# Continuous Improvement Process Plan
# 2018-2019

John Muir Elementary School

14012 132nd Ave. NE

Kirkland, WA 98034

https://muir.lwsd.org/

| Principal: | Jeffrey DeGallier |
|---|---|
| Associate Principal: | Ric Baileykaze |

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# I. Description of School

John Muir Elementary (JME) is an outstanding community school where all students are provided a rich academic program in a safe, nurturing environment. The school, playground, and playfields are centers for both school-related and community-related activities. JME serves a socially, economically and ethnically diverse population of children. This diversity is a source of strength and pride for the school. The PTSA is active in supporting the educational process and provides enriching programs, which further enhance the positive school climate and culture for students, staff, and community members.

Our focus at JME is to equitably provide an academically rigorous experience that allows each student to achieve their personal best. The professional educators spend considerable time in staff development to continuously improve their practices to meet the needs of all children. Ongoing assessments allow teachers to monitor the progress of students to ensure they are making annual growth and alter instruction when necessary. In addition to our primary focus on developing strong academic skills, resources are dedicated to developing social and emotional skills.

School Demographics:

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| American Indian | .5% | Two or More Races | 8.4% |
| Asian | 24.6% | Special Education | 14.9% |
| Black/African American | 1.4% | English Learners | 24.2% |
| Hispanic/Latino | 18.3% | Low Income | 33.2% |
| White | 46.9% | Male/Female | 51.7/48.3% |
| Pacific Islander | 0.0% | | |

# II. District Performance Targets

| | Indicators<br>*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 adjusted 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 | 98.4% | 87.1% | 86.1% | 91.3% | | | |
| | | 1st | 82.5% | 79.1% | 83.1% | 72.4% | | | |
| | | 2nd | 82.7% | 77.8% | 86.1% | 87.5% | | | |
| **3rd Graders on Track for Success** | % of 3rd graders meeting or exceeding state standards in Literacy | | 70.3% | 73.1% | 66.6% | 66.1% | | | |
| | % of 3rd graders meeting or exceeding state standards in Math | | 73.0% | 74.6% | 71.9% | 60.8% | | | |
| **4th Graders on Track for Success** | % of 4th graders meeting or exceeding state standards in Literacy | | 68.4% | 76.0% | 62.0% | 66.6% | | | |
| | % of 4th graders meeting or exceeding state standards in Math | | 54.3% | 80.0% | 64.5% | 72.2% | | | |
| **5th Graders on Track for Success** | % of 5th graders meeting or exceeding state standards in Literacy | | 68.7% | 63.9% | 78.1% | 67.9% | | | |
| | % of 5th graders meeting or exceeding state standards in Math | | 51.5% | 37.7% | 76.3% | 61.5% | | | |
| | % of 5th graders meeting or exceeding state standards in Science | | 75.0% | 70.4% | 83.6% | 62.8% | | | |

- 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:

Instructional teams were guided by the building leadership team through a reflection process using school-wide data sheets and the Power BI app to analyze aggregate and disaggregate data.  Teams reflected on the results of each goal from the 2017-18 CIP.  Next, reflective questions guided their analysis of the goals applicable to their teaching assignment.  Individual student data was analyzed to evaluate the achievement gap goal and results.  Teams collaborated and recorded their reflections in OneNote.

| 2017-2018 Goal<br>*(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)* | Achievement Outcome<br>*(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)* |
|---|---|
| Literacy: K-2 Reading Goal:<br>K-2 students will go from 73% at standard on the DIBELS, to 75% at standard. | Outcome:<br>83.9% of K-2 students are at standard on the DIBELS. |
| Narrative Reflection:<br>Overall, kindergarten and second grade students exceeded the reading goal. Kindergarten had 93.1% of students at level or above and second graders had 87.5%. However, 1st grade underperformed their expected outcome achieving a 72.4%.  The overall growth is attributed to increased parent engagement strategies, focused interventions, and ongoing professional learning focused on foundational literacy instruction. Specifically, professional development time was dedicated to increasing phonemic awareness and phonics instructional skills.  Achievement levels of students that qualify for EL or SPED continue to not meet standard. ||
| | |
| Literacy: 3-5 ELA Goal:<br>Grades 3-5 students will go from 69% at or above standard on the SBA-ELA, to 77% at or above standard. | Outcome:<br>67.0% of 3-5 students are at standard on the SBA-ELA. |
| Narrative Reflection:<br>Data shows that latino and the low-income sub-group of students had the lowest levels of proficiency on the ELA portion of the SBA.  Of all students assessed in grades 3-5 on the ELA-SBA, the highest percentage of students scored a Level 4. ||
| | |
| Math: 3-5 Math Goal:<br>3-5 students will go from 68% at or above standard on the SBA-Math, to 68% at or above. | Outcome:<br>64.1% of 3-5 students are at standard on the SBA-Math. |
| Narrative Reflection:<br>2017-18 SBA-Math results did not meet expectations for the 3-5 cohort.  3rd graders achieved a 60.8% proficiency, 4th graders achieved 72%, and 5th graders achieved 62%. Results were disappointing considering we spent a considerable amount of time in staff development with CORE focusing on foundational math skills. ||

| A continued concern is our inability to create the conditions where ELL and SpEd students achieve proficiency. As with the SBA-ELA, of all students assessed in grades 3-5 on Math, the highest percentage of students scored a Level 4. | |
| --- | --- |
| | |
| Science: 5th Science Goal:<br>69% of students will be at standard as measured by the NGSS assessment. | Outcome:<br>62.8% of 5th grade students are at standard in science. |
| Narrative Reflection:<br>In Spring of 2017 5th grade students took a new state science assessment implementing the new next generation science standards (NGSS). At the same time, Lake Washington School District has yet to adopt a curriculum aligned to the NGSS. This year's achievement of 62.8% is a baseline percentage we look forward to improving on. | |
| | |
| Achievement Gap Goal:<br>22% of students EL or exited EL students will move one level of proficiency, as measured by the 3-5 Math SBA. | Outcome:<br>10% of EL or exited EL students advanced one level of proficiency on the 3-5 |
| Narrative Reflection:<br>The EL and exited EL sub-group had disappointing math results. Only 10% (four students) advanced a level of proficiency and 17.5% (seven students) dropped a level of proficiency. | |
| | |
| School Effectiveness Goal:<br>The results of the Spring 2018 Nine Characteristics of Effective Schools Survey will show an increase in staff reporting mostly agree and completely agree in three areas: staff members trust one another, student discipline problems are managed well, and staff feels free to express their ideas and opinions with one another. | Outcome:<br>In 2016-17 staff members reported that they mostly and completely agree that staff members trust each other 81% of the time, and 19% agreed slightly. In comparison, for 2017-18 Nine Characteristics data staff mostly and completely agreed 74% of the time and agreed slightly 27% of the time.<br><br>In 2016-17 staff members reported that they mostly and completely agree that discipline problems are managed well 55% of the time while 33% agree slightly and 11% don't agree at all. 2017-18 data showed staff members mostly agree 58% of the time (none completely), slightly agree 39% of the time and 3% don't agree at all.<br><br>In 2016-17 staff members reported that they mostly and completely agree that staff feels free to express their ideas and opinions with one another 80% of the time while 17% agree slightly and 3% do not agree at all. In 2017-18 Nine Characteristics data, 71% |

| | mostly and completely agree, 26% agree slightly, and 3% don't agree at all. |
|---|---|

**Narrative Reflection:**
We did not meet the goals of our School Effectiveness data.  While the "Staff Members Trust One Another" and "Staff Feels Free to Express Their Ideas and Opinions" data remained virtually stagnant (81% vs 74% mostly/completely agreeing and 80% vs 71% mostly completely agreeing respectively), a concern is staff perception that discipline problems aren't being handled well.  In meetings with the PBIS team, we believe this is due to staff being unprepared to deal with Tier 3 behaviors and the significant impact this has on overall school climate and culture.  Additionally, there is a perception of a lack of communication regarding the response to inappropriate school behaviors.

| Attendance Goal: | Outcome: |
|---|---|
| We will continue to work to keep our average daily attendance above 94.7% | The average daily attendance last year was 94.4% |

**Narrative Reflection:**
Average daily attendance remains steady at 94.4% due to the work of teachers communicating with parents via conferences and phone on the importance of regular and consistent attendance.  Additionally, continued participation of staff and students in taking attendance every day, graphing daily attendance percentages, and calculating the daily attendance rate in order to win the school's "Traveling Attendance Trophy" were strategies to meet our goal.

A concern remains for those students that are chronically absent throughout the year.  Our assistant principal and district attendance specialist work with parents to help improve the attendance.

Another concern that came to our attention during the school year is the number of students with chronic absenteeism in kindergarten and first grade.  15.94% of kindergarteners and 10.14% of first graders are deemed chronically absent according to PowerBi data, as opposed to 3.75% for 2nd grade, 2.90% for 3rd, 9.26% for fourth, and 6.33% for fifth.

| Discipline Goal: | Outcome: |
|---|---|
| We will move onto Year 2 of implementation of the PBIS system to reduce lost instructional time and provide consistent and common expectations throughout the school.  Baseline referral data will be gathered to help us target high need areas throughout the school. | PBIS has completed year 2 of implementation, incorporating consistent routines and expectations across the school using R-espect, O-n task, A-ppropriate, R-esponsible (ROAR) expectations.  Day 1 included teaching ROAR expectations for each grade level in the cafeteria, on the playground, in the hallway, bathroom and classrooms, and on the stairwell.  After two weeks we had a ROAR kickoff assembly to introduce students to our new weekly ROAR Award and at the end of the Winter and |

| | Spring Breaks we retaught expectations throughout the school including a Spring into ROAR Challenge. |
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Narrative Reflection:
Consistency is still an area of improvement.  Although we've established common routines throughout the building and students are very excited about "ROARing throughout the school, an area of improvement is establishing explicitly what teachers should expect in the hallway, etc.  Students are *taught* routines but assessing specifically what the outcome should be remains an issue.

Consistency with our use of referral forms is also an issue as is communication back to teachers regarding discipline issues.  The PBIS team believes this year's Nine Characteristics data regarding discipline problems being handled well is a result of a lack of communication as well as Tier 3 behaviorally challenged students.

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:

• Conduct Title 1 Parent and Family Engagement Survey, October, 2017
• Continued work with Parent Advisory Committee established during the 2016-17 school year
• Continued expansion of the John Muir Elementary Natural Leaders' Program
• Parent involvement/partnership with PBIS
• Seek input and feedback from PTSA leadership and general membership

2017-18 Strategies to inform parents, families and the community in the CIP process:

Reflection on Outcome:
Muir will publish information and involvement policies through the school newsletter and website, as well as prove families with copies of the "Parent and Family Engagement Plan."  Information will be shared at meetings of our two parent groups:  PTSA and Natural Leaders.

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

| 2018-2019 SMART Goals, Strategies and Resources |
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| Literacy: K-2 Reading SMART Goal:<br>K-2 students will go from 76% to 88% at/above standard as measured by DIBELS Next composite.  Specifically, 37 students in K-2 who are currently below standard, will advance one or more levels of proficiency. |
| Process used to determine goal:<br>Teams analyzed historical and current data. Using a cycle of inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort to individual students.  The building leadership team drafted questions to guide this analysis of beginning of year DIBELS data.<br><br>Responsible individual or team:<br>Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.<br><br>Strategies that will be implemented to support goal:<br>Teachers will use a variety of evidence-based practices to build foundational reading skills: common instructional routines, multi-modal strategies, tier two curriculum materials (Wonders, Lexia, Wonderworks, Heggerty: PA), SIOP, and alignment of EL/Safety Net services which allows for preteach and reteach so below standard students get more productive practice.<br><br>How challenge and rigor will be ensured for all students:<br>Small group instruction provides opportunities to differentiate instruction and practice at students' identified ability levels.  Ongoing progress monitoring of all students insures instruction is provided at the developmentally appropriate instructional level.<br><br>How necessary interventions will be determined:<br>Teams will use curriculum-based measures and progress monitoring assessments to determine if/when interventions are needed including DIBELS, Wonders Assessments, Lexia reports, district ELA assessments, and classroom observations.<br><br>Any professional learning needed:<br>Teams will receive implementation training on using the Heggerty Phonological Awareness Skills lessons.  Additionally, experienced teachers will model effective implementation of Wonders for staff new to their grade level or John Muir Elementary. The CORE trainer will provide training to instructional leadership teams so that they may facilitate cycles of inquiry related to foundational reading skills during PLC time. K-2 teachers are receiving training in how to progress monitor on an as needed basis.<br><br>Resources needed:<br>Additional copies of the Heggerty PA Skills lessons. Collaboration time.<br><br>Timelines and Progress Monitoring Plans: |

Grade level teams will monitor progress for targeted students on a monthly basis using DIBELS progress monitoring data. The entire staff will evaluate mid-year progress in January.

Literacy: 3-5 ELA SMART Goal:
Grades 3-5 students will go from 64% to 68% at/above standard as measured by SBA-ELA. This year a targeted goal is 36 exited EL students in 3-5 will maintain or advance one or more levels of proficiency on the SBA.

Process used to determine goal:
Teams analyzed historical and current data. Using a cycle of inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort to individual students. The building leadership team drafted questions to guide this analysis of Spring, 2018 SBA data and BOY DIBELS data.

Responsible individual or team:
Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.

Strategies that will be implemented to support goal:
Teachers will use a variety of evidence-based practices to build foundational reading skills: common instructional routines, multi-modal strategies, tier two curriculum materials (Wonders, Lexia, Wonderworks, Heggerty: PA), SIOP, and alignment of EL/Safety Net services which allows for preteach and reteach so below standard students get more productive practice.

How challenge and rigor will be ensured for all students:
Small group instruction provides opportunity to differentiate instruction and practice at students' identified ability levels. Ongoing progress monitoring of all students insures instruction is provided at the developmentally appropriate instructional level.

How necessary interventions will be determined:
Teams will use curriculum-based measures and progress monitoring assessments to determine if/when interventions are needed including DIBELS, Wonders Assessments, Lexia reports, district ELA assessments, and classroom observations.

Any professional learning needed:
Peer observations, cross-grade collaboration, as well as additional work with Interim Assessments would be valued professional learning.

Any resources needed and plans to obtain them:
No additional resources needed other than targeted use of LEAP time to collaborate on effective implementation of the curriculum.

Timelines and Progress Monitoring Plans:
Teams will monitor progress of the targeted students using DIBELS progress monitoring data; the entire staff will evaluate mid-year progress in January.

| Math: 3-5 Math SMART Goal: |
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| Grades 3-5 students will go from 65% to 67% at/above standard as measured by SBA-Math.  Specifically, 36 exited EL students in 3-5 will maintain or advance one or more levels of proficiency. |
| Process used to determine goal:<br>Teams analyzed historical and current data. Following the step of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students.  The building leadership team drafted guiding and reflective questions to support this dive into data.<br><br>Responsible individual or team:<br>Individual classroom and intervention/EL/SPED teachers under the guidance and facilitation of each grade's leadership team representative.<br><br>Strategies that will be implemented to support goal:<br>Teachers will utilize small group interventions based on end of lesson assessments and multiple exposures to instruction and vocabulary building strategies will be used. Dreambox and ALEKS will be used to support data-based individualization.  There will be more focus on concept development and collaborative planning.<br><br>How challenge and rigor will be ensured for all students:<br>Differentiated teaching and practice will be based upon ongoing assessment, identified resources for acceleration will be shared across grades.<br><br>How necessary interventions will be determined:<br>Dreambox/ALEKS progress, as well as topic and district assessments will be used to define needed interventions.<br><br>Any professional learning needed:<br>CORE Math Academy training for new staff, as well as more training around effective uses of Dreambox and interim assessments.<br><br>Any resources needed and plans to obtain them:<br>Collaboration and above listed learning.<br><br>Timelines and Progress Monitoring Plans:<br>Teams will follow an eight-week cycle of inquiry using district and curriculum assessments to evaluate teaching and learning. |

| Science: 5th Grade Science SMART Goal: |
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| 63% 0f 5th grade students will be at/above standard as measured by the WCAS-Science |
| Process used to determine goal:<br>Teams analyzed historical and current data. Following the step of a Cycle of Inquiry, grade level teams evaluated trends and sub-groups from a grade-level cohort down to individual students.  The building leadership team drafted guiding and reflective questions to support this dive into data. |

Responsible individual or team:
Individual classroom teachers under the guidance and facilitation of each grade's leadership team representative.

Strategies that will be implemented to support goal:
Teams will integrate reading, experiments, and mini-lessons into the FOSS science curriculum. Outdoor education courses will be selected that align with NGSS topics. STEM projects and experiments will target the scientific method.

How challenge and rigor will be ensured for all students:
Students demonstrating proficiency will be provided opportunity to extend learning through ongoing STEM work through projects and experiments.

How necessary interventions will be determined:
Use of the district CDSAs and classroom observations will identify students in need of intervention.

Any professional learning needed:
Additional NGSS training with time to explore resources and assessment materials.

Any resources needed and plans to obtain them:
WSAC release items, practice assessment tools, as well as updated science curriculum tools.

Timelines and Progress Monitoring Plans:
Ongoing monitoring throughout each science unit, and formalized end of unit assessments will monitor progress.

Achievement Gap SMART Goal:
Exited EL students in 4th and 5th grade will maintain or advance one level of proficiency as measured by the SBA-Math.
Currently, there are two students scoring level 1, seven students scoring level 2, thirteen students at level 3, and 8 scored a level 4.

Process used to determine goal:
The Instructional Leadership team disaggregated school-wide data and identified this sub-group for focus. Analysis of historical and cohort data showed a widening of the achievement gap for exited EL's.

Responsible individual or team:
The Instructional Leadership team, made up of grade-level representatives, as well as department representatives.

Strategies that will be implemented to support goal:
Continued focus on professional learning for math and vocabulary instruction, team and cross-grade-level collaboration and peer visits to share best practices.

How challenge and rigor will be ensured for all students:

Data and instruction will be focused on all exited EL students, including those already at/above standard.

How necessary interventions will be determined:
Dreambox/ALEKS progress, as well as topic and district assessments will be used to define needed interventions.

Any professional learning needed:
CORE Math Academy training for new staff, as well as more training around effective uses of Dreambox.

Any resources needed and plans to obtain them:
Collaboration and above listed learning.

Timelines and Progress Monitoring Plans:
Teams will follow an eight-week cycle of inquiry using district and curriculum assessments to evaluate teaching and learning.

School Effectiveness SMART Goal:
The results of the 2018 Spring Nine Characteristics Survey will show an increase in staff mostly and completely agreeing in two areas: Focused Professional Development and High Levels of Collaboration and Communication. Within these two characteristics, staff identified an area for growth to be "creating opportunities for different staff members to lead professional development" as well as "staff members developing trust for one another."

Process used to determine goal: Grade levels met to review Nine Characteristics survey data from Spring, 2018, and teams identified specific areas where perception data can be improved. After reviewing published information on Nine Characteristics of Highly Effective Schools, teams analyzed Spring 2018 survey data down to the item level within each characteristic to determine specific perception data that teams believed provided the greatest opportunity for improvement. This team level data was collected and commonalities were found that resulted in the selected goals for the 2018/2019 school year.

Responsible individual or team:
Grade level teams, ILT and MAC will be responsible for regularly collaborating to find opportunities for staff to lead professional development and build trust among one another.

Strategies that will be implemented to support goal:
Peer observations, improved collaboration, and staff leadership during staff and professional learning meetings. School administrators worked with CORE support to provide shared leadership training to members of the ILT. ILT members were then given opportunity to lead their teams on developing CIP goals. Also, new members of the JME staff are being intentionally encouraged to participate in district and building initiatives. Activities at certificated staff meetings and LEAP presentations will be considered and planned that will allow for more members of the staff to lead professional learning.

Any professional learning needed:
Professional development in shared/distributed leadership will be conducted for ILT members. This professional development will be conducted by school administration and CORE. Also, professional learning specific to areas of leadership will be conducted by district leaders in areas such as NGSS, SIOP, and equity training.

Any resources needed and plans to obtain them:
No resources beyond current building professional development funds will be necessary. LEAP time will be the primary resource used to make progress toward the School Effectiveness Goal.

Timelines and Progress Monitoring Plans:
The JME CIP School Effectiveness goal will be monitored by the Instructional Leadership Team. A mid-year review in January at our ILT meeting will be conducted to determine if members see progress toward the goal or if additional strategies need to be considered and implemented.

Attendance SMART Goal:
We will continue to implement our incentive program to increase daily attendance and decrease tardies, as well as communicate with families of frequently absent students with a letter, phone calls, and meetings. We will continue to improve our efforts to better utilize the District Attendance Specialist to support our efforts with families. In addition, chronically absent kindergarten and first grade rates will decline from 15.94% and 10.14% respectively.

Process used to determine goal:
Reviewed last year's attendance data using Power Bi and identified two struggling grade levels with attendance.

Responsible individual or team:
Office staff, grade levels, district attendance specialist.

Strategies that will be implemented to support goal:
Regular attendance letters sent home, communication with families via phone and/or face to face if necessary.

How challenge and rigor will be ensured for all students:
Students will participate in the school's attendance incentive program (Traveling Trophy Award).

How necessary interventions will be determined:
Staff with attendance concerns will communicate with families at conferences and via phone if necessary. Administration will communicate with families after 10 excused absences in a year, two unexcused absences in a week and/or over 5 unexcused absences in a year.

Any professional learning needed:
No professional learning needed at this time.

Any resources needed and plans to obtain them:
No resources needed other than attendance data which is readily accessible by office staff.

Timelines and Progress Monitoring Plans:
Attendance data is pulled monthly from Skyward and teachers are encouraged to communicate concerns regularly.

Discipline SMART Goal:
The PBIS team's goals this year include collaboratively working with staff to establish minor behavior tracking norms in classroom settings, establishing consistent expectations among teachers, and improving communication with the referral process. Nine Characteristics survey data will show an increase in staff mostly/completely agreeing that discipline problems are handled well (58.06%).

Process used to determine goal:
The school PBIS team uses the PBIS Tiered Fidelity Inventory to guide our practice. Staff convened to determine a focus for Nine Characteristics data.

Responsible individual or team:
Teachers, office staff, playground staff

Strategies that will be implemented to support goal:
Improved referral communication including communicating office managed discipline decisions to teachers. Also, associate principal and counselor intern will conduct lunch groups with students with historically high rates of inappropriate behavior.

How challenge and rigor will be ensured for all students:
Restorative justice strategies will be used with all students struggling with behaviors. Close monitoring of students who demonstrate higher frequency of inappropriate behaviors will be conducted by SIT to determine if proactive interventions can be put in place that will reduce the need for reactive disciplinary actions.

How necessary interventions will be determined:
Discipline and referral data, day to day anecdotal data.

Any professional learning needed:
Trauma informed instruction through professional readings.

Any resources needed and plans to obtain them:
No resources needed at this time.

Timelines and Progress Monitoring Plans:
The PBIS team monitors discipline data monthly.

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

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| 2018-19 Strategies to involve parents, families and the community in the CIP process:<br>•      Conduct Title 1 Parent and Family Engagement Survey, October, 2018<br>•      Continued work with Parent Advisory Committee established during the 2016-17 school year<br>•      Continued expansion of the John Muir Elementary Natural Leaders' Program<br>•      Parent involvement/partnership with PBIS<br>•      Seek input and feedback from PTSA leadership and general membership<br>•      Conduct parent family engagement and parent input meeting at Kirkland Height's apartment complex. |
| 2018-19 Strategies to inform parents, families and the community in the CIP process:<br>Muir will publish information and involvement policies through the school newsletter and website, as well as provide families with copies of the "Parent and Family Engagement Plan." Information will be shared at meetings of our two parent groups: PTSA and Natural Leaders. The Title 1 Parent and Family Advisory Committee will conduct two meetings between December and May to get further feedback and input on strategies to involve parents, families, and the community in all aspects of our school program, including the CIP. |
| Timelines and Progress Monitoring Plans:<br>During the 2018-2019 school year the JME Instructional Leadership Team will monitor progress on all components of the Parent and Family Engagement strategies at three meetings: November, February, and April. School administrators will be responsible for scheduling and conducting the Parent Advisory Committee Meetings between December and May. Finally, a summary of Parent and Family Engagement efforts will be completed in June, 2019. |