Continuous Improvement Process Plan
2018-2019

Helen Keller Elementary School

13820 108th Ave NE

Kirkland, WA 98034

https://keller.lwsd.org/

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I.   Description of School

The vision of the Lake Washington School District is every student future ready.
The mission of Helen Keller Elementary is to collaborate with the community to empower students to reach rigorous, yet attainable, academic and social goals.

Our core values can be summarized with the acronym GRIP:
Growth: developing intellectual abilities and social skills
Respect: treating others how you would like to be treated
Integrity: striving to make the right choices
Perseverance: working hard and trying your best

Helen Keller Elementary School is a K-5 school located in Kirkland WA, nestled into a well-established neighborhood in the Juanita region. Students who attend Helen Keller move on to Kamiakin Middle School and graduate from Juanita High School.

With just over 335 students, Helen Keller serves a diverse population and offers various programs and services to meet the needs of all learners. 58% of students are White, 15% of students are Hispanic/Latino, 14% of students are of 2 or more races, 8% of students are Asian, 4% of students are Black/African American, and 1% of students are American Indian Thirty-eight students receive support through our English Language Learner program. While the primary language at Helen Keller is English, 17% of students have a primary language of Spanish, Russian, Farsi, Vietnamese, Cambodian, Arabic, or Mandarin. Our school also provides intensive support via Learning Centers which serves district students K-5 with developmental needs. In addition, we are one of a few schools who independently provide meal support to families in need through our Backpack Program which also runs throughout the summer months. Our school also houses extra-curricular enrichment activities including drama, sewing, jump rope, chess, Legos, jazzercise and visual arts.

We continue to see great strides toward progress and are confident that scores will increase as we continue working as a PLC and focus on the outcomes provided through the SBA interims, progress monitors, and end of year assessments. Helen Keller has wonderful staff filled with research-based practices mixed with fresh ideas. All of our educators 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 and timely feedback about our instructional practice will further our own professional growth and best support student learning.

Helen Keller Elementary School has a strong community partnership that involves local businesses, families, 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. Our staff has increased our focus around equity by engaging in activities and reflection of our own biases and those in our society. We have used many data points such as test scores, grade report marks, attendance rates, and discipline to identify areas of concern for historically marginalized students. 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 teachings of the Second Step program, used in every classroom and reinforced through daily class meetings and specialized classroom visits by the school counselor. We will continue to foster important life skills that make Helen Keller a safe and happy place to learn, take risks, and achieve greatness!

II. District Performance Targets

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

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

Process to Determine District Performance Targets

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

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	87	87	79	75.7			
		1st	75	74	67	83			
		2nd	82	73	72	70.4			
3rd Graders on Track for Success	% of 3rd graders meeting or exceeding state standards in Literacy		68	77	72	74.1			
	% of 3rd graders meeting or exceeding state standards in Math		74	75	77	67.2			
4th Graders on Track for Success	% of 4th graders meeting or exceeding state standards in Literacy		63	54	78	85.9			
	% of 4th graders meeting or exceeding state standards in Math		62	56	72	78.9			
5th Graders on Track for Success	% of 5th graders meeting or exceeding state standards in Literacy		71	77	65	70.3			
	% of 5th graders meeting or exceeding state standards in Math		48	45	52	61.1			
	% of 5th graders meeting or exceeding state standards in Science		80	73	73	77.7			

- 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 starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

To evaluate the outcomes of the goals set last year, staff carefully analyzed district assessment data. Kindergarten, first, and second grade teachers used the DIBELS end of year assessment data while grades 3-5 used SBA ELA and Math data. In addition, fifth grade analyzed WCAS data.

All narrative reflections are based on the end of year district assessment data for each grade level. Grade level teams disaggregated data using Power BI, the WCAP portal, and district-provided MTSS information. Together, each team answered admin-provided prompts to help guide the conversation and reflection. Grade level teams were given time during LEAP to capture their responses in our building's OneNote CIP folder. The questions provided to teams encouraged thoughtful reflection on teaching practices and how to reach under-performing subgroups. These reflections aim to guide teachers in their future practices and reduce the achievement gap.

In a similar fashion, grade level teams were given an opportunity to write their goals in our school's OneNote. The admin-provided template guided teams through a process where each student in the grade level is listed according to last year's end of year district assessment data. Using their reflections along with formal and informal data collected from the beginning of this year teachers made a prediction of where their students will be by the end of the school year as measured by DIBELS, SBA, and WCAS.

2017-2018 Goal *(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)*	Achievement Outcome *(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)*
Literacy: K-2 Reading Goal: By June 2018, 85% of our K-2 students will be at benchmark as measured by EOY DIBELS scores.	Outcome: An average of 76.3% of students K-2 met or exceeded the standard.
Narrative Reflection: As measured by the End of Year DIBELS assessment, students K-2 made progress toward achieving the overall reading goal. Upon looking at data across grade levels, teachers were surprised by the number of girls vs. boys below benchmark but were pleased to see traditionally underperforming groups such as low-income and ELL populations experiencing greater success on this assessment.	
Literacy: 3-5 ELA Goal: By June 2018, 74% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).	Outcome: An average of 76.7% of students taking the ELA SBA met or exceeded the standard.
Narrative Reflection: We are so proud of our students achieving the goal set forth at the beginning of the 2017-2018 school year. Various methods to reach all learners that this	

grade band used included SIOP strategies, utilizing volunteers, daily 5, word work, and small group intervention. Moving forward teachers see a need for greater focus on reading and comprehending literary and informational text as well as using writing structures.

Math: 3-5 Math Goal: By June 2018, 75% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).	Outcome: An average of 69% of students in grades 3-5 met or exceeded the standard.

Narrative Reflection: We are continuing to work toward our math goal however we are celebrating the fact that our average SBA math scores for grades 3-5 increased over the past year. According to SBA data, a trending area for focus would be concepts and procedures. Third grade has reflected on the achievement gap data and will work toward measures to ensure all students are successful. Fourth grade plans to focus on multiplication fluency at the beginning of the year to help support their work in decimals, fractions, area and perimeter. Fifth grade plans to offer before-school Dreambox sessions in addition to using it within the classroom.

Science: 5th Science Goal: By June 2018, 77% of our students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science (WCAS).	Outcome: 77.7% of students met or exceeded the goal.

Narrative Reflection: As a new test for teachers to prepare students for, our students overall surpassed the goal set forth. Strategies such as using CER (claim, evidence, reasoning) as well as using FOSS kits to achieve NGSS standards has helped to support students in achieving this goal.

Achievement Gap Goal: By June 2018, 65% of Hispanic students K-2 will meet benchmark as measured by EOY DIBELS. By June 2018, 52% of Hispanic students 3-5 will meet or exceed standard as measured by the ELA Smarter Balanced Assessment (SBA).	Outcome: An average of 62.5% of Hispanic students in K-2 met or exceeded the standard as measured by EOY DIBELS. 62% of Hispanic students grades 3-5 met or exceeded the standard as measured by the ELA SBA.

Narrative Reflection: We are proud of the growth in our achievement gap goal. While we celebrate this, we are cognizant of the fact that there is always more work to be done. In reflecting on our outcome, we can pinpoint practices and strategies that truly made an impact on our literacy results. These include small group intervention, one on one support as well as cross-curricular approaches. We also believe that the Equity work and culturally responsive teaching professional learning we did as a staff definitely impacted these scores. Staff has become much more aware of how greatly relationships impact

student learning and have put in place a number of SIOP strategies based on the whole staff learning we engaged in. We also created a master schedule for the 2nd year and focused on ensuring students are in their class for all core content. Moving forward, we will need to continue this work, and support students in transferring their ELA knowledge, skills, and strategies into the mathematical realm for this subgroup as well as limit even more, how much we pull out our EL students, limiting it to once a day, even if they qualify for Safety Net.

School Effectiveness Goal: By June 2018 80% of staff agree mostly or completely that staff works in teams across grade levels to help increase student learning as measured by the Nine Characteristics Survey.	Outcome: 78% of staff (21 of 27 respondents) agree mostly or completely that staff work in teams across grade levels to hep increase student learning.
Narrative Reflection: As staff members reflected on their belief surrounding the importance of vertical teaming, they acknowledged that largely when they do it, it is on their own time and desire for it to somehow be built in to times where they are already supposed to meet. Nevertheless, there is evidence that staff members are actively seeking out opportunities to meet with members of other grade level teams to discuss strategies for behavior and academics. Moreover, specialists and interventionist are also collaborating with various grade levels to align content and practices.	

Attendance Goal: By June 2018, we will increase our average daily attendance rate from 95% to 97%.	Outcome: Our average daily attendance rate increased to 95.66%.
Narrative Reflection: Our average daily attendance rate saw minimal growth. We reflected on practices that helped to encourage student attendance. Building relationships was crucial for some of our students who were struggling with attendance. In addition, we had an attendance team that met once a month and discussed students of concern and what steps the school needed to take, starting with communication from the teacher. As letters went out to families based on the state/district requirements, administration met with families, reminding them the importance of coming to school and how that sets one up for success as well as incentivizing this through programs such as Walk to School Day.	

Discipline Goal: By January 2018, school administration will have fully implemented a discipline tracking system to communicate discipline issues and focus on reteaching opportunities.	Outcome: Our school fully implemented a discipline tracking system to communicate discipline issues and focus on reteaching opportunities.
Narrative Reflection: Our school's data tracking system is recorded using Microsoft Office Forms and is taken from Notice Notes that are written by classified staff and specialists	

to inform classroom teachers of student behavior in settings outside the classroom. The data collected enables our staff analyze trends and patterns regarding location, time of day, students, and type of behavior. With this information we are able to be more proactive in implementing practices in a preventative manner rather than reactive. It also allows us to be reflective on how consistent we are or are not when it comes to what notice notes are being written for and what students are receiving them.

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: Involvement in the continuous improvement process will be a work in progress. The leadership team, PTA Presidents, and Principal will come up with a meaningful way of involving parents other than just having parent take the annual Perception Data Survey.

Reflection on Outcome: I can't say that we made much progress in this area, other than coming up with a plan for this year, which will be based on the School of Excellence survey sent out earlier this year. We are hoping to focus on community engagement, and have Principal chats lined up, school topics to be presented at each PTA meeting, and liaisons for our more marginalized communities.

2017-18 Strategies to inform parents, families and the community in the CIP 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
- Attendance conferences
- Ongoing parent conversations regarding student behavior and academic success

Reflection on Outcome: This year, we did share our school goals in all the above-mentioned ways, other than we did not get Principal chats on the calendar but have them scheduled this year. When presented at the PTA meeting, parents were engaged, interested, and thankful for the communication. We will do the same this year, with hopes that we will connect more with our more marginalized communities.

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

2018-2019 SMART Goals, Strategies and Resources
Literacy: K-2 Reading SMART Goal: By May 2019 85.7% of K-2 students will be meeting or exceeding standard in ELA as measured by the EOY DIBELS.
Process used to determine goal: The K-2 team gathered analyzed BOY DIBELS data as well as end of 2017-2018 DIBELS data from Power BI to determine the goal for this school year. In addition, teams have also taken into account beginning of year assessment data and students' daily work on sight word recognition and fluency skills. Responsible individual or team: K-2 teams and administrators. Strategies that will be implemented to support goal: Small group instruction where students are placed according to their reading level will help support differentiated instruction. Embedding SIOP strategies into instruction, practicing sight words, utilizing Safety Net where appropriate are additional strategies the team will implement. The district's Wonders curriculum provides comprehension and fluency passages that will also be used. How challenge and rigor will be ensured for all students: Students will participate in reading practice daily. As student data is gathered in phonics, comprehension, and fluency teams will be able to identify students not showing expected growth. Intentional conversations focused on problem solving as well as implementation of these plans will ensure students are getting what they need. All students will have access to grade level material and will be challenged upward with more complexity as appropriate. How necessary interventions will be determined: DIBELS, formal assessments, and ongoing formative assessments will be used to determine interventions. Any professional learning needed: CRT knowledge and ongoing SIOP. Any resources needed and plans to obtain them: Teachers receive training through staff meetings and LEAP days. In addition, several teachers sign up for professional development classes provided by the district which take place outside of the school day to enhance their knowledge. Timelines and Progress Monitoring Plans:

DIBELS MOY in January is a major progress monitoring tool used district wide. In addition, students will receive sight word and reading assessments. EOY DIBELS will be used to determine if the goal was achieved.

Literacy: 3-5 ELA SMART Goal:
By May 2019 71.7% of 3-5 students will be meeting or exceeding standard in ELA as measured by the 2019 SBA.

Process used to determine goal:
Teams met to analyze baseline ELA assessment outcomes from district-provided curriculum in conjunction with the 2017-2018 school years' SBA data and the first major test. Combined with informal and formal assessment data, teams also used observations to determine the goal.

Responsible individual or team:
3rd – 5th grade teachers, administrators.

Strategy/ies that will be implemented to support goal:
Using graphic organizers and SIOP strategies, providing opportunities for kinesthetic learners, and utilizing large and small groups for instruction incorporating learning centers, partner reading.

How challenge and rigor will be ensured for all students:
Offering higher-order questions during discussions and on tests.

How necessary interventions will be determined:
Formative and summative evaluations alongside informal teacher observation will provide necessary data to determine which interventions will be necessary. Intervention materials include Wonders and differentiated support.

Any resources needed and plans to obtain them:
SIOP materials such as a guidebook would be helpful for the implementation of the strategies. For any larger items, building funds and/or the PTA will assist as the need arises.

Timelines and Progress Monitoring Plans:
Teams will monitor progress through unit assessments, monthly reading fluency assessments, one on one reading, and SBA interims.

Math: 3-5 Math SMART Goal:
By May 2019 76.7% of K-2 students will be meeting or exceeding standard in ELA as measured by the 2019 Math SBA.

Process used to determine goal:
Teams met to analyze baseline ELA assessment outcomes from district-provided curriculum in conjunction with the 2017-2018 school years' SBA data. Combined with

informal and formal assessment data, teams also used observations to determine the goal.

Responsible individual or team:
3rd – 5th grade teachers, administrators.

Strategies that will be implemented to support goal:
DreamBox is offered to 5th graders before school as an additional way to get students engaged in their learning. This will be achieved through the use of DreamBox in all grade levels as well as small group facilitation with the teacher to review and provide extra practice as well as one on one support.

How challenge and rigor will be ensured for all students:
Students will be provided with differentiated instruction targeted to their individual level and incrementally increasing difficulty as appropriate while still exposing all students to grade level instruction.

How necessary interventions will be determined:
Pre/post assessments, exit slips, classroom observation will provide necessary data to determine where specific interventions will be needed.

Any professional learning needed:
Teachers will continue to collaborate with one another within the building as well as reaching out to other building teams for support on strategies for instruction.

Any resources needed and plans to obtain them:
Using SIOP strategies and accessing the guidebook.

Timelines and Progress Monitoring Plans:
Teams will monitor progress through unit assessments, math fact fluency assessments, and SBA interims.

Science: 5 Science SMART Goal:
By May 2019 80% of 5th grade students will be meeting or exceeding standard as measured by the 2019 WCAS.

Process used to determine goal:
5th grade teachers noticed that the WCAS assessment was heavily based on reading and writing thus, the team used the students' previous year's reading and writing data to formulate a prediction.

Responsible individual or team:
5th grade team, administrators.

Strategies that will be implemented to support goal:
While teaching using the FOSS science kits, teachers will also use SIOP strategies to help students solidify learning.

How challenge and rigor will be ensured for all students:
FOSS and supplementary materials combine with teacher skill and higher quality of questioning/discussion will provide additional rigor.

How necessary interventions will be determined:
Teachers will monitor the data collected formally and informally to guide intervention groups.

Any professional learning needed:
Ongoing Professional development on the new Next Generation Science Standards and a training for the pilot of a new district science curriculum.

Any resources needed and plans to obtain them:
Resources to practice for WCAS, focusing planning time on learning new science standards.

Timelines and Progress Monitoring Plans:
Teachers will monitor progress through FOSS unit assessments from each science kit.

Achievement Gap SMART Goal:
By May 2019 81.2% of K-2 and 3-5 Hispanic/Latinx students will meet or exceed standard as measured by K-2 EOY DIBELS and 3-5 ELA SBA.

Process used to determine goal:
Looking at last year's EOY K-2 DIBELS and 3-5 ELA SBA scores on Power BI, our current Hispanic/Latinx population make up a significant portion of students who are demonstrating a need for additional, intentional support. Combining the average of the K-2 and 3-5 goals gives us an overall average for this subgroup. We are currently at 62.5% of students in this subgroup meeting or exceeding standard.

Responsible individual or team:
All staff.

Strategies that will be implemented to support goal:
Small group instruction where students are placed according to their reading level will help support differentiated instruction. Staff is continuing to learn about and embed SIOP strategies into instruction. An emphasis that staff feels is important is practicing sight words and focusing on vocabulary and will utilize Safety Net and EL resources when appropriate. The district's Wonders curriculum provides resources specifically to support English language learners and as well as differentiates by reading levels. In addition, a focus on culturally responsive teaching, equity practices and reflection facilitated by the district and the Helen Keller equity team will help us address our goals in a meaningful way.

How challenge and rigor will be ensured for all students:

Using graphic organizers and SIOP strategies, providing opportunities for kinesthetic learners, and utilizing large and small groups for instruction incorporating learning centers and partner reading.

How necessary interventions will be determined:
As with any intervention, consistently looking at literacy data from informal and formal assessments, mid-year assessments, and from classroom observations, teachers are able to adjust intervention groups accordingly.

Any professional learning needed:
Ongoing professional development on Culturally Responsive Teaching, Equity, and SIOP.

Any resources needed and plans to obtain them:
Any additional CRT and SIOP information or guidebooks and trainings provided within our building or through the district's professional development offerings.

Timelines and Progress Monitoring Plans:
Classroom teachers K-5 are able to monitor the progress toward this goal through their plans to use classroom and state assessments such as DIBELS and SBA and breaking down their demographic data.

School Effectiveness SMART Goal:
By May 2019 80% of staff mostly or completely agree that staff work in teams across grade levels to help increase student learning as measured by our School Effectiveness Survey.

Process used to determine goal:
Staff took an administrator-created survey in Microsoft Forms to provide anonymous feedback regarding if they believed staff members worked in teams across grade levels. The survey revealed from 28 respondents that 75% mostly or completely agreed. They also had an opportunity to provide what worked well and what were some barriers to working in such a way.

Responsible individual or team:
All staff.

Strategies that will be implemented to support goal:
An apparent theme in the feedback provided included the desire for designated time for teams to work across grade levels as they currently use time outside of their professional collaboration to do this work or utilize email.

How necessary interventions will be determined:
In January, staff will take a follow up survey to determine progress toward the goal.

Any resources needed and plans to obtain them:

Individuals will organize their professional time to find moments to connect with other grade levels teams to discuss data, reflect on practices and share strategies to benefit student achievement.

Timelines and Progress Monitoring Plans:
In January we will provide a mid-year check-in survey and use it once more at the end of the school year.

Attendance SMART Goal:
By May 2019 we will maintain our average daily attendance rate of 98% as measured by Skyward attendance data.

Process used to determine goal:
Using Skyward, we were able to establish our baseline data by generating a report that calculated the average daily attendance rate from the beginning of the school year to November 15, 2018.

Responsible individual or team:
Attendance team in conjunction with all staff.

Strategies that will be implemented to support goal:
We will closely monitor student attendance to be proactive. Various methods of communication are utilized to inform families about attendance habits as well as to partner with them to help provide solutions to any attendance barriers.

How necessary interventions will be determined:
Our Skyward data and teacher input provides us the necessary information to determine students that we need to focus on.

Any professional learning needed:
Best practices on increasing student attendance and practices to support families.

Any resources needed and plans to obtain them:
Marcia Chapman, our BECCA coordinator, is a great resource.

Timelines and Progress Monitoring Plans:
The attendance team meets monthly to review students of concern and we are continually monitoring attendance and connecting with families and teachers to improve student attendance.

Discipline SMART Goal:
This year we will continue to use our behavior tracking system that was implemented in January 2018 to collect data and identify patterns to assist in reducing office level discipline.

Process used to determine goal:

We wanted to continue using it, collect valid data, and find trends. The following year we will use the data collected to formulate a goal based on the patterns we notice.

Responsible individual or team:
All staff.

Strategies that will be implemented to support goal:
Training classified staff and calibrating with all staff on practices. Equipping all parties with restorative practices and strategies in order to make the data more valid.

How necessary interventions will be determined:
Once there is sufficient valid data our staff will be able to collaborate and develop the necessary interventions based on the need.

Any professional learning needed:
We acknowledge that students need support in remaining calm when they perceive others around them are getting escalated. We would like to explore more strategies on self-management.

Any resources needed and plans to obtain them:
Professional development through research and/or seminars around self-management and impulse-control.

Timelines and Progress Monitoring Plans:
We will look at data collected by staff members to inform our practices. We will monitor our behavior tracking system to identify trends.

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

2018-19 Strategies to involve parents, families and the community in the CIP process:
This year the Principal and PTA collaborated to create and distribute a survey in both English and Spanish. Available both electronically and on paper, families were invited to answer 20 questions regarding atmosphere, communication, policies, and curriculum.

Timelines and Progress Monitoring Plans:
This survey will be taken at the beginning and end of the year to show progress in the various areas. This information will help us reflect on our practices to ensure we a providing the best possible experience for not just students but families and community members.

2018-19 Strategies to inform parents, families and the community in the CIP process:
Strategies to inform families about the continuous improvement process will include:
- Power School pages and newsletters
- School website
- PTA meetings
- PTA Facebook
- Principal chats
- School newsletter
- Attendance conferences
- Ongoing parent conversations regarding student behavior and academic success

Timelines and Progress Monitoring Plans:
Our school is in constant communication with families. As we have already scheduled Principal Coffee Talks we will have the benefit of consistent feedback and adjustment throughout the year. Our school survey that will be administered again at the end of the year will also be a useful data point to gauge the efficacy of our communication and help us reflect on areas for growth.