



## **Continuous Improvement Process Plan 2018-2019**

Redmond Middle School

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Redmond, WA 98052

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

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# I. Description of School

Redmond Middle School is a large comprehensive middle school. We serve students throughout the Redmond area and beyond. Rockwell, Horace Mann, Albert Einstein, Redmond, and the new Clara Barton are our elementary school feeders. In addition, we host part of Lake Washington School District’s highly-capable Quest programs and receive many students from Smith Elementary.

We are proud of the programs and opportunities we have at Redmond Middle School for students. We have robust ASB and leadership programs. Our ASB is committed to increasing student voice and participation throughout our school. We offer a high-quality music program that gives students opportunities to compete as well as perform throughout the year. We have high participation in all our sports programs. Each year we have diverse club offerings, which are completely driven by student interest.

This will be the fourth year of our AVID (Advancement Via Individual Determination) Program. AVID is a nationwide program designed to support students who are in the academic middle to ensure they are ready for college. AVID is also about incorporating best practices in instruction school-wide. We have two full electives for AVID and all our teachers will receive monthly support on implementing AVID WICOR (writing, inquiry, organization, collaboration, and reading) instructional strategies into their daily instruction.

At Redmond Middle, we follow “The Grizzly Way” in all aspects of our work – we are Kind, Honest, and Proud. This is the second year of our PBIS (Positive Behaviors, Interventions, and Support) program. Staff and students have defined positive expectations for students in all areas of our school. This year we have partnered with our community to build incentives to help students reach these expectations.

We have interventions in place to help students who need extra help or time to do work such as our After-School Study Hour, hosted by the City of Redmond, and Grizzly time built into our daily schedule. Our parent support through PTSA is excellent and responsive to all our needs. Finally, we have a caring and hard-working staff committed to helping students achieve.

Redmond Middle grows more diverse as our enrollment increases. For the 2018-2019 school year, our demographic makeup included:

Hispanic/Latino	13.19%	Low Income	11.7%
Asian	35.67%	English Language Learners	5.7%
Black/African American	1.99%	Special Education	10.6%
White	39.75%	Total Enrollment	1054
Two or More Races	9.30%		

## II. District Performance Targets

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>Baseline Performance</b> <b>2014-15</b>	<b>Current Performance</b> <b>2017-18</b>	<b>Target Performance</b> <b>2018</b>
		District	District	District
<b>8<sup>th</sup> Graders' on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	83.4%	78.4%	95%

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

### **Process to determine School 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 progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

### III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>6<sup>th</sup> Graders on Track for Success</b>	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Literacy.	70.5%	83.3%	75.4%	79.1%			
	% of 6 <sup>th</sup> graders meeting or exceeding state standards in Math	60.7%	73.3%	73.9%	75.3%			
<b>7<sup>th</sup> Graders on Track for Success</b>	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Literacy	71.4%	77.2%	81.4%	81.2%			
	% of 7 <sup>th</sup> graders meeting or exceeding state standards in Math	66.0%	69.0%	79.1%	77.2%			
<b>8<sup>th</sup> Graders on Track for Success</b>	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Literacy	76.9%	75.2%	74.8%	80.1%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Math	68.1%	72.2%	66.4%	74.9%			
	% of 8 <sup>th</sup> graders meeting or exceeding state standards in Science	79.6%	82.1%	78.7%	73.7%			

- Data based on the Smarter Balanced Assessment (SBA) and starting Spring 2018 the Washington Comprehensive Assessment of Science (WCAS) as 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:

We aligned our work for the school year to support our goals in the CIP:

- Use of LEAP time for whole group review and learning for staff
- PCC/PGE Team meetings around student growth goals
- Grizzly Time for individual student support
- Release days for core content area teachers to support common planning

To analyze data, the Building Leadership Team (BLT) and PCC/PGE teams reviewed formative and summative assessments, as well as SBA/WCAS historical data. Teachers throughout the year monitored student progress from baseline assessments with assessments throughout the year to track growth.

During the August LEAP time, our staff reviewed student achievement data from the previous school years. In content area teams, teachers then drafted the goals and shared with all staff for additions and edits. The BLT, and our Equity Team, reviewed these goals, provided feedback, and then staff teams made revisions. PCC/PGE team meetings worked to align their goals to the CIP goals. Counselors and administrators took the lead on discipline, attendance, and college readiness goals, while teacher teams led the way on achievement goals. The goals were finalized after presenting to our parent community through a “Coffee with the Principal” event.

To track our progress throughout the year, PCC/PGE teams utilized common assessments, pre and post assessments, and their PCC/PGE teams. This year, our math and ELA teachers are utilizing interim assessments through the state’s SBA portal to progress monitor individual students’ growth toward standard. To track our discipline/attendance goals, we tracked student progress and shared out during grade level “student support team” meetings.

Prioritizing our time on the work around our CIP goals was one of the main challenges our school faced. Our teachers do not have common planning time, so all meetings took place during LEAP, staff meetings, and times set up by individual teachers before/after the school day.

<b>2017-2018 Goal</b> <i>(example: 88% will meet or exceed standard on the Spring 2018 SBA)</i>	<b>Achievement Outcome</b> <i>(example: 83% met or exceeded standard on the Spring 2018 SBA)</i>
Literacy: 6-8 ELA Goal: 81% of students will meet or exceed standard on the 2018 SBA.	Outcome: 80.0% of students met or exceeded standard on the 2018 SBA.
Narrative Reflection: Our goal for ELA achievement for the 2017-2018 school year was to have 81% of all students reach standard. Our overall rate of students reaching that goal was 80%. We were excited to see that our seventh graders met our goal at 81%. Unfortunately, our sixth grade and eighth grade results fell just shy of our goal at 78.8% and 80.1% respectively. RMS students achieved at or near performance levels of the entire district and well above the State average. When diving deeper, we can see that low-income, students who receive Special Education services and English Language Learners (ELL)	

students have the lowest rates of reaching standard, with only 13.7% meeting standard for students receiving ELL supports.	
Math: 6-8 Math Goal: 77% of students will meet or exceed standard on the 2018 SBA.	Outcome: 75.8% of students met or exceeded standard on the 2018 SBA.
Narrative Reflection: Our CIP target for 2017-2018 for all student in grades 6-8 was 77% proficiency on the end of year Smarter Balanced Assessment. At the end of the year, seventh graders met the goal with 77% at standard, while 6th and 8th graders were within 2% of the target with both grades reaching 75% proficiency. Differentiated instruction, re-teaching, frequent check-ins for understanding, Cornell notes for improved note taking, online assignments that allow for worked examples and immediate feedback, co-taught safety net and special education are some of the factors we attribute to our gains for math. The same gaps persist for our Special Education, ELL, and low-income students.	
Science: 8 Science Goal: 82% of students will meet or exceed standard on the 2018 WCAS.	Outcome: 73.8% of students met or exceeded standard on the 2018 WCAS.
Narrative Reflection: Our goal for the 2017-2018 school year was to have 82% of students meet standard on the new WCAS. This is the first year of this new assessment as previous years, students were assessed using the Measure of Student Progress. We were certainly disappointed that 73.8% of students met or exceeded standard, but noticed that across the district, most schools are down about 10% from where they typically test. When looking closer at the data, we see that 27.5% of students who receive Special Education services met standard, while 31.6% of our low-income students met standard. Unfortunately, the same gap as our Math and ELA scores persists. Only 13.6% of our English Language Learners met or exceeded standard on the WCAS.	
Achievement Gap Goal: Our goal for this area will focus on increasing the number of students who identify as Hispanic/Latino who reach standard. For ELA, 55% of students will reach standard on the 2018 SBA and 100% will by 2020. In Math, 45% of students will reach standard on the 2018 SBA and 100% will by 2020. In Science, 55% of students will reach standard on the 2018 SBA and 100% will by 2020.	Outcome: 51.7% of Hispanic/Latino students met or exceeded standard on the 2018 SBA ELA  44.5% of Hispanic/Latino students met or exceeded standard on the 2018 SBA Math  47.1% of Hispanic/Latino students met or exceeded standard on the 2018 WCAS
Narrative Reflection: Our Achievement Gap goal was focused on helping more Hispanic/Latino students reach standard on all three state assessments. While we came close to our goal in all areas, we fell short. Overall, there is an obvious growth with Hispanic/Latino students performing in Math. We believe this is due to a variety of factors, including co-teaching, smaller	

classrooms, focusing on SIOP, and restorative discipline practices to keep students engaged in school. These practices clearly had a huge impact on 8th grade Math students among Hispanic/Latino students: 22% of Hispanic/Latino students improved Math Scores from last year to this. We are excited to utilize the strategies implemented in the co-taught math classes to help support these students in ELA and Science as well. Focus should also be placed on Hispanic/Latino students who also qualify for Special Education. Only 17% of these students met or exceeded standard.

**College and Career Readiness Goal:**  
 Increase the number of Hispanic/Latino students participating in Algebra/Geometry classes by the time they finish 8<sup>th</sup> grade.

**Outcome:**  
 2017-2018 Enrollment in Algebra/Geometry – 24 Hispanic/Latino students (376 TOTAL students enrolled, so 6.4% Hispanic/Latino)  
 2018-2019 Enrollment in Algebra/Geometry – 15 Hispanic/Latino students (360 TOTAL students enrolled, so 4.2% Hispanic/Latino)

**Narrative Reflection:**  
 We see a large discrepancy in the demographics of 8<sup>th</sup> grade math and Algebra/Geometry courses. We also have worked with our high school colleagues and can say that completion of algebra by 8<sup>th</sup> grade is a key indicator of success in high school and beyond. It is a major factor in accessing college for Hispanic/Latino students, as they are typically underrepresented in higher level math courses later in their public education careers. Our efforts included promoting higher level classes during registration and High School and Beyond planning, inviting more students to participate in AVID electives to build up their study skills, and inviting families to attend a math information night.

**School Effectiveness Goal:**  
 We will better engage our Hispanic/Latino parent community and increase our two-way communication.

**Outcome:**  
 Double expenditure on interpreters from 2016-2017 to 2017-2018 school year.  
 Expanded invitations to Curriculum Night.

**Narrative Reflection:**  
 Our staff was trained on how to access interpreters and we promoted the use for all families who may not have English as a first language. We worked to ensure that families without emails on file with us received hard copy invitations to family events throughout the year. Unfortunately, 0% of parents who responded to the annual School Effectiveness Survey identified as Hispanic/Latino. As such, we are partnering with our PTSA and examining the efforts of Redmond High School to better engage with our Hispanic/Latino population.

**Attendance Goal:**  
 Reduce the number of chronically absent Hispanic/Latino students.

**Outcome:**  
 2016-2017 – 13.79% of Hispanic/Latino students were chronically absent, 1541 total absences for Hispanic/Latino students.

	2017-2018 – 13.89% of Hispanic/Latino students were chronically absent, 825 total absences for Hispanic/Latino students.
<p>Narrative Reflection:  The correlation between school attendance and academic success is strong. Last year we implemented a data dashboard system that helped us better identify when students are having poor school attendance. We also refined our attendance intervention protocol so that we meet with students and their parents earlier and more often when we see a pattern of non-attendance. While we see a dramatic decrease in the overall number of absences for our Hispanic/Latino students, we did not make an impact on the percent of students that are chronically absent – that is, students who miss 10 or more days in one semester.</p>	
<p>Discipline Goal:  Reduce the number of discipline incidents for our Hispanic/Latino students.</p>	<p>Outcome:  2016-2017 – 56 Suspensions for Hispanic/Latino Students  2017-2018 – 13 Suspensions for Hispanic/Latino Students</p>
<p>Narrative Reflection:  In previous years’ data, this sub group of students was over represented in student discipline incidents. We were so excited to see such a dramatic reduction in suspensions – 56 down to 13 – for this population of students. As above with attendance, when students are not in class, they cannot learn. As such, we rolled out a Positive Behavior Interventions and Support (PBIS) initiative last year. We identified, in positive terms, expectations for student behavior in the various environments we have in the school. We created a student behavior team that is tasked with identifying incentives that students themselves would find motivating to meet these expectations. We created lessons that are included as part of our Grizzly Time homeroom to teach students our expectations and how they can make better choices for themselves. We completed a book study with staff to help change our own mindsets to “catch kids doing good.”</p>	

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

<p>2017-18 Strategies to involve parents, families and the community in the CIP process:  We shared the data from previous years and then the goals we as a staff developed at our fall PTSA meeting and a Coffee with the Principal event. We asked parents for input about our goals and changes they would like to see. We shared that feedback with the BLT to refine before departments began to strategize how to meet the goals. Throughout the year, we will share data about our progress towards these goals at future PTSA events.</p>
<p>Reflection on Outcome:  Parents shared good reflections via a worksheet during both CIP presentations. We did not see a significant number of parents however, at these events. Further, only 41</p>

parents completed the annual LWSD School Effectiveness survey. As such, we are reviewing other avenues to share our goals and to elicit parent feedback.

2017-18 Strategies to inform parents, families and the community in the CIP process: We will post our CIP to the school website and send out a School Messenger when it is available. We maintain copies of our CIP in our main office areas for parents and community members to view while they are visiting our school.

Reflection on Outcome:

As mentioned above, we did not have a strong response rate to our annual Survey. We will be partnering again with our PTSA this school year on their journey to earn the “School of Excellence” distinction. As part of this work, they will generate a survey to all families in our community. Our hope is to use this data to see which ways we can better communicate our purpose to our families.

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

### 2018-2019 SMART Goals, Strategies and Resources

Literacy: 6-8 ELA SMART Goal:

82% of students will meet or exceed standard on the 2019 SBA ELA. Further, 17% of our ELL students will meet or exceed standard on the 2019 SBA ELA.

Process used to determine goal:

For the overall goal, we chose 82% because it seems like a realistic and manageable target. We decided to add the ELL sub-group because this is a high-need area, and we also have a new ELL co-taught program for 6th grade ELA.

Responsible individual or team:

The entire ELA/SS and ELL teams.

Strategies that will be implemented to support goal:

We identified in our data review several strands where students had lower levels of achievement than expected. These included: writing brief texts and vocabulary understanding, explanatory and narrative writing, and grammar. To support growth in these areas we will implement:

- Use of assistive technology
- AVID strategies
- Quick-writes (writing to prompts, writing for varied amounts of time/writing stamina)
- Lessons about academic/formal English
- Narrative writing (short story writing, poetry)
- Synthesizing multiple sources

How challenge and rigor will be ensured for all students:

- Consult with Quest teachers
- Provide multiple level 4 opportunities
- Project Based Learning
- Utilizing current data to determine next steps
- Keep the standards, but add scaffolding to help students achieve the same level of rigor
- Every student should be asked higher level thinking questions

How necessary interventions will be determined:

- Regular progress monitoring through assessment (Interim SBA and CBAs)
- Frequent formative checks
- For individual students, we share our concerns with our monthly student support teams who utilize the PRIM to identify research-based interventions to share back with the classroom teachers.

Possible Interventions: Scaffolding, graphic organizers, peer partnerships, access to notes, extra time for responses/tests/assignments, modified assessments, regular check-ins, opportunity to reformulate response, provide a variety of assessment models, opportunity to conference with teacher for improved understanding, regular check-ins to ensure understanding.

Any resources needed and plans to obtain them:

- IXL: procure a bid for IXL to determine whether or not we want it as a team. Check-in with Evergreen Middle about their use of IXL
- SIOP Strategies: Acquired during Professional Learning
- Assistive Technology: Available from district, Cornerstone Class available
- SBA Interim Assessments: Already have access, training during LEAP
- IA for Analysis Intervention Day (7th ELA): Request funds from building

Any professional learning needed:

- Technical training on SBA website
- Guided note taking
- SIOP/CRT (especially CRT in narrative writing)
- Teaching grammar/vocab in context, specifically academic vocabulary

Timelines and Progress Monitoring Plans:

- Grade Level teams can show strategies and data (Feb. 6th)

Math: 6-8 Math SMART Goal:

78% of students will meet or exceed standard on the 2019 Math SBA.

Process used to determine goal:

We came close with our 2017-18 goal, we wanted to continue to improve so we chose to increase our target goal.

Responsible individual or team:

The entire Math team.

Strategies that will be implemented to support goal:

Many of our math classes use the co-teaching model; both for our special education courses as well as safety-net grade level math classes. Teachers will implement classroom interventions such as re-teach worksheets, problem solvers for word problems, graphic organizers, and inquiry labs.

How challenge and rigor will be ensured for all students:

Constant formative assessments to ensure student growth, opportunities to demonstrate conceptual understanding and communicate reasoning (assignments outside of ALEKS, individual/partnered, that involved written work for practicing conceptual reasoning and communicating thinking).

How necessary interventions will be determined:

SBA data shows the struggle that our ELL students experience. We want to incorporate more SIOP strategies and vocabulary development to assist those students. For individual students, we share our concerns with our monthly student support teams who utilize the PRIM to identify research-based interventions to share back with the classroom teachers.

Any professional learning needed:

Training on how to implement and track interim SBA assessments. Further PD for the new curriculum. SIOP/CRT Training.

Any resources needed and plans to obtain them:

Time to collaborate on the new curriculum and to outline a systematic RTI.

Timelines and Progress Monitoring Plans:

Report Interim SBA data at Semester.

Science: 8<sup>th</sup> Grade Science SMART Goal:

75% of students will meet or exceed standard on the 2019 WCAS. 18% of ELL students will meet or exceed standard on the 2019 WCAS.

Process used to determine goal:

Analysis of WCAS data with special focus on our targeted subgroups.

Responsible individual or team:

All science teachers, given that the WCAS covers all middle school science standards.

Strategies that will be implemented to support goal:

Vertical alignment in the areas of modeling, science practices (such as lab behaviors), and "claim/evidence/reasoning" science writing.

How challenge and rigor will be ensured for all students:

Dedicated meeting time to analyzing level 3 and 4 questions and aligning them for 6th, 7th, and 8th grade.

How necessary interventions will be determined:

Looking at student work, reflecting with grade level teams, formative assessment opportunities, informal assessment opportunities.

Any professional learning needed:

We need district release days to meet with cross-school colleagues in order to effectively plan and reflect on innovative AST units.

Any resources needed and plans to obtain them:

We need regular district release time as a team to write curriculum with opportunities to reflect and collaborate.

Timelines and Progress Monitoring Plans:

We have scheduled one 30-minute meeting per month in which we check in as a team, report on progress, and collaborate about vertical alignment. We have scheduled this on our own as a department in order to meet our goals this year.

Achievement Gap SMART Goal:

Our goal for this area will focus on increasing the number of students who identify as Hispanic/Latino who reach standard. For ELA, 58% of students will reach standard on the 2019 ELA SBA. In Math, 50% of students will reach standard on the 2019 Math SBA. In Science, 55% of students will reach standard on the 2019 WCAS.

Process used to determine goal:

We looked at SBA and WCAS data, focusing on looking at Hispanic/Latino students, and further considered the gender of students as well.

Responsible individual or team:

All staff in all areas.

Strategies that will be implemented to support goal:

- Identify all students who were not meeting standard previously
  - Ensure proper placement in Safety Net and Co-Taught programs
  - Encourage and incentivize students to attend after school study lab
- Implement SIOP and AVID strategies. Specifically: focused notes, graphic organizers, and sentence stems for discussion
- During LEAP or other professional time encourage or lead teachers to reflect on their practice and relationship with particular students and identify strategies to improve and build intrinsic motivation
- Use Awesome Pawsomes to build positive behaviors and relationships
- Teachers continue to reach out to Spanish speaking families by using interpreter services

How challenge and rigor will be ensured for all students:

CCSS and NGSS standards apply to all students, accommodations for ELL students don't affect rigor.

How necessary interventions will be determined:

Counselors and teachers work together during our student support team meetings to identify students who are not progressing and then implement research-based interventions for students on a 1-1 basis.

Any professional learning needed:  
SIOP/CRT for all teachers.

Any resources needed and plans to obtain them:  
Translator services.

Timelines and Progress Monitoring Plans:  
Track interim SBA data at Semester. Monitor grades and attendance for targeted sub groups weekly.

College and Career Readiness SMART Goal:  
We will increase the number of Hispanic/Latino students enrolled in credit bearing classes, such as math and foreign language, from 4.2% of students enrolled in Algebra/Geometry to 7% by the start of next school year.

Process used to determine goal:  
We see a large discrepancy in the demographics of credit bearing classes. We also have worked with our high school colleagues and can say that completion of algebra by 8<sup>th</sup> grade is a key indicator of success in high school and beyond. It is a major factor in accessing college for Hispanic/Latino students, as they are typically underrepresented in advanced courses later in their public education careers.

Responsible individual or team:  
All staff.

Strategies that will be implemented to support goal:

- PR campaign to promote these classes: Parent Messenger, Grizzly Time (videos or information), posters, Flip Grid videos from current participants, visit AVID classes
- Explore increasing the number of credit bearing classes available or offered at MS
- Explore creative scheduling options to allow time for electives in students' schedules
- Increasing students taking part at an "advanced" independent pace (differentiation for 6th or 7th grade math to promote students into more advanced classes)
- Get out information to all staff about which classes are credit bearing

How challenge and rigor will be ensured for all students:  
By taking these advanced courses – rigor is ensured.

How necessary interventions will be determined:  
Preassessment activities (for math) to determine ability to handle independently paced instruction/activities. We will also track the registration data when students select classes and work with the counseling team to encourage students who are not enrolled in credit bearing classes.

Any professional learning needed:

Professional training for the staff who are teaching credit bearing classes on CRT/SIOP to better support the needs of all students. Inform staff of which classes are credit bearing and provide strategies to encourage students to enroll.

Any resources needed and plans to obtain them:

Time during staff meetings to share this information. Explore credit bearing course options with the College and Career Readiness department.

Timelines and Progress Monitoring Plans:

We will monitor this goal by measuring student SBA scores and grades in 6<sup>th</sup> and 7<sup>th</sup> grade math. These courses include the fundamental skills needed for success in Algebra. Teachers will utilize interim SBA assessments and common formative assessments during the year to better identify students in need of more support.

School Effectiveness SMART Goal:

We will better engage our Spanish speaking parent community and increase our two-way communication; by the end of the school year, we will increase the number of Spanish speaking families completing our School of Excellence Survey from 2.3% to 10% by the end of the school year.

Process used to determine goal:

When examining data from the annual school effectiveness survey, we noticed that we did not get any responses from our Hispanic/Latino community. As such, we do not have a clear understanding of the engagement level of these families. Spanish is the second most frequently reported home language at RMS behind English.

Responsible individual or team:

Administrators, counselors, and our building Equity Team.

Strategies that will be implemented to support goal:

- Promote the use of interpreter services for all staff
- Partner with the PTSA to have more documents translated into Spanish
- Create a “Spanish Family Night”
- Partner with PTSA to survey families in Spanish about how we can better support their needs

Any resources needed and plans to obtain them:

We have increased our allocation for interpreter services. We have also added a standing item to our monthly BLT and staff meetings to update all staff as to our Equity Team efforts. We will partner with PTSA and our newly developed “Language Ambassadors” to help coordinate our “Spanish Family Night.”

Timelines and Progress Monitoring Plans:

We will survey families that attend our “Spanish Family Night” to better assess how to support these families in the future. We will also partner with the PTSA’s efforts to earn the “School of Excellence” distinction which requires us to survey our community in the fall and again in the spring to track any improvements.

Attendance SMART Goal:

Reduce the number of chronically absent Hispanic/Latino students from 13.89% last school year to 10% at the end of this school year.

Process used to determine goal:

We reviewed attendance data from the previous school year and determined that while progress was achieved in an overall reduction of attendance instances we still have yet to reduce the students who are considered chronically absent (10 or more days missed in a semester).

Responsible individual or team:

Attendance Secretary, absentee tracking, The BECCA coordinator for the RLC, Administrators for interventions/data tracking, all staff – engagement and reinforcement of PBIS strategies.

Strategies that will be implemented to support goal:

- ALL Staff: work to build meaningful relationships with specific students who are at risk for chronic absenteeism. Also build meaningful relationships with all students.
- Email/phone communication with home/student and let them know we miss the student/s and are excited to see them back at class.
- REAL mail/snail mail: send brief post-cards home in the real mail complimenting students work/positive thoughts about their effort and attendance/behavior.

How challenge and rigor will be ensured for all students:

Continue to refine our standards-based approach to teaching and learning so students who miss class are still held accountable for learning standards.

How necessary interventions will be determined:

We weekly run reports of students who have unexcused absences. We use this to identify students who have one or more absence and then administration and counselors conference with the identified students.

Any professional learning needed:

We have allocated LEAP time to inform staff which students have had attendance concerns in the previous school year.

Any resources needed and plans to obtain them:

We have decreased other responsibilities from our Attendance Secretary so she is better able to track students with absences. We have also increased our communication with the RLC BECCA coordinator.

Timelines and Progress Monitoring Plans:

We monitor attendance weekly and provide immediate interventions for students who cross 3, 5, and 7 absences per month. We share data with staff quarterly about our attendance.

**Discipline SMART Goal:**

Reduce the number of discipline incidents for our Hispanic/Latino students from 192 incidents last school year to 140 at the end of this school year.

**Process used to determine goal:**

We reviewed discipline data from the previous school year and determined that while progress was achieved in an overall reduction of suspensions we would like to start focusing on the minor infractions that can lead up to student discipline.

**Responsible individual or team:**

Office staff for data input, administrators for interventions and data tracking, all staff – engagement and reinforcement of PBIS strategies.

**Strategies that will be implemented to support goal:**

- Continue to build meaningful relationships with all students
- Reinforce the “Grizzly Way” with class and school incentives
- Teach the expected behaviors during Grizzly Time
- Re-design reflection forms to include a restorative approach

**How challenge and rigor will be ensured for all students:**

The more time students spend in class the better. As we reduce discipline incidents through our PBIS efforts, we hope that students are better able to stay engaged in the curriculum.

**How necessary interventions will be determined:**

We have done a better job about tracking discipline via Skyward. We input all interventions (conferences, warnings, detentions, etc.) and are then able to see which students, times of day, locations in our building that are having a higher level of discipline issues. We then share this data with our PBIS team to problem solve. For individual students, we share our concerns with our monthly student support teams who utilize the PRIM to identify research-based interventions to share back with the classroom teachers.

**Any professional learning needed:**

We are doing a book study with our support staff who supervise students during non-instructional time (passing, lunch, etc.) on restorative discipline. With our whole staff, a large portion of our staff meetings and LEAP time are spent collaborating around our PBIS incentives and classroom level consequences so that students are not referred out for discipline as frequently.

**Any resources needed and plans to obtain them:**

We will continue our partnership with the NWPBIS association to support our PBIS team efforts thanks to a grant from King County.

**Timelines and Progress Monitoring Plans:**

We share data with staff quarterly about our discipline incidents.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:  
We shared the data from previous years and then the goals we as a staff developed at our fall PTSA meeting and a Coffee with the Principal event. We asked parents for input about our goals and changes they would like to see. We shared that feedback with the BLT to refine before departments began to strategize how to meet the goals.

### **Timelines and Progress Monitoring Plans:**

We will survey families on our effectiveness at meeting their needs at future events – specifically target our Spanish speaking families who have been under-represented in previous surveys. We have also partnered with the PTSA again this year to reach the National PTSA standard of a “School of Excellence.” As part of that work, we survey families in the fall, and again in the spring to see if our efforts have made improvements to family’s access and knowledge of our services for their students.

2018-19 Strategies to inform parents, families and the community in the CIP process:  
We will post our CIP to the school website and send out a SchoolMessenger. We have also held a Coffee with the Principal event and will share information at PTSA meetings as well. We maintain copies of our CIP in our main office areas for parents and community members to view while they are visiting our school.

### **Timelines and Progress Monitoring Plans:**

When we review our goals as a staff during our scheduled LEAP events, we will include updates on our goals in the following “Greetings Grizzlies” emails that are sent out to families.