Continuous Improvement Process Plan

Helen Keller Elementary

13820 108th Ave NE

425-936-2580

http://www.lwsd.org/school/Keller.aspx

2016 - 2017

Lake Washington School District

Principal and Associate Principal

Lake Washington School District

2016 - 2017

TABLE OF CONTENTS

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.

School Mission

The mission of Helen Keller Elementary is to collaborate with the community to empower students to reach rigorous, yet attainable academic and social goals

Helen Keller Elementary School, located in Kirkland, Wash., is a K-5 school with an enrollment of nearly 400 students. Keller is located in the Juanita region, in a well-established residential neighborhood.

With our mission in mind, we provide an excellent instructional program for a diverse community of students. We have approximately 50 students who receive support through our English Language Learner and intensive academic support programs and we house two Learning Centers, serving district students in grades K-5 with developmental needs. In addition, we are one of a few schools who independently provide meal support to approximately 30 families.

Keller students have done well on state testing; over the years making steady gains in most grade levels. When planning for and adjusting instruction, teachers use information about student progress toward the common core state standards through our student growth goals, measured by common district and classroom-based assessment. In 2015-16, our third grade students. Our third graders improved in all areas, going from 68.4 % at standard in English Language Arts (ELA) to 77% at standard, and in math improved from 74% to 75%. Overall the 3-5 grade band improved in English Language Arts, from 67% to 69% at standard or above.   In Math, though scores increased in third grade, they decreased in fourth and fifth. Fifth grade students were administered the Science MSP in 2015-16 and 72% of students were at or above standard; a slight decrease from the scores in 2014-2015. In all grade levels we were quite impressed with how many students exceeded standard in; with nearly half of our third and fourth graders scoring in the level 4 range in ELA.

We are confident however that scores will increase as we continue working as a PLC, understand the SBA better and focusing on the result data provided through the SBA this year. Keller has an exemplary staff. All our teachers work in collaborative teams, meeting weekly to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student common assessment data. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Helen Keller Elementary School has a strong,

involved community with many parents and neighbors. The school has become a community hub thanks to the staff and volunteers who provide opportunities including math and reading nights, the ice cream social, music programs, and the talent show to gather our families together. Four times a year the staff organize spirit assemblies where we acknowledge and celebrate students in our school for academic and life skill success. These assemblies, in which parents are invited, are also an opportunity where we can emphasize the weekly teachings of the Second Step program, used in every classroom and reinforced through daily class meetings. We will continue to foster these important life skills making Keller a safe and happy place to learn, take risks, and achieve great things!

2015-2018 PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15		Current Performance 2015-16		Target Performance 2018	
		District	School	District	School	District	School
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	87.1%	88.3%	86.7%	95.0%	
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	68.4%	81.4%	76.7%	91.0%	
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	74.1%	82.8%	75.4%	92.0%	
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	70.6%	85.3%	77.2%	92.0%	
	% of 5th graders meeting or exceeding state standards in Math	72.7%	48.2%	72.9%	45.4%	90.0%	
	% of 5th graders meeting or exceeding state standards in Science	86.9%	80.0%	88.2%	72.7%	95.0%	

- **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 reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**

Process to determine School Performance Targets:

Keller engaged in the CIP process by using identified building days (labeled as Building PLC days) to create and monitor the CIP. Each grade level was asked to look at baseline data for each student; specifically, DIBELS data, Wonders data, Envision data, SBA data, previous report card data, and current academic assessment data to identify where they were and predict where they would be by the end of the year in each reported content area. See below:

- Staff was asked to fill out CIP Planning Page for overall content area
  - Given what you know of your students based on assessment data and professional judgment, assign each to the current proficiency level
  - Determine the proficiency level you believe each student will achieve by May 2017 per the SBA or DIBELS and indicate on the provided form.
  - Determine the percentage of students who you expect to be at or above standard by May 2017. (add the total number in the 3, 3.5, and 4 and divide by the total number of students).

- Staff was asked to complete the following questions
  - **How are you differentiating instructional strategies and/or using instructional models to support students...**
    - **currently not at standard?**
    - **currently at or above standard?**
  - **What is your plan to monitor your goal and what assessments will you be using to progress monitor?**

We worked hard on nesting the CIP and the Student Growth Goals and provided a great deal of guidance on how to do so, making both goal-setting experiences meaningful. After CIP goals were created, we asked staff to identify a specific standard that would support the CIP and focus on that standard as their Student Growth Goal. As far as monitoring the CIP, teachers did a great job this year or regularly monitoring their goals and recording student progress on their PLC Haiku site.

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	87.1%	86.7%					
		1st	75.0%	65.9%					
		2nd	81.6%	73.5%					
3rd Graders' on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		68.4%	76.7%					
	% of 3rd graders meeting or exceeding state standards in Math		74.1%	75.4%					
4th Graders' on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		62.7%	54.2%					
	% of 4th graders meeting or exceeding state standards in Math		61.9%	55.9%					
5th Graders' on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		70.6%	77.2%					
	% of 5th graders meeting or exceeding state standards in Math		48.2%	45.4%					
	% of 5th graders meeting or exceeding state standards in Science		80.0%	72.7%					

- **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 reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).**

CIP Reflection: Evaluate Outcomes

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	80% of K-2 students at or above benchmark by May 2016 as measured by DIBELS	**80.11%** of K-2 students met or exceeded benchmark standard by May 2016 as measured by DIBELS
Literacy: 3-5 ELA	73% of 3-5 students at or above standard by May 2016 as measured by the Smarter Balanced Assessment (SBA)	**68.55%** of 3-5 students met or exceeded standard by May 2016 as measured by the Smarter Balanced Assessment (SBA)
Math: 3-5 Math	72% of 3-5 students at or above standard by May 2016 as measured by the Smarter Balanced Assessment (SBA)	**60%** of 3-5 students met or exceeded standard by May 2016 as measured by the Smarter Balanced Assessment (SBA)
Science: 5th Science	85% of 5th grade students at or above benchmark by May 2016 as measured by the Measurement of Student Progress (MSP)	**72.7%** of 5th grade students met or exceeded standard by May 2016 as measured by the Measurement of Student Progress (MSP)
Achievement Gap	50% of 3-5 Low Income students at or above benchmark by May as measured by the Smarter Balanced Assessment (SBA)	**50%** of 3-5 of low income students met or exceeded standard in ELA and **34%** of low income students met or exceeded standard as measured by the Smarter Balanced Assessment (SBA); **50%** of low income students met or exceeded standard as measured by the Measurement of Student Progress (MSP)
School Effectiveness:	80% of K-5 parents will somewhat agree or strongly agree that the school communicates its goals effectively to families and the community by May 2016 as measured by the Annual Perception Survey	**50%** of the 6 parents who took the Annual Perception Survey agreed or strongly agreed that the school communicates its goals effectively to families and the community.
Discipline:	By June 2016 we will decrease the average number of students receiving Notice Notes (internal communication of student misbehavior) from 46 per month to 25 per month as	The average number of students receiving Notice Notes (internal communication of student misbehavior) increased to an average of 47 per month from an average of 46 in 2014-15 as measured by our Notice Note tracking system.

	measured by our Notice Note tracking system.	
Attendance	By June 2016, we will decrease the average number of students tardies per day from 25 to 10 as measured by monthly Skyward reports	The average number of tardies decreased from 25 per day to 10 per day as measured by monthly Skyward reports.

Narrative Reflection:

Narrative Reflection	
Process:	When reflecting on Academic goals, staff was provided 2016 SBA, MSP and DIBEL's data and were asked to analyze the achievement of their students from last year (as a grade level team). They were then provided a template where they were asked to think about the following questions. 1. As a team what were you most proud of based on your students' assessment results? 2. In reviewing your students' SBA claim level performance or DIBEL'S results, what relative strengths were demonstrated? What specific standards would you recommend this group of students focus on for continued growth 3. Which Sub groups will require intentional focus to start reducing achievement gaps and what strategies will you use to support this sub group? 4. As a team what specific strategies will you use to ensure the growth of ALL students' assessment results this year?
Literacy: K-2 Reading	In the area of K-2 reading, we were proud of how our Kindergarten students performed on the EOY benchmark. 93% of our students reached benchmark, which greatly surpassed the goal we had set at 80%. We are also proud of the fact that every student is making progress and they all gained toward their goals. Some specific strengths students demonstrated was being able to fluently read a passage and retelling with main ideas and key details. In order for K-2 grade band to show continued growth in the area of reading, we recommend continued progress monitoring with students who fell below benchmark and for them to receive continued reading support through safety net and small group instruction. In addition, we will provide more practice with phoneme segmentation, blending, and nonsense words to help improve the scores. The two subgroups that will require more intentional focus are ELL students and those who lack support at home. Strategies to better support these groups include extra practice to support basic skills, increased communication with families about simple things to incorporate in the home, individualized small group work during reading centers, and repetition with basic skills like letter names and sounds. The grade band team will provide feedback to students on their reading fluency and comprehension.

	Students will create goals around their fluency and retell. Students will monitor their own progress throughout the year which will generate two-way conversations about their growth.
Literacy: 3-5 ELA	In the area of ELA in 3-5, we are proud of how our students performed on the SBA; specifically, how many of our students scored a level 4. Specific claims where students demonstrated strength were listening and speaking the ability to compose full informational text using the writing process, and providing evidence within their writing. In order for us to show continued growth for our grade level band, we know we will need to focus on building vocabulary skills with all of our students, especially ELL and special Education students. Reading, specifically the ability to identify central themes, will continue to be an area of focus. Some of the strategies we plan to implement include use of anchor charts, purposeful small group instruction within the classroom, making strong connections to student's current life, practicing literacy skills across all subjects like math and social studies, and taking the extra time to practice the writing cycle (pre-write, draft, revise, edit, publish).
Math: 3-5 Math	In the area of Math in 3-5, we are proud of how our students performed in the claim areas of understanding math concepts, the ability to explain their thinking, and analyzing patterns and relationships. In order for us to continue to grow in the area of math teachers will focus on concepts and skills such as understanding shapes by categorizing them by their attributes and being able to convert measurement units within a given measurement system. Our grade level band team will incorporate more opportunities for practice with basic math fluency, provide individual support and smaller group instruction, and make good use of parent volunteers to work with students one on one. Additionally, we will use strategies like anchor charts, visuals, models, cross-content connections, and incorporate measurement, time, area, and perimeter throughout the year.
Science: 5th Science	In the area of Science, we are proud that 50% of our low income students met or exceeded standard and that of the nearly 73% of students who passed, 34% scored at a level 4. 50% of our ELL students scored a level 1, therefore fifth grade teachers this year will work to provide more differentiated instruction on scientific terms and content that will help students understand the content better and more of what is being asked on the MSP Science test.
Achievement Gap	We reached our achievement gap goal in two content areas; ELA and Science. It is hard to tell why we did not achieve our goal in Math, other than we performed lower overall in math last year. Many of our low income students fall into multiple sub categories, therefore in order for us to continue growing, we believe that we need to focus on differentiating strategies, specifically incorporating SIOP strategies to our lessons to broaden vocabulary. In addition, we believe that we

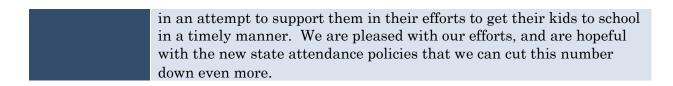|	
	need to continue our efforts in reaching out to our low income families, encouraging them to be involved while building trust and relationships with both the students and families.
School Effectiveness:	It is hard to reflect when only 6 individuals responded to the survey, however our goal to communicate clearly fell short and is clearly the reason only 6 individuals took the Annual Perception Survey. We spent a great deal of the year trying to refine our communication practices and protocols between the PTA and the school. Having a universally (school and PTA) used form now, to indicate our communication needs using multiple communication venues, I hope that we can improve in this area and that we will see a larger number of participants in this survey next year.
Discipline:	We believe that we saw a slight increase in the average number of Notice Notes (NN) per month for a couple of reasons. One reason is that we put a greater emphasis on using the NN's to communicate with teachers and we believe that classified staff and specialists began using them more frequently to encourage classroom teachers to follow through with individual students who frequently had NN's written due to behaviors that were either disrespectful or unsafe. In October of 2015, we saw a huge spike in NN's from 23 in September to 81 in October. Because of this spike the Culture Committee came up with a Recess Rodeo where we retaught or in some cases taught for the first time, the rules in each area at recess. After the Recess Rodeo the number of NN's dropped significantly and remained around 40 per month. Moving forward, we would like to see all staff focus more on the positive and use praise notes rather then write NN for small incidents that could be corrected with warnings. We are also going to work on a system where we can use strategies and resources to reteach students in the areas where they may be struggling.
Attendance	We believe there is a direct correlation in the decrease in student tardies last year from 25 a day to 10 a day on average to the systems we put in place last year. We began requiring parents that dropped their kids off late to come in the school and sign their student in. If a student came in without a parent, an email was sent to them reminding them of our policy and if it happened again, we reached out to them personally. In addition we also created a system, where kids that were dropped off right after the first bell would come in different doors monitored by the safety patrol, which got them to their class often before the late bell rang. We continued sending letters for absences and tardies and subsequently met with a number of families

	in an attempt to support them in their efforts to get their kids to school in a timely manner. We are pleased with our efforts, and are hopeful with the new state attendance policies that we can cut this number down even more.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

	SMART Goals
Literacy: K-2 Reading	93% of K-2 students at or above benchmark by May 2017 as measured by DIBELS
Literacy: 3-5 ELA	72% of 3-5 students at or above benchmark by May 2017 as measured by the Smarter Balanced Assessment (SBA)
Math: 3-5 Math	75% of 3-5 students at or above benchmark by May 2017 as measured by the Smarter Balanced Assessment (SBA)
Science: 5th Science	73% of 5th grade students at or above benchmark by May 2017 as measured by the Measurement of Student Progress (MSP)
Achievement Gap	50% of 3-5 ELL students at or above benchmark in all content areas by May 2017 as measured by the Smarter Balanced Assessment (SBA)
School Effectiveness:	By June of 2017 75% of teachers will agree mostly or completely that teachers provide feedback to each other to help improve instructional practices (Baseline 54.55% of teachers agree mostly or completely.) as measured by the Nine Characteristics Survey
Attendance:	By June 2017, we will decrease the average number of students tardy per day from 10 to 5 as measured by monthly Skyward reports
Discipline:	By June 2017 we will decrease the average number of students receiving Notice Notes (internal communication of student misbehavior) from 46 per month to 25 per month as measured by our Notice Note tracking system.

Annual School Goals: Academic

The process used to determine annual school goals includes an in-depth building-wide analysis. Staff collected assessment data from the 2015-2016 school year including DIBELS K-2 reading scores, Wonders K-5 reading scores, EnVision K-5 math scores, SBA grade 3-5 state standardized test math and reading scores, and 5th grade state standardized test science MSP scores; as well as baseline data from common assessments at the start of the 2016-2017 school year. With both baseline data and skill deficit/obstacle areas considered, teachers then set grade level goals in both reading/ELA and math. In addition, 5th grade also creates a CIP goal in science based solely on

baseline assessments since they have no standardized test scores to go from. Grade level PLC teams determined specific standards to focus on for their Student Growth Goals to support the overarching CIP goals. At Keller we ensure that all students are receiving both challenge/rigor and the necessary interventions through our Professional Learning Community (PLC) meeting process. When grade level PLC's meet, teachers determine common assessments and analyze the data in order to determine next steps for each student: whether they require in class (Tier I) interventions of small group/pull out (Tier II) interventions such as Safety Net, which we provide in reading at all grade levels and math in grade levels where the need has been determined. Similarly, during PLC meeting times, staff will determine the students that require additional challenge to increase the rigor of their daily work. We will use a variety of methods to progress monitor our CIP goals through our PLC meeting process. Staff has identified the common grade level assessments they will be using and will report their findings and next steps in order to reach their CIP goals.

Annual School Goals: Achievement Gap

We have decided to target our ELL students in 3-5 this year. After reviewing the SBA data from last year and looking at the kids individually and knowing their skills, we believe that lack of vocabulary skills across content areas was in part why many of these students did not pass. To address this achievement gap, we will continue to expose all our students to whole group, core ELA, Math and Science instruction while still providing small group intentional instruction to backfill the gaps due to language, special learning needs, and environment. We will continue to provide instruction to those who benefit from staying in the class by having our ELL teacher push into the classroom. Our ELL teacher will push in when possible during content areas that are heavy in vocabulary. Our school focus this year is *differentiating instruction with equity and cultural responsiveness in mind.* We are intentionally and strategically planning professional development on LEAP days where we will provide strategies that will not only benefit ELL students but will engage all students. We will also continue outreach and visiting the families from the Section 8 housing in our attendance area and apartment complexes hoping to engage them in their child's education and increase confidence by inviting them personally to evening activities (math and reading nights). Many of those who we will be visiting are families of ELL students. We are also committed to using interpreters when needed to communicate to families and will have interpreters present at our evening events. We will progress monitor this goal in the same way we monitor our academic goals, through the PLC meeting process.

Annual School Goals: School Effectiveness

Increasing teacher to teacher feedback to was selected as a natural next step after a trend of increasing trust among staff members and shared commitment to meet the needs of special education students through new learning and structures. Teachers have an interest in meeting professional development goals through learning walks, studio labs, and other structures. Progress will be monitored via staff survey and tracking teacher PD structures

Annual School Goals: Attendance

Research shows that school attendance and tardiness are both major factors when it comes to student behavior and school success. We have seen a spike in student tardiness this year from 7 students in December 2014 receiving a 2nd district attendance letter due to being tardy 10% of the possible school days to 19 students receiving a 2nd district letter in December of 2015. Our hope is that by personally connecting with the parents of the students chronically tardy, we can decrease this number significantly by the end of the year. We will monitor this goal by running monthly reports through Skyward and will make contact with identified families each month.

Annual School Goals: Discipline

Recess is a difficult time for many students. It is unstructured and particularly during lunch recess, it is long. A couple years ago, we noticed a spike in recess behaviors and inconsistencies of adult responses to misbehavior. We chose this goal because we have put a number of new systems in place and began using Incident Reports to communicate with parents, and Notice Notes to communicate with staff about particular kids. We have also implemented 2nd step in all our classes and every teachers is running class meetings to foster the culture of community. We have also done a done an extensive amount of work as a staff (cert and classified) around restorative justice practices, logical consequences and positive behavior management.   Notice Notes are a way to communicate with teachers regarding student misbehavior on the playground or at lunch, which is why we chose this as our measurement tool. We review the notice notes daily and meet with students needing re-teaching when we see a pattern of misbehavior. In addition, we will progress monitor each month by reviewing the notice note log and noting successes and possible changes to interventions in place.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
Strategy to support goals	All grade levels will utilize PLC time to determine strategies and action plans to support the goal as well as work with the Instructional Leadership Team on calendaring professional development needs within the constraints of LEAP and staff meetings. Specifically: Through the process of analyzing the data from the SBA, the staff recognized that word problems are again an area of weakness. Because of our high ELL population we identified that achievement in the area of word problems could be influenced by language acquisition and ability to comprehend the questions being asked. Therefore our ELL teacher will continue to push in when able during math instruction. Most grade levels have moved to a workshop or station model during math in order to meet frequently with students in small groups after pre-assessing and identifying

	the areas of growth while practicing skills through games and other engaging activities. Students will be working with enVision materials and provided the leveled practice and enrichments as well as intervention, and teachers will supplement when needed, specifically in the area of word problems. In addition, we will continue to have Family Math Game nights and encourage our ELL families to attend by extending a personal invitation. Teachers will engage families by giving assess to IXL at home and sending the Topic home school connection communication sheets out at the start of a new topic.
Professional Learning needed	PLC/Data Team refinement, Instructional strategies on differentiation, SIOP training
Resources needed	SIOP training and time to implement strategies
Responsible individual or team	Instructional Leadership Team and Grade level PLC's

Goal Area	Literacy
Strategy to support goals	All grade levels will utilize PLC time to determine strategies and action plans to support the goal as well as work with the Instructional Leadership Team on calendaring professional development needs within the constraints of LEAP and staff meetings. Specifically: • KISN – Use of Wonderworks, Burst and Lexia , • Daily 5 – Use of leveled readers and word work that targets specific skills • A variety of visuals around the classroom • Use of volunteers to pull individuals or small groups for work on letter recognition, sounds, sight words, fluency and comprehension • Writer's Workshop – creating individual goals with each student which are appropriate for their level . Interventions and enrichment will also include utilizing small groups to provide differentiated phonics activities, model fluency, and review old phonics skills. Students have many chances to read stories at their independent and instructional levels, and reread stories multiple times to build fluency and confidence. This year we moved to Safety Net teachers DIBELing all students in order to create consistency and provide data on all students. Students that are identified as "at risk" on DIBELs or are ELL are receiving Safety Net and/or ELL services. Students will be working with the Wonderworks and Burst programs and as a supplement, Raz-Kids reading program, which allows them to progress through at their reading level. These students will be able to read text at their level and progress

through the skills, vocabulary acquisition and increased comprehension strategies. In addition most students receiving Special Education services in the area of ELA are staying in their classes for whole group core instruction and exposure to grade level text and then being pulled for use of the curricula and strategies above as well as Reading Mastery if appropriate.

Parent communication will go home with tips and materials to work on reading at home.

Professional Learning needed	Support from the CORE team or schools who have had signigficant PD in the area of good ELA instruction. PLC/Data Team refinement
Resources needed	Access to CORE training
Responsible individual or team	Instructional Leadership Team and Grade level PLC's

Goal Area	School Effectiveness
Strategy to support goals	We have built a master schedule to ensure common planning time for each PLC. The instructional leadership team will provide a template and structure to facilitate peer to peer observations inside and outside the school house, ensuring time to debrief, provide feedback, and plan based on their learning and observations.
Professional Learning needed	Peer to peer observation training.
Resources needed	Access to a trainer (Kristi Bryant) on peer to peer observations. Money to provide release time and planning.
Responsible individual or team	Instructional Leadership Team and grade level PLC's.

Goal Area	Discipline
Strategy to support goals	Ensure that all school personnel are aware of and adhere to school wide discipline process and restorative justice practices. Host a recess rodeo for all students where we will teach the rules of each area of the playground. All staff will focus on the positive and try to point out the good things we are seeing take place in the classroom, on the playground, in the lunchroom and in the halls; also working to build trust and relationships, especially with those who are referred often. We will also conduct monthly classified meetings where we will provide professional development. This year our counselor has trained 55 Peace Coaches who will be helping on the playground.
Professional Learning needed	Review of restorative justice practices. Equity training
Resources needed	Time to work with classified staff, resources for equity training.

Responsible individual or team	Culture Committee, classified staff, Sandy Dennehy, Jayme Branagh, Holly Appelgate

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Involvement in the continuous improvement process this year will be a work in progress. The Leadership Team and PTA Presidents and Principal will come up with a meaningful way of involving parents other than just having parents take the Annual Perception Data Survey
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Strategies to inform families about the Continuous Improvement Process will include: • **Teacher Haiku pages and newsletters.** • **School Website** • **PTA meetings** • **PTA facebook** • **Principal chats** • **School newsletter**