First and second grade students scored in the mid to high 70s. Overall the K-2 team had an achievement percentage about 3% higher than the previous year. Our Kindergarten team found that students who entered during the 2017-2018 year possessed limited phoneme knowledge. Data that surprised our first grade team surrounded the score differential between various subgroups. This caused the team to further focus on what they can do to improve and more importantly for students to experience success in growth. The second grade team acknowledges that while as a team the performance was similar to the previous year, they could see individual student growth throughout the year. All teams are proud of their students' achievement and can attribute it partially to their cohesive collaboration in their respective teams as well as with Safety Net and ELL teams.	

<p>Literacy: 3-5 ELA Goal: By June 2018, 80% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).</p>	<p>Outcome: 74.9% of grade 3-5 students met or exceeded standard. 68.9% of 3<sup>rd</sup> graders, 71.9% of 4<sup>th</sup> graders, and 84.1% of 5<sup>th</sup> graders met or exceeded standard as measured on the SBA.</p>
<p>Narrative Reflection: Each grade level experienced growth as compared to the previous year's outcomes which is a cause for celebration. Reflecting on the SBA scores, the 3-5 grade band noticed that overall reading comprehension was the component that most students need help with. To reach all students these teachers plan to all use a common strategy across the grade levels which will assist students in building their confidence in this domain.</p>	
<p>Math: 3-5 Math Goal: By June 2018, 78% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).</p>	<p>Outcome: 68.7% of students met or exceeded standard. 74.5% of 3<sup>rd</sup> graders, 68.4% of 4<sup>th</sup> graders, and 63.4% of 5<sup>th</sup> graders met or exceeded standard as measured on the SBA.</p>
<p>Narrative Reflection: Looking back on the data, our students needed more support in foundational mathematical knowledge such as fact fluency. In the SBA domain of concepts and procedures there has been a consistent need for improvement. The teams will review current practices and determine next steps to better serve students. We were glad to see that students made individual growth throughout the school year as demonstrated though class assessments.</p>	
<p>Science: 5<sup>th</sup> Science Goal: By June 2018, 86% of our students will meet or exceed standard as measured by the Washington State Comprehensive Assessment of Science (WCAS).</p>	<p>Outcome: 74.6% of our student met or exceeded standard as measured by the WCAS.</p>
<p>Narrative Reflection: This was the first year of WCAS administration. The success that students experienced is something to be highlighted, considering the unfamiliarity of the new NGSS standards, the new test and the district materials used to prepare our students. With the WCAS data teachers will examine the practices and strategies implemented in order to determine what supplementary materials and instructional focus may be needed to increase student understanding and achievement of the new NGSS standards.</p>	
<p>Achievement Gap Goal: By June 2018, 66% of our Hispanic students will meet or exceed standard as measured by the SBA and DIBELS.</p>	<p>Outcome: In DIBELS 60% of our Hispanic students met or exceeded standard. In SBA ELA 56.8% met or exceeded standard. In SBA Math 40.9% met or exceeded standard.</p>

<p>Narrative Reflection: As we continue to focus on closing the achievement gap we will continue to get to know our students on a deeper level to form stronger connections. We know that by doing this we will understand what are additional entry points for our learners and we will be able to further personalize the educational experience.</p>	
<p>School Effectiveness Goal: By June 2018, 90% of staff agree mostly or completely that all students respect those who are different from them as measured by the Nine Characteristics Survey.</p>	<p>Outcome: 82% of staff agree mostly or completely that all student respect those who are different from them as measured by the Nine Characteristics Survey.</p>
<p>Narrative Reflection: 27 of 33 staff members agreed mostly or completely that all students respect those who are different from them as measured by the Nine Characteristics Survey. We recognize that more effort will need to be placed on fostering respectful interactions between students and will continue to model appropriate behavior through our professional interactions with each other, students, and community members. Class meetings as well as assemblies that target core values, such as respect, will also be implemented.</p>	
<p>Attendance Goal: By June 2018, we will increase our average daily attendance rate from 96% to 97%.</p>	<p>Outcome: As measured through Skyward data, our average daily attendance rate was 95.73%</p>
<p>Narrative Reflection: As our staff reflected, we found cause for celebration around some of the students that were getting pulled out early, we talked to them and their attendance improved. There were some students that used to be frequently tardy, but the PAWS program has helped out with reducing and in some cases eliminating late arrivals for students. We also held a meeting for parents to connect with administrators and the BECCA coordinator around the importance of attendance and how it sets students up for future success. Moving forward for this year, we have a protocol with specific steps that helps everyone involved understand what steps will be taken for each student whose attendance is a concern.</p>	
<p>Discipline Goal: By June 2018, the average number of office visits per month will decrease from 25 to 10.</p>	<p>Outcome: As measured by our office discipline tracker, the average number of office visits per month was 23.</p>
<p>Narrative Reflection: Our team recognized that having school wide systems in place while focusing on the positive behaviors students demonstrate would be important to achieving the goal. In the 2017-2018 school year staff identified respect for self and others as an area for student growth. The rationale was that there would be fewer discipline issues if students were more respectful to one another. Our school used the Second Step program and positive discipline strategies as well as Natural Helpers for small problems while consistently communicating with one another when there is an issue. While this helped to decrease the number of office visits per month, we have vowed</p>	



to push more positive behavior practices such as praise notes and incentives tied to these as well as hosting assemblies focused specifically on characteristics we want our students to embody.

#### 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: We will share CIP goals at General PTA meeting in November and inform our parents of our CIP process at a principal/PTA coffee talk in December. We will solicit feedback and incorporate parent ideas into our strategic CIP planning. As part of the communication process, we will communicate our SBA and DIBELS scores, including areas of strength and challenge. We will also provide parents with state average scores on the SBA, district average scores on the SBA, and our school's performance on the SBA. We will also share DIBELS scores from our primary levels. This will give parents an avenue of comparison. We will continue to share our progress with parents throughout the year.

Reflection on Outcome: The strategy that we found most successful were the Coffee Talk sessions as this provided an authentic opportunity for quality two-way communication. The Coffee Talk provided an informal space for families to speak openly and collaborate with building leaders regarding various aspects of the improvement plan. Some of our involvement strategies were less collaborative so we would like to revisit how to effectively bring in the voices of all stakeholders in the coming year.

2017-18 Strategies to inform parents, families and the community in the CIP process: We plan to continue to communicate the CIP process by placing our CIP plan on our school website and providing summary of our CIP goals and process to parents via Cat Tracks (school newsletter). We will also host Principal/PTA coffee talks to explain our process in developing goals for this year and how we will monitor our progress towards those goals. Teachers are also providing information on content/skill focus to parents on a regular basis in their classroom newsletters. Parents will be involved in attendance and academic conference throughout the year and will have the chance to discuss growth and areas of focus for their child.

Reflection on Outcome: The strategy that best communicated to parents, families, and community the CIP process was the Coffee Talk. Again, this informal atmosphere provides a good place to share this information. Moving forward we want to have as many families present as possible so we will need to be mindful of when and how we communicate this important CIP information. While placing the CIP on the website is required and effective at reaching many individuals, it is not the most engaging way of informing parents of the reflective work we have done as well as what our goals are.

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

<b>2018-2019 SMART Goals, Strategies and Resources</b>
Literacy: K-2 Reading SMART Goal: By May 2019, 77.7% of K-2 students will meet or exceed standard as measured by the 2019 EOY DIBELS.
Process used to determine goal: The K-2 team gathered analyzed BOY DIBELS data as well as end of 2017-2018 DIBELS data from Power BI to determine the goal for this school year. In addition, teams have also taken into account beginning of year assessment data and students' daily work on sight word recognition and fluency skills.
Responsible individual or team: K-2 teams, Safety Net, ELL, IAs, administrators, parents, and volunteers.
Strategies that will be implemented to support goal: Differentiated reading instruction by creating leveled small group instruction, using Lexia, implementing phonics & fluency practice, engaging students using Culturally Responsive Teaching strategies, and also providing one on one support are all strategies that will be implemented to support the goal. In addition, teams collaborate at least weekly to review data, strategies, activities, celebrate successes, and plan for enhanced instruction.
How challenge and rigor will be ensured for all students: Differentiated reading groups will focus on students' skill level to build foundational skills and increase difficulty as appropriate. The intentional groupings paired with frequent student check-ins ensures that groups remain fluid and that students demonstrating a need for extra challenge are receiving it.
How necessary interventions will be determined: DIBELS, formal assessments, and ongoing formative assessments will be used to determine interventions.
Any professional learning needed: CORE training, learning walks, ELL instructional strategies.
Any resources needed and plans to obtain them: Materials and training from CORE trainings, various leveled readers, books for literacy circles, decodable books, and educational activities/games are available through Wonders and any additional items can be purchased. Teachers are also interested in professional development sessions specifically around ELL instructional strategies within the classroom.
Timelines and Progress Monitoring Plans: DIBELS MOY in January is a major progress monitoring tool used district wide. In addition, students will receive sight word and reading assessments weekly. Wonders

provides monthly progress monitoring tools. EOY DIBELS will be used to determine if we have met the achievement goal.

Literacy: 3-5 ELA SMART Goal: By May 2019, 80.3% of 3-5 students will meet or exceed standard as measured by the ELA SBA.

Process used to determine goal:

Teams met to analyze baseline ELA assessment outcomes from district-provided curriculum in conjunction with the 2017-2018 school years' SBA data. Combined with informal and formal assessment data, teams also used observations to determine the goal.

Responsible individual or team:

3<sup>rd</sup> – 5<sup>th</sup> Grade Teachers, ELL, Safety Net, IAs, administrators, and the Special Education team.

Strategies that will be implemented to support goal:

Using WINN groups, peer coaching, and gamifying some activities will help to support the goal. Explicitly and frequently modeling how to write a conclusion and procedural writing.

How challenge and rigor will be ensured for all students:

Differentiated instruction in reading and writing will be provided at students' ability levels to provide meaningful challenge and growth opportunities. Accelerated Reader provides individualized goals that match Star Reading.

How necessary interventions will be determined:

Formative and summative evaluations alongside informal teacher observation will provide necessary data to determine which interventions will be necessary. Interventions using resources from Wonder Works and Wonders ELD will be utilized as needed for specific students. Tier one differentiated support will also be provided through Wonders curricula.

Any professional learning needed:

SIOP strategies and CORE Literacy Training

Any resources needed and plans to obtain them:

Sharing resources and ideas across grade levels. Teachers work collaboratively to share ideas and modify their instruction.

Timelines and Progress Monitoring Plans:

Teams will monitor progress through interim SBA, unit assessments from Wonders, and check-ins throughout each topic studied.

Math: 3-5 Math SMART Goal: By May 2019, 77.3% of 3<sup>rd</sup> – 5<sup>th</sup> Grade students will meet or exceed standard as measured by the Math SBA.

Process used to determine goal:

Teams met to analyze baseline ELA assessment outcomes from district-provided curriculum in conjunction with the 2017-2018 school years' SBA data. Combined with informal and formal assessment data, teams also used observations to determine the goal.

Responsible individual or team:

3<sup>rd</sup> – 5<sup>th</sup> teachers, ELL, Safety Net, IAs, and the Special Education team, and administrators.

Strategies that will be implemented to support goal:

DreamBox, gamification, enrichment pages, heavily scaffolded lessons.

How challenge and rigor will be ensured for all students:

Teams acknowledge that careful lesson planning to include intentional opportunities to offer appropriate challenges at different skill levels is necessary.

How necessary interventions will be determined:

Formative and summative evaluations alongside informal teacher observation will provide necessary data to determine where specific interventions will be needed. Resources for intervention will include differentiated envision math resources as well as Focus envision.

Any professional learning needed:

Teachers will continue to collaborate with one another within the building as well as reaching out to other building teams for support on strategies for instruction.

Any resources needed and plans to obtain them:

Teachers will attend professional development classes (some of which may be offered by the district) and apply their knowledge to support student learning.

Timelines and Progress Monitoring Plans:

Teams will monitor progress through interim SBA, unit assessments from enVision, and check-ins throughout each topic studied.

Science: 5 Science SMART Goal: By May 2019, 75% of students will meet or exceed standard as measured by the WCAS.

Process used to determine goal:

Data from in class baseline assessments as well as OSPI's baseline assessment were analyzed by the 5<sup>th</sup> grade team to determine the goal.

Responsible individual or team:

5<sup>th</sup> grade team and administrators.

Strategies that will be implemented to support goal:

SIOP, team-teaching science, supplementing FOSS with Puzzlewise, IslandWood experience (camp) to connect classroom content to the global arena. Explicitly and frequently modeling how to write a conclusion and procedural writing has significant carryover from ELA to Science.

How challenge and rigor will be ensured for all students:  
FOSS and supplementary materials combined with teacher skill and higher quality of questioning/discussion will provide additional rigor.

How necessary interventions will be determined:  
Students who are below standard on classroom-based assessments on Conclusion and procedure writing, as well as those connected to FOSS and Puzzlewise will receive specific feedback and small group instruction from a classroom teacher or IA.

Any professional learning needed:  
Ongoing Professional development on the new Next Generation Science Standards and a training for the pilot of a new district science curriculum.

Any resources needed and plans to obtain them:  
Resources to practice for WCAS, focusing planning time on learning new science standards and preparation for science pilot. One of the 5<sup>th</sup> grade teachers is currently on the district science adoption committee and will have access to pilot the new science curriculum.

Timelines and Progress Monitoring Plans:  
Pre/post-tests from each science kit, classroom-based assessments on writing procedures and conclusions, and Puzzlewise Assessments.

Achievement Gap SMART Goal: By May 2019, 66% of our Hispanic students will meet or exceed standard as measured by the ELA SBA and DIBELS.

Process used to determine goal:  
This goal was established in the 2017-2018 school year by reviewing and analyzing the SBA and DIBELS data.

Responsible individual or team:  
All staff.

Strategies that will be implemented to support goal:  
Providing instruction using SIOP and CRT to engage all students. Continuing to build relationships with students and families. The strategies used to meet our K-5 ELA goals will also be used to meet the achievement gap goal.

How challenge and rigor will be ensured for all students:  
Differentiated instruction in reading and writing will be provided at students' ability levels to provide meaningful challenge and growth opportunities. Accelerated Reader provides individualized goals that match Star Reading.

How necessary interventions will be determined:

Formative and summative evaluations alongside informal teacher observation will provide necessary data to determine which interventions will be necessary. Interventions using resources from Wonder Works and Wonders ELD will be utilized as needed for specific students. Tier one differentiated support will also be provided through Wonders curricula.

Any professional learning needed:

Ongoing professional development on Culturally Responsive Teaching, Equity, and SIOP.

Any resources needed and plans to obtain them:

Any additional CRT and SIOP information or guidebooks and trainings provided within our building or through the district's professional development offerings.

Timelines and Progress Monitoring Plans:

Teams will monitor progress through interim SBA, unit assessments from Wonders, and check-ins throughout each topic studied.

School Effectiveness SMART Goal: By May 2019, 90% of staff agree mostly or completely that all students respect those who are different from them as measured by the School Effectiveness Survey.

Process used to determine goal:

Staff members took a school effectiveness survey and this area had the lowest confidence rate as identified in the 2017-2018 CIP. This year, we want to continue our progress toward at least 90% of staff agreeing that students respect others who they perceive are different from them.

Responsible individual or team:

All staff, students, and families.

Strategies that will be implemented to support goal:

Kelso's Choice and Second Step are district-provided curriculum materials that cater to students' social-emotional well-being. Calming/regulation strategies, talking about differences with students and bringing in guest speakers are a few ways we will support the goal. Throughout our building are messages of kindness which serve as a visual reminder to students. Our PRIDE (Problem Solving, Respect, Integrity, Diligence, Empathy) characteristics are a major focus this year as we have already noticed and have received feedback from staff and parents that students are using this language and embodying this outside of school.

How necessary interventions will be determined:

Class meetings provide good outlets for students in a controlled environment. Staff are also able to monitor respectful behavior between students and provide direct interventions and timely feedback as needed.

Any professional learning needed:

Best practices on fostering respect among our students and professional development around equity.

Any resources needed and plans to obtain them:

Continuing to collaborate with staff members in our building, on learning walks, and within our professional circles.

Timelines and Progress Monitoring Plans:

Staff will take a mid-year survey before taking it once more at the end of the year. At the mid-year point we can re-evaluate how effective our strategies have been to foster attitudes of respect. We will also analyze student survey data on their perception of how students demonstrate respect toward one another.

Attendance SMART Goal:

By May 2019, we will increase our average daily attendance rate from 95.73% to 97%.

Process used to determine goal:

The attendance team noticed that we were close to achieving our goal and wanted to continue working toward it. At the end of last year, the average daily attendance rate was 95.73%. We know that if we continue to support those who are encountering barriers to accessing their education we will improve the rate and continue to provide quality education to all of our students.

Responsible individual or team:

Attendance team, classroom teachers, and administrators.

Strategies that will be implemented to support goal:

Notifying teachers with attendance reports highlighting students of concern, using attendance contracts, BECCA meetings, home/school two-way communication, Skyward Letters, preventative letters (sent during October conferences), building relationships with students/families, promoting our breakfast and PAWS before-school programs.

How necessary interventions will be determined:

Looking at attendance reports and teacher input as well as parent input to develop solutions and plans for implementation as needed.

Any professional learning needed:

Best practices on increasing student attendance and practices to support families.

Any resources needed and plans to obtain them:

Marcia Chapman, our BECCA coordinator, is a great resource.

Timelines and Progress Monitoring Plans:

The attendance team meets monthly to review students of concern and we are continually monitoring attendance and connecting with families and teachers to improve student attendance.

Discipline SMART Goal: By May 2019, the average number of office level discipline per month will decrease from 23 to 10.

Process used to determine goal:

We want to be more proactive in supporting students with strong emotions and decision-making. While this is another carryover goal from the 2017-2018 school year, we believe that consistent focus on frontloading students with appropriate strategies will continue to decrease the number of office level discipline.

Responsible individual or team:

All staff.

Strategies that will be implemented to support goal:

Second Step, Kelso's Choice, and class meetings have proven to be highly beneficial for students. In addition, the introduction and explicit instruction of PRIDE characteristics (Problem Solving, Respect, Integrity, Diligence, Empathy) and having various motivators attached to these will help students be more cognizant of actions that embody these five words. We have students engage in Positive Behavior Practice as well as restorative discussions. Communication about students of concern via face to face interaction, email, or behavior notification forms.

How necessary interventions will be determined:

Teachers and recess monitors are able to provide timely feedback to students and simultaneously teach prosocial replacement behaviors. LWSD system of progressive discipline is followed and additional restorative justice practices are added when age appropriate to focus on the teaching and learning of safe and respectful behaviors.

Any professional learning needed:

We acknowledge that students need support in repairing relationships between peers or with adults. We would like to explore more Restorative Justice practices.

Any resources needed and plans to obtain them:

Professional development through research and/or seminars around preventative strategies.

Timelines and Progress Monitoring Plans:

We will continue to use our behavior tracking system to monitor progress monthly.



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

2018-19 Strategies to involve parents, families and the community in the CIP process: We solicited feedback at our November PTA meeting as well as our Principals Coffee Talk and we will incorporate parent ideas into our strategic CIP planning. The ideas generated in these settings will be considered as we shape strategies around our school-wide goals.

Timelines and Progress Monitoring Plans: November and Spring PTA Meetings and Coffee Talks will provide a place to involve families in the CIP process. This provides a space for authentic feedback from families regarding various factors that contribute to the CIP.

2018-19 Strategies to inform parents, families and the community in the CIP process: We will share CIP goals at General PTA meeting in November and inform our parents of our CIP process at a principal/PTA coffee talk in December. As part of the communication process, we will communicate our SBA and DIBELS scores, including areas of strength and challenge. We will also provide parents with state average scores on the SBA, district average scores on the SBA, and our school's performance on the SBA. We will also share DIBELS scores from our primary levels. This will give parents an avenue of comparison. We plan to continue to communicate the CIP process by placing our CIP plan on our school website and providing summary of our CIP goals and process to parents via Cat Tracks (school newsletter). We will also host Principal/PTA coffee talks to explain our process in developing goals for this year and how we will monitor our progress towards those goals. Teachers are also providing information on content/skill focus to parents on a regular basis in their classroom newsletters. Parents will be involved in attendance and academic conferences throughout the year and will have the chance to discuss growth and areas of focus for their child.

Timelines and Progress Monitoring Plans: As our data is collected, teachers consistently provide timely feedback to students and families. We are happy that there is healthy two-way communication between our school and families which allows for dialogue around student-specific goals as well as building-wide goals.