

# Continuous Improvement Process Plan

## Juanita High School

10601 N.E. 132<sup>nd</sup> Street.  
Kirkland, WA 98034

425-936-1600

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

2016 -  
2017



Gary Moed, Principal

Eric Weiss, Associate Principal

Tim Hupperten, Associate Principal

Gloria Heier, Associate Principal.

Lake Washington School District

2016 - 2017

TABLE OF CONTENTS

---

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
District Performance Targets -----	Page 3
School Performance Over Time -----	Page 4
CIP Reflection: Evaluate Outcomes -----	Page 5
Annual School Goals -----	Page 10
Strategies to Accomplish Goals -----	Page 14
Parent, Family, and Community Involvement -----	Page 15

## DESCRIPTION OF SCHOOL

---

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

Juanita High School is focused on the principle of providing academic excellence and college readiness for all students. Aligned with the LWS Student Profile, Juanita seeks to ensure that all students graduate Future Ready by providing high academic rigor throughout all of our classrooms. The ability of students to set high goals and think critically are expectations for all, as is having a high school transcript that will open doors to colleges and universities upon graduation.

Juanita is a diverse high school that celebrates a student population that is 15% Latina/o, 15% Asian, 10% Black and two or more races, and 60% Caucasian. The tradition of JHS is based on a strong sense of community that embraces and supports the diversity of the school. The school's culture is based on the core values of personal integrity, a strong work ethic, and a professionally collaborative environment that impacts student learning and progress. The atmosphere is personalized so that students of all levels and needs can find a home in our school and that all student experiences and backgrounds are valued.

Juanita continues to be a high-performing school, scoring higher than average on AP test scores, pass rates on state exams at or above the 90% level for seniors, and graduating 90% of its students in 4 years.

Juanita offers a blend of Advanced Placement and college preparatory coursework, including courses sanctioned by the University of Washington and the University of Cambridge. We have a well-developed and growing English Language Learner program that supports students from around the world. When appropriate we use safety net programs to help ensure the high school graduation and academic success of each student. A community partnership with Evergreen Health allows us to offer our STEM Global Health Signature Program.

Juanita's ties to its parents and community are strong and visible in its vibrant PTSA and Booster clubs, its well-attended family event nights, and community partnerships such as the STEM partnership with Evergreen and the variety of clubs and school programs that support local charities and events.

## DISTRICT PERFORMANCE TARGETS

	<b>Indicators</b> <i>Note: Indicators based on state assessments</i>	<b>District Baseline Performance</b>	<b>District Current Performance 2015-16</b>	<b>District Target Performance 2018</b>
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	84% <i>2012</i>	88%	92%
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	74% <i>2012</i>	81%	90%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy		90.7%	97%
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*		95.3%	87%
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79% <i>2012</i>	87.0%	90%
<b>High School Students Graduating Future Ready</b>	% on-time graduation rate	89% <i>class of 2013</i>	91.0%	100% <i>class of 2018</i>
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	91% <i>2014</i>	85.2%	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2014</i>	88% <i>class of 2018</i>

- **Credits Earned determined by credit totals for 9<sup>th</sup>/10<sup>th</sup> grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.**
- **Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11<sup>th</sup> grade year as noted in the CAA/CIA database.**
- **Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).**
- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
- **Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11<sup>th</sup>/12<sup>th</sup> grader enrolled during the school year.**
- **Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)**

### 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.

## SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>High School Students on Track for Graduation</b>	% of 9 <sup>th</sup> graders earning 6.0 credits	78%	86%					
	% of 10 <sup>th</sup> graders accumulating 12.0 credits	62%	78%					
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Literacy	<5%	89.5%					
	% of 11 <sup>th</sup> graders meeting or exceeding state standards in Math*	94.6%	93.9%					
	% of 10 <sup>th</sup> graders meeting or exceeding state standards in Biology	79.0%	81.6%					
<b>High School Students Graduating Future Ready</b>	% graduation rate	89.1%	86.4%					
	% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students enrolled in a dual credit college-level course	67.8%	76.9%					
	% of graduates enrolled in post-secondary institution within 2 years of graduation	79% <i>class of 2013</i>	74% <i>class of 2014</i>					

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

**CIP REFLECTION: EVALUATE OUTCOMES**

**2015-16 CIP Goals and 2016 Outcomes:**

*Data*

	<b>Goal</b>	<b>Achievement</b>
<b>Literacy:</b>	Goal: 356 of 381 (93.4%) 10 <sup>th</sup> grade students will have passed the ELA SBA exam by the end of the 2015-2016 school year.	303 of 351 (86.3%) 10 <sup>th</sup> grade students passed the ELA SBA exam by the end of the 2015-2016 school year.
<b>Math:</b>	Goal: 344 of 381 (90%) sophomores will have passed either the Algebra or Geometry EOC by the end of the 2015-2016 school year.	331 of 382 (86.6%) of last year's sophomores have passed a math state testing requirement.
<b>Science:</b>	Goal: At the end of the 2015-2016 school year, 329 of 381 (86%) of sophomores will have passed the Biology EOC.	300 of 382 (78.5%) of last year's sophomores have passed the Biology EOC.
<b>Achievement Gap:</b>	Goal: reduce the percentage of F's earned by Hispanic students from 27% of the total number of Fs to 17% of the number of F's by the end of the 2015-2016 school year.	In the 2015-216 school year we reduced the percentage of F's earned by Hispanic students from 27% of the total number of F's to 19%of the number of F's, reducing the disparity from a +13% overrepresentation of F's by Hispanic students to +5% overrepresentation.
<b>On-Track Credits:</b>	The goal for the 2015-2016 school year is to increase the % of students earning credit in all of their classes to 90% in the class of 2019, and 90% of students in the class of 2018 earning credit in all of their classes.	For the 2015-2016 school year 86% of the class of 2019 earned credit in all of their classes and 80% of the class of 2018 earned credit in all of their classes.
<b>College and Career Readiness:</b>	In the 2015-2016 school year our goal for 80% of students in AP classes to take at least 1 AP test.	In the 2015-2016 school year, 296 of the 380 (78%) students enrolled in at least one AP course signed up and took an AP test.
<b>School Effectiveness:</b>	The staff works in teams across grade levels to help increase	The % of teachers who agreed most or all of the time that the

	<p>student learning this year our goal is for 87% to agree most or all of the time.</p> <p>Teachers provide feedback to each other to help improve instructional practices; this year our goal is for 75% to agree most or all of the time.</p>	<p>staff works in teams across grade levels to help increase student learning increased from 65% in the 2014-2015 year to 77% last year.</p> <p>The % of teachers who agreed most or all of the time that teachers provide feedback to each other to help improve instructional practices improved from 57% in the 2014-2015 school year to 65% last year.</p>
<p><b>Attendance and Discipline:</b></p>	<p>Reduce the amount of class time missed due to out-of-school suspensions by reducing the number of out-of-school suspensions by 17%, from 36 to 30</p> <p>the goal is to reduce the % of unexcused absences by Hispanic students from 27% to 20% of unexcused absences</p>	<p>The number of out-of-school suspensions was reduced from 36 in the 2014-2015 school year to 16 in the 2015-2016 school year, a reduction of 44%.</p> <p>The % of unexcused absences by Hispanic students (15% of our population) was reduced from 27% to 17% of total unexcused absences, reducing the discrepancy between absences and population from 12% to 2%.</p>

*Narrative Reflection:*

<p><b>Narrative Reflection</b></p>	
<p><b>Process:</b></p>	<p>The CIP process for the 2015-2016 school year started with a presentation to the Team Leader group (the shared leadership model for the school) at this meeting the CIP template was reviewed and teachers were asked to participate in the development of specific goals. The academic goals (Literacy, Math, Science) were developed with those specific departments, specifically the team leader and the teachers who had the students being tested in class. Throughout the year administration and teachers used D and F lists, attendance and discipline reports and other measures to assess progress towards the goals and would use that information to apply interventions such as</p>

	<p>extending the dates for incompletes, more consistent use of in-school vs out-of-school suspension, and reshaping the attendance policies.</p>
<p><b>Literacy:</b></p>	<p>For our literacy goal ELA teachers looked at the students in their 10<sup>th</sup> grade classes and identified which students who had been identified as at risk would be able to make enough growth to pass the SBA by the end of 10<sup>th</sup> grade, knowing that the SBA is an eleventh grade requirement. 10<sup>th</sup> grade teachers worked with struggling students in AC Time to support them for the SBA. While we did not make our goal of 93.4% passing, we are unable to identify a specific factor this year due to the change in testing practice. The 2016 Spring test was the first time students took the computer adaptive portion of the test (the prior year they had taken the paper and pencil), information from these test results will be used to help support students this year. We can celebrate that 86.3% of our sophomores have already completed the 11<sup>th</sup> grade SBA, allowing us to focus on the remaining 14% in eleventh grade, and will need to focus on understanding why the 7% of students we thought would pass did not.</p>
<p><b>Math:</b></p>	<p>For our math goal teachers looked at the 10<sup>th</sup> grade students in their Algebra and Geometry classes and identified which students who had been identified as at risk would be able to make enough growth to pass the SBA or EOC by the end of 10<sup>th</sup> grade, knowing that the SBA is an eleventh grade requirement. Algebra and Geometry teachers worked with struggling students in AC Time to support them for the assessments. 86% of this year's juniors have passed an EOC, which is cause for celebration, knowing that we can now focus on the remaining 14% for this year's SBA. The challenge will be looking at how to support our sophomores now that the EOC is going away and students will be taking the SBA only, which requires knowledge of Algebra 2.</p>
<p><b>Science:</b></p>	<p>For our science goal teachers looked at the 10<sup>th</sup> grade students in their Biology classes and identified which students who had been identified as at risk would be able to make enough growth to pass the EOC by the end of 10<sup>th</sup> grade. Biology teachers worked with struggling students in AC Time to support them for the assessments. &amp;*.5% of students passed the Biology exam (including students who had previously passed in freshman year). Looking ahead we know we will need to focus on supporting staff in aligning Next Gen standards in the classroom with the EOC as well as providing supports for students who need to retake the Biology EOC but may not be in a Biology class.</p>
<p><b>Achievement Gap:</b></p>	<p>Our largest achievement gap lies between our Latina/o students and white and Asian students, with Hispanic students earning a disproportionately large % of failing grades at Juanita (27% of F's compared to 15% of the population). To address the issue, we have</p>

	<p>worked on strengthening our Latino Mentor program, increasing our use of tier 1 interventions such as formative assessment to identify struggling students and provide interventions through AC Time, and, specifically for ELL students who are also Hispanic, increasing our support in using ELPs to successfully assess content and fluency of students. At the end of the year Hispanic students accounted for 19% of the F's reducing the over-representation of Hispanic students with F's from +12% to +4%. This reduction is cause for celebration and also highlights our need to focus on the nearly 20% of Hispanic students who are still failing at least one class.</p>
<b>On-Track Credits:</b>	<p>Our data looks slightly different than the district data because we focused on the number of kids who passed all of the classes they were enrolled in rather than those students who earned 6 or 12 credits, year depending. We chose this way to look at the data because the goal was set when schedules were already in place and this allows us to focus on how and if students are being successful in class (achievement) vs achievement and access (students being enrolled in 6 classes each year). This allowed us to really focus on supporting the kids in our classes, aligning with our school goals around collaborating to provide interventions through AC Time and classroom interventions. At our initial D and F report, 88% of students were passing all of their classes, at the end of the year 86% of freshmen and 80% of the sophomores earned credit in all of the classes they took. What we have not looked at yet is if the increase in the number of students who failed is a smaller increase than happened the previous year (unfortunately we do not have that data). Looking ahead we will be able to track if the interventions are reducing the rate at which students start to fail classes by tracking the % of students who have Fs every other week.</p>
<b>College and Career Readiness:</b>	<p>Our goal this year was to increase the number of students in AP classes who signed up and took an AP test. Counselors worked to go to classes and provide information on how to register, information on supports such as invested and free and reduced lunch pricing. Teachers are committed to supporting all students taking test, not cherry-picking students they know will pass. At the end of the year data shows that 78% of students in an AP class took at least one test, while an increase of 1%, it is not as significant as we had hoped. An area of focus for next year will be to work with students to identify what makes them unwilling or unable to sign up for AP tests and to try interventions such as bringing classes to the bookkeeper rather than relying on students to make it on their own.</p>
<b>School Effectiveness:</b>	<p>Our school effectiveness goals revolved around supporting our work in PLCs, while we did not meet our goals, we did see significant growth in</p>

	<p>each of the two areas. We saw a twelve percent growth in the number of teachers responding positively to the question about working in instructional teams to support students and an eight percent growth in staff responding positively to the question about providing each other meaningful feedback. Admin structured CIP time during Wednesday LEAPs to support PLC work and provided PD powershots to support teachers in learning about practice.</p>
<b>Attendance and Discipline</b>	<p>Juanita exceeded both of its attendance and discipline goals for the year, seeing large decreases in the number of students missing class due to out-of-school suspension and seeing the disproportionality of unexcused absences (With Latina/o students accounting for a disproportionately large % of unexcused absences) decrease significantly.</p> <p>The amount of days missed due to out-of-school suspensions dropped significantly as we shifted to an approach that emphasized in-school suspension for most infractions, allowing students to see counselors and receive assessments on-site and get back into the classroom more quickly. Interestingly, the total of our in-school and out-of-school assessments also dropped, with Juanita having 30 suspensions total, which was our initial goal for just out-of-school suspensions.</p> <p>As a school we are working on making sure that Juanita has a culture of acceptance for all students, so when we saw that the % of unexcused absences was disproportionately high for our Latina/o students we realized that this could be a sign that Latina/o students did not feel as welcome or familiar as other students with the school. Through focus groups and through Latino Mentors we established connections with many of our Latina/o students that we hope had an impact, however, we also had a major revision in our attendance policy so at this point it is difficult to tell which, if either, had an impact on reducing the disproportionality. As we move forward with focus groups and our new club Unidos por Espanol, we are hoping to get better data on attendance and why it is improving in relation to other groups.</p>

**ANNUAL SCHOOL GOALS**

---

**2016-17 Annual School Goals:**

<b>SMART Goals</b>	
<b>Literacy:</b>	90% of 10 <sup>th</sup> grade students will pass the ELA SBA exam by the end of the 2016-2017 school year.
<b>Math:</b>	90% of students who take the SBA, regardless of grade level, will pass.
<b>Science:</b>	89% of students who will be taking the Biology EOC this year, regardless of grade level, will pass.
<b>Achievement Gap</b>	Raise the GPA of Hispanic and African-American students from the current averages of 2.8 and 2.6, respectively, to 3.0 and 2.8.
<b>On-Track Credits:</b>	85% of the class of 2020 will end the year on track; 90% of the class of 2019 will end the year on track; 90% of the class of 2018 will end the year on track
<b>College and Career Readiness</b>	Prior to high school graduation, 95% of students will take a college and/or career readiness course, including AP, UW in the classroom, STEM, Tech Prep, Cambridge, Running Start, and/or WANIC. After registration for the 2017-2018 school year in the fall, 95% of the class of 2018 will have taken or be registered for one of these classes.
<b>School Effectiveness:</b>	Increase the percentage of respondents who mostly agree or agree completely that “school work is meaningful for students” from 71% in the 2015-2016 school year to 85% in the 2016-2017 school year.
<b>Attendance:</b>	Reduce the % of absences in the Hispanic, FRL, and IEP populations by an average of 5%.
<b>Discipline:</b>	Reduce total number of suspensions, including in-school and out of-school, from 30 in the 2015-2016 school year to 25 in the 2016-2017 school year.

**Annual School Goals: Academic**

The CIP and academic school goals were first brought to the building leadership team, the building leadership team worked together to create a process where staff could identify areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff worked to create the academic goals by looking at the class lists of students in the state testing categories (algebra 2 students, 10<sup>th</sup> grade ELA students, and Biology students), and determining, through their knowledge of students, their current grades, and their current absences, a goal for the number of students who could be expected to pass the test with a year’s worth of support through tier 1 teaching or tier 2 interventions that might be necessary.

All students will continue to receive the same rigorous tier 1 instruction that they have always received in Juanita classes, in addition the use of data to support tier 1 practices is an emphasis of PD for the year. Students who are identified as needing extra support will receive additional tier 2 supports developed through planning sessions on LEAP early releases.

Progress towards our academic goals will be tracked through bi-weekly d and f lists and checks, additionally administration is exploring the new interim assessments that might provide additional data to support students and their movement towards the goals.

### Annual School Goals: Achievement Gap

The CIP and achievement gap goal was first brought to the building leadership team, the building leadership team worked together to create a process where staff could identify areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff who selected the achievement gap as an area of passion first looked at a variety of data including grades, attendance, access to college preparatory classes, etc., all disaggregated by race and, where possible, free and reduced lunch status. In looking at the data it became apparent that while Juanita has done a relatively good job of graduating students from most backgrounds, an area of disparity was in the GPAs of some of our students. Specifically, the average GPA of African-American and Hispanic students was much lower than that of other groups (2.6 and 2.8, compared to an overall average of 3.05, white students at 3.1, and Asian students at 3.4). Knowing that GPA is a key metric in providing access and opportunity to students, the group decided to focus on making sure all of our students, and African-American and Hispanic students especially, are able to not just pass classes, but excel in classes.

While it will be difficult to progress monitor overall GPA other than at the semester, we will monitor in class grades of these sub-groups, which will let us see if students are achieving higher grades, and thus moving up their GPA. The school's equity team and teachers will work with students to identify barriers and provide appropriate supports; both subgroups have established clubs (Unidos por Espanol and African-American Student Advancement Program(ASAP)) that have an academic focus and mission that supports achievement for the two subgroups.

### Annual School Goals: On-Track Credits

The CIP and on-track credits goal was first brought to the building leadership team, the building leadership team worked together to create a process where staff could identify areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff who selected on-track credits as an area of passion recognized that freshman year is often the most difficult for students and also recognized that the district is providing more opportunities for credit retrieval specifically targeted for students who struggled in 9<sup>th</sup> grade. The group then looked at the previous year's data and the list of students who had a D or F at the time of the activity and set the goal of 85% for 9<sup>th</sup> graders, and 90% for 10<sup>th</sup> and 11<sup>th</sup> graders.

At the end of the first quarter staff will monitor progress by examining the D and F lists by section and teacher, determining groups of students who are struggling for similar reasons and developing plan of support for those students. Admin will guide staff in monitoring the D and F lists throughout the year to assess progress towards the school's goals.

### Annual School Goals: College and Career Readiness

The CIP and college and career readiness goal was first brought to the building leadership team, the building leadership team worked together to create a process where staff could identify areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff who selected college and career readiness as an area of passion first looked at disaggregated data that included access to college prep classes, achievement on AP tests, and access to programs such as running start. Recognizing that all students should be provided exposure to at least some post-secondary training/opportunities, the group focused on raising participation in these opportunities rather than focusing exclusively on traditional college-prep classes such as AP.

The first step in progress monitoring will be to assess how many juniors are not currently in one of these classes and need to register for one, then we will look at the remaining classes. Counselors set up their junior meetings in the Spring and will review schedules with the juniors, making sure that they register for a college or career prep course.

### Annual School Goals: School Effectiveness

The CIP and school effectiveness goal was first brought to the building leadership team, the building leadership team worked together to create a process where staff could identify areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff who selected school effectiveness as an area of passion first looked at the results from last year's nine characteristics survey. One area that stood out immediately was that only 31 staff members participated, making some of the data less reliable than it could be. The group also noted that almost 1/3 of the staff answered negatively to the question asking if "school work is meaningful to students." Noting that our focus for the year is on Tier 1 instruction, it seemed a natural pairing to work on making sure that the daily work of students was meaningful to them and that focusing on tier 1 instruction could support that goal. The goal became to increase staff participation from 31 to 75, and decrease the percentage of staff who felt that the work was not meaningful to students.

Progress towards these goals can be measured at the same time as the professional development around tier 1 instruction by including as part of that work the question: is the work you are developing meaningful to your students, and how do you know? By tracking staff responses to this at the PD we can respond and, if necessary, switch the focus of future PD to center on how to make tier 1 instruction more relevant to students.

### Annual School Goals: Attendance

The CIP and attendance goal was first brought to the building leadership team, the building leadership team worked together to create a process where staff could identify

areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff who selected attendance looked at the data on chronically absent students and noted that the three lowest groups were our Hispanic students, students on IEPs, and students who participate in the free and reduced lunch program. Setting the goal to decrease the number of absences by groups instead of relative to the rest of the population sets focuses the goal on the target groups rather than looking at the relationship between groups and absences.

Progress will be monitored periodically through monthly attendance reports and compared to the same period last year.

### Annual School Goals: Discipline

The CIP and discipline goal was first brought to the building leadership team, the building leadership team worked together to create a process where staff could identify areas of passion within the CIP and work with other staff and administrators to set appropriate goals. Staff who selected discipline looked at the previous year's data and noted the dramatic drop in out-of-school suspensions and decided that it would be more appropriate to focus on both in-school and out-of-school suspensions especially in light of the relatively new emphasis on in-school vs out-of-school suspensions.

Progress will be monitored through regular discipline reports looking at the number of students receiving suspensions in addition to general discipline to see if there are students who might be moving towards suspensions, either in-school or out.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

---

<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	Staff will use strand specific data from the SBA, and if available, interim based assessments to target the specific skill deficits students have before taking the SBA. This will allow staff to target those skills either through in-class interventions or use of RTI and AC Time.
<i>Professional Learning needed</i>	Guidance on use of interim based assessments, how to use SBA strand data.
<i>Resources needed</i>	Access to interim based assessments, time to plan interventions.
<i>Responsible individual or team</i>	ELA team, Erik Weiss, Sechin Tower

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	Specific time built into leap day for staff participation in survey; focus on making tier 1 instruction relevant to student needs in CIP and PCC leap times.
<i>Professional Learning needed</i>	Training on how to make curriculum and materials more relevant to all students (including culturally responsive pedagogy)
<i>Resources needed</i>	LEAP time, possible resources based on work of district equity training.
<i>Responsible individual or team</i>	JLT, Admin team

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	Increase use of focus group data to understand why students in these sub groups are not attending; increasing the use of attendance contracts as part of the community truancy board process.
<i>Professional Learning needed</i>	Understanding the new community truancy board process
<i>Resources needed</i>	Support for developing student focus groups
<i>Responsible individual or team</i>	Admin Team, Becca specialist

<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	Increase the use of restorative justice practices as an alternative to suspension.
<i>Professional Learning needed</i>	Training on restorative justice practices

<i>Resources needed</i>	Time for training, support for a train the trainer model if possible.
<i>Responsible individual or team</i>	Admin team

---

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

---

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

Parents, families, and the community will be involved in several aspects of the CIP progress, including the introduction of community truancy boards to support attendance goals; inclusion in restorative justice practices, when appropriate, to support discipline goals; the opportunity to participate in the school effectiveness (9 characteristics) survey; and the regular inclusion of parents and families in developing appropriate educational plans that include appropriate college and career access opportunities for students.

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

Parents, families and the community will have access to the Continuous Improvement Process through the school website, the presentation to the PTSA, and references in the Principal e-blasts and other forms of mass communication.