

Continuous Improvement Process Plan

Robert Frost Elementary

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

2015-16



Toby Brenner, Principal
Lake Washington School District
2015-16

TABLE OF CONTENTS

<u>Activity</u>	<u>Location</u>
Description of School	Page 2
School Performance Over Time	Page 4
CIP Reflection: Evaluate Outcomes	Page 5
Annual School Goals	Page 10
Instructional Strategies and Required Resources.....	Page 14
Parent, Family, and Community Involvement	Page 18

DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

Robert Frost Elementary School welcomed 417 students on the first day of school this year. Our school was established in 1969 and is located in the heart of the Kingsgate neighborhood in Kirkland, Washington. We provide an excellent instructional environment for a diverse community of students, providing students with rich academic challenges, as well as intensive instructional support through our English Language Learner, Safety net and Special Education programs. Our school houses a Kindergarten-5th grade Learning Center Program, which serves Lake Washington School District students with developmental and medical needs.

Robert Frost Elementary School has a strong, involved community with many parents and neighbors volunteering frequently in the classrooms. The PTSA coordinates many ongoing programs in support of student learning and offers a variety of after school classes and activities.

We are housed in a new building, which opened its doors in September 2009. The Washington Chapter of the Council of Educational Facility Planners International (CEFPI) awarded our school with their highest architectural honor, the “2010 Polished Apple Award.”

Robert Frost teams met regularly for professional collaboration to review student performance data, plan common instructional strategies, common assessments, and identify students in need of interventions. The Smarter Balanced Assessment (SBA) was new to our district in 2015. We are using the SBA data from 2015 as a baseline to continue to guide our intervention and instructional strategies. Our focus last year in English Language Arts (ELA) included close reading and citing text evidence. In the discipline of writing, we focused on increasing skills in the three areas identified in the Common Core State Standards (CCSS) of Explanatory/Informational, Narrative and Opinion. Writing opportunities were integrated into work in Science and other content areas, with targeted instruction in organization and citing text evidence. In Math, we focused on improving number sense, applying authentic problem based learning strategies. In Science, we continue to focus on the understanding of systems and the consistent application of the investigative format.

The results of the 2015 SBA showed Robert Frost Students scoring above the state averages across the board. Fifth graders performed especially well in ELA as compared to 5th graders throughout the state. We understand the importance of identifying the areas of improvement to continue our work in aligning with district levels of proficiency. This fall, we have begun examining individual SBA student data and will gather additional sources of assessment information to determine areas of focus for each grade level and each student. We will continue to provide intensive support to those students who are not at standard. We will offer appropriate academic challenge for all students

through continuous review of classroom performance data and collaborative intervention at every grade level

Robert Frost Elementary Demographics:

Student Composition	
Asian	11.0%
African American	2.2%
Hispanic	25.7%
Native American	0.0%
Caucasian	51.7%
Pacific Islander	0.2%
Two or More Races	9.1%
Special Ed	13.1%
Transitional Bilingual	19.0%
Free/Reduced Lunch	37.5%
Male/Female	52/48%

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	79%						
		1 st	82%						
		2 nd	70%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		59%						
	% of 3 rd graders meeting or exceeding state standards in Math		62%						
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		57%						
	% of 4 th graders meeting or exceeding state standards in Math		55%						
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		73%						
	% of 5 th graders meeting or exceeding state standards in Science		77%						
	% of 5 th graders meeting or exceeding state standards in Math		55%						

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement (Achievement Level Descriptor)
3rd Grade ELA	76% met or exceeded standard	59% met or exceeded standard
3rd Grade Math	70% met or exceeded standard	62% met or exceeded standard
4th Grade ELA	86% met or exceeded standard	57% met or exceeded standard
4th Grade Math	70% met or exceeded standard	55% met or exceeded standard
5th Grade ELA	69% met or exceeded standard	73% met or exceeded standard
5th Grade Math	66% met or exceeded standard	55% met or exceeded standard
5th Grade Science	85% met or exceeded standard	77% met or exceeded standard
Sub-Group	Hispanic students will demonstrate growth in Literacy by 15/20 percentage points by June of 2015 as measured by SBA and DIBELS in the spring of 2015.	SBA: <ul style="list-style-type: none"> • 3rd – 66% below standard • 4th – 61% below standard • 5th – 89% below standard DIBELS: <ul style="list-style-type: none"> • 3rd – 26% growth • 4th – 8% decline • 5th – 13% growth
Challenge:	Reading: 4 th – 62% exceeding standard 5 th – 28% exceeding standard	Reading: 4 th – 24% exceeding standard 5 th – 37% exceeding standard
Perception:	Goal: The staff works in teams across grade levels to help increase student learning. From: 53% To: 70% Goal: Staff members get help in the areas they need to improve. From: 47% To: 70%	Goal: The staff works in teams across grade levels to help increase student learning. 62% Goal: Staff members get help in the areas they need to improve. 39%

Narrative Reflection	
ELA	<p>Overall Achievement</p> <ul style="list-style-type: none"> • Frost student performance has been historically strong, although it has remained somewhat flat over the past several years. During 2014-15 we focused heavily on ELA instruction. This work has included revising instructional practices and structures through targeted professional development, collaboration practices, progress monitoring, revisions to schedules and student instructional groupings, and strategic application of intervention services. • Frost students performed above state averages, but performed below averages for the LWSD schools. • 5th grade students performed higher than expected, while 3rd and 4th grade students performed lower than expected and did not meet 2014-15 CIP goals. • Performance was mixed, with significant demographic gaps between those performing above standard and those not meeting standard <p>Celebrations</p> <ul style="list-style-type: none"> • Frost students performed above state averages • There were a high number of students exceeding standard in 3rd and 5th grades <p>Requiring Attention</p> <ul style="list-style-type: none"> • Areas for targeting <ul style="list-style-type: none"> ○ Research and Inquiry and Writing (3rd) ○ Listening and Speaking (4th) ○ Writing (5th) • ELL and Hispanic students disproportionately performing below standard • DIBELS and MSP performance was an inaccurate indicator of SBA achievement for Frost students <ul style="list-style-type: none"> ○ The level of disparity between cohort historical performance and SBA performance was greater than expected, indicating a need to ensure a stronger focus on instructional intervention that reflects changes in standards and SBA assessment criteria
Math	<p>Overall Achievement</p> <ul style="list-style-type: none"> • Over the past two years Frost students have consistently performed above state averages in Mathematics. • Students performed lower than expected and did not meet 2014-15 CIP goals. <ul style="list-style-type: none"> ○ 3rd grade performed 8 percentage points below our goal ○ 4th grade performed 15 percentage points below our goal ○ 5th grade performed 11 percentage points below our goal • Frost students again performed above state averages, but performed below averages for the LWSD schools.

	<p>Celebrations</p> <ul style="list-style-type: none">• Frost students continue to perform above state averages• High number of students exceeding standard in 3rd and 5th grades <p>Requiring Attention</p> <ul style="list-style-type: none">• Areas for targeting:<ul style="list-style-type: none">○ Problem Solving, modeling, data analysis (3rd)○ Communication (4th)○ Concepts and Procedures (5th)• ELL and Hispanic students disproportionately performing below standard• MSP and CBA performance was an inaccurate indicator of SBA achievement for Frost students<ul style="list-style-type: none">○ The level of disparity between cohort historical performance and SBA performance was greater than expected, indicating a need to ensure a stronger focus on instructional intervention that reflects changes in standards and SBA assessment criteria
<p>Science</p>	<p>Overall Achievement</p> <ul style="list-style-type: none">• Science has been a relative strength for Frost students over the past four years, with performance exceeding state averages and approaching averages for LWSD schools.• For 2014-15 our students performed above the state average by 14 percentage points• High percentage of students exceeding standard• However, students performed lower than expected and did not meet 2014-15 CIP goals, falling 8 percentage points below our goal of 85% proficiency• Performance gaps present, with ELL and Hispanic students performing significantly lower than other students <p>Celebrations</p> <ul style="list-style-type: none">• Frost students performed above state averages• 41% of students exceeded standard <p>Requiring Attention</p> <ul style="list-style-type: none">• ELL and Hispanic students disproportionately performing below standard
<p>Sub-Group</p>	<p>Overall Achievement</p> <ul style="list-style-type: none">• Sub-group goals focused on growth in reading for intermediate Hispanic students. This was in response to achievement gaps and the growth of the Hispanic community in the Frost service area.• Targeted Interventions included:<ul style="list-style-type: none">○ CORE ELA training for all teachers○ ELA focus for professional collaboration

- Team and individual coaching through CORE and Title 1 Facilitator
- Wonders/Wonderworks professional development
- Targeted instructional strategies identified and implemented in classrooms with collaboration by ELL teachers
- Hispanic students in 3rd and 5th grades demonstrated overall growth in Reading as assessed by DIBELS
- However, Hispanic students overall did not perform well in ELA as measured by SBA, despite a targeted focus and professional development
- When comparing subgroup cohort performance from MSP to SBA, 4th and 5th grade student performance declined by 28% and 33% respectively. However, assessed standards between MSP and SBA are not aligned, so comparison may not reflect an overall decline but rather low baseline performance on Common Core assessment.
- Disparities between DIBELS and SBA result also indicate a misalignment of assessed standards
- Review of SBA Math data for Hispanic students also shows low baseline performance

Celebrations

- 3rd grade Hispanic students exceeded DIBELS growth goals by 11 percentage points

Requiring Attention

- 4th grade students did not show growth in DIBELS, instead showing a net decline in performance of 8% despite intervention
- Alignment of progress monitoring tools with SBA
- ELL and Hispanic students will continue to need additional attention in all assessed areas for SBA

Challenge:

Overall Description

- Focus was Reading for 4th and 5th grade students
- 5th grade students performed higher than expected, exceeding challenge goals by 9 percentage points
- 4th grade students performed much lower than expected
 - High challenge goals were set in response to majority of cohort exceeding standard on previous year’s MSP
 - This was also reflected in overall 4th grade performance, as combined percentage of student achieving at/above standard was below our challenge goal

Celebration

	<ul style="list-style-type: none">• More 5th graders exceeded standard than expected.<ul style="list-style-type: none">• This is especially notable as class sizes were unusually large <p>Requiring Attention</p> <ul style="list-style-type: none">• Sub-group students are under-represented in our challenge data
<p>Perception:</p>	<p>Description:</p> <ul style="list-style-type: none">• 29 staff members responded• Survey results analyzed by staff leadership teams• Overall the staff perceives themselves as effective and student centered, with a positive learning environment maintained for students and a positive relationship with building leadership.• However, 40% of respondents feel that trust between staff members is a challenge. Teams agreed that this may also be reflected in mixed responses to questions of shared leadership and peer support. Feedback and support for improvement are the areas receiving the least agreement. <p>Celebration:</p> <ul style="list-style-type: none">• Strong positive agreement on purpose and mission• Student centered approach to instruction and student supports• Positive student climate• Professional growth opportunities• Integrity and caring of leadership <p>Requiring Attention:</p> <ul style="list-style-type: none">• Staff trust of one another• Shared leadership• Regular feedback and communication between staff• Help for staff in areas they need to improve• Challenge for all students

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	<ul style="list-style-type: none"> 69% will perform at or above standard as measured by the Spring 2016 DIBELS (EOY)
Literacy: 3-5 ELA	<ul style="list-style-type: none"> 64% at or above standard as measured by the 2016 SBA
Math: 3-5 Math	<ul style="list-style-type: none"> 69% at or above standard as measured by the 2016 SBA
Science: 5th Science	<ul style="list-style-type: none"> 76% at or above standard as measured by the 2016 MSP
Achievement Gap	<ul style="list-style-type: none"> Hispanic 4th and 5th grade students will demonstrate growth in ELA, moving from 25% to 50% at standard (4th) and 44% to 72% at standard (5th) as measured by the 2016 ELA SBA.
School Effectiveness:	<ul style="list-style-type: none"> Staff members get help in the areas they need to improve – From 38% to 58% Agreement
Attendance and Discipline:	<ul style="list-style-type: none"> Attendance: The Robert Frost Elementary excessive absentee rate will decline from 3% in December, 2015 to 2% by June 2016 as measured by average attendance in Skyward. Discipline: The Robert Frost Elementary annual suspension rate will decrease from 2% in June, 2015 to 1.5% by June, 2016.

Annual School Goals: Academic

1. Goal Setting Process

- Priority standards (“Big 5”) established by each grade level team in Spring 2015 and revised Fall 2015. Vertical alignment established through this process to ensure consistent focus and establishment of goals for 2015-16
- SBA, MSP, and DIBELS data reviewed by all certificated staff in August, September, and October to determine areas of strength and highest need.
- Teachers analyzed performance of students in their classrooms for 2014-15 Reflective data shared with current teachers as they developed classroom and grade level goals for current students
- Grade level teams also reviewed individual student data to identify individual student strengths and needs

2. Ensuring Challenge and Rigor

- Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
- Monthly Building Data Team meetings for instructional decision-making, including review of student progress, monitoring of grade-level and building-wide goals, and planning for professional development

- Professional development and coaching K-5 through CORE for ELA and differentiation practices
 - Common grade-level and school-wide assessment (e.g. DIBELS K-5, Wonders Reading Inventory)
 - Student goal-setting conferences 2x/year
 - Effective use of curriculum resources (e.g. Wonders, EnVision, FOSS) for enrichment based upon current standards (CCSS) and LWSD Proficiency Scales
 - Use of appropriate technology tools for enrichment and extension of learning (e.g. IXL Math, Accelerated Reader, Headsprout, Haiku)
 - Study trips, in-school enrichment programs (e.g. Naturevision, community presenters, Battle of the Books) and after-school PTSA-sponsored enrichment classes (e.g. foreign language, chess, Mad Science)
3. Ensuring Intervention
- Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
 - Professional development K-5 through CORE for ELA and differentiation practices
 - ELL services provided through 1.6 FTE staffing
 - Safety Net intervention services for students performing below standard
 - Master scheduling to ensure school-wide instructional blocks for core and intervention instruction
 - Annual Kindergarten Jump Start for ELL students
 - Kindergarten Intensive Safety Net program (KISN) providing small-group ELA and Math intervention four afternoons/week
 - Monthly Building Data Team meetings for instructional decision-making, including review of student progress, monitoring of grade-level and building-wide goals, and planning for professional development
 - Coaching and professional development through Title 1 Facilitator
 - Library program support for CCSS Research
 - Library collection supplemented with books to support students needing reading intervention and English language learners
 - iRead program to improve fluency for all students
4. Progress Monitoring
- Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
 - Regular DIBELS progress monitoring for students working below standard
 - Schoolwide DIBELS assessment K-5 (MOY, BOY, EOY)
 - Common grade-level and school-wide curriculum assessment (e.g. Wonders Reading Inventory K-5, CDSA, EnVision Topic Tests)
 - Monthly Building Data Team meetings
 - Coaching and monitoring through Principal and Title 1 Facilitator
 - Staff review of CIP goals and progress through LEAP at multiple points throughout the school year

Annual School Goals: Achievement Gap

1. Goal Setting Process
 - As part of the Fall CIP process, SBA and DIBELS data reviewed by all certificated staff in August, September, and October to determine areas of highest need and to identify subgroups experiencing achievement gaps
 - 2015 WELPA results were also reviewed
 - Identified current 4th and 5th grade students who were approaching standard on the 2015 ELA SBA for goal setting
2. Sub-group Selection
 - Hispanic students demonstrated the lowest levels of performance in comparison to other sub-groups. This was evident across grade levels and content areas
 - 2015 WELPA data identified L3 and L4 ELL students performing below statewide ELL populations
3. Ensuring Intervention
 - Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
 - Professional development through CORE for ELA and differentiation
 - ELL services provided through 1.6 FTE staffing
 - Safety Net intervention services for students performing below standard
 - Annual Kindergarten Jump Start for ELL students
 - Kindergarten Intensive Safety Net program (KISN) providing small-group ELA and Math intervention four afternoons/week, where the majority of current qualified students are Hispanic
 - Library collection supplemented with books in Spanish at multiple levels
 - iRead program to provide additional fluency practice
4. Progress Monitoring
 - Grade level team review of student performance and intervention planning through Data Teaming process 2x/month
 - Regular DIBELS progress monitoring for students working below standard
 - Schoolwide DIBELS assessment K-5 (MOY, BOY, EOY)
 - 2016 ELPA assessment
 - Collaboration between ELL teachers and classroom teachers for ongoing progress monitoring

Annual School Goals: School Effectiveness

1. Goal Setting (*Staff Members Get Help in Needed Areas*)
 - Lower agreement to this survey item compared to other measures
 - Staff analysis of survey data through leadership teams identified this as high-impact priority area
2. Progress Monitoring
 - Perception surveys at multiple points in the year
 - Scheduled team check-ins and work time following professional development and coaching

- Regular checks with individuals and teams by Principal and Title 1 Facilitator to monitor needs and provide coaching
- Implementation of positive peer feedback system for staff
- Professional development during LEAP and staff meetings in addition to informal opportunities for cross-level professional growth
- Monthly check-ins through Frost Leadership Team feedback
- Feedback and survey results reviewed throughout year to track growth

Annual School Goals: Attendance and Discipline

1. Goal Setting

- Attendance
 - With changes in community demographics we are experiencing growing numbers of absences and tardies.
 - Existing procedures and responsibilities for tracking attendance, intervening with families, and documenting progress needs to be strengthened.
 - Maintaining attendance is an NCLB requirement
- Discipline
 - Growth in disciplinary issues identified by staff in Spring 2015 and through LWSD audit in August 2015.
 - PBIS Team established to begin process for development of Schoolwide Positive Behavior Interventions and Supports
 - Team began training process through NW PBIS Network in Fall 2015. Currently following “Year 0” plans as outlined through PBIS process

2. Progress Monitoring

- Attendance
 - Monthly documentation by teachers of students with multiple attendance issues and parent communication via Frost Online Absentee Log
 - Monthly Skyward attendance report reviewed by office staff
 - Monthly review of Frost Online Absentee Log by Counselor, Title 1 Facilitator, and Principal
- Discipline
 - Discipline data documented throughout year to identify trends (specific behaviors, locations, times, demographics)
 - Team progress checked through quarterly trainings and meetings

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Flexible grouping for intervention instruction • Use of CORE ELA instructional routines • Progress monitoring with DIBELS • Grade level team review of student performance and intervention planning through Data Teaming process 2x/month • Instructional Card practice (e.g. sound, vocabulary, phonics) • Differentiated learning centers/stations • Wonders Leveled Readers • Home tools provided for families, including Wonders Home Access Online and Reading Toolkits • Use of WonderWorks and BURST (K-2) curriculum materials for intervention • Technology tools, including Headsprout (K-1), Accelerated Reader, and online reading resources for screen reading practice • Wonders Assessments, including Reading Inventories • Read Naturally for fluency • Master schedule providing common instructional blocks aligned to intervention schedules • Professional collaboration, including Data Teaming 2x/month • Kindergarten Intensive Safety Net program 4x/week • Daily Safety Net small group intervention instruction • “Double Dip” intervention for primary students through Safety Net • Community volunteers for individual/small group practice • Text evidence and research strategies applied across curriculum • ELL instructional strategies in content areas • Strategic use of instructional assistants to support ELA instruction in class and in small groups • Keyboarding practice • Focus on clear learning targets and purpose for all lessons (“I Can”)
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Ongoing ELA/Differentiation training and coaching through CORE • LWSD Writing strategies training and support (Writer’s Workshop) • SIOP/ELL Accommodation training for all staff • Continued Data Team/Professional Collaboration training • Training for instructional support staff on small group ELA instructional routines • Training for small group instruction/stations (e.g. Daily 5, Café, CORE)
<i>Resources needed</i>	<ul style="list-style-type: none"> • <i>Instructional Routines Handbook</i> for all staff • <i>Common Core Companion</i> book • Wonders supplemental materials for all grade levels, including Vocabulary Cards, Sound Spelling Cards, and other identified resources • <i>CORE Teaching Reading Sourcebook</i> for all staff • Assessment and practice resources aligned to SBA, both print and online

	<ul style="list-style-type: none"> • Keyboarding (software/online)
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Title 1 Facilitator • Building Data Team

Goal Area	Math
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Grade level team review of student performance and intervention planning through Data Teaming process 2x/month • Flexible small group instruction with frequent common pre/post assessment and placement • Technology tools for intervention and enrichment, including IXL, XtraMath, Haiku, screen-reading practice, and online “Flipped Classroom” strategies • Focus on math fact practice • Safety Net small group instruction for identified students • Community volunteers for individual/small group practice • Emphasis on content-based language for ELL students • Focus on clear learning targets and purpose for all lessons (“I Can”) • Integrating effective classroom management strategies for small and whole group instruction • Keyboard practice and application for mathematics
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Continued Data Team/Professional Collaboration training • Technology integration training for use of IXL and other tools • SIOP/ELL Accommodation training for all staff
<i>Resources needed</i>	<ul style="list-style-type: none"> • Online tools (IXL, XtraMath) • Assessment and practice resources aligned to SBA, both print and online • Keyboarding (software/online) • Flash Cards and other resources for math fluency practice
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Title 1 Facilitator • Building Data Team

Goal Area	Attendance
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Revise process for staff to identify roles for classroom teachers, office staff, and others • Use Online Absentee Log to document students with excessive absences/tardies and subsequent communication • Teachers will regularly monitor student attendance and communicate impacts to families as a first tier response • Counselor, Title 1 Facilitator, and Principal will review Skyward attendance reports and Online Absentee Log on a monthly basis to identify students with ongoing attendance challenges following teacher intervention

	<ul style="list-style-type: none"> • Counselor and/or Title 1 Facilitator communicates with families as a second tier response • Principal will communicate with families in coordination with LWSD Becca coordinator for a third tier response to ongoing attendance challenges • Principal will monitor process and provide coaching and support for staff • Communicate revised procedures and attendance impacts with all families at annual Meet & Greet, Curriculum Night, and student conferences • Post revised procedures and attendance impacts online via the school website, classroom Haiku pages, and through periodic articles in the weekly Tuesday Bulletin newsletter • Collaborate with representative parent groups (PTSA and Natural Leaders) regarding strategies for supporting families with maintaining student attendance for academic success
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Train staff on attendance procedures for documentation and parent communication • Training for Skyward Tool for Title 1 Facilitator, Counselor, and Registrar
<i>Resources needed</i>	<ul style="list-style-type: none"> • <i>Dramatically Improving Attendance</i> article (<i>Educational Leadership</i>, November 2015) • Translators and translation services for phone communication, parent meetings, and translation of documents • Online Absentee Log accessible to all staff via OneNote/Haiku
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Title 1 Facilitator • Counselor • Registrar

Goal Area	Discipline
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> • Teacher teams and classified staff identified common student behavior challenges and common areas requiring attention • PBIS Team completing SW-PBIS Training Series through Northwest PBIS • PBIS Team conducting audit of current disciplinary issues impacting the school • Behavior and discipline data collected via SWIS and other collaborative tools • Common expectations for common areas to be revised by Spring 2016 • Schoolwide positive student incentive system to be developed by Spring 2016 • Lesson plans for teaching common expectations to be developed by Spring 2016

	<ul style="list-style-type: none"> • Student Handbook reviewed and updated by Spring 2016 for Fall 2016 publishing • PBIS strategies integrated into existing monthly Spirit Assemblies • Lessons for all students delivered at start of year, Fall 2016
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • <i>SW-PBIS Training Series</i> for Frost PBIS Team through Northwest PBIS (2015-16 – Year 0; 2016-17 – Year 1) • PBIS training for Frost staff from Frost PBIS Team (Fall 2015; Spring and Fall 2016)
<i>Resources needed</i>	<ul style="list-style-type: none"> • <i>SWIS</i> online behavior data management tool • Release time for Frost PBIS Team members for planning and development • Classroom copies of <i>Have You Filled A Bucket Today</i> by Carol McCloud • Author Visit for school assembly from author Carol McCloud
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> • Principal • Frost PBIS Team (includes representative teachers and classified staff, counselor, and Title 1 Facilitator)

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Focus on parent/home strategies to support student progress towards CIP goals
- Specific home strategies and resources provided to parents via classroom Haiku, Safety Net Reading Connections Newsletter, and Tuesday Bulletin
- Key resources translated into Spanish
- Feedback, planning, and participation through PTSA and Natural Leaders
- Community surveys to determine specific needs and interests
- Parent education opportunities provided to develop skills for home academic support
- Resources targeted to Spanish speaking/underrepresented families
- Collaboration with leadership from PTSA and Natural Leaders for alignment of family support programs

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

- Information about goals, strategies, and interventions communicated through Classroom Haiku sites, Safety Net Reading Connections Newsletter, and weekly Tuesday Bulletin
- Key resources translated into Spanish
- Finalized CIP plan posted on school website
- Information shared/distributed during annual Meet & Greet, Curriculum Night, and Conferences