

Continuous Improvement Process Plan

Margaret Mead Elementary

1725 216th Ave NE
Sammamish, WA 98074

425-936-2630

<http://www.lwsd.org/Mead>

2017 -
2018



Lake Washington
School District

Principal Sandy Klein
Associate Principal Kari Weed
Lake Washington School District
2017 - 2018

TABLE OF CONTENTS

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

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

At Margaret Mead Elementary School, we focus on preparing students to become lifelong learners and successful citizens. We place emphasis on students meeting and exceeding academic standards. We emphasize good citizenship by expecting every student to consistently demonstrate The Mead Way: **M**aking Wise Choices; **E**xpecting our Best; **A**cting with Kindness; **D**emonstrating Respect.

To reach the goal of high academic achievement, we teach to the Common Core State Standards using prescribed LWSD curriculum. Our classroom instruction subscribes to research based best practices including clearly defined learning targets, differentiation, formative and summative assessment and frequent feedback. Our staff works in Professional Community and Collaboration teams – teams of teachers working collaboratively to best support student learning and teaching practice. Our students demonstrate high achievement with 89% of students demonstrating at standard or higher scores for ELA and more than 88% scoring at standard or higher in math.

At Mead, we believe learning is a responsibility shared mutually by students, staff, and parents. Our staff, our PTSA and our community members work together to support the success of all our students. Margaret Mead Elementary is a great place to learn and grow.

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
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	89.6%	95%
3 rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	79.8%	91%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.2%	92%
5 th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	82.7%	92%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.8%	90%
	% of 5 th 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:

The 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79.0	89.7	91.0				
		1 st	90.4	86.9	85.7				
		2 nd	92.2	93.8	93.9				
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		91.6	87.2	90.6				
	% of 3 rd graders meeting or exceeding state standards in Math		≥95%	91.8	90.6				
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		89.8	90.8	87.1				
	% of 4 th graders meeting or exceeding state standards in Math		83.6	87.8	94.4				
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		94.2	92.3	85.5				
	% of 5 th graders meeting or exceeding state standards in Math		73.8	73.7	77.8				
	% of 5 th graders meeting or exceeding state standards in Science		93.1	94.0	92.3				

- **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:

	Goal	Achievement (Achievement Level Descriptor)
Literacy: K-2 Reading	92% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2017.	90.2% met or exceeded standard
Literacy: 3-5 ELA	88% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2017.	87.7% met or exceeded standard
Math: 3-5 Math	86% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2017.	87.6% met or exceeded standard
Science: 5th Science	90% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2017.	92.3% met or exceeded standard
Achievement Gap	Of 67 students who scored below standard on either the 2016 BOY DIBELS or 2016 SBA ELA test, and, who do not qualify for special education support in ELA, 41 students will increase one level of proficiency on spring 2017 DIBELS EOY or SBA ELA assessments.	56% of students scoring below standard (and not qualifying for special education in ELA) moved up one level of proficiency on spring DIBELS or SBA ELA assessment (32/58)
School Effectiveness:	Given planning for, and opportunity to participate in cross grade level teaming, the Margaret Mead Elementary staff will increase the percentages of staff who agree mostly/completely in “The staff works in teams across grade levels to help increase	85% of staff agreed completely or mostly (34 of 39)

	student learning,” from 88% to 92%.	
Attendance and Discipline:	<p>Given consistent use of the LWSA absence letters to parents, Margaret Mead Elementary will improve from .6% unexcused absences to .5% unexcused absences</p> <p>Given implementation and schoolwide use of PBIS system of student affirmations, Margaret Mead Elementary will reduce the number of students receiving two or more “Making It Right Plans” from 17 to 14</p>	<p>For 16-17, Mead had 271 unexcused absences which represented .4%.</p> <p>For 16-17, 35 students received two or more “Making It Right Plans.”</p>

Narrative Reflection:

Narrative Reflection	
Process:	<p>Our CIP is the foundation of our work at Mead. As a staff team, we work together (as a whole staff, in grade level bands and in grade level teams) to set rigorous CIP goals based on reflection of previous CIP goals and student achievement data (both individual student and cohort data). Staff teams dive into SBA and DIBELS data to uncover and understand areas of student success as well as areas that students did not demonstrate expected achievement. Our Wednesday LEAP schedule reflects our commitment to CIP achievement through PCC work, whole staff trainings that support planning, instruction and reflection for math, ELA and science, and CIP “check in” dates when teams monitor student progress data that then informs classroom instruction and future assessment plans. In 2016-17, several of our intermediate teams participated in the Interim SBA Assessments. This process was very useful both in terms of student data collection and allowing students the opportunity to engage with the online testing tool prior to the actual spring assessment.</p>
Literacy: K-2 Reading	<p>Achievement of Goals/Celebrations:</p> <ul style="list-style-type: none"> • The K-2 grade level band nearly met the goal 92% of students at standard on DIBELS with 90.2% of students at standard or higher. • Most students below benchmark made gains towards benchmark. <p>Areas needing specific focus based on data? Student behavior was a factor in the effectiveness of the instruction and assessments given. More instructional support (access to more instructional assistants in the classroom) would have been beneficial in</p>

instructing small groups to further target the focus students. Accuracy of the assessment can be subjective and dependent on teacher experience.

What strategies, tools, or resources did you use/implement to help students grow?

- Instructional assistants conducting small group instruction in leveled reading groups
- Safety Net
- ELL
- Headsprout
- RazKids
- PCC planning time
- Leveled readers
- Read Naturally
- SIT Team
- Professional development to further support students.

**Literacy:
3-5 ELA**

Achievement of Goals/Celebrations:

- The 3-5 ELA goal was 88% of students at standard on the spring SBA. Third grade exceeded the goal at 90.6%. Fourth and fifth grade fell just short of the goal with 87.1% and 85.5%.
- A high percentage of students scored at level 4 on the ELA SBA with 67% in third grade, 71% in fourth grade and 63% in fifth grade demonstrating above standard, Level 4 performance.
- Target areas of strong student performance included:
 - Listening – Interpret and use information given orally
 - Reading – Informational text key details/central ideas
 - Reading - Text features
 - Reading - Analysis within or across texts (literary texts)
 - Reading – Reasoning and evidence
 - Writing - Language Use
 - Writing - Compose full texts

Areas needing specific focus based on data:

- Alignment of curriculum to standards
- Write/revise texts (5th)
- Analyze within or across texts (3rd)
- Text structures and text features in informational text (4th).

What strategies, tools, or resources did you use/implement to help students grow?

- Supplemental materials for strategies.
- Teachers comparing student work and data.
- Accelerated Reader tests
- Using the SBA interims on the SBA website. This helped them understand the type of questions and helped them identify what exactly was being asked of them.

**Math:
3-5 Math**

Achievement of Goals / Celebrations:

- The overall 3rd-5th math goal was 86% of students demonstrating at standard performance or better on the Spring SBA math assessment. Third and fourth grades met the goal with 90.6% and 94.4% respectively of students meeting standard. Fifth grade demonstrated 77.8% of students at standard which fell below the goal of 86%.
- A high percentage of students met level 4 standard in math with 54% of fifth graders, 76% of fourth graders and 66% of third graders demonstrating Level 4 performance.
- Areas of strength in math included multi-digit multiplication and division; representing and interpreting data (line plots) and geometry.

Areas needing specific focus based on data:

- Fifth grade math scores were 8.4% lower than expected. This team is assessing the data to discern the lower than expected score.
- Some target areas that require teacher reflection and forward planning include
 - Analyze patterns and relationships (5th)
 - Perform operations with multi-digit numbers and decimals
- Challenges to success included student absences (especially long-term absences), high class sizes and no Safety Net math support for intermediate grades.
- The envision curriculum does not align fully to CCSS in math and teachers need to revisit the pacing guide to reconsider length of time spent on specific topics.

What strategies, tools, or resources did you use/implement to help students grow?

- Supplemental resources
- IXL
- Fact practice
- Homework
- Prioritizing math
- Collaboration with team

**Science:
5th Science**

Achievement of Goals/Celebrations:

- The 5th grade science goal was 90% of students at standard on the spring MSP. Fifth grade exceeded the goal at 92.3% at standard or better.
- 69% of Mead fifth grade students scored at level 4 on the spring Science MSP.
- Students scored well on the targets of Informational Skill and Vocabulary.

	<p>Areas of struggle for fifth grade Science:</p> <ul style="list-style-type: none"> • The current science curriculum does not match the standards assessed on the MSP test. • Finding time to teach science (trading off with social studies) <p>What strategies, tools or resources did you use/implement to help students grow?</p> <ul style="list-style-type: none"> • Teachers used release questions and practice with students. • Added teacher created experiments • Added materials to address where the curriculum does not teach the science standards.
<p>Achievement Gap</p>	<p>Achievement Gap Goal:</p> <p>Our achievement gap was defined as any student who scored below standard in ELA (DIBELS or SBA), K-5, not including students who qualified for special education services in ELA. Our goal was that 61% (41 students) of the 67 students identified would demonstrate growth of one proficiency level or more. We nearly met our goal with 56% of students (32 of 58 by year end) demonstrating growth of at least one level of proficiency. This was a very good result with our most challenged students demonstrating growth and success. Our continuing focus will be the 26 students who, despite intensive intervention, did not demonstrate anticipated growth.</p>
<p>School Effectiveness:</p>	<p>Achievement of Goals / Celebrations:</p> <p>The Mead School Effectiveness Goal was that Mead staff would improve from 88% agree mostly/completely to 92% agree mostly/completely on the Nine Characteristics question, “Staff work in teams across grade levels to help increase student learning.”</p> <p>On the spring survey, 85% of staff agreed that this goal was met, falling just short of our goal. In order to meet the goal, staff increased intentional opportunity for collaboration, both horizontally and vertically. The goal was reviewed at every staff and LEAP meeting in order to be intentional and reflective in our collaborative work.</p> <p>Areas for Further Attention:</p> <p>Finding time for more collaboration between and within grade levels is an area requiring further attention. Additionally, more intentional work to inform our classified staff of this goal would be helpful.</p>
<p>Attendance and Discipline:</p>	<p>Achievement of Attendance and Discipline Goals:</p> <p>Attendance:</p> <p>For attendance, our goal was given consistent use of absence letters and teacher communication to parents, the unexcused absence rate will improve from .6% unexcused absences to .5% unexcused absences in 16-17.</p>

Our 16-17 data demonstrates a .4% rate of unexcused absence reflecting 271 unexcused absences. Absences decreased significantly during the school year.

Attendance Concerns Requiring Further Attention:

We increased our communication to families regarding student attendance. We communicated the new Washington State attendance expectations on multiple occasions in multiple ways. Families of absent students received frequent communication from both the office and the teacher regarding specific instances of unexcused absences. This increased communication (letters/phone calls) led to a significant decrease in unexcused absences.

Discipline:

For discipline, our goal was given the implementation of a PBIS system of student affirmations (Whinnies), Mead would reduce the number of students receiving two or more disciplinary “Making It Right Plans” from 17 given in 15-16 to 14 in 16-17. Our 16-17 data demonstrates an increase in students receiving two or more MIRPs, from 17 to 35.

Discipline Celebrations:

With the addition of a PBIS component of “Whinnies”, Mead experienced:

- Excitement over announcements and recognition.
- Common language throughout the school being used in response to student behavior.
- Unified school emphasis on demonstrating the Mead Way.

Discipline Concerns Requiring Further Attention:

Our goal was sound. Although we did not meet the goal, this might be a reflection of improved training and attention from our classified staff regarding the giving of the Making It Right Plans. Because of their better understanding of student expectations, they gave out more MIRPs overall.

Although our goal was sound and redesigned from the previous year, our measurement of Making It Right Plans still did not reflect the growth we intended to measure, which was improved behavior for re-offending students. Rather than measuring an overall total of students receiving two or more Making It Right Plans, we should consider if the second and subsequent plans given were for the same type of offense or a different type of offense each time. Next year, we will do more specific measurement of specific behaviors.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	87% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2018.
Literacy: 3-5 ELA	82% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2018.
Math: 3-5 Math	81% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2018.
Science: 5th Science	80% of students in grade 5 will score at standard or above in science as measured by the WCAS assessment in May 2018.
Achievement Gap	Of 59 students who scored below standard on either the 2017 BOY DIBELS or 2017 SBA ELA test, 34 of the students (58%) will increase one level of proficiency on spring 2018 DIBELS EOY or SBA ELA assessments.
School Effectiveness:	Given planning for and opportunity to participate in scheduled grade level teaming, the Margaret Mead Elementary staff will increase the percentages of staff who agree mostly/completely in “Staff routinely work together to plan what will be taught,” from 95% to 98%.
Attendance:	Given implementation of the LWSD attendance policy including correspondence to parents regarding attendance data, our goal is to reduce the 16-17 unexcused absence rate of .4% to .3% by year end.
Discipline:	Given schoolwide implementation of Second Step and continued use of a PBIS system, including Making It Right Plans and Whinnies, Margaret Mead Elementary will reduce the number of students receiving three or more Making It Right Plans for the same behavior from 13 students to 10 students in the 2017-18 school year.

Annual School Goals: Academic

Teachers examined DIBELS, SBA and MSP assessment results individually, as teams and as a staff to discern goal areas. Teams reviewed strand and composite scores for their classrooms as well as for their cohort. Based on assessment data, our goals were discerned.

In order to identify strategies to be used to increase student performance, teachers met in grade bands (K-2 and 3-5) to discuss strategies, design interventions, identify needed resources and create challenge opportunities for students.

Students will regularly be taught and assessed using formative and summative assessment tools. Assessment data will be used to discern the need for and/or efficacy of

interventions/extensions provided to students not meeting standard. As needed, interventions and strategies will be adjusted to better support student performance. At Mead, all support staff (I.A.s and para-educators) are used to support classroom and small group instruction, specifically for students requiring intervention and support. Specialists including Safety Net, ELL and Special Education will also collaborate with classroom teachers in the support of specific students.

Teachers will monitor goals frequently, both individually and as grade level teams. CIP goals will be specifically monitored on three LEAP Wednesdays throughout the school year. CIP monitoring will include data assessment and discussion and adjustment of interventions and supports as needed.

Annual School Goals: Achievement Gap

The Margaret Mead Elementary staff identified 59 students performing below standard on Spring 2017 SBA ELA or 2017 BOY DIBELS assessments as our students in the achievement gap. As the majority of Mead students reach standard or above on standardized tests, the small subgroup that does not reach standard will receive additional support in ELA.

Our goal is for 58% of these students (34 of 59) to move up one level on DIBELS or SBA ELA on the Spring 2018 assessments. Primary grades will use an intervention block model and Safety Net support to provide additional support to students. All grades will access ELL and IA/para intervention in classrooms to support these students on a one to one or small group basis. Classroom teachers will frequently monitor student progress using DIBELS benchmark assessments, classroom ELA assessments, SBA interim assessments and classroom assignments. Progress of these students will be monitored frequently, including on our three Wednesday LEAP CIP Check-Ins.

Annual School Goals: School Effectiveness

Our School Effectiveness goal was selected as a result of conversations first with the Mead Building Leadership Team followed by the staff team as a whole. This year, Mead has eleven new general education teachers and three new special education/ELL teachers. We examined all of the 9 Characteristics data from the last six years and given the lens of having many new teachers and resulting PCC teams, the question, “Staff routinely work together to plan what will be taught” was selected as the most meaningful school effectiveness work. Teams will be working closely together, particularly in unit planning, to align practice and content within grade level teams.

To support this goal, we have set aside as many LEAP Wednesday Team Collaboration days as possible for grade level team work. We have also arranged our IA and para schedule to support each team having PCC time during lunch once per week. We will review our goal monthly at our staff meetings to discuss progress, challenges and successes. Based on these conversations, the MLT and ILT will discuss needed additional strategies to be implemented with their teams.

Annual School Goals: Attendance

As per staff discussion, we recognize that unexcused absences at the elementary level are typically more a function of parent behavior than student behavior. In order to better support parent understanding of the importance of regular student attendance, the Mead staff will both communicate the LWSB attendance policy to our community, as well as implement the policy and procedures, including absence letters to families and attendance at conferences as appropriate.

Our goal is to reduce the .4% (271) unexcused absence rate to .3% by year's end.

Annual School Goals: Discipline

The Mead Community follows the MEAD Way – a set of clearly articulated expectations for all students and adults. Mead has a tool called *Whinnies* that recognize positive student behavior and affirms wise choices. We also have a tool called the *Making It Right Plan* that is used as a reflection tool when students make unwise choices. Our goal is to reduce the number of students receiving three or more Making It Right Plans from 13 students in 2016-17, to 10 students for the current year. In addition to continued use of our PBIS system of affirmations and reflections (above), we have added a school-wide implementation of Second Step, a social emotional learning program. Every general education teacher is teaching two lessons of Second Step per month, in addition to the counselor supporting the Second Step work in classrooms. Student behavior data will be monitored at our three Wednesday LEAP CIP check-in days.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	<p>The K-2 Team will use the following strategies:</p> <ul style="list-style-type: none"> Head Sprout RazKids Safety Net support ELL support PLC planning and teaming IA support via Intervention Block and classroom support Guided reading groups Read Naturally/fluency practice Leveled Readers PD support/training from building writing leads SIT Team <p>The 3-5 Teams will use the following strategies:</p> <ul style="list-style-type: none"> Accelerated Reader Kids reading within their range Comprehension checks Encourage more reading Working with partner

	<p>Use of Wonders curriculum to teach comprehension strategies Planning with team what will be taught Align reading and writing skills PD support/training from building writing leads LWSW Writer’s Workshop materials Step-Up to Writing Check-ins with Special Education team to provide consistent instruction Teacher created materials to enhance and supplement current curriculum</p>
<i>Professional Learning needed</i>	<p>Differentiation strategies ELL strategies Daily 5 strategies Continued support on how to use curriculum resources effectively (focus on new writing curriculum) Time to review and calibrate writing curriculum and student work (individually and as teams) Use of LWSW Professional Learning Coaches</p>
<i>Resources needed</i>	<p>Time Team planning Cross grade-level planning Guided level reading assessments Classroom leveled library Wonders materials Supplemental curriculum for intervention and extension SBA Interim Assessments Leveled books in class sets</p>
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress toward their goal</p>

Goal Area	Math
<i>Strategy to support goals</i>	<p>Working with partners Consistence and timely feedback Kids correct work and re-work Use of IXL for differentiation and support</p>
<i>Professional Learning needed</i>	<p>Problem solving curriculum Common core math curriculum</p>
<i>Resources needed</i>	<p>Assessments aligned to lesson taught Curriculum for Level 4 kids that is related to lesson</p>
<i>Responsible individual or team</i>	<p>Each grade level team, 3 – 5, will be responsible for monitoring and tracking progress toward math goals.</p>

Goal Area	Science
<i>Strategy to support goals</i>	The fifth-grade team will support science using the following: Teaching specific formats for scientific process and writing procedures and conclusions; Allowing student choice in selecting their own science experiment; Repeated practice in procedures, conclusions, etc.; Plan lessons and assessments together with our team
<i>Professional Learning needed</i>	Additional examples to reinforce the main concepts. Materials and Training that support the Next Generation Science Standards
<i>Resources needed</i>	Additional Curriculum that support the Next Generation Science Standards
<i>Responsible individual or team</i>	The fifth-grade team will be responsible for monitoring and tracking progress toward science goals.

Goal Area	Discipline
<i>Strategy to support goals</i>	In order to more fully support student behavior, in addition to our PBIS system, we have added a schoolwide implementation of Second Step. Every classroom teacher is teaching two Second Step lessons to their classroom each month. In addition, the school counselor is teaching from the Second Step Bully Prevention Curriculum and Kelso Choices in each classroom. The principal is supporting with use of the Second Step Principal Kit.
<i>Professional Learning needed</i>	Teams will work together to select from the lessons available and align what is taught within teams. The counselor will support this work by supplementing with additional Second Step lessons and the anti-bullying curriculum.
<i>Resources needed</i>	Second Step Grade level kits Second Step online subscription for electronic resources Second Step Bully Prevention Kit Second Step Principal Kit
<i>Responsible individual or team</i>	Each general education teacher and each team will be responsible to plan, implement and evaluate the effectiveness of the Second Step implementation. The counselor will facilitate a pre- and post-assessment to discern student understanding of the social emotional curriculum.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

Margaret Mead Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent volunteers and LINKS volunteers to support students in class and at lunch through one on one and small group support.
- Work with PTSA to fund materials and professional development opportunities that support CIP goals.
- Communicate attendance policies to parents via teacher email and monthly principal e-news.

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

The building principal will inform parents, families and the community about the CIP using the following strategies:

- Share CIP plan with PTSA Board, January 2018.
- Share CIP plan at PTSA General Membership Meeting, January 2018.
- Share CIP plan via Mead Monthly e-news in January 2018.
- Post the CIP plan on the Mead website by January 2018.