Continuous Improvement Process Plan
2018-2019

Explorer Community School

7040 208th Ave N.E.

Redmond, WA 98053

http://lwsd/org/school/explorer

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I.   Description of School

Explorer shares a campus with Dickinson Elementary in Redmond, which is in the Eastlake Learning Community. We have a total enrollment of 70 students. As our students leave Explorer Community School, they attend the middle schools in their neighborhoods. We currently serve 10% of our students through Special Education and 1.4% of our students through English Language Learner Services. Additionally, many of our students are served through our Highly Capable pullout program.

Our student population is rich with diversity. Our students speak 9 different languages with 77% of our students speaking English, 6% speaking Russian, 3% speaking Chinese-Cantonese 3%, and 3% speaking Tamil. Other languages spoken include Bangala, Chinese-Mandarin, Chinese-Unspecified, Polish and Portugese. Our students are 57% White, 36% Asian, 4% two or more races, and 3% Hispanic/Latino.

Explorer Community School opened its doors in the fall of 1996 and has a mixed-grade classroom environment with three classrooms: 1st/2nd grade, 2nd/3rd grade, and 4th/5th grade. We have high levels of parental participation and they are highly involved in enhancing the learning of our students. It is not uncommon to see volunteers reading in the back of the classrooms with students or working on math with a small group.

Explorer's mission is to create a learning partnership among children, teacher, and parents. A high level of parental involvement has always been a critical part of the uniqueness of Explorer, which creates a strong sense of community between the administration, teachers, parents, and students. With the help of so many dedicated staff and parents over the years, the Explorer Community School has become a great success. Our school community aims to inspire a life-long passion for learning in an atmosphere of fun, trust, and respect. Our focus is the social, academic, and emotional growth of children; enabling them to build their own future and positively impact their world.

Our students learn about leadership through ASB. Students work in four teams including Virtues Project Television (VPTV); Publications, Service, and Spirit. Their focus this year is service to others. This year, our students are donating uneaten food to a local food bank and are learning how to give back to the community at large by being a giving citizen.

The school community cares for and preserves the wetlands on site and uses this natural habitat as an outdoor classroom. Restoration projects, scientific instruction and ecological awareness events make the wetlands an ideal learning environment and allows students to truly see their impact on nature.

II. District Performance Targets

	Indicators *Note: Indicators based on state assessments*	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 3rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5th 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	Enter score	Enter score	Enter score	Enter score			
		1st	93.7	100	100	100			
		2nd	100	93.7	93.7	93.7			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		100	100	92.8	93.3			
	% of 3rd graders meeting or exceeding state standards in Math		100	100	92.8	93.3			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		80	100	92.3	90.3			
	% of 4th graders meeting or exceeding state standards in Math		93.3	100	92.3	100			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		92.3	100	93.7	100			
	% of 5th graders meeting or exceeding state standards in Math		84.6	80	87.5	93.3			
	% of 5th graders meeting or exceeding state standards in Science		100	100	100	86.6			

- 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

During LEAP week, our entire staff reviewed and analyzed our outcomes from the 2017-18 school year. PCC teams used the data of their upcoming students to plan for instruction, groupings, and extensions, and interventions for the 2018-19 school year.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: 1-2 Reading Goal: 97% of students grades 1-2 will meet or exceed grade level expectations as measured by the DIBELS assessment by May 2018.	Outcome: 96.6% of students grades 1-2 met or exceeded grade level expectations as measured by the DIBELS assessment by May 2018.
Narrative Reflection: We were very close to meeting our goal. We feel that the extra support from parent volunteers positively impacted our students' scores in fluency and comprehension. Due to the parent support we were able to set up small leveled reading groups where students were able to practice reading orally. Students who were struggling with fluency were also pulled one on one with a parent for extra practice. Looking forward we will continue to have parent volunteers helping with small reading groups and pulling struggling students one on one.	
Literacy: 3-5 ELA Goal: 95% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2018.	Outcome: 95.1% of students in grades 3-5 met or exceeded grade level expectations as measured by the Smarter Balanced Assessment by May 2018.
Narrative Reflection: Learning outcomes were on target for the assessment period. Students benefited from peer support and parent mentors, multi-age learning opportunities, and engaging projects which enhanced ELA skills.	
Math: 3-5 Math Goal: 92% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2018.	Outcome: 95.1% of students in grades 3-5 met or exceeded grade level expectations as measured by the Smarter Balanced Assessment by May 2018.
Narrative Reflection: We were on track with our goal. Students benefit from tracking their own learning in math, and from targeted reteaching and enrichment strategies.	

Science: 5th Science Goal: 100% of students in grade 5 will meet or exceed grade level expectations as measured by the WCAS Science Assessment by May 2018.	Outcome: 86.6% of students in grade 5 met or exceeded grade level expectations as measured by the WCAS Science Assessment by May 2018.
Narrative Reflection: We were below our goal for this outcome. This was the first year for the new, Next Generation Science Standards (NGSS)-based science assessment. Instruction during the year hit on some but not all NGSS learning targets. Future focus on NGSS approaches to unit instruction, plus the adoption during 2019-2020 of a new NGSS-based science curriculum will improve learning outcomes.	
Achievement Gap Goal: 92% of grades 3-5 female students will meet or exceed grade level expectations in math as measured by the Smarter Balanced Assessment by May 2018.	Outcome: 95.2% of grades 3-5 female students met or exceeded grade level expectations in math as measured by the Smarter Balanced Assessment by May 2018.
Narrative Reflection: We exceeded our goal. Our students benefited from setting goals and tracking their own learning. We also provide enrichment activities that increase achievement.	
School Effectiveness Goal: Highly Effective School Survey #42: Teachers receive regular feedback on how they are doing. The weighted score will increase from 3:39 to 3:54 demonstrating an increase in agreement with the statement by May 2018.	Outcome: Highly Effective School Survey #42: Teachers receive regular feedback on how they are doing. The weighted score was 2.86, demonstrating a decrease in the agreement with the statement by May 2018.
Narrative Reflection: We did not meet our goal for School Effectiveness last year. We have a new administrative team this year and we are committed to giving teachers regular feedback on how they are doing. Our administrative team has carved out time everyday to visit classrooms and give regular feedback to teachers. We also provide feedback through our Instructional Framework and Evaluation process. We will be providing professional development throughout the year in writing, science, technology, Cultural Responsive Teaching, SIOP, and curriculum-based instruction. As we observe classrooms, we will continue to monitor and provide feedback in these areas.	
Attendance Goal: By the end of the 2017-2018 school year, the total number of unexcused absence days will be 12 or fewer.	Outcome: By the end of the 2017-18 school year, the total number of unexcused absence days was 54.5.

Narrative Reflection:
We did not meet our attendance goal last year for unexcused absences. We currently have an automatic phone system to reach out to families when their students are not at school. If the absence is considered unexcused, we will reach out to the family to see how we may provide support or more information about the importance of being at school on time, every day.

Discipline Goal: Student referrals to the office during recess will decrease from an average of 27 weekly occurrences to less than 20 by May 2018.	Outcome: We were unable to find data that was collected during the 2017-18 school year.

Narrative Reflection:
We were unable to find the data that was collected to determine if we met our discipline goal last year. This year, we are working hard to put systems into place that will proactively decrease our office referrals. We have formed a PBIS team and have joined district PBIS pilot team. We are in the process of developing common expectations in common areas of our school such as in the hallway, lunchroom, restroom, playground, bus, and during assemblies. We will also re-teach if students are not exhibiting expected behavior.

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: Administrators meet with the Explorer Steering Committee monthly to get input on school performance and shares school plans for continual improvement processes in academic and non-academic areas. Parent education opportunities are provided multiple times throughout the year in the form of PTSA meetings and book studies.
Reflection on Outcome: Administrators met with the Explorer Steering Committee monthly to get input on school performance and did share school plans for the continual improvement process.

2017-18 Strategies to inform parents, families and the community in the CIP process: Administrators will post the plan to the school website and provide a link to families in the school newsletter.
Reflection on Outcome: Administrators posted the plan to the school website and provided a link to families in the school newsletter.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: 96% of students grades 1-2 will meet or exceed grade level expectations as measured by the DIBELS assessment by May 2019.
Process used to determine goal: Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the K-2 goal. Responsible individual or team: Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal. Strategy/ies that will be implemented to support goal: The strategies that our 1-2 team will use to implement the literacy goal includes: Peer and parent mentors, targeted reteaching and enrichment (differentiation), project-based learning opportunities, and multi-age learning environments. Additionally, students will go on multiple fieldtrips to learn. Students study where they are going through reading and writing and will then reflect on their learning. How challenge and rigor will be ensured for all students: We will use pre-assessments and ongoing formative assessments to determine how instruction will be adjusted. When needed, student work will be individualized through either small group instruction or peer or parent mentoring. Students use rubrics outlining learning targets and expectations for the project. They are evaluated using these rubrics and monitor their own progress on a learning continuum. How necessary interventions will be determined: Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment. Any professional learning needed: Throughout the year we will be continuing to learn about Culturally Responsive Teaching, SIOP, and our writing teacher-leader will be teaching us about Writer's Workshop. Additionally, we have partnered with a writing expert, who will be working with whole group, vertical teams, and grade-level teams to plan instruction. Our EL teacher has been working hard to train her paraeducators so that they are more effective in pulling small groups or pushing in for students who receive EL services. Our interventionists and Special Education teams are meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. Our teams meet weekly to plan and learn from one another. We also meet with our ELC/PLC teams to collaborate. Teachers also receive feedback that improves instruction through

their Student Growth Goal meetings and through the pre and post conferences for evaluation.

Any resources needed and plans to obtain them:
We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:
Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

Literacy: 3-5 ELA SMART Goal:
95% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2019.

Process used to determine goal:
Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the 3-5 goal.

Responsible individual or team:
Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:
The strategies that our 3-5 team will use to implement the literacy goal includes: Peer and parent mentors, targeted reteaching and enrichment (differentiation), project-based learning opportunities, and multi-age learning environments. Additionally, students will go on multiple fieldtrips to learn. Students study where they are going through reading and writing and will then reflect on their learning.

How challenge and rigor will be ensured for all students:
We will use pre-assessments and ongoing formative assessments to determine how instruction will be adjusted. When needed, student work will be individualized through either small group instruction or peer or parent mentoring. Students use rubrics outlining learning targets and expectations for the project. They are evaluated using these rubrics and monitor their own progress on a learning continuum.

How necessary interventions will be determined:
Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.

Any professional learning needed:
Throughout the year we will be continuing to learn about Culturally Responsive Teaching, SIOP, and our writing teacher-leader will be teaching us about Writer's Workshop. Additionally, we have partnered with a writing expert, who will be working with whole group, vertical teams, and grade-level teams to plan instruction. Our EL

teacher has been working hard to train her paraeducators so that they are more effective in pulling small groups or pushing in for students who receive EL services. Our interventionists and Special Education teams are meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. Our teams meet weekly to plan and learn from one another. We also meet with our ELC/PLC teams to collaborate. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through the pre and post conferences for evaluation.

Any resources needed and plans to obtain them:
We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:
Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

Math: 3-5 Math SMART Goal:
95% of students in grades 3-5 will meet or exceed grade level expectations as measured by the Smarter Balanced Assessment by May 2019.

Process used to determine goal:
Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. The grade level goal was generalized to inform the 3-5 goal.

Responsible individual or team:
Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:
The strategies that our 3-5 team will use to implement the math goal includes: Peer and parent mentors, targeted reteaching and enrichment (differentiation), project-based learning opportunities, and multi-age learning environments.

How challenge and rigor will be ensured for all students:
We will use pre-assessments and ongoing formative assessments to determine how instruction will be adjusted. When needed, student work will be individualized through either small group instruction or peer or parent mentoring. Students use rubrics outlining learning targets and expectations for the project. They are evaluated using these rubrics and monitor their own progress on a learning continuum.

How necessary interventions will be determined:
Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.

Any professional learning needed:

Throughout the year we will be continuing to learn about Culturally Responsive Teaching and SIOP. Our PCC teams will continue to meet to collaborate around their data, planning, and assessment. Our interventionists and Special Education teams will be meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:
We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:
Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

Science: 5 Science SMART Goal:
100% of students in grade 5 will meet or exceed grade level expectations as measured by the WCAS Science Assessment by May 2019.

Process used to determine goal:
Our Building Leadership Team met to discuss the process and determined that teams consisting of grade level teachers, interventionists, and Special Education teachers should meet to analyze both last year's data and this year's data to determine the goal. Our fifth-grade team set the final goal.

Responsible individual or team:
Although our fifth-grade team is directly responsible for this goal, all grade level teams are working on building knowledge so that our future students will also be successful.

Strategy/ies that will be implemented to support goal:
The strategies that our 5th grade teacher will use to implement the science goal includes: Peer and parent mentors, targeted reteaching and enrichment (differentiation), project-based learning opportunities, and multi-age learning environments.

How challenge and rigor will be ensured for all students:
We will use pre-assessments and ongoing formative assessments to determine how instruction will be adjusted. When needed, student work will be individualized through either small group instruction or peer or parent mentoring. Students use rubrics outlining learning targets and expectations for the project. They are evaluated using these rubrics and monitor their own progress on a learning continuum.

How necessary interventions will be determined:
Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.

Any professional learning needed:

Our science leaders are providing ongoing professional development during our LEAP days to better understand the NGSS and increase rigor for our students. The team would also like continued support in FOSS and training within the ELC/PLC.

Any resources needed and plans to obtain them:
We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:
Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

Achievement Gap SMART Goal:
100% of students grades 3-5 who are male will score at or above grade level standard on the English Language Arts Smarter Balanced Assessment by May 2019.

Process used to determine goal:
Our grade level teachers, interventionists, Special Education teachers, and specialists came together at a LEAP training to analyze our Smarter Balanced Assessment data from 2017-18. We created five goals for our lowest achieving areas. We voted on which goal we wanted to focus on for the school year. We agreed as a team that this would be a 1-5 goal, even though it is written as a grade 3-5 goal because we are interested in closing the equity gap for all of our students. After voting on the goal we wanted to work toward, our teachers formed grade level teams (interventionists, Special Education and specialist teachers joined groups) and determined strategies, rigor, intervention, professional development and the timeframe needed to reach our goal.

Responsible individual or team:
Each individual teacher, grade level teams, Special Education teachers, intervention teachers, specialists, and administrators are responsible for the goal.

Strategy/ies that will be implemented to support goal:
In grades 1-2, students will be served in leveled reading groups with parent support at each group. Students will be taught how to answer comprehension questions using text-based evidence and complete sentences. Teachers and parents will provide targeted instruction at student levels. English Language Arts learning opportunities will be in multi-age settings ranging from grades 1-5.

In grades 3-5, teachers will use structured independent reading programs to support using text-based evidence for reading comprehension. There will be targeted mentoring by peer, parents, and teachers. Students will also use rubrics to self-evaluate their work and get feedback from the teacher.

How challenge and rigor will be ensured for all students:
The reading materials and challenge level of tasks is differentiated based on each student's current level.

How necessary interventions will be determined:
Interventions will be identified based on ongoing unit formative assessments, including teacher check-ins, mini-"quizzes", and student self-assessment.

Any professional learning needed:
Throughout the year we will be continuing to learn about Culturally Responsive Teaching and SIOP. Our PCC teams will continue to meet to collaborate around their data, planning, and assessment. Our interventionists and Special Education teams will be meeting with grade level teams to analyze data, learn from one another, plan together, and support our students. We also meet with our ELC/PLC teams to collaborate. Many of our teachers go on learning walks to learn what others are doing in their classrooms. They then reflect on what they learned and figure out how to incorporate new ideas into their lessons, as well as share their learning with their team members. Teachers also receive feedback that improves instruction through their Student Growth Goal meetings and through pre and post conferences for evaluation.

Any resources needed and plans to obtain them:
We have the resources needed to obtain our goal.

Timelines and Progress Monitoring Plans:
Our Explorer PCC meets weekly to review student progress, address needs, and adjust instructional plans. We will check in monthly to monitor our PGE goals.

School Effectiveness SMART Goal:
Nine Characteristics Survey: Student discipline problems are managed well. Goal is to improve from 83.78% agree completely or agree mostly to 90% agree completely or agree mostly by May 2019.

Process used to determine goal:
As a staff, we reviewed and analyzed the 2017-18 Nine Characteristics of Effective Schools Survey that was taken in May 2018 and looked at the bottom five areas. We then determined which of the five areas we wanted to address as a school, set our goal, and determined what strategies we would use to achieve our goal.

Responsible individual or team:
Our Building Leadership Team in conjunction with our PBIS Leadership Team will be responsible for this goal.

Strategy/ies that will be implemented to support goal:
We will develop common expectations for our common areas as well as a Progressive Discipline Matrix including possible interventions and possible consequences that will be used school-wide, which will include reflection slips, restorative actions, and check-ins. Additionally, we will increase communication between administrators, teachers, and families through written communication and oral communication.

How challenge and rigor will be ensured for all students:
Rigor will be ensured through our development on common expectations throughout our school and through re-teaching as needed.

How necessary interventions will be determined:

Interventions will be determined by both individual teachers, PCC teams, collaboration with administrators, our Progressive Discipline Matrix, and our SIT and Guidance Teams.

Any professional learning needed:
As a school, we need to continue learning about PBIS and Equity.

Any resources needed and plans to obtain them:
We need continued professional development in the areas of PBIS and Equity. We have formed a PBIS Leadership Team and have also joined the LWSD PBIS pilot where we will continue to learn about PBIS. Our PBIS Leadership Team will plan implementation of PBIS in our school based on our learning and the readiness of our school. Additionally, we have formed an Equity Leadership Team where we're currently reading and discussing a book about equity, as well as participating in LWSD professional development to support this work.

Timelines and Progress Monitoring Plans:
Our Building Leadership Team will check in with teams during collaboration time to determine if we are effective. We will also discuss it as a group during staff meetings. At the end of the year, we will take the Nine Characteristics Survey as a staff to determine if we met our goal.

Attendance SMART Goal:
By the end of the 2018-2019 school year, we will move from 90.14% of our students avoiding chronic absences to 95% of our students avoiding chronic absences.

Process used to determine goal:
Our administrative team analyzed our absence data in PowerBi and determined that 9.86% of students were chronically absent during the 2017-18 school year. We know how important it is for students to attend school on a regular basis, so we determined that this was an appropriate goal. Our Building Leadership Team supports this goal.

Responsible individual or team:
Our administrative team in conjunction with our school counselor and grade-level teachers are responsible for this goal.

Strategy/ies that will be implemented to support goal:
We will work with families to communicate the importance of attending school on a regular basis through our monthly Pastries with Principals meetings, Explorer parent meetings, various gatherings that happen at the school, newsletter articles and communications to families, individual parent meetings, setting classroom goals in the classroom around attendance, giving out attendance awards to students, and providing resources to families who are having trouble getting students to school.

How necessary interventions will be determined:
We will determine what interventions need to be in place through talking with families and students.

Any professional learning needed:

We will determine what interventions need to be in place through talking with families and students.

Any resources needed and plans to obtain them:
We have all the resources needed to plan and obtain our goal.

Timelines and Progress Monitoring Plans:
Our Building Leadership Team will monitor our attendance data quarterly to see how we are doing and to determine if we need to adjust our actions to meet our goal.

Discipline SMART Goal:
Our goal is to create a positive behavioral intervention system which identifies the expected behaviors. We will teach, model and practice those behaviors with private or public acknowledgement, and develop a tool to measure outcome data to determine successes and barriers, by May 2019. Data collected during the 2018-19 school year will identify the frequency of referrals and reasons for referrals.

Process used to determine goal:
During LEAP, our staff identified discipline as a focus of our work for this year. We also determined the need for common expectations for students and the need to teach students what is expected. To measure the effectiveness of our work, we need to develop tools to measure our success.

Responsible individual or team:
Our administrative team, in conjunction with our Building Leadership Team and PBIS team, will work on these systems, share our ideas with staff and refine our thinking until we have come up with a sound plan.

Strategy/ies that will be implemented to support goal:
Our PBIS team will bring our drafts to our Building Leadership Team to share with their teams to get feedback so that we may refine our work.

How challenge and rigor will be ensured for all students:
We will teach our students our common expectations and then give positive feedback to students who exhibit the expectations.

How necessary interventions will be determined:
We will determine necessary interventions through our SIT process.

Any professional learning needed:
Our PBIS team and other staff members will be attending professional development at LWSD monthly to learn more about PBIS.

Any resources needed and plans to obtain them:
LWSD is providing the necessary resources through the PBIS pilot.

Timelines and Progress Monitoring Plans: Our PBIS team meets monthly and will evaluate our process and if we are reaching our goal.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: Our staff meets regularly with our parents, families and the community. Our staff meets with parents during Back-to-School Night, Curriculum Night, Parent-teacher conferences, IEPs, Guidance meetings, through emails and phone calls, meetings as needed or requested and Explorer community events. Additionally, our administrative team meets monthly with parents at Pastries with Principals meetings, at monthly Explorer Steering Committee meetings, monthly Explorer Parent Meetings, and as needed/requested with parents. During those meetings, we communicate with parents about the work that we are doing to meet the needs of our students.
Timelines and Progress Monitoring Plans: Our Building Leadership Team will monitor our CIP goals quarterly to determine our effectiveness and if we need to adjust our plans.

2018-19 Strategies to inform parents, families and the community in the CIP process: The principal will communicate our CIP goals to our parents, families and the community through monthly newsletters, at the December Steering Team Meeeting and Explorer Parent Meeting, and through posting it on our website.
Timelines and Progress Monitoring Plans: Our CIP will be posted on our website once it is approved. We present our plan to parents at the December PTSA parent meeting, as well as in our December newsletter.