



Continuous Improvement Process Plan 2018-2019

Inglewood Middle School

24120 NE 8th Street

Sammamish, WA 98074

<https://ims.lwsd.org/>

Principal:	Timothy Patterson
Associate Principal:	Mark Blomquist
Associate Principal:	Sara Hall

Table of Contents

- I. Description of School
- II. District Performance Targets
- III. School Performance Over Time
- IV. CIP Reflection: Evaluate Outcomes of Goals
- V. Annual School Goals, Strategies, Resources and Progress Monitoring
- VI. Parent, Family and Community Involvement Strategies

I. Description of School

Inglewood Middle School is a school of excellence located on the Sammamish Plateau, and is part of the Eastlake Learning Community. Inglewood was established in 1992 and has traditionally been on the high end of student enrollment. Inglewood has also generally done well on State assessments. Our school serves a student body of approximately 1265 students. Our Demographic make-up is as follows: 61% White, 25% Asian, 7% Hispanic, 7% two or more races, and 1% African American. Our students are also 9.7% special education, 2.7% low income, and 2.2% English Language Learners. Inglewood makes several strategic choices to ensure that all students, no matter their background are well supported.

There are lots of opportunities to get involved and connect with peers. As a fully inclusive school, Inglewood heterogeneously groups students and then differentiates instruction to meet the needs of all students, including special education and students working at the “honors” level. We closely monitor the academic progress of all students. When a student begins to struggle to meet our learning objectives we intervene immediately in a friendly, supportive, and systematic way.

Inglewood offers an intensive academic and extra-curricular program. Language Arts and Social Studies classes are taught by the same teacher in a two-hour period, commonly called a “block class”, at all grade levels. In 6th grade, Math and Science are also taught by the same teacher in a two-hour block class. There are multiple clubs and athletic opportunities at Inglewood that significantly contribute to our sense of community and the academic achievement of students.

A significant focus of the Inglewood community is empowering and teaching children to lead their peers through servant leadership. Our dances, assembly speakers, fund-raising activities, and other cultural events are planned and executed by Inglewood students. More importantly our students plan and work to extinguish bullying. All these skills are learned in Inglewood’s Leadership class that teaches more than 250 students a year to serve their peers.

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
8th Graders' on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	81.1%	82.3%	95%
	% of 8 th graders meeting or exceeding state standards in Math	71.5%	74.4%	95%
	% of 8 th 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 adjusted the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders on Track for Success	% of 6 th graders meeting or exceeding state standards in Literacy.	83.5%	85.0%	84.9%	83.0%			
	% of 6 th graders meeting or exceeding state standards in Math	78.7%	80.6%	83.7%	85.3%			
7th Graders on Track for Success	% of 7 th graders meeting or exceeding state standards in Literacy	88.2%	89.0%	90.2%	90.0%			
	% of 7 th graders meeting or exceeding state standards in Math	81.0%	82.5%	82.7%	85.0%			
8th Graders on Track for Success	% of 8 th graders meeting or exceeding state standards in Literacy	90.4%	85.2%	84.5%	86.3%			
	% of 8 th graders meeting or exceeding state standards in Math	77.8%	75.4%	81.8%	79.5%			
	% of 8 th graders meeting or exceeding state standards in Science	87.1%	86.0%	89.5%	81.5%			

- 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

Several Wednesdays were set aside for CIP reflection activities. On these dates staff met as a large group to set expectations and explanation surrounding the CIP reflection tools and documents. After we had a common understanding of the CIP reflection process, and the tools provided teachers met in their Grade Level/Content teams. Once in their individual teams, teachers reviewed data and responded to reflective prompts. Each team then posted their reflections to our school-wide PowerSchool site named “Inglewood PCC 18-19” for review by peers and administration. After receiving feedback from administration and peers teams finalized their reflections.

2017-2018 Goal	Achievement Outcome
<p>Literacy: 6-8 ELA Goal: 92% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA.</p>	<p>Outcome: 86.5% of Inglewood students achieved “at standard” or better on the spring 2018 SBA – Language Arts.</p>
<p>Narrative Reflection: We are still working on norming our data sources and interpretation of the data. This has caused a bit of confusion for the team, but the new Power BI data tool is exceptionally clear and provides a stable data source as we move forward. Last school year we set the goal of getting 92% of students to standard on the ELA-SBA. We fell short of this goal, with 86.5% of students meeting standard. When reviewing our data, we notice that the achievement students who are in the “Low Income” category dipped from 73% meeting standard to 52.3% meeting standard. This is extremely concerning and meeting the needs of students from low-income families will be a priority for this school year.</p>	
<p>Math: 6-8 Math Goal: 90% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA Math.</p>	<p>Outcome: 83.5% of Inglewood students achieved “at standard” or better on the spring 2018 SBA Math.</p>
<p>Narrative Reflection: Upon reflection the 90% goal was a bit too ambitious. In the 2016-2017 school year 82.7% of students achieved “At Standard” on the Math – SBA. This school year 83.3 met the standard. We are proud of the growth. We believe the team’s focus on consistent feedback on homework, and the 6th grade team’s focus on differentiation to meet the needs of all students were significant contributors to this positive trend. Both 6th and 7th grade classes grew student achievement. We do notice that there was a negative shift at the 8th grade level. In 8th grade, in 2016-2017 82% of students met standard but last year (2017-2018) only 79% of students met standard. We are considering alternate strategies to improve our 8th grade performance.</p>	

<p>Science: 8 Science Goal: 95% of Inglewood 8th grade students will achieve “at standard” or better on the spring WCAS State-Wide Science assessment.</p>	<p>Outcome: 83.3% of Inglewood 8th grade students achieved “at standard” or better on the spring 2018 WCAS</p>
<p>Narrative Reflection: In the past, Inglewood has done exceptionally well on the State’s Science test. As an example, in 2016-2017 89.5% of students met standard. When we compare the 17-18 results we are disappointed that the percent of students meeting standard on the State Science test declined to 81.5%. We also notice that the percent of students meeting standard in the low-income demographic substantially declined, moving from 87.5% meeting standard to 50% meeting standard. We believe that this decline plays a significant role in our 1-year score trend. The assessment also changed from the MSP to the WCAS. We also believe that this played a significant role in our decline. One of the three 8th grade science teachers was on leave for a significant portion of time. The substitute, though certified, was not as effective as the regular classroom teacher. All these issues contributed to the decline in scores.</p>	
<p>Achievement Gap: 80% of Inglewood students that fall into the “low income” sub category will achieve “at standard” or better on the spring 2018 ELA SBA.</p>	<p>Outcome: 68.70% of students met standard on the ELA SBA.</p>
<p>Narrative Reflection: Inglewood saw substantial declines in achievement for low-income students. We have not been able to identify why this is taking place. The interventions that we put in place during the 2017-2018 school year should have benefitted low-income students. The opposite is what took place. During the 2016-2017 school year Inglewood did away with our “advisory period” and replaced it with a strategy called “uKnighthed”, and “Flex”. Flex is an academic intervention that should benefit students. Our Advisory period had been used to conduct social emotional lessons and allow students to bond with each other and their peers. We are wondering if the advisory strategy helped low-income students connect to peers at Inglewood in a way that is not possible without this time.</p>	
<p>College and Career Readiness Goal: The School Counseling team will provide 8 Flex-time workshops to supplement the already established career readiness units taught in 6th, 7th, and 8th grade classrooms.</p>	<p>Outcome: The IMS Counseling team met this goal providing 8 Flex-Time workshops to supplement our already established career readiness units. These workshops were open to all grade levels.</p>
<p>Narrative Reflection: The strategies we used resulted in our desired outcome. We were able to offer 8 Flex workshops designed to provide college and career readiness resources in areas of stated student need. We plan on continuing this work during this school year.</p>	

<p>School Effectiveness Goal: The Inglewood Faculty will engage in a comprehensive review of our personalization strategy seeking to improve our intervention practice. On the Spring 2018 Nine Characteristics of Highly Effective Schools survey 100% of staff will agree with the statement “Staff members work together to solve problems related to school issues.”</p>	<p>Outcome: 97.6% of staff agreed with the statement “Staff members work together to solve problems related to school issues”. 1 staff member disagreed.</p>
<p>Narrative Reflection: The implementation of FLEX has gone well. The Inglewood faculty has worked together to resolve problems and maximize the use of the FLEX intervention time. This has been an example of a functional decision-making process, and an ongoing building leadership discussion that seems to have gone well. Students are benefitting, and teacher stress level has been reduced because we are able to meet with kids when they need help.</p> <p>We did make substantial progress but did not technically meet this goal. There was one staff member that did not agree. We feel that we made substantial progress and significantly improved student learning.</p>	
<p>Attendance Goal: Fewer than 30 students will be defined as Students with Chronic Absences at the end of the 2017-2018 school year.</p>	<p>Outcome: .83% (10) of students were categorized as “Severe Chronic Absence” at IMS in 2017-2018.</p>
<p>Narrative Reflection: During last school year we developed a methodology to screen students for both chronic absenteeism and impact on academic achievement. We then focused our efforts on students that had both a high absence rate and an academic impact. This strategy proved powerful allowing us to focus most of our efforts on students that were in crisis in some form. We plan on continuing the development of this strategy.</p>	
<p>Discipline Goal: The total days of school missed due to suspension, including in school suspension, will be less than 35 for the 2017-2018 school year.</p>	<p>Outcome: There were 36 incidents, and 32 students, that resulted in exclusionary discipline.</p>
<p>Narrative Reflection: Traditionally, Inglewood has enjoyed a low discipline rate. We have struggled to identify a metric that was both easily trackable and worthwhile. Last year our goal was to have less than 35 days of school missed due to exclusionary actions. We did not meet our goal, and the data sources needed to track this goal are difficult at best. Half-way through the school year we changed our goal to have less than 35 students experiencing exclusionary discipline. This is a significant goal for a school of 1225 middle school students. We are</p>	

proud that we met this goal and will continue our efforts to reduce our use of exclusionary discipline.

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

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

The CIP process and goals were discussed with the PTSA presidents and at Inglewood's monthly Principal's Chats. Inglewood's goals, and how we were going to monitor our progress were the foci of these discussions. Parents also sought to include other growth area's in our CIP process which are outside of the scope of this document. These goals tended to be cultural goals which Inglewood can work on outside of the CIP process.

Reflection on Outcome:

Our CIP outcomes were discussed at a PTSA board meeting, and community principal's chats. I was a bit surprised by the outcome of these interactions. The community indicated that they were very satisfied with the academic program at Inglewood, though they would like to see more course level differentiation in Mathematics at the 6th grade level. When discussing last year's results parents wanted to focus on social emotional issues. Specifically, the difficulty students are having with making new friends and connecting to peers. This is a new area of concern that should be addressed this coming school year.

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: 90% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA.

Process used to determine goal:

Once in grade-level ELA teams, teachers reviewed data and responded to reflective prompts. Each team then posted their reflections to our school-wide PowerSchool site named “Inglewood PCC 18-19” for review by peers and administration. After receiving feedback from administration and colleagues, the ELA team finalized their goal.

Responsible individual or team: The 6th grade / 7th grade / 8th grade ELA teams are responsible for setting their CIP goals. Tim Patterson will work with the 6th grade ELA team, Mark Blomquist the 7th grade team, and Sara Hall the 8th grade team.

Strategy(ies) that will be implemented to support goal:

The ELA is going to implement SIOP strategies to address a decline in scores for students that fall into the “low-income” demographic.

ELA is also implementing the use of SRI (Scholastic Reading Inventory). Every child participates in quarterly SRI tests for students below grade level, and as a progress monitoring tool for all other students. These test results are used to drive reading interventions for students that are below grade-level. 7th and 8th grade LA/SS teachers also use IXL monthly to provide assessments in reading comprehension. IXL is also used to provide specific, targeted interventions for students below grade level. The 6th grade LA/SS teams uses Wordly Wise tests to monitor vocabulary to improve reading and provide specific, targeted interventions.

How challenge and rigor will be ensured for all students:

ELA scores assignments on a 4-point rubric, drawing from our Standard Based Reporting professional development. Level 4 work is designed to be beyond the grade-level standard. This is essentially “honors-work”. ELA also works extensively with our Special Education department to adjust instruction for students with learning disabilities. Students who are below grade level in comprehension and reading fluence receive intervention through Safety Net classes, in Flex sessions, and CORE Enrichment. Flex and CORE are also used to provide enrichment and challenge for students who are already at or above grade level.

How necessary interventions will be determined:

Students are identified for intervention using the Scholastic Reading Inventory – SRI. Students scoring below grade level participate in several FLEX session interventions surrounding reading strategies. Teachers use IXL and formative assessments to monitor student needs for intervention. Teachers also use several informal assessments such as exit tickets, software tools, and Common Lit software tool. Our library has recently leveled the entire collection using Lexile levels.

Any professional learning needed:

Teachers are participating in SIOP Training, Equity research, learning walks, Safety Net Training, LWSD Professional Learning Coaches, and the LWSD Advanced ELA Cohort.

Timelines and Progress Monitoring Plans:

SRI scores are closely monitored by ELA teachers within Inglewood each quarter. Students also monitor their own scores. This data is used to help find appropriate reading materials, drive grade-level wide goals, and help identify students that need help. IXL diagnostic and Common Lit, Wordly Wise.

Math: 6-8 Math SMART Goal:

86.3% of Inglewood students will achieve “at standard” or better on the spring 2018 SBA.

Process used to determine goal:

The Power BI dashboard was used to determine the percent of students meeting or exceeding standard in 2017-2018. The math team then added 3% points to this goal.

Responsible individual or team: The 6th Grade Math, 7th Grade Math, 8th Grade Math, Algebra and Geometry teams are responsible for setting and meeting this goal.

Strategy/ies that will be implemented to support goal:

- Implementation of SIOP language development strategies.
- Classroom Visitations. Each Math teacher within IMS is being paid displaced planning to observe their colleagues in action. The goal is better vertical integration and replication of excellent practices.
- Increased student feedback cycles: Teachers will be regularly correcting, for accuracy, homework assignments.
- Use of SBA interim assessments: We will implement the SBA interim assessments and use what we learn to drive and refine grade level, content team work and curricular focus.

How challenge and rigor will be ensured for all students:

Currently the 6th grade team has developed 4 levels of math that can be integrated into one class. Algebra and Geometry also have challenge assignments. This year these practices will begin to be implemented in 7th and 8th Grade Math.

How necessary interventions will be determined:

The math team has varied methods for determining the need of intervention. In the 6th grade students take pretests and post-tests for each unit. Students scoring below a certain cut score are signed up for FLEX interventions. In Algebra and Geometry students are asked to self-identify when they need to attend a FLEX intervention session through homework feedback and quiz feedback. In 7th and 8th Grade Math the use of exit tickets and quizzes helps to create the intervention roster.

Any professional learning needed:

- The use of ALEKS software continues to be an area of need.

- New Math teachers may benefit from optional Math teaching cohorts meetings. Training that addresses the math curriculums that are new to these teachers.
- The Math team is also going to participate in professional development surrounding SIOP practices.
- Optional PD surrounding rapid, high quality feedback cycles, student directed evaluation.

Any resources needed and plans to obtain them:

I am working with the district office to coordinate the teaching cohorts and the Inglewood team. In addition, the Inglewood team is conducting several ALEKS teaching PD's within the Inglewood faculty.

Professional Development surrounding SIOP practices is a focus for the entire Inglewood Faculty.

Timelines and Progress Monitoring Plans: Ongoing.

Science: 8 Science SMART Goal:

84.5% of Inglewood 8th grade students will achieve "at standard" or better on the spring 2018 WCAS.

Process used to determine goal: The Inglewood Science teachers met in Grade Level Teams. Each team discussed the most recent WCAS scores and our historical MSP scores. This year's WCAS scores dropped compared to our past MSP scores, so the team spent some time discussing student performance on this new State test and determining best next steps, hence the goal is a 3% increase over last year's student performance.

Responsible individual or team:

The entire Inglewood Science team is responsible for this goal. The 8th grade Science team tends to take more responsibility for this goal because the students test at the end of the 8th grade year. Alex Markov, Barb Wendell, and Jared Brown will be taking the lead to achieve this goal.

Strategy/ies that will be implemented to support goal:

The Science team collaborates to create common assessments aligned to NGSS standards. In addition, the Inglewood team continues to implement Ambitious Science Teaching strategies. Strategies include the use of modeling and summary tables. The Science team regularly conducts FLEX interventions to help students complete labs, and to address learning gaps. Homework lunch is also used to support students with work completion.

How challenge and rigor will be ensured for all students:

This is an area of growth for the Science team. The implementation of Ambitious Science Teaching holds all students to high expectations. All students are asked high level

questions and scaffolding is provided for students needing extra support to answer these questions. Students are intentionally placed in groups to facilitate student growth.

How necessary interventions will be determined:

Formative assessments and mini quizzes are used to monitor student learning and areas of intervention. QOD's (question of the day) are used to identify student specific needs. Students are invited to FLEX intervention sessions based on homework and quiz feedback. FLEX interventions also include targeted sessions for students needing more time on specific standards. Homework lunch is used for students who need additional time and support for work completion. Support is provided during Homework lunch for quality of work.

Any professional learning needed:

There are substantial needs for lesson sharing protocols and for district wide cohorts of 6th, 7th, and 8th grade teachers to develop Ambitious Science Teaching units. Currently the curriculum does not do a good job of supporting Ambitious Science Teaching, which means that the task of developing lessons largely falls on school teams. This paradigm has been communicated to our curricular leads and they are coordinating these efforts. Continuous and ongoing Ambitious Science Teaching training for teachers to support implementation.

Any resources needed and plans to obtain them:

Inglewood is using substantial resources to develop and integrate Ambitious Science Teaching into our curriculum using release time.

We are currently looking for professional development resources both within LWSD and outside of LWSD to further enhance our ability to develop and share Ambitious Science Teaching units.

Timelines and Progress Monitoring Plans:

We are not aware of any WCAS interim assessments. As a result, our primary strategy for progress monitoring will be done through classroom developed assessments.

Achievement Gap SMART Goal:

80% of Inglewood students that fall into the "low income" sub category will achieve "at standard" or better on the spring 2018 ELA SBA.

Process used to determine goal:

This is a continuation of last year's CIP goal. The Building Community Leaders determined that it was prudent to maintain our focus on this school-wide goal.

Responsible individual or team: Every person at IMS is responsible for achieving this goal. The person that will be monitoring progress is Tim Patterson – Principal.

Strategy/ies that will be implemented to support goal:

Inglewood is doing extensive professional development surrounding Sheltered Instruction Observation Protocols, or SIOP. We believe that these strategies will help our low-income students as well as our ELL population.

How challenge and rigor will be ensured for all students:

For this goal, and the strategy that we have selected, the primary focus is to support all students that struggle with language acquisition. As a result, there really is not a challenge strategy that applies to this SMART goal area. We believe that the practices that SIOP suggests increase the rigor for all students, above, below, and at standard.

How necessary interventions will be determined:

We continue to struggle to provide needed interventions for this group of students. The issue is that students in the low-income demographic cannot be identified to staff members for the purpose of academic interventions. This is the primary reason that we have decided to use the SIOP strategy. The only way to address this issue is to improve instruction for all students.

Any professional learning needed:

Regular and continuing teacher and classified staff training on SIOP strategies. We also need significant investment in conferences for individual teachers.

Any resources needed and plans to obtain them:

The Inglewood building budget will be used to send teachers, and administrators, to SIOP conferences. Building administration participated in district level training.

Timelines and Progress Monitoring Plans:

The SIOP administrative training indicated that it takes roughly 45 hours of professional development for teachers before there is a positive, and statistically reliable, impact on teaching and learning. For this reason, the implementation of this goal will take at least 3 school years. Because we turn over 10 to 15% of the Inglewood staff each year, we need to commit to long term, differentiated professional development surrounding this issue.

For this school year we will progress monitor in two ways. First administration will audit, and track, the trainings that have been provided to staff. Second in January, and March of this school year we will implement a brief forms survey to determine the effectiveness of our building level professional development.

College and Career Readiness SMART Goal:

100% of 8th grade students will complete the high school and beyond requirements using the new career exploration program "Xello".

Process used to determine goal:

The Inglewood Counseling team met to review data from prior years and discuss the new "Xello" tool. Due to the change in the online tools used and the counseling department's focus on other goals the team determined that maintaining 100% was a viable and challenging goal.

Responsible individual or team:

Tim Patterson (Principal), Karyn Summers (Counselor), Kirsten Doughty (Counselor), Scott Paul (Counselor), and Jacky Coons (Counselor).

Strategy/ies that will be implemented to support goal:

The counseling team will attend district level professional development surrounding the use of Xello. After receiving this training, the Counseling team will re-develop our classroom visitation schedule and strategy to maximize the use of Xello.

How challenge and rigor will be ensured for all students:

Xello allows for each student to investigate their potential careers. Ensuring that students engage with this tool is the primary strategy used to ensure rigor and challenge.

How necessary interventions will be determined:

Counselors will generate reports from Xello to track student participation and completion of required tasks. Counselors will team up to offer FLEX session interventions for any student that has not completed this work.

Any professional learning needed:

Continued Professional Development surrounding the use of Xello.

Any resources needed and plans to obtain them:

LWSD is providing the Professional Development for Xello.

Timelines and Progress Monitoring Plans:

Immediately after the counselors complete their Xello lesson they begin the progress monitoring. They will do this by using the Xello system to do a progress check. The 8th grade students that did not participate will meet with counselors to ensure that they complete the activity. This will continue over the next couple of months until every 8th grade child has completed the activity.

School Effectiveness SMART Goal: 95% of staff will agree with the following: "The staff works in teams across grade levels to help increase student learning".

Process used to determine goal: A review of the Nine Characteristics survey data with the building leadership team (Building Community Leaders).

Responsible individual or team: Administrative Team and Department Chairs.

Strategy/ies that will be implemented to support goal: In the past Inglewood had implemented cross-grade level visitations and teacher to teacher observations. We plan to return to this strategy. We will also reinstitute Cross-grade level content teams.

How challenge and rigor will be ensured for all students: As content teams better understand the instruction and culture students experienced before, and will experience after the students' current grade level, enrichment and remediation activities can be enhanced.

How necessary interventions will be determined: This goal does not require an intervention strategy.

Any professional learning needed: We will need to develop protocols for teacher to teacher observations, share them with staff, and implement them.

Any resources needed and plans to obtain them: The principal's budget will be accessed to provide pay for displaced planning.

Timelines and Progress Monitoring Plans: The administrative team will track how many staff members have done a teacher to teacher and different grade level observation at the end of each quarter. These results will be shared with the faculty and staff via the principal's bulletin.

Attendance SMART Goal: Fewer than 1% of students will be categorized as "severe chronic absence" from school by the end of the 2018-2019 school year.

Process used to determine goal:

The administrative team met and reviewed our attendance data using the Power BI dashboard. We discussed the new tools we had developed and felt that there was potential to further enhance our practices surrounding student attendance. We also noticed that the students that were suffering the most significant impacts from poor attendance were also the students that were "severe chronic absent". We committed to working to reduce students in this category by 50%.

Responsible individual or team:

Tim Patterson, Mark Blomquist, and Sara Hall.

Strategy/ies that will be implemented to support goal:

We have developed a new Excel based tool that will allow us to understand who is heading for this category. We will implement new interventions that will be carried out by counselors and administrators.

How necessary interventions will be determined:

Through the use of the new Excel tool that Inglewood developed.

Any professional learning needed:

Sara Hall will be seeking and attending a conference to help us understand how to better meet the needs of students that are severely chronically absent due to mental health driven school avoidance.

The entire IMS admin team needs to further enhance our practice and knowledge of how to intervene with chronically absent students.

Any resources needed and plans to obtain them:

Sara plans to use her professional development monies.

Timelines and Progress Monitoring Plans:

The administrative team meets weekly and this issue is a standing agenda item. We review the Excel spread sheet each week. Because this is the first full year we have used this tool we are both setting benchmarks and discussing students that need an intervention.

Discipline SMART Goal: Inglewood will reduce the number of students that are given an exclusionary discipline from 32 students in 2017-2018 to 30 students during the 2018-2019 school year.

Process used to determine goal:

The administrative team met and reviewed our historical discipline data using the Power BI dashboard. We felt that there was potential to further enhance our practices surrounding student discipline, avoiding suspensions. We also noticed that the students that were suffering the most significant impacts from poor attendance were also the students that were “severe chronic absent”. We committed to working to reduce student exclusions. Because our school has grown, and the way this goal is measured, we felt that a relatively stable count of students experiencing exclusion represented a substantial reduction.

Responsible individual or team: Tim Patterson, Mark Blomquist, Sara Hall

Strategy/ies that will be implemented to support goal:

Use of restorative justice will continue to be implemented. We will implement the use of the district’s new threat protocol.

Our last strategy is to discuss our discipline practices with our newly formed equity committee. We notice that we have a slight disparity in our discipline statistics but really do not understand why this is taking place.

Any professional learning needed:

Continued work and professional development surrounding restorative justice and equity.

Any resources needed and plans to obtain them:

Equity is a recurring conversation at our Learning Community meetings and this is helpful in our effort to enhance our practices surrounding student discipline. We also benefit from professional development provided by Matt Gillingham regarding restorative justice practices.

Timelines and Progress Monitoring Plans:

We have an ongoing conversation regarding our discipline practices. Because our exclusionary discipline is so low, each time we have a potential exclusionary event, we discuss potential options. This allows us to monitor our progress on this goal in real time.

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

2018-19 Strategies to involve parents, families and the community in the CIP process: The CIP process and goals were discussed with the PTSA presidents and at Inglewood's monthly Principal's Chats. Inglewood's goals, and how we were going to monitor our progress were the foci of these discussions. Parents also sought to include other growth areas in our CIP process which are outside of the scope of this document. These goals tended to be cultural goals which relate to student to student social goals; Learning how to make friends.

Timelines and Progress Monitoring Plans:

The PTSA board is going to make CIP a normal part of the PTSA board meeting. I will present one goal each month and share our progress and challenges with the PTSA board. In addition to this I will continue to do a 5-minute progress update during my monthly principal's chats.