



Continuous Improvement Process Plan 2018-2019

Rachel Carson Elementary School

1035 244th Ave. NE

Sammamish, WA 98074

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

Principal:	Scott Power
Associate Principal:	Elizabeth Forba

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I. Description of School

Rachel Carson Elementary School is located on the Sammamish Plateau along 244th Ave. NE. As our students progress through the Eastlake Learning Community, they begin in elementary school as Rachel Carson Falcons, transition to middle school and become Inglewood Knights, and lastly end their time in the Lake Washington School District as an Eastlake High School Wolf. Carson's mission is to ensure that all students are empowered and inspired to learn, grow, and graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society. Our staff provides students with an education that is academically rigorous while, at the same time, teaches students skills to be emotionally and physically ready for the global workplace. At Rachel Carson, we take pride in teaching our students character traits that are vital for success. Not only do we explain these traits but also put them into practice as kindness and compassion are seen every day in our classrooms, hallways, lunchroom, and at recess.

Rachel Carson is in its 11th year as a school community. On our campus, we are fortunate to have 481 students in preschool through fifth grade, who come from diverse backgrounds and a range of educational experiences. As we continue to grow, we become more diverse, which is a true asset. The diversity of our population provides rich opportunities to learn from other cultures, embrace our similarities, respect differences, and work together as Rachel Carson Falcons. At the end of the 2017-2018 school year, our student demographics represented 47% White, 38% Asian, 9% two or more races, 6% Hispanic/Latino, and 1% Black. Furthermore, 15% of our students receive special services, 8% are transitional bilingual, and 2% receive free or reduced-price meals.

For the 2018-2019 school year, we continue to be academically focused, especially in the areas of math and writing. Last year, the Lake Washington School District implemented a new, comprehensive writing curriculum, and teachers use a writer's workshop model of instruction. Carson will continue in this work for the current school year as well. During the last two years, Carson teachers engaged in professional learning around writing. Because of this learning and ongoing collaboration with fellow learning community teachers, we expect student achievement in writing to continue to grow in the coming years. Furthermore, we will intentionally focus on math this year to increase the capacity of our students as mathematicians. We plan to regularly analyze data and identify areas that require attention as our teachers plan high-quality math instruction for our students. We will also utilize the SBA interim assessments to find holes and gaps in our students learning so we can address them in a timely manner.

Our school culture focuses on growth mindset, which is key to achieving goals. We want our students to understand that we all make mistakes, and it is our responsibility to learn and grow from them. Our teachers continue to teach students that when they do not know a concept, they just don't know it yet. Through hard work, persistence, and a laser-like focus, they will accomplish their goals and achieve life-long learning.

Parent, family, and community engagement is essential to Rachel Carson's success. We highly encourage volunteers at our school, and we see our community as partners in learning for today and the future. At Rachel Carson, we have many volunteer programs, and one highlight is our Watch D.O.G.S. program. This program is nationally recognized for

involving father-figures in education. Our Watch D.O.G.S volunteers spend a full day at school, helping students grow both academically and socially. We currently have 87 father-figures signed up to volunteer for the 2018-2019 school year.

The process of developing our Continuous Improvement Plan enables us to set goals for student achievement, monitor our progress with the goals, and ensure that our students learn, grow, and benefit from the education they greatly deserve. Here at Rachel Carson, it truly is a great day to be a Falcon!

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	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 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	98.2	87.7	93.8	93.9			
		1 st	85.1	95.3	93.6	91.5			
		2 nd	91.9	81.9	95.4	92.7			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		83.5	84.7	83.7	92.8			
	% of 3 rd graders meeting or exceeding state standards in Math		87.6	86.3	85.2	94.2			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		93.3	79.4	85	86.4			
	% of 4 th graders meeting or exceeding state standards in Math		85.3	82.1	82.7	83.6			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		85	90.5	81.2	85.3			
	% of 5 th graders meeting or exceeding state standards in Math		72.4	78.3	69.1	79.7			
	% of 5 th graders meeting or exceeding state standards in Science		87.3	>95	89	84.2			

- 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

In the Fall of 2017, certificated and classified staff worked collaboratively to write SMART goals for the 2017-2018 Continuous Improvement Plan (CIP). Goal-setting is an essential practice as student achievement improves when specific goals are identified, monitored, and assessed. Not only were these goals used for the CIP, they were also nested within Professional Growth and Evaluation Goals, which are monitored many times throughout the year and discussed in depth in grade level teams and Professional Collaboration Communities. In these communities, teachers share data, discuss instructional strategies, and support each other in designing instruction that leads to student success. In addition to creating academic goals, the Carson staff identified goals for improving school culture and school effectiveness using the 9-characteristics data from the previous school year. To create these goals, staff worked in groups to analyze the data, discuss areas of strength and weakness, and ultimately decide on our school focus. This process ensured that all voices were heard, and we are united and committed to accomplishing our school effectiveness goal. Through partnership with our community and students, Carson's staff is dedicated to helping all students achieve success and accomplish their individual goals.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 89% of K-2 students will meet or exceed standard as measured by the End-of-Year DIBELS assessment in Spring 2018.	Outcome: 92.7% met or exceeded standard as measured by the End-of-Year DIBELS assessment in Spring 2018.
Narrative Reflection: Our K-2 students made impressive progress and exceeded the literacy goal by almost 4%, which is up 7% from the 2016-2017 school year. The Kindergarten team met monthly to discuss students' needs and progress. They used resources such as Wonder's curriculum, Safety Net, Headsprout, and Instructional Assistants to differentiate instruction and meet individual student needs. The team also created spreadsheets to collect ongoing data and to monitor student progress. The 1 st Grade team gave common assessments throughout the year, shared results at team meetings, and collectively determined next steps for students who were not meeting goals. Our 2 nd Grade team provided small group instruction and used Safety Net, the Read Naturally program, and Watch DOGS to support students that were below standard.	
Literacy: 3-5 ELA Goal: 87% of 3-5 students will meet or exceed standard as measured by the ELA Smarter Balanced Assessment in Spring 2018.	Outcome: 88% met or exceeded standard as measured by the ELA Smarter Balanced Assessment in Spring 2018.

Narrative Reflection:

Our grades 3-5 exceeded our goal of having 88% of students meet or exceed standard on the ELA SBA. Carson was able to accomplish this through curriculum extension activities, Wonders Weekly and unit assessments, whole/small group novel studies, scholastic news, safety net, PLC meetings where data was frequently shared, district provided assessments where teachers were able to analyze data and SBA interim assessments where teachers could pinpoint exactly what they wanted to assess and could determine where the holes and gaps were in the students learning.

Math: 3-5 Math Goal:

87% of 3-5 students will meet or exceed standard as measured by the Math Smarter Balanced Assessment in Spring 2018.

Outcome:

86% met or exceeded standard as measured by the Math Smarter Balanced Assessment in Spring 2018.

Narrative Reflection:

While we did not meet our 3rd-5th grade level goal for math, Carson made significant improvements from the year before. In 2016-2017, 79% of Carson students met or exceeded standard in math. Last year we had 86% of students meet or exceed standard, which is a 7% improvement. This was accomplished through pinpointed work around math mindsets, engaging in learning around seeing math conceptually for both staff and students, and through the use of the SBA interim assessments. These assessments were able to give us real time data so that the staff could pinpoint exactly where the student's weakness were. Once identified, teachers were able to tailor their instruction to fully meet their student's individual needs. Lastly, math posters were also hung around the building to give the students many reminders about the importance of math in the real world.

Science: 5th Science Goal:

87% of 5th grade students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science.

Outcome:

84.2% met or exceeded standard as measured by the Washington Comprehensive Assessment of Science.

Narrative Reflection:

This year students took the Washington Comprehensive Assessment of Science online. While we did not meet our 5th grade science goal of 87%, we were very close at 84.2%. Last year was the first year that 5th grade students took the assessment online, which was a learning curve for our students. Once students and teachers gain familiarity with the platform and learn the NGSS standards, we believe that there will be continued growth in our science achievement. To work towards meeting our goal, teachers used

<p>FOSS science kits, enrolled students in Nature Vision classes, and took the 5th graders to Camp Seymour which provided real life science experiences. Teachers used the district approved CDSA science assessments and utilized the Science NGSS training test as forms of assessment. Additionally, teachers met frequently at grade level team meetings to collect and compare data on a regular basis to ensure that students were making progress towards the goal.</p>	
<p>Achievement Gap Goal:</p> <p>The number of low-income students meeting or exceeding standard on the ELA Smarter Balanced Assessment will increase from 33% to 66%.</p>	<p>Outcome:</p> <p>70% met or exceeded standard on the ELA Smarter Balanced Assessment will increase from 33% to 66%.</p>
<p>Narrative Reflection:</p> <p>Carson was able to make a large improvement on our achievement gap goal by improving 37% in one year. We feel this was accomplished through pinpointed instruction in the area of ELA. Resources such as additional IA support, safety net support, interim assessments, and the equity grid played a large role. By using the equity grid we were able to determine which students needed extra support and were very intentional on the work that we did with those students. The biggest support was building relationships with these students. By gaining their trust, the students wanted to attend school more and wanted to learn from our teachers.</p>	
<p>School Effectiveness Goal:</p> <p>Carson Elementary School will improve its score of “Agree Completely” from 35% to 50% in “The staff feels free to express their ideas and opinions with one another” as measured by question #59 on the Nine Characteristics of Effective Schools survey in Spring 2018.</p>	<p>Outcome:</p> <p>43% of staff “agreed completely” that the staff feels free to express their ideas and opinions with one another as measured by the Nine Characteristics of Effective Schools survey in Spring 2018.</p>
<p>Narrative Reflection:</p> <p>While we did not meet our goal in this area, we did improve by 8%. Carson did this through engaging in vertically aligned conversations around instruction and assessment. Furthermore, during each staff meeting Carson staff engaged in strategic conversations in order to improve relationships in terms of getting to know other staff members on a personal level. By building these relationships, trust was formed, and staff members felt more comfortable sharing thoughts and opinions with each other on educational topics.</p>	
<p>Attendance Goal:</p> <p>Carson Elementary School will decrease the number of student absences on</p>	<p>Outcome:</p> <p>Tuesday absences increased by 15% as measured by yearly attendance data.</p>

Tuesdays, the most frequently missed day of the week, by 5% as measured by yearly attendance data.	
<p>Narrative Reflection:</p> <p>Although our absences on Tuesday increased by 15%, there were many intentional strategies that were employed to reach our goal, which decreased our total absences throughout the week by 10%. Information about school attendance was shared at meet and greet, curriculum night, principal newsletters, teacher newsletters, principal coffee chats, and was posted on the website. Tardy and attendance letters were also sent home periodically to the families of students who were frequently absent.</p>	
<p>Discipline Goal:</p> <p>Carson Elementary School will reduce the number of discipline slips issued by 15%, from 110 in the 2016-17 school year to 93 as measured by the administrative team's discipline log.</p>	<p>Outcome:</p> <p>Carson issued 96 discipline slips, reducing the number issued by 13% as measured by the administrative team's discipline log.</p>
<p>Narrative Reflection:</p> <p>Carson is proud to have reduced our number of discipline slips to under 100 for the first time in five years, and that we were able to reduce the percentage of slips by 13%. This was accomplished through intentional classroom-based character development, effective anti-bullying lessons from our counselor, thoughtful reflection if a discipline slip was given, instructional assistant training on conflict resolution, and strong parent communication. We will continue these strategies as we move forward in the 2018-2019 school year.</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:</p> <p>Strategies include: Parent volunteers, Watch D.O.G.S., newsletters, open door policy, principal coffee chats</p>
<p>Reflection on Outcome:</p> <p>Carson provides parents with many opportunities to be involved within the CIP process. We value our community and see them as partners in learning to help all of our students achieve their goals. With this being said, we feel as if we can do a better job of having community voice be heard within this process. Within the goal setting section, we will discuss further.</p>

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

Newsletters, website, coffee chats, PTSA board meetings, curriculum night, meet and greet, goal setting conferences

Reflection on Outcome:

While we provide many opportunities for parents to be involved in this process, we can always have more involvement. We would like to send a survey to our community asking what they think our goals should be based off of their knowledge of the Continuous Improvement Plan and of Rachel Carson as a school. With this being said, there has been positive feedback from our community about how transparent the school is with all processes, including the CIP.

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

2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

89% of K-2 students will meet or exceed standard as measured by the End-of-Year DIBELS assessment in Spring 2019.

Process used to determine goal: To determine K-2 Literacy goals teachers met in teams to analyze DIBELS data. They looked closely at specific student results and determined their goal based on this data.

Responsible individual or team: Kindergarten, First, Second, ELL, Safety Net, and Special Education teachers.

Strategy/ies that will be implemented to support goal: To meet their goal, K-2 grade bands, teachers will use whole group instruction, direct teaching, small group, one-on-one teaching, and utilize instructional assistants within small groups. Additionally, support will be provided for students in need through Safety Net, just right leveled readers, Headsprout, guided reading groups, small group instruction, and Wonders technology games.

How challenge and rigor will be ensured for all students: Students will be challenged through the use of, "just right books" which are at students' individual level of decoding and comprehension. Interventions will be determined based on student data and team decision making procedures.

How necessary interventions will be determined: Interventions will be determined based on student data and team decision making procedures.

Any professional learning needed: In order for K-2 teachers to reach their goals they will collaborate with other grade levels supporting vertical alignment and further their own research and knowledge to support reading instruction in their classrooms. Additional support with SIOP strategies to support ELL learners.

Any resources needed and plans to obtain them: Teachers will continue to utilize Wonders materials, just right reading books, informal reading inventories, and teacher read alouds to meet their goals. LEAP days for professional learning.

Timelines and Progress Monitoring Plans: Progress will be monitored throughout the year through monthly phonics testing, DIBELS progress monitoring testing, informal writing conferencing, and formal writing assessments using district writing curriculum rubrics.

Literacy: 3-5 ELA SMART Goal:

90% of 3-5 students will meet or exceed standard as measured by the ELA Smarter Balanced Assessment in Spring 2019.

Process used to determine goal: To determine 3-5 Literacy goals teachers met in teams to analyze Smarter Balanced Assessment data. They looked closely at specific student results and determined their goal based on this data.

Responsible individual or team: Third grade, Fourth grade, Fifth grade, ELL, Safety Net, and Special Education teachers.

Strategy/ies that will be implemented to support goal: 3-5 teachers will use a variety of strategies to meet their goal. To begin they will implement the Wonders Curriculum and specifically focus on the listening components to improve student comprehension. They will use the practice of notetaking, bulleting and key words, and partner sharing to spread student knowledge among the classroom.

How challenge and rigor will be ensured for all students: Students will be challenged through curriculum extension activities that are related to the Wonders Curriculum and grade level standards through the use of novel studies, small group instruction, collaboration with the librarian with accessing online resources to enrich high achievers, and technology integration in literacy instruction and student learning.

How necessary interventions will be determined: Interventions will be based on student data through progress monitoring tools, such as Wonders weekly and unit assessments, fluency assessments that are used throughout the school year. Teachers will work collaboratively within their professional learning community to determine best practices to meet the needs of each student.

Any professional learning needed: Support in SIOP strategies, differentiating reading studies and reading groups, SMART board training.

Any resources needed and plans to obtain them: Teachers will continue to utilize Wonders materials, differentiated books for groups of students, time to plan with their grade level teams, and use of instructional assistants. LEAP days for professional learning.

Timelines and Progress Monitoring Plans: Teachers will meet regularly within a PCC in which they will analyze data and monitor student progress. They will check in at least three times this year monitoring Wonders, fluency, common and formative, and SBA interim assessments. They will compare data at their meetings and make decisions on their instruction based on the data that is collected.

Math: 3-5 Math SMART Goal:

89% of 3-5 students will meet or exceed standard as measured by the Math Smarter Balanced Assessment in Spring 2019.

Process used to determine goal: To determine 3-5 Math goals teachers met in teams to analyze Smarter Balanced Assessment data. They looked closely at specific student results and determined their goal based on this data.

Responsible individual or team: Third grade, Fourth grade, Fifth grade, ELL, Safety Net, and Special Education teachers.

Strategy/ies that will be implemented to support goal: 3-5 teachers will use a variety of strategies to meet their goal. They will utilize small ability grouping, parent, and instructional assistant support, student partnerships and collaboration strategies. Teachers will emphasize conceptual learning through writing to explain problems and multi-step problems in their math instruction.

How challenge and rigor will be ensured for all students: Students will be challenged through the Envision curriculum utilizing the enrichment as an option for students to complete. Additionally, teachers will use word problems to build critical thinking skills, performance tasks to create and solve real life math problems, math menus for student choice in math topics in which they want to explore and challenge their thinking, and Dreambox learning an adaptive computer application that creates individualized math experiences for all students.

How necessary interventions will be determined: Interventions will be based on student data through progress monitoring tools such as interim assessments, district created Envision assessments, and teacher created assessments. Teachers will work collaboratively within their professional learning community to determine best practices to meet the needs of each student. The data will be used to create small groups and utilize instructional assistant support, parent volunteers, for student growth and success.

Any professional learning needed: Support in SIOP strategies, differentiating math instruction, SMART board training. LEAP days for professional learning.

Any resources needed and plans to obtain them: Teachers will utilize the highly capable PowerSchool site for challenge and support, utilize Dreambox learning, and Marcy Cook resources.

Timelines and Progress Monitoring Plans: Teachers will meet regularly within a PCC in which they will analyze data and monitor student progress. They will check in at least three times this year monitoring Envision, teacher created, common and formative, and SBA interim assessments. They will compare data at their meetings and make decisions on their instruction based on the data that is collected.

Science: 5 Science SMART Goal:

85% of 5th grade students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science in Spring 2019.

Process used to determine goal: To determine the 5th grade science goal, 5th grade teachers looked at last year's goal and this year's assessment results. Teachers took into consideration that the standards are new to our district and we are still developing ways to align the standards to the curriculum.

Responsible individual or team: 5th grade teachers are responsible for reaching the goal.

Strategy/ies that will be implemented to support goal: To reach the goal this year the following strategies will be implemented to support the goal, Nature Vision-claim, evidence, reasoning, 5th grade camp to support standards, science field trip this school year in which students will learn about force, motion, and renewable energy, and using the FOSS curriculum.

How challenge and rigor will be ensured for all students: Challenge and rigor will be ensured for all students by providing one on one support through guided questioning while students are working through science investigations and supporting students in learning and using the new NGSS science standards.

How necessary interventions will be determined: Interventions will be determined by analyzing CDSA assessments and making determinations as a team based on student need.

Any professional learning needed: Teachers need further training on the NGSS standards and how to align the current district curriculum to the standards.

Any resources needed and plans to obtain them: Time for planning with 5th grade team and resources to supplement current district curriculum to meet the new science standards.

Timelines and Progress Monitoring Plans: LWSD CDSA assessments are given three times per year and formative assessments are given along the way to progress monitor student success. The team works together to analyze data and determine strategies that will be taught in the classroom to meet the needs of all students.

Achievement Gap SMART Goal:

Within Concepts and Procedures in 3rd grade students will increase from 50% meeting standard to 75% meeting standard as measured by the SBA.

Process used to determine goal: Power BI data tool used to analyze data and where the achievement gap lies.

Responsible individual or team: All individuals that have contact with the students that are not meeting standard.

Strategy/ies that will be implemented to support goal: Teachers will use a variety of strategies to meet their goal. They will utilize small ability grouping, parent and instructional assistant support, student partnerships and collaboration strategies. Teachers will emphasize conceptual learning through writing to explain problems and multi-step problems in their math instruction. Additionally, teachers will use a data grid to track student progress getting to know the student and his or her individual needs.

How challenge and rigor will be ensured for all students: Students will be challenged through the Envision curriculum. Additionally, Dreambox Learning is an adaptive computer application that creates individualized math experiences for all students. Teachers will identify areas in which students need further support and target their instruction based on student need.

How necessary interventions will be determined: LWSD CDSA assessments will be analyzed, interim assessments, formal and informal classroom assessments will be used to determine student need and possible interventions.

Any professional learning needed: Support in SIOP strategies, differentiating math instruction, SMART board training, LEAP days for professional learning, and continued support in how to best utilize Dreambox Learning.

Any resources needed and plans to obtain them: Time to plan with team for student interventions.

Timelines and Progress Monitoring Plans: Teachers will meet regularly within a PCC in which they will analyze data and monitor student progress. They will check in at least three times this year monitoring Envision, teacher created, common and formative, and SBA interim assessments. They will compare data at their meetings and make decisions on their instruction based on the data that is collected.

School Effectiveness SMART Goal:

Carson Elementary School will improve its score of “Agree Completely” from 43% to 53% in “The staff feels free to express their ideas and opinions with one another” as measured by question #59 on the Nine Characteristics of Effective Schools survey in Spring 2019.

Process used to determine goal: Analyzed last year’s Nine Characteristics of Effective Schools Survey and it was noted that this was still an area in which the staff needed to grow this school year.

Responsible individual or team: All staff members at Rachel Carson Elementary

Strategy/ies that will be implemented to support goal: Team building activities focused on getting to know more about each other, distributive leadership, providing opportunities for all to share during meetings.

How challenge and rigor will be ensured for all students: When all staff members feel free to express their ideas and opinions, then their instruction will improve because they will trust one another, which will empower them to take risks in changing their instruction through the professional dialogue that occurs which will in turn ensure that challenge and rigor is provided for all students.

How necessary interventions will be determined: Interventions to meeting the goal will be based on staff feedback.

Any professional learning needed: Continuing to empower staff members in taking on leadership roles within the school and at a district level.

Any resources needed and plans to obtain them: Providing time for vertical alignment, administration working with team leaders to plan for professional development.

Timelines and Progress Monitoring Plans: Nine Characteristics for Effective Schools will be analyzed at the beginning of the year and taken again at the end of the year.

Attendance SMART Goal:

Based upon 2017-2018 attendance data last year 8.6% of students were moderately/chronically absent. We will decrease the number of moderately/chronically absent students to 5% in the 2018-2019 school year.

Process used to determine goal: 2017-2018 attendance data analyzed.

Responsible individual or team: All Carson Staff members.

Strategy/ies that will be implemented to support goal: We will improve student attendance through parent communication, highlighting the importance of regular school attendance and its impact on academic achievement. We will inform parents of chronic absenteeism through district attendance letters. Extended pre-arranged absences will require a plan for maintaining academic progress. Lastly, staff members will work to build a positive school culture through student recognition of positive behavior.

How challenge and rigor will be ensured for all students: All students will be challenged within their classroom when they come to school daily. This will be ensured for every student by teachers regularly assessing and monitoring student progress.

How necessary interventions will be determined: Interventions will be determined based on attendance data and the needs of individual students.

Any professional learning needed: None at this time.

Any resources needed and plans to obtain them: Communication by office secretary, teachers, and administrators about regular attendance.

Timelines and Progress Monitoring Plans: Daily attendance will be recorded by teachers. Attendance letters will be sent to families that reach 10% or more absences within a month.

Discipline SMART Goal:

Carson Elementary School will reduce the number of discipline slips issued by 15% from 96 in the 2017-2018 school year to 82 as measured by the administrative team's discipline log.

Process used to determine goal: Data was analyzed from the previous school year's goal and determined to use the same goal decreasing it by 15% this school year.

Responsible individual or team: Teachers, Instructional Assistants, Counselor

Strategy/ies that will be implemented to support goal: Adults at Rachel Carson will promote strong, healthy relationships with students, they will emphasize academic learning while understanding students social and emotional needs. The counselor will utilize beginning of the year Panorama data to identify specific trends in which individual, classroom, and groups of students need support aligning second step lessons to teach students positive behaviors at school. Additionally, Kelso's choices, principal talk it over tool, reflection forms, parent communication and at home follow-up, social stories, recess plans, positive reinforcement, and character/leadership lessons will be utilized to ensure that the number of discipline slips are reduced.

How challenge and rigor will be ensured for all students: Students will be taught specific ways to cope with various situations that they occur through second step lessons that are supported through our school counseling program and then reinforced within the classroom, in the lunchroom, and on the playground.

How necessary interventions will be determined: Based on the discipline slips that are returned to the office, any individual that interacts with the student will be responsible for restorative justice practices.

Any professional learning needed: Faculty could use additional training on how to help students dealing with trauma and culturally responsive teaching practices.

Any resources needed and plans to obtain them: Staff members need the following resources, second step curriculum, Kelso's choices curriculum, visual aides reflection forms.

Timelines and Progress Monitoring Plans: One Note tracking tool will be utilized by school administration throughout the year to track discipline progress.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Curriculum Night
- Goal-setting conferences
- Sharing and soliciting ideas for ways to support student learning at home
- Volunteers supporting students in small groups
- Principal coffee chats with parents
- Providing channels for two-way communication
- Volunteers from Inglewood, Eastlake, and Eastside Catholic
- Working with PTSA on prioritizing and funding resources that support CIP goals
- Providing parent education opportunities
- Partnering with PTSA to hold community-building activities and events

Timelines and Progress Monitoring Plans:

- Monthly PTSA meetings
- Principal Coffee chats
- As needed meetings
- Newsletters

2018-19 Strategies to inform parents, families and the community in the CIP process:

- Classroom newsletters
- PowerSchool Learning site
- PTSA meetings
- Principal newsletters
- Principal coffee chat with parents
- Student journals
- Student created growth goals
- Carson website

Timelines and Progress Monitoring Plans:

- Monthly PTSA meetings
- Principal Coffee chats
- As needed meetings
- Newsletters