

Continuous Improvement Process Plan

Redmond High School

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2017 -
2018



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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.

Redmond High School provides challenging academic opportunities for students at all levels through a wide range of course offerings, each designed to appeal to the interests of a large and very diverse student population. We serve the needs of students through appropriately challenging courses including Advanced Placement, College in the High School, honors, grade level, safety net, and specially designed instruction. Redmond High School students successfully meet standard on state tests and each year our graduates continue their education by attending four year colleges and universities, community colleges, trade schools, and the military.

Our teachers work in collaborative teams focusing on Common Core State Standards and other content standards and setting goals for their students in content and skills knowledge of those standards. Teacher teams' emphasis on citing evidence in text, on elaboration, on communicating understanding and on problem-solving has contributed to the success of our students on state standardized tests.

We support our students academically with help from LINKS tutors and mentors; we support them emotionally with help from our community partners, Y.E.S., Sound Mental Health and Evergreen Health; we support them financially through RHS Help and Hopelink's Pantry Packs; and we support them socially by a school culture of acceptance and respect, through numerous events and activities, clubs, and athletics.

DISTRICT PERFORMANCE TARGETS

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance	Current Performance 2016-17	Target Performance 2018
		District	District	District
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84% 2012	88.4%	92%
	% of 10 th graders accumulating 12.0 credits	74% 2012	83.6%	90%
	% of 11 th graders meeting or exceeding state standards in Literacy		87.1%	97%
	% of 11 th graders meeting or exceeding state standards in Math*		94.5%	87%
	% of 10 th graders meeting or exceeding state standards in Biology	79.4% 2012	85.5%	90%
High School Students Graduating Future Ready	% on-time graduation rate	88.6% <i>class of 2013</i>	91.7%	100% <i>class of 2018</i>
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	83.2% 2014	TBA	95% <i>class of 2018</i>
	% of graduates enrolled in post-secondary institution within 2 years of graduation	81% <i>class of 2012</i>	80% <i>class of 2015</i>	88% <i>class of 2018</i>

- Credits Earned determined by credit totals for 9th/10th grade in Skyward.
- Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.
- Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.
- Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).
- On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.
- Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.
- Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A

process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure 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
High School Students on Track for Graduation	% of 9 th graders earning 6.0 credits	84%	88%	89.8%				
	% of 10 th graders accumulating 12.0 credits	80%	81%	86.1%				
	% of 11 th graders meeting or exceeding state standards in Literacy	12.0%	89.2%	85.7%				
	% of 11 th graders meeting or exceeding state standards in Math*	96.7%	95.7%	40.2% SBA/ 96% EOC or SBA				
	% of 10 th graders meeting or exceeding state standards in Biology	86.7%	86.9%	86.5%				
High School Students Graduating Future Ready	% graduation rate	94.4%	94.1%	91.4%				
	% of 11 th and 12 th grade students enrolled in a dual credit college-level course	76%	85.3%	37%				
	% of graduates enrolled in post-secondary institution within 2 years of graduation	83% <i>class of 2013</i>	82% <i>class of 2014</i>	90% <i>class of 2015</i>				

- **Credits Earned determined by credit totals for 9th/10th grade in Skyward.**
- **Grade 11 Literacy based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>). Many 11th grade students opted to not take the ELA SBA test in 2015 since they had passed the HSPE exam in 10th grade. Students who did not take the test were counted as not making the standard.**
- **Grade 11 Math based on the % of students who had met the math state assessment graduation requirement (through SBA, EOC, or other grad alternative) at the end of the 11th grade year as noted in the CAA/CIA database.**
- **Grade 10 Biology based on the Biology End-of-Course (EOC) exam and reported on the OSPI Washington State Report Card (<http://reportcardospi.k12.wa.us/>).**
- **On-time graduation rate determined by Adjusted Cohort Graduation P210 Report.**
- **Dual credit college-level courses determined by CEDARS Federal Dual Credit Report using any 11th/12th grader enrolled during the school year.**
- **Graduates enrolled in post-secondary institution determined by the Education Research Data Center (<http://ERDC.wa.gov>)**

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data

	Goal	Achievement
Literacy:	Class of 2018: From 89.2% to 95% proficiency	Class of 2018: 85.7% of students meeting or exceeding standard.
Math:	Class of 2018: From 87.9% to 93% proficiency	Class of 2018: 96% of students meeting or exceeding standard on the SBA or EOC.
Science:	Class of 2018: From 86.9% to 92% proficiency	Class of 2018: 87% of students meeting or exceeding standard. Class of 2019: 85.6% of students meeting or exceeding standard.
Achievement Gap:	Class of 2018: Reduce the overrepresentation of students of Hispanic descent that are credit deficient and/or performing below standard on state tests from 15% to 11% or lower. Class of 2019: Reduce the overrepresentation of students of Hispanic descent that are credit deficient and/or performing below standards on state tests from 27% to 20% or lower.	Class of 2018: the number of credit deficient students stayed the same at 18. 84% meet or exceed the Math standard and 60% meet or exceed the ELA standard. Class of 2019: the number of credit deficient students increased from 15 to 17 students. 75% meet or exceed standard on the Biology EOC.
On-Track Credits:	All students in the Class of 2019 who are .5 to 2.0 credits deficient at the start of school year 2016-17 will have 12 credits by the start of school year 2017-18.	Of the 32 students between 0.5 and 2.0 deficient credits, 17 students remained in that range.
College and Career Readiness:	97% of students, 9-12 grade, will fulfill the High School and Beyond Plan requirement.	Class of 2017: 100% Class of 2018: 74.8% Class of 2019: 89.8% Class of 2020: 94% Whole School: 89%
School Effectiveness:	From 3.12 agreement or neutral to the statement, "Teachers receive regular feedback on how they are doing," to 4.0 agreement or neutral response	2.36 teacher response.

Attendance and Discipline:	By June 2017 the total number of students filed on for BECCA will reduce from 53 students during the 2015-16 school year to 48 students during the 2016-17 school year. By June 2017 disruptive conduct/willful disobedience referrals will be reduced from 26 in the 2015-16 school year to 20 for the 2016-17 school year.	44 Petitions filed and 26 disruptive conduct/willful disobedience referrals.
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Narrative Reflection:

Narrative Reflection	
Process:	<p>Activities to Support Implementation of CIP: Teachers were trained on analyzing SBA and EOC data. Teachers created PGE goals in alignment with Common Core State Standards and Next Generation Science Standards which reflect school CIP goals and collaborated throughout the year on the progress of these goals.</p> <p>Process for Analyzing School and Team Level Data: Teachers formally review and analyze individual student and class data to inform their work throughout the year. Teachers collaboratively review and analyze data through PGE, department, and grade level teams to inform their best practices.</p> <p>Process to Set School Goals: Data is reviewed from previous years, areas for growth are identified through analysis of state test scores and other sources of data relating to goal areas. With input from teacher PGE goals, school goals are then selected from multiple sources of data and areas for growth.</p> <p>Process to Monitor CIP Throughout Year: The school CIP goals are monitored through regular data collection in each area and the teacher PGE process. Adjustments are made when students are not progressing how we anticipated.</p> <p>Challenges Faced While Implementing the CIP: Data is regularly collected, setting aside consistent time for reviewing/analyzing of data in all areas is our largest challenge. Regularly sharing specific data with teachers is another challenge and potential for growth, especially with attendance data, as it is continually changing.</p>

Literacy:	<p>Overall Achievement: 85.7% of the class of 2018 met or exceeded standard on the SBA ELA test. 88.2% of females and 83% of males passed. When Income status is taken into consideration, all student subgroups have a lower percentage of those who meet or exceed standard. Only 34% of Sped students met or exceeded standard, while 93% of non-Sped students met or exceeded standard. 28% of current ELL students met or exceeded standard. Within our ethnic subgroups, our Black-African American and Hispanic populations both had a lower percentage of students meeting or exceeding stand this year, while all other groups stayed fairly level in their achievement.</p> <p>Surprising Data: When looking at all data factors, there was a decrease in the percentage of students who met or exceeded standard on the SBA ELA.</p> <p>Causes for Celebration: Though we had an overall decline, the subgroup of Two or More Races actually had a small increase of the percentage of students who met or exceeded standard.</p> <p>Specific Focus for Overall Growth: A continued area of focus needs to be with our Hispanic and Black-African American population, as they continue to be our populations which have the lowest percentage of students meeting or exceeding standard on the SBA ELA.</p>
Math:	<p>Overall Achievement: The class of 2018 had the option of meeting standard on either the SBA Math or Math EOC. When combining both tests 95% of students were able to meet or exceed standard. When looking only at the Math SBA we had 40% of those who sat for the test met or exceeded standard. Most subgroups showed a higher percentage of students meeting or exceeding standard this year than the previous year.</p> <p>Surprising Data: The large increase of overall students meeting or exceeding standard from last year to this year. There are two factors which could have heavily influenced this, including inconsistency of data collection/reporting and the option of multiple test used to meet standard for this class.</p> <p>Causes for Celebration: The high percentage of each ethnic group meeting or exceeding standard: Asian 93%, Black-African American 80%, Hispanic 85%, Two or More Races 96%, White 98%.</p> <p>Specific Focus For Overall Growth:</p>

	<p>ELL and Sped students are subgroups which are performing lower than others. Creating better supports and interventions for these students is an area for growth.</p>
Science:	<p>Overall Achievement: Our overall achievement on the Biology EOC has stayed consistent over the last three years at 86% of all students taking the exam meeting or exceeding standard. There is no clear trend between subgroups. ELL and Sped data indicate that this year's results are consistent with two years ago, and last year's results were significantly higher with the percentage of students meeting or exceeding standard when compared to this year. ELL students having a spread of 20% and Sped students having a spread of 6% between the last three years.</p> <p>Surprising Data: Our Black African American Subgroup had dramatic decline from 2016 to 2017 going from 60% to 25% meeting or exceeding standard.</p> <p>Causes for Celebration: Our Low-Income student population showed an increase in the percentage of students meeting or exceeding standard from 61% to 64%.</p> <p>Specific Focus for Overall Growth: Our Black-African American and ELL subgroup need to be further examined to determine more appropriate interventions to support their achievement.</p>
Achievement Gap:	<p>Description of Data: We were looking at reducing the overrepresentation of Hispanic students that are credit deficient and/or performing below standard on state testing for the class of 2018 and 2019. For the class of 2018, the number of credit deficient students stayed the same at 18, and for the class of 2019 the number increased from 15 to 17 students. The class of 2018 had 84% meet or exceed the Math standard and 60% meet or exceed the ELA standard. It is hard to know if this is an improvement as data sources have changed and not been collected in a consistent manner. The class of 2019 had 75% meet or exceed standard on the Biology EOC.</p> <p>Sub-Groups with Higher Levels of Growth: With our goal of looking at on-track credits, the class of 2019 showed a decrease in the percentage of students who were on track from 9th to 10th grade except for the Two or More Races subgroup which increased from 85% to 86%. Due to Math SBA/EOC data we are not able to make an accurate assessment of subgroups showing high growth. Two or More Races showed an increase of 90% to 96% meeting or exceeding standard on the SBA ELA, and a 1% growth from 89% to 90% on the Biology EOC.</p> <p>Sub-Groups Needing More Focus:</p>

	<p>Subgroups needed more focus in the areas of on-track credits are our Black-African American subgroups with a 15% and 9% decrease. The same subgroups also showed a 25% and 18% decrease in students meeting or exceeding standard on the SBA ELA. On the Biology EOC our Black-African American group had a 35% decrease for students meeting or exceeding standard while the Hispanic group remained consistent and even increased the percentage of students meeting or exceeding standard from 72% to 75%.</p> <p>Causes for Celebration: We continue to have consistently high percentages of all students meeting or exceeding standard on state tests.</p> <p>Areas for Further Attention: Between the 9th and 10th grade year we have a drop in the percentage of students who have on-track credits to graduation. This is a concern as we continue to move forward with Core 24 and exactly 24 credit opportunities for the classes of 2019 and beyond.</p>
<p>On-Track Credits:</p>	<p>Overall Data: Between the 9th and 10th grade year we have a drop in the percentage of students who have on-track credits to graduation.</p> <p>Causes for Celebration: Our subgroup of Two or More Races increased the percentage of students with on-track credits from 85% to 86%.</p> <p>Areas of Further Growth This is a concern as we continue to move forward with Core 24 and exactly 24 credit opportunities for the classes of 2019 and beyond and providing meaningful credit recovery options for all students, not just students who do well with independent study online courses.</p>
<p>College and Career Readiness:</p>	<p>Overall Data: Percentage of students completing the High School and Beyond Plan Requirement. Whole School: 89% Class of 2017: 100% Class of 2018: 74.8% Class of 2019: 89.8% Class of 2020: 94%</p> <p>Causes for Celebration: Having 100% completion of the senior class, and a high percentage of students in the freshman and sophomore classes.</p> <p>Areas of Further Growth:</p>

	<p>Reaching the junior class as this is the first year many students are off campus for a full or partial day at different programs (Running Start, WANIC).</p>
School Effectiveness:	<p>Overall Data: Teacher response, when asked about receiving feedback on their performance, was an average of 2.36 from respondents. This number was determined from a combination of “agree” and “strongly agree.”</p> <p>Causes for Celebration: There are number of teachers who feel they are receiving consistent feedback on their performance. This adds to the positive community that we have at RHS.</p> <p>Areas of Further Growth: This number dropped from last year, more teachers felt like they do not receive consistent feedback on their performance. The administrative team should look a system to implement consistent feedback, outside of the PGE model and associated timelines.</p>
Attendance and Discipline	<p>Overall Data: There were 44 total truancy petitions filed by our BECCA coordinator. Discipline remained consistent at 26 willful disobedience and disruptive conduct referrals.</p> <p>Causes for Celebration: We met our attendance goal through consistent effort with our BECCA coordinator, attendance secretary, administrators, students, and families. We were also supported by the district through new implementation systems for state law expectations. Our discipline remained consistent.</p> <p>Areas for Further Growth: Increased consistency with attendance conferences with students and families. This is an area which is difficult to hold the conference in the specified timeline, as students can continue to accrue absences. Administrators are consistent with implantation of discipline, though there are inconsistencies with input of all incidences into Skyward.</p>

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

SMART Goals	
Literacy:	Increase the percentage of students meeting or exceeding standard on the SBA ELA from 85.7% to 91%.
Math:	Increase the percentage of students meeting or exceeding standard on the SBA Math from 40% to 90%.
Science:	Increase the percentage of students meeting or exceeding standard on the Biology EOC from 85% to 90% in the class of 2019.
Achievement Gap	Increase the number of Latino/Hispanic students passing state testing from: 60.4% to 80% on the SBA ELA; 6.3% to 75% on the SBA Math; and 75% to 85% on the Biology EOC.
On-Track Credits:	Increase the number of students with on track credits from 89.9% to 93% for the class of 2020.
College and Career Readiness	95% of all students will complete their grade level requirements by June 2018.
School Effectiveness:	Increase score index from 2.36 agreement or neutral to 3.0 on the statement, "Teachers receive regular feedback on how they are doing."
Attendance:	Decrease the number of students with a BECCA Truancy petitions filed from 44 to 36.
Discipline:	Reduce the number of discipline incidents for the top referred student from each grade level.

Annual School Goals: Academic

Process: We analyzed state testing results, SBA ELA and Math, and Biology EOC data; synthesized PGE team goals; reviewed results of last year's goals.

Reason for Selection: State testing is a consistent source of student achievement, it is a graduation requirement for all students, and teachers use standards in the classrooms which support state testing skills and knowledge.

Ensuring Rigor: (Depth of Knowledge PD) PGE team goals represent instructional rigor in areas where students have a deficit. Goals and classroom instruction are centered on content standard goals, Common Core State Standards/Next Generation Science Standards/District Power Standards, which focus on critical thinking, higher level thinking and discussions. Evaluations ensure rigor in every classroom. All students have access to Honors and AP classes.

Ensuring Academic Intervention: Student performance is progress monitored regularly by teachers, counselors, and administration. Multiple sources of data are used to identify students for Guidance Team, Safety Net, and Credit Recovery which include current and previous performance/grades, state test scores, and family input. School staff make individual plans of support for students who are struggling. All students have 145 minutes of academic intervention during the school week.

Progress Monitoring: Regular D and F reports, success of individual support plans, quarter and semester grades, Student Intervention Teams, feedback to teachers on instructional strategies.

Annual School Goals: Achievement Gap

Process: Analyzed disaggregated data for test scores, on time graduation credits, and attendance.

Selection of Subgroup: The Hispanic population of students has performed under the school average and is below other ethnicities. As the Hispanic population has increased, we have seen the need for more parent engagement and consistent messaging from school and home.

Ensuring Intervention: Regular progress monitoring for students, including grades, attendance, on track graduation credits, increased parent engagement through Latino Parent Nights to increase knowledge and access to school and school resources for parents and students. Referrals to appropriate intervention programs, if needed.

Progress Monitoring: D and F reports, attendance reports, increased parent contact with school, quarter and semester grades.

Annual School Goals: On-Track Credits

Selection: Students in the classes of 2019, 2020, and 2021 all need 24 credits to graduate. Currently students in these classes only have 24 credit opportunities. This is most concerning for the class of 2019 as they are halfway through their high school career and students who are already credit deficient must have some other way, outside of the school day typically, to make up credits while also staying current and passing all of their current classes. We have been supporting students through 7th period classes and a credit recovery class during the school day.

Progress Monitoring: Counselors and administrators are regularly identifying credit deficient students, counseling with them, and creating an individual plan for the student of earn the deficient credit. Parents are involved with plans for their student. Of the credit deficient students, counselors are tracking progress of their plan and consulting with administrators when the current plan is not working. Plans are limited by the type of credit recovery (independent online, 7th period Art or PE, summer school, other accredited online course at a cost to the family). We will look at student use of FlexiSched for academic support during homeroom.

Annual School Goals: College and Career Readiness

Selection: We strive to support and prepare all students to be future ready. Future ready is different for every student, many will attend college, some will learn a trade, others will enter the workforce. Because of the individual nature of student plans post-high school, we support students through the exploration of different careers, career paths, jobs, and the training they will need to follow their career interests. We will use completion of HSBP activities, including individual annual reviews for each student with their counselor, career panels, visits to college campuses, and college presentation in the building to support students.

Progress Monitoring: We will track the completion of HSBP activities for all students through their counselor, including individual annual reviews. Students will have presentations in their grade level homeroom classes to support them in the individual requirements at every grade. Counselors are working in conjunction with our Career specialist to provide more career explorations to students during the school day using Career Cruising data to target career panels. Counselors and career specialist will continue to provide support to students following a college bound path and increase opportunities for students who are not likely to be on the college bound path.

Annual School Goals: School Effectiveness

Selection: In a continued effort to address concerns of the staff, we have selected questions 42 from the Nine Characteristics of Highly Effective Schools which is about staff receiving feedback on performance. This question is consistently an outlier with a low score.

Progress Monitoring: Administrative team has committed to being in classrooms outside of formal observations more frequently and to provide teachers specific feedback from the informal observations.

Annual School Goals: Attendance

Selection: Excused and Unexcused absences continue to happen at high rates. With the change in state attendance laws we want to measure the effectiveness of school interventions.

Progress Monitoring: With the BECCA coordinator, we will make necessary contact with families at 3, 5, and 10 absences. We will track the number of students who continue on to a Truancy Petition after the 5-absence conference to measure the effectiveness of conferencing.

Annual School Goals: Discipline

Selection: Discipline is so different from year to year based on the students who are enrolled. We selected a different method of tracking discipline effectiveness based on the students who see most frequently for a variety of issues.

Progress Monitoring: We will evaluate the effectiveness of interventions specific for each student and track if the number of incidences reduces or if it is deemed necessary for a change in placement.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
<i>Strategy to support goals</i>	PGE team goals are aligned with Common Core State Standards. Instructional strategies used to increase students abilities in reading for meaning, citing evidence to support claims, deeper thinking, and critical thinking.
<i>Professional Learning needed</i>	Training on Interim SBA assessments and use of data. Professional learning supporting use of Depth of Knowledge.
<i>Resources needed</i>	District provided resources for teachers to have time to engage in the professional learning opportunities.
<i>Responsible individual or team</i>	PGE teams for implementation of instructional strategies. Administrative team.

Goal Area	Math
<i>Strategy to support goals</i>	PGE team goals are aligned with Common Core State Standards. Instructional strategies used to increase students' abilities in deeper thinking, critical thinking, and math reasoning. Use of new Common Core State Standard aligned math curriculum.
<i>Professional Learning needed</i>	Training on Interim SBA assessments and use of data. Professional learning supporting use of Depth of Knowledge. Training on new math curriculum.
<i>Resources needed</i>	District provided resources for teachers to have time to engage in the professional learning opportunities.
<i>Responsible individual or team</i>	PGE teams for implementation of instructional strategies. Administrative team.

Goal Area	Attendance
<i>Strategy to support goals</i>	Hold meetings with parents, student, administrator, and BECCA Coordinator for students meeting attendance thresholds. Create support plans for students in conjunction with student, parent, administrator, and BECCA Coordinator that address the root of the attendance issue. Connect students with a re-entry specialist after a prolonged absence to help student reengage at school and connect with teachers. Create Skyward report that accurately identifies students with multiple absences.
<i>Professional Learning needed</i>	Training on changes in the attendance state laws. Training on creating a useable Skyward report.
<i>Resources needed</i>	District provided resources for administrators and BECCA Coordinators. District provided Skyward support.
<i>Responsible individual or team</i>	Administrative team. BECCA Coordinator.

Goal Area	Discipline
<i>Strategy to support goals</i>	Discipline intervention options to support the student in their individual situation. Educate classroom teachers and support staff who assist in discipline and data collection about specific student interventions to create consistency across the school day. When necessary, involvement of district special services personnel for data collection and placement options.
<i>Professional Learning needed</i>	None.
<i>Resources needed</i>	None.
<i>Responsible individual or team</i>	Administrative team. Support staff and teachers for data collection.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process
Monthly PTSA meetings where school updates are given. Adjusting communication and goals based on parent feedback. Survey families about overall school performance.
Strategies to inform parents, families, and the community about the Continuous Improvement Process
Posting our final version of the CIP to the school website in a parent-friendly forward-facing document. This document will also be shared to all parent emails with a brief description of the CIP process.