

# Continuous Improvement Process Plan

## Juanita Elementary

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2017 -  
2018



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2017 - 2018

## TABLE OF CONTENTS

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Section:

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

## DESCRIPTION OF SCHOOL

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

Located in Kirkland, Washington, Juanita Elementary serves approximately 400 students and their families, preschool through 5th grade. At Juanita Elementary, all staff are committed to providing a quality environment in which learners develop to their fullest potential. We believe all students should have every opportunity to learn and succeed. In addition, we have a diverse, international school community and take pride in fostering partnerships with parent organizations, local community leaders, and businesses which help expand our students' world view and the opportunities they present.

During the 2016-17 school year, Juanita Elementary students were administered the state test (Smarter Balanced Assessment). 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 2016-17, all of our grade level scores were far above the state level, with 5th grade scores also above the Lake Washington School District average. In grade 3-5 English Language Arts, 65% to 83% of our students were at standard or above. In Math, scores across grades 3-5 ranged from 62% to 74%. Fifth grade students were administered the Science MSP in 2016-17 and 84% of students were at or above standard.

The Juanita Elementary staff is committed to improving student academic achievement as well as fostering the overall well-being of our students. The primary focus of our 2016-17 Continuous Improvement Plan was mathematics and reading. This year, we will continue to focus on raising levels of student achievement in English Language Arts and Math. We will be examining individual student data to determine what strategies and tools are most effective in raising student achievement. Intensive support will be provided to those students who are not at standard. Differentiated instruction will be implemented in core subjects to best meet the needs of all learners. We will work very hard to maintain and increase our high level of performance and ensure further academic success for our students.

At Juanita Elementary School, we focus on integrating Arts and Life Skills across content areas to develop well-rounded students who can be "future ready." Using the Second STEP Curriculum, students are intentionally taught social and emotional skills focused on showing empathy, using skills for learning, managing emotions, and problem solving. Students who use a Life Skill in a positive way are celebrated by receiving a "Jag Brag" ticket, recognizing their achievement. Our staff also participated in "Positive Discipline" training. The effort has had a positive impact on our discipline system by providing a common understanding and approach that is based on Positive Behavior Intervention and restorative justice.

**DISTRICT PERFORMANCE TARGETS**

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance	Target Performance
		2014-15	2016-17	2018
		District	District	District
<b>Early Literacy Development</b>	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	86.7%	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 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.

**SCHOOL PERFORMANCE OVER TIME**

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	95.5%	90.2%	85%				
		1 <sup>st</sup>	82.3%	83.1%	76%				
		2 <sup>nd</sup>	80.0%	82.5%	78%				
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		82.3%	67.6%	65%				
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		92.1%	71.6%	73.3%				
<b>4<sup>th</sup> Graders' on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		80.7%	87%	67.1%				
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		72.2%	81.4	62.1%				
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		74%	80.0%	83.3%				
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		62.9%	64.8%	74.5%				
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		77.7%	87%	84.2%				

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

**CIP REFLECTION: EVALUATE OUTCOMES**

**2016-17 CIP Goals and 2017 Outcomes:**

*Data:*

	<b>Goal</b>	<b>Achievement</b> <small>(Achievement Level Descriptor)</small>
<b>Literacy: K-2 Reading</b>	By June 2017, 79% of our K-2 students will be proficient in reading as measured by EOY DIBELS scores.	80% met or exceeded standard as measured by DIBELS.
<b>Literacy: 3-5 ELA</b>	By June 2017, 80% of our 3-5 students will meet or exceed standard on the SBA.	72% met or exceeded standard as measured by the Smarter Balanced Assessment.
<b>Math: 3-5 Math</b>	By June 2017, 71% of our 3-5 students will meet or exceed standard on the SBA.	70% met or exceeded standard as measured by the Smarter Balanced Assessment.
<b>Science: 5<sup>th</sup> Science</b>	By June 2017, 89% of 5th graders will meet or exceed standard on the Science MSP.	84% met or exceeded standard as measured by the Smarter Balanced Assessment.
<b>Achievement Gap</b>	By June 2017, we will improve the percentage of ELL students proficient on the ELA and Math portions of the SBA from 23% to 44%.	33% of ELL students met or exceeded standard on the ELA and Math SBA.
<b>School Effectiveness:</b>	All students can learn complex concepts: 78% to 85%.	96% of staff agree mostly or completely that all students can learn complex concepts as measured by the Nine Characteristics Survey.
<b>Attendance and Discipline:</b>	By June 2017, we will increase our average daily attendance rate from 92% to 95%. By June 2017, 100% of staff will implement 3 strategies to increase positive student behavior.	The daily attendance rate for 2016-2017 was 96% as measured by Skyward. 96% of staff implemented 3 strategies to increase positive student behavior.

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	The staff at Juanita Elementary school used LEAP time to support the implementation of the CIP. Each grade level received several student data points including assessments, report card marks, attendance, and achievement gap for each student in their class. Teachers used the data to reflect and

	<p>analyze the levels of student performance and growth. Teachers created data walls for each grade level as a visual for student growth, they were updated at multiple points throughout the year based on formative and summative assessments and feedback from interventionists. CIP goals were identified through a reflective process using multiple data points. Specifically, the staff reviewed the 9 characteristics survey data, DIBELS results, Wonders data, enVision data, SBA data, report card data, and current academic assessment data to identify target areas to focus, including a sub group area of focus.</p>
<p><b>Literacy: K-2 Reading</b></p>	<p>On average, 80% of K-2 students met benchmark on end of the year DIBELS. As a K-2 grade band group we saw great success of each student. We are proud of the fact that more students met a level 4 than we had anticipated. Students in K-2 are organized into leveled groups and receive on-level instruction which allowed teachers to stay cognizant of the progress of each student throughout the year. The greatest celebrations for K-2 literacy was the number of students who were moved from level 1 to level 3. We attribute our success to flexible grouping, and regular team meetings to strategically plan for intervention and enrichment. Looking forward, we will continue our work in the area of fluency, phonics, and retell (comprehension).</p>
<p><b>Literacy: 3-5 ELA</b></p>	<p>On average, 72% of students in grades 3-5 met or exceeded standard on the SBA ELA assessment last spring. Many of our students demonstrated personal growth from their score the previous year. We are proud of the growth we saw in writing full texts, and did exceptionally well in opinion writing. Students also showed growth in analyzing and comparing within or across texts and interpreting text evidence. Some areas of continued focus are editing, central ideas, and reasoning. We plan on spending more time this year practicing revising and editing.</p>
<p><b>Math: 3-5 Math</b></p>	<p>On average, 70% of students in grades 3-5 met or exceeded standard on the SBA math assessment last spring. We developed our PGE goal around fractions and data shows it was time well spent, grade level proficiency was above standard. Other celebrations include using place value for multidigit arithmetic, measurement problems, and interpreting data. Students struggled with using operations to solve problems and distinguishing between perimeter and area. We plan on incorporating more number talks to practice multiplication and division and using real world contexts and visuals to help students better understand perimeter and area. We will continue to use leveled math groups and utilize additional adult</p>

	support to allow students the time to practice for mastery as well as receive immediate feedback on individual progress.
<b>Science: 5<sup>th</sup> Science</b>	In the spring, 84% of our 5 <sup>th</sup> graders met or exceeded standard on the MSP science assessment. Staff used LEAP time and vertical planning to coordinate their science curriculum and worked with students one-on-one, toward mastery. We are proud of the fact that all ELL students met standard in science. We spent a lot of time focused on science vocabulary and are pleased to see it served our students in a positive way. An area we plan to focus on this year is around systems of science. We plan to use a lot of hands-on learning opportunities, Puzzlewise, and interactive videos. The 5 <sup>th</sup> grade teachers work collaboratively to determine the best instructional strategies and develop student science teams.
<b>Achievement Gap</b>	Last year, 33% of ELL students met or exceeded standard on the ELA and Math SBA, which is an increase from 23% the previous school year. There are several areas of celebration, 80% of 5 <sup>th</sup> grade and 70% of the 3 <sup>rd</sup> grade ELL students met or exceeded standard on the ELA portion of the SBA. However, only 23% of 4 <sup>th</sup> grade ELL students met or exceeded standard on the ELA portion of the SBA. Support for ELL students in the classroom and in small group support continues to be a focus. Teachers participated in several SIOP trainings which gave them the tools to better support ELL students within the classroom. Our ELL students currently receive small group instruction from certified ELL staff.
<b>School Effectiveness:</b>	We are very proud of the fact that 96% of staff agrees mostly or completely that all students can learn complex concepts. Teachers meet weekly to discuss the progress of students in their class. Teachers, in collaboration with their grade level teams and interventionists, develop growth goals for each student. Our staff holds high expectations of all students when developing goals and uses several instructional strategies to help students accomplish their goals. We believe every student can learn complex concepts when our instructional practices are effective, meaningful, and determined with the student's needs in mind.
<b>Attendance and Discipline:</b>	Attendance has a great impact on student growth. Our highest priority is to have students in class, every day. The attendance rate for 2015-2016 was 92% and has increased to 96% for the 2017-2018 school year. As a school, we created an attendance team who meets each month to discuss students of concern and develop strategies to help them and allocate resources for families struggling with daily attendance. Our team uses Skyward reports, teacher referral, and district data bases to identify students of concern. In addition to the attendance team, staff conferenced with individual families to create plans for supporting families and to develop attendance contracts. Our

school enlisted the help of the Becca specialist who supports all schools in the Juanita Learning Community. She helped communicate with families, develop meaningful interventions, and update school policy. Discipline continues to be a focus in our building. We approach each situation as an opportunity for learning and growth. All staff, both certificated and classified, have been provided with strategies and systems to prevent and de-escalate difficult situations with students. They have participated in several trainings around Positive Discipline and restorative justice practices. In addition, some staff members have participated in more specific trainings around behavior and have shared resources and strategies with others. Our school counselor has taken the lead in implementing Second STEP, a school-wide curriculum aimed at social and emotion development with an emphasis on bullying prevention and positive relationships. Our teachers use the classroom meeting consistently as a means to teach, practice, and model positive behavior.

**ANNUAL SCHOOL GOALS**

**2017-18 Annual School Goals:**

<b>SMART Goals</b>	
<b>Literacy: K-2 Reading</b>	By June 2018, 86% of our K-2 students will be at standard as measured by EOY DIBELS scores.
<b>Literacy: 3-5 ELA</b>	By June 2018, 80% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).
<b>Math: 3-5 Math</b>	By June 2018, 78% of our 3-5 students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA).
<b>Science: 5<sup>th</sup> Science</b>	By June 2018, 86% of our students will meet or exceed standard as measured by the Washington Comprehensive Assessment of Science (WCAS).
<b>Achievement Gap</b>	By June 2018, 66% of our Hispanic students will meet or exceed standard as measured by the Smarter Balanced Assessment (SBA) and DIBELS.
<b>School Effectiveness:</b>	By June 2018 90% of staff agree mostly or completely that all students respect those who are different from them as measured by the Nine Characteristics Survey.
<b>Attendance:</b>	By June 2018, we will increase our average daily attendance rate from 96% to 97%.

**Discipline:** By June 2018, the average number of office visits per month will decrease from 25 to 10.

### Annual School Goals: Academic

Our academic CIP goals were determined by having staff work in both grade level teams and grade bands to analyze a variety of data points (DIBELS data, SBA data, Wonders assessments, enVision assessments, and classroom writing assessments) to identify where students are currently performing and set target goals for progress this year. In order to meet the learning needs of all students, staff will provide differentiated small group instruction in ELA and Math, so that every student has the opportunity to learn at their instructional level. Wonders, Puzzlewise, enVision, and IXL curricula will allow students enrichment opportunities with varied texts and extension activities to go further in depth with the curriculum.

For students who are struggling, staff will use formal and informal assessments to provide targeted intervention. Assessments will be used from district provided curriculum (Wonders and enVision), DIBELS, and classroom developed assessments. The results of the various assessments will allow staff to evaluate student needs and determine resources best suited for each individual student. Some examples of intervention strategies include IA support in classrooms, small group/differentiated instruction (What I Need Now, or WINN), safety net, ELL, special education, SIOP strategies, and immediate feedback and/or error correction in small groups.

We will use a variety of methods and tools to monitor the progress of our students towards our goals. Staff will analyze DIBELS data, Wonders end of unit assessments, enVision topic assessments, quick checks in enVision, and report card grades to determine adjustments in student support if necessary. Teachers will adjust small groups in response to student data, in order to properly engage students at their individual level. Teachers will continue to work in grade level and grade band teams and in collaboration with intervention specialists to collaboratively plan the best instructional strategies to support each student.

### Annual School Goals: Achievement Gap

After reviewing the SBA and DIBELS data from last year, we believe our Hispanic students need more support in literacy. To address this achievement gap, staff will continue to expose students to whole group, core ELA, Math and Science instruction while still providing small group leveled instruction to fill the gaps due to language, special learning needs, and environment. Staff will continue to provide instruction to those who benefit from staying in the class by having our ELL teacher push in or provide strategies to classroom teachers through trainings in Sheltered Instructional Observation Protocol (SIOP). Our school focus this year is differentiating instruction with equity and cultural responsiveness in mind. We are strategically planning professional development on LEAP days where we will provide strategies that will not only benefit Hispanic students but will engage all students. Many teachers are participating in a book study for "Leader in Me," a tool kit for teaching leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Our goal is for students to become independent learners and highly functional in

everything they do. We will also continue to reach out to the families in our attendance area to engage them in their child's education by inviting them to school events such as Open House and Literacy Night. Our Building Leadership Team is in the process of planning a culture week in the spring that would allow students the opportunity to celebrate and learn about other cultures. We are also committed to using interpreters when needed to communicate to families and will have interpreters present at conferences or meetings. We will infuse cultural responsiveness in our communication with families by including information about different cultures in Cat Tracks. We will progress monitor this goal in the same way we monitor our academic goals, through the PLC inquiry cycle. In addition, staff will monitor DIBELS benchmark scores and ELPA21 scores.

### Annual School Goals: School Effectiveness

As a staff, we reviewed our Nine Characteristics data. "Students respect those who are different than them," is an area of focus because it is one of our lowest scoring areas on the survey. We want to embrace our diverse population and give students the chance to share and celebrate their differences. Increasing student respect for others will positively impact the number of discipline issues. We will use several strategies to reach our goal at a building and classroom level, such as incorporating themes of the month that are connected to Second STEP, implementing social and emotional learning in the classroom, intentionally celebrating all cultures at events and in the classroom, using class meetings to share and solve problems, and including students by having them share ideas. We will continue using the Second STEP curriculum in every classroom and implement Positive Discipline strategies. We will progress monitor by tracking the number of class meetings teachers conduct, Second STEP lessons delivered by our counselor, and student survey data.

### Annual School Goals: Attendance

As a staff, we reviewed attendance data from the previous school year. We know it is critical to put system in place to have students attend on a regular basis and to provide strong supports for students who have been absent. Research shows that school attendance and tardies are both strong indicators of school success and graduation rates. Student absent rates have increased, specifically unexcused absences. In response, the school developed a building level attendance team to identify specific students of concern and possible interventions and resources the school can provide. Our goal is to increase the daily attendance rate by using school staff to communicate the importance of attendance with families, monitor attendance concerns through the attendance team, conference with families to discuss attendance concerns, develop formal agreements with families to improve attendance, and manage data through monthly Skyward reports. This year we will also participate in a pilot program with Eastside Pathways. We will partner with them to help connect families to resources and services in the community.

### Annual School Goals: Discipline

We understand the correlation between academic progress and creating a safe and kind environment, where students are taught positive problem-solving skills. As a staff, we discussed the need to take a more proactive and positive approach toward student discipline practices. As a staff, we reviewed discipline data from the previous school year to identify major trends and areas of needed focus. Our goal is to be more proactive during months where data has shown a spike in student discipline. For example, our data shows an upward trend in the months of November and May. We will revisit school-wide behavior expectations and use of strategies with all students during these months. We will continue to try alternatives to suspension and detention, by increasing our restorative Justice practices. Classified and certificated staff will receive training in Second STEP, Kelso’s Choices, and Positive Discipline. Classified staff who supervise recess will participate in a table talk discussing best practices for dealing with student conflict on the playground. In addition, the school culture team is implementing themes of the month connected to respect, empathy, and problem solving. We will progress monitor through our behavior tracking system per month.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

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<b>Goal Area</b>	<b>Literacy</b>
<i>Strategy to support goals</i>	All grade level teams utilize PCC time to analyze student data, identify specific needs, and plan for instruction to increase student performance in literacy. Teachers, in collaboration with grade level teams, will develop leveled reading groups (WINN) based on several data points. Teachers will implement SIOP strategies, use of visuals, small group and whole group reading instruction, use classified staff and parent volunteers, graphic organizers for reading and writing, and the Writer’s Workshop model. Teachers will collaborate with interventionists to plan for intensive support for students who qualify for special education or Safety Net in the area of literacy.
<i>Professional Learning needed</i>	Teachers will participate in learning walks (Excellence Within) by visiting other classrooms and hosting visitors into their classrooms to share ideas and strategies. Many staff members will be supported by the New Teacher Support Program or seek out Professional Learning coaches offered through the district. PCCs and grade level teams will meet to plan and develop lessons and assessments aligned to the standards. Teachers will participate in various book studies, Common Core trainings, positive behavior training, and TIF trainings. Some teachers will receive training in DIBELS, SIOP, and Writer’s Workshop.
<i>Resources needed</i>	Teachers need time to meet with grade level and vertical teams, opportunities to get into other classrooms to see ideas they can implement, and access to district trainings. Teachers will also use online resources such as Lexia, Accelerated Reader, WonderWorks, BURST, and Power BI dashboard.

<i>Responsible individual or team</i>	Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team
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<b>Goal Area</b>	<b>Math</b>
<i>Strategy to support goals</i>	Teachers analyze student data, specifically SBA target data over multiple years to identify specific instructional needs. Math instruction is differentiated by making use of math stations or groups, giving students more diverse interactions with math and building in opportunities for the teacher to meet one-on-one with students who need more support. Informal and formal assessments are used to determine student needs and adjustments are made to leveled grouping and instruction. Students are given leveled practice and enrichment opportunities. Students also have access to IXL, which can be monitored by both teachers and families.
<i>Professional Learning needed</i>	Teachers will participate in learning walks (Excellence Within) by visiting other classrooms and hosting visitors into their classrooms to share ideas and strategies. Many staff members will be supported by the New Teacher Support Program or seek out Professional Learning coaches offered through the district. PCCs and grade level teams will meet to plan and develop lessons and assessments aligned to the standards. Teachers will participate in various book studies, Common Core trainings, positive behavior training, and TIF trainings. Additionally, we need to adequately provide for enrichment in the area of mathematics.
<i>Resources needed</i>	Teachers need time to meet with grade level and vertical teams, opportunities to get into other classrooms to see ideas they can implement, and access to district trainings in the math CCSS cohort. Additionally, we need access to supplemental online enrichment websites and software.
<i>Responsible individual or team</i>	Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	All staff will be trained in district and state policy changes concerning attendance and truancy, teacher responsibilities, and the process for supporting students and their families. The school communicates with families by phone and writing when students have reached thresholds pre-determined by the district and state law. School representatives will conference with families to discuss possible resources and strategies to improve student attendance. Use of attendance contracts developed in collaboration with school staff and families with commitments made from both parties. School staff will enlist the support and knowledge of the district Becca specialist. Building level attendance team will meet once a month to identify and support students and their families. Our school has been selected to participate in a district trial in conjunction with Eastside Pathways to develop better community supports and resources for families.

<i>Professional Learning needed</i>	Staff will continue to learn more about the impact of poor attendance and any policy adjustments related to attendance and truancy. Use of Skyward and data collection for attendance purposes. Best practices for supporting families through the Becca process.
<i>Resources needed</i>	Skyward access, Power BI attendance dashboard, Eastside Pathways, time for attendance team to meet and follow up with individual families.
<i>Responsible individual or team</i>	Administration, school counselor, Attendance Team, student secretary, district Director of Student Services

<b>Goal Area</b>	<b>Science</b>
<i>Strategy to support goals</i>	Teachers use a team teaching approach for science, use of formative and summative assessments, implement SIOP strategies to better support with difficult science vocabulary, frequent and explicit modeling of conclusions and procedure writing. Students will participate in a week long outdoor learning experience at Islandwood to enhance their scientific learning.
<i>Professional Learning needed</i>	SIOP training and modeling, meeting and planning time for co-teaching science lessons, and participation on the K-5 science adoption committee.
<i>Resources needed</i>	Foss kits, Puzzlewise, science notebooks, time to collaborate
<i>Responsible individual or team</i>	Administration, Classified Staff, Specialists, K-5 Teachers, and Leadership Team

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

We will share CIP goals at General PTA meeting in November and inform our parents of our CIP process at a principal/PTA coffee talk in December. We will solicit feedback and incorporate parent ideas into our strategic CIP planning. As part of the communication process, we will communicate our SBA and DIBELS scores, including areas of strength and challenge. We will also provide parents with state average scores on the SBA, district average scores on the SBA, and our school's performance on the SBA. We will also share DIBELS scores from our primary levels. This will give parents an avenue of comparison. We will continue to share our progress with parents throughout the year.

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

We plan to continue to communicate the CIP process by placing our CIP plan on our school website and providing summary of our CIP goals and process to parents via Cat Tracks (school newsletter). We will also host Principal/PTA coffee talks to explain our process in developing goals for this year and how we will monitor our progress towards those goals. Teachers are also providing information on content/skill focus to parents on a regular basis in their classroom newsletters. Parents will be involved in attendance and academic conference throughout the year and will have the chance to discuss growth and areas of focus for their child.