

Sandburg Elementary School

School Improvement Plan

Annual Update: 2019-20

This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.

SCHOOL OVERVIEW

Description: Located in the Finn Hill neighborhood of Kirkland, the Carl Sandburg Elementary community is dedicated to developing the whole child. Students are provided a challenging and rigorous curriculum and are strategically exposed to the responsibilities of global citizenship. We have 445 K-5 students, 2 pre-school sessions, and we share a campus with Discovery Community School. Together, our school community supports approximately 540 students, and we view ourselves as one community. Our students come from well-educated families who recognize education as a gateway to personal fulfillment and financial security. In addition to academic achievement, an increased awareness of environmental and social responsibility has resulted in many acts of stewardship. Students and parents keep our grounds pesticide free, remain diligent with recycle and compost, and complete service projects to benefit our community. In partnership with Discovery Community School, we have been recognized with a Washington State Green Ribbon School Leader in Pillar 3 (2018-19) award for environmental and sustainability education for our students. We have also been a King County Sustaining Green School for five years running, a program which recognizes us for our progress toward reducing environmental impact and costs.

The Carl Sandburg staff is exemplary. Our teachers work in collaborative teams, implementing a data team process that includes weekly meetings to develop common assessments, align curriculum, evaluate instructional strategies, and review and respond to student learning needs. Classroom doors are open to team members and teachers throughout the district. We believe that authentic feedback about our instructional practice will further our own professional growth and best support student learning. Many of our teachers have completed a rigorous, performance-based process to become National Board Certified. We are a school that values rigorous academics and also values the arts. Our PTSA supports a strong art docent program in addition to teaching the district arts curriculum. As a school this year, we are focused on working with students around being inclusive and creating belonging for all students. This work includes student education around diversity, disability awareness, and celebrating differences; updating our book collections to represent our diverse students, a school Equity team meets to evaluate and expand our practices from an equity lens, and we have a focus on systems of support to make sure all students can succeed with their learning. We are deeply committed to equity and making sure all students are supported to be successful learners. In addition, our school is currently focusing on growth in a number of other areas as well: 1) Implementing new Amplify science curriculum, 2) Teachers continue learning about Sheltered Instruction Observation Protocol (SIOP) to support English Language Learners and all students in becoming strong users of academic vocabulary as well as successful readers and writers. This learning is also part of our efforts to be Culturally Responsive teachers and to close the Achievement Gaps that persist for some of our students. 3) Social-Emotional Curriculum learning continues. We continue to work on meeting the needs of and supporting every student through programs like the Peaceful Patio, an alternate recess space, and a Sensory Library. Our building has adopted a Building-wide social and emotional curriculum, called Second Steps and Kelso's Choices, and we have also implemented a "Be Kind. Be Safe. Be Responsible." motto that we use year-round and have a recognition program timed to it to celebrate our

students' positive choices. We have a very active PTSA and parent volunteer community. We engage families with frequent home-to-school communications, opportunities for involvement, and also community and family events such as Multi-cultural and STEM nights.

Mission Statement: As a school community we are committed to educate, support, and inspire every student to ensure their endless possibilities. We expect all students to reach or surpass grade level standards given comprehensive instruction, district aligned curriculum, and targeted and timely intervention and enrichment. Our students benefit from the collaborative efforts of both staff and parents.

Demographics:¹

	2016-17	2017-18	2018-19	
Student Enrollment (count)	458	461	492	
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0
	Asian	7.0	8.5	10.8
	Black/African American	0.0	0.0	0.6
	Hispanic/Latino of any race(s)	7.6	7.4	8.1
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.6
	Two or more races	7.9	8.5	8.9
	White	77.5	75.7	70.9
Students Eligible for Free/Reduced Price Meals (%)	5.3	4.5	7.2	
Students Receiving Special Education Services (%)	14.3	15.5	17.9	
English Language Learners (%)	6.0	7.0	10.9	
Students with a First Language Other Than English (%)	10.3	12.8	19.7	
Mobility Rate (%) ²	11.4	10.2	10.6	

¹Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Other demographic measures based on May headcount.

² Mobility rate is calculated by dividing the number students who entered or withdrew from the school between October 1 and June 15 by the October 1 enrollment.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment³

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
Kindergarten	95	95	78
1 st Grade	81	80	88
2 nd Grade	88	92	88

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	76	78	79
4 th Grade	90	78	79
5 th Grade	83	85	82

READING: By Group/Program, DIBELS Assessment⁴

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	>97	>97	90
Black/African American	-	-	-
Hispanic/Latino	67	79	75
Two or more races	94	90	82
White	88	87	86
English Learner	76	86	80
Low Income	50	-	50
Special Education	58	70	60

ELA: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	90	>97	89
Black/African American	-	-	-
Hispanic/Latino	64	70	75
Two or more races	83	88	90
White	82	78	79
English Learner	-	-	-
Low Income	64	46	50
Special Education	39	39	41

ACADEMIC PERFORMANCE DATA: MATH

ACADEMIC PERFORMANCE DATA: SCIENCE

MATH: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
3 rd Grade	86	81	75
4 th Grade	84	86	78
5 th Grade	76	72	62

SCIENCE: By Grade Level, WCAS⁶

Grade	Percent at or above standard		
	2016-17	2017-18	2018-19
5 th Grade	n/a	79	77

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	91	95	89
Black/African American	-	-	-
Hispanic/Latino	73	65	60
Two or more races	88	76	80
White	81	81	69
English Learner	-	-	-
Low Income	60	46	40
Special Education	43	45	44

SCIENCE: By Group/Program, WCAS

Group/Program	Percent at or above standard		
	2016-17	2017-18	2018-19
Asian	n/a	-	80
Black/African American	n/a	-	-
Hispanic/Latino	n/a	-	-
Two or more races	n/a	-	-
White	n/a	82	76
English Learner	n/a	-	-
Low Income	n/a	-	-
Special Education	n/a	-	40

↘ = Cohort Track

³ Based on DIBELS Next Assessment, End-of-Year Benchmark.

⁴ Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

⁵ Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

⁶ WCAS = Washington Comprehensive Assessment of Science. Given only to 5th grade at the elementary level. Assessment first given in 2017-18.

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Kindergarten	90	86	93
1 st Grade	88	98	97
2 nd Grade	92	96	96
3 rd Grade	88	97	99
4 th Grade	93	93	96
5 th Grade	91	97	88

ATTENDANCE: By Group/Program⁷

Group/Program	Percent avoiding chronic absenteeism		
	2016-17	2017-18	2018-19
Asian	88	93	100
Black/African American	--	-	-
Hispanic/Latino	82	94	83
Two or more races	83	97	93
White	92	95	95
English Learner	74	85	91
Low Income	71	81	81
Special Education	83	100	95

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁸

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	83	92	-	-	84	84	-	62	41
Math Proficiency Rate (%)	82	92	-	66	84	82	-	59	43
ELA Median Student Growth Percentile ⁹	59.5	60	-	47	60.5	60.5	-	58.5	52.5
Math Median Student Growth Percentile	59	66	-	37	60	59	-	50	38
EL Progress Rate (%)	74	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	94	91	-	91	94	95	-	86	92

↘ = Cohort Track

⁷ Grades K-5 combined. Student/Program groups with less than 10 students marked as "--" and data not displayed due to privacy reasons.

⁸ Washington School Improvement Framework measures compile data across three years (2016-2018) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "--" and not displayed due to privacy reasons.

⁹ Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

CONTINUOUS IMPROVEMENT PRIORITIES

Our target is that all students and student groups are improving, with all gaps closing, each year. The following priorities have been set to guide us in achieving this.

Priority #1									
Priority Area	English Language Arts/Literacy								
Focus Area	Providing Text Evidence								
Focus Grade Level(s)	Grade K-5								
Desired Outcome	Students in grades 3-5 will score an average of 3 out of 4 on the Evidence/Elaboration rubric for the Smarter Balance ELA assessment.								
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)								
Data and Rationale Supporting Focus Area	<p>In 2019, students in grades 3-5 overall scored with 80% meeting or exceeding standards on the SBA ELA assessment. Further breaking this down, we see that 11% of students are below standard on the reading subtest, 9% on the writing subtest, 8% on listening, and 11% on research and inquiry. Only 41% of our students receiving Special Education services scored at or above standard, with their most significant subtest areas of need in writing and research/inquiry (41% below standard respectively). Only 43% of our English Language Learners score at or above standard, with their most specific subtest areas of need in writing and research/inquiry (57% and 43% below standard respectively). Our goal to support all students and our commitment to closing achievement gaps has led us to analyze the areas students are struggling in.</p> <p>After analyzing writing, since that is a high area of need, we found that currently students score on average a 2.05-2.74 out of 4 on the Evidence/Elaboration rubric depending on genre, with the highest score in Narrative writing, and the lowest in Opinion and Information writing.</p> <div style="text-align: center;"> <p>Average Score for Evidence/Elaboration (out of 4)</p> <table border="1"> <caption>Average Score for Evidence/Elaboration (out of 4)</caption> <thead> <tr> <th>Genre</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>PT-Informational</td> <td>2.08</td> </tr> <tr> <td>PT-Narrative</td> <td>2.74</td> </tr> <tr> <td>PT-Opinion</td> <td>2.05</td> </tr> </tbody> </table> </div>	Genre	Average Score	PT-Informational	2.08	PT-Narrative	2.74	PT-Opinion	2.05
Genre	Average Score								
PT-Informational	2.08								
PT-Narrative	2.74								
PT-Opinion	2.05								

After analyzing the target level data for our students, we found that the use of text evidence is a key area we can support our students in for growth in all subtest areas. In written responses to reading, students will work on using evidence from the text to support their conclusions and claims, and also analyzing text structures and features to use as evidence for their interpretations and explanations, which will support student performance on the reading and research subtests.

Students will also learn to use information from reading and research--their text evidence—to elaborate more in their own writing, improving their written response to opinion and informational texts.

As a secondary focus to support use of text evidence, we will connect to text structures and features to help students understand the organization of information within the source text.

Specifically, we will focus on these areas, which were relatively less high performing target areas within the SBA assessment:

Target 6 (Opinion Writing) WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, *develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate* to purpose and audience and related to the opinion presented.

Target 7 (Opinion Writing) COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, *elaborate and include supporting reasons from sources and an appropriate conclusion.*

Target 8 (Informational Text) KEY DETAILS: Given an inference or conclusion, *use explicit details and implicit information from the text* to support the inference or conclusion provided.

Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.

Target 13 (Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.

Target 13 (Informational Text) TEXT STRUCTURES OR FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
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	K-5 collaboration to ensure alignment with expectations/language for text evidence and close reading.	Percentage of teachers that align instructional strategies/language related to use of text evidence.
	Grade level teams will decide on a pre- and post- assessment for monitoring growth in this area, using the SBA ELA Evidence/Elaboration rubric as well as District Writing Curriculum rubrics.	Percentage of teachers that implement planned assessment measures.
	Teachers will use exemplar texts and anchor papers from District Writing Curriculum and SBA resources to model for students the effective use of text evidence.	Percentage of teachers using these resources.
	Teachers are receiving professional learning in SIOP strategies; current focus on comprehensible input and strategies to promote higher-order thinking skills will help teachers focus on text evidence.	Percentage of teachers who apply learning in their practice.
	Teachers in grades 3-5 will use CER (Claim, Evidence, Reasoning) as a structure to help students understand the components of written response and using texts they have read.	Percentage of teachers implementing instructional strategy.
	Teachers in grades K-2 will introduce more texts which students read to get information for use as evidence in writing.	Percentage of teachers implementing instructional strategy.
	Teachers in grades K-3 will focus on helping students identify not only main ideas but also the key or most significant details that support the main idea.	Percentage of teachers implementing instructional strategy.
	Teachers will use SBA Interim Assessments strategically to measure needs and strengths in the area of using text evidence.	Percentage of teachers giving SBA Interim Assessments.
	We have re-organized our master schedule to align ELA intervention services and create more opportunities for targeted small group instruction both inside and outside the classroom.	Percentage of students performing at standard by subgroup, beginning to narrow achievement gaps for students receiving special education and ELL services.
Timeline for Focus	Fall, 2019 - Spring, 2022	

Method(s) to Monitor Progress	Wonders assessments, district created common assessments, SBA interim assessments, monitoring against SBA rubrics for Evidence/Elaboration.
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Priority #2

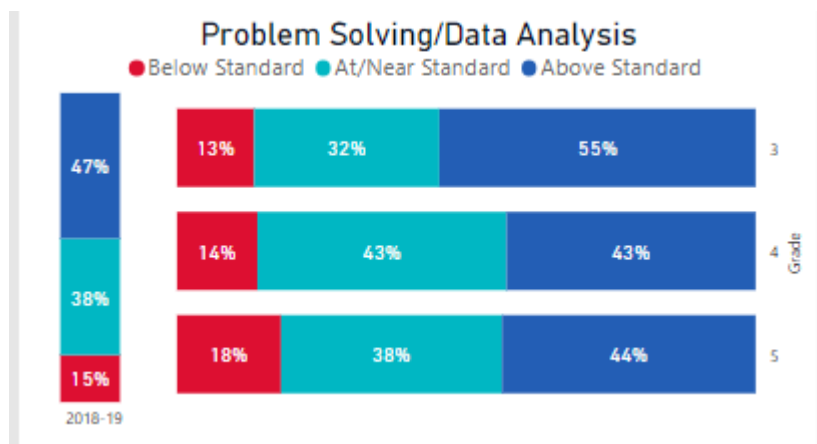
Priority Area	Mathematics
Focus Area	Problem Solving/Modeling and Data Analysis
Focus Grade Level(s)	Grades 3-5
Desired Outcome	85% of students in grades 3-5 will score at or above grade level on the Smarter Balanced Math Assessment.
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)

Data and Rationale Supporting Focus Area

Overall, in SBA Math assessments, our performance has decreased from 2018 to 2019, including when looking at student cohort groups. We currently have 71% of students performing at standard, and when looking at subgroups only 44% of students receiving Special Education are at or above standard in Math and only 43% of English Language Learnings are at or above standard in math. In seeking to improve results, we have identified the claim area of Problem Solving, Modeling & Data Analysis for students in grades 3-5 as an area of focus:

*47% of Sandburg students were above standard, 38% were at or near, and 15% were below standard in this claim area.

*Considering each grade separately, 3rd grade had 13% below standard, 4th grade had 14% below standard, and 5th grade had 18% below standard in this category in 2019. We also observed that the claim data in this category had higher numbers of students in the “At or Near” category, suggesting this is an area with more “bubble students” or students who are on the boundaries of meeting standard.



In addition, we have identified the following target and claim areas for focus:

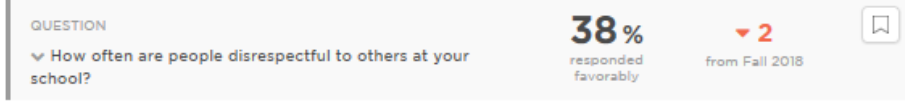
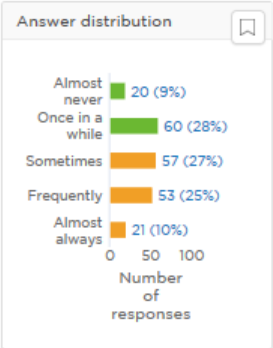
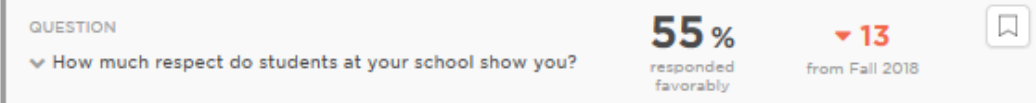
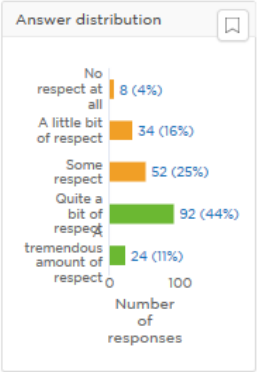
- *3rd grade: Problem solving with multiplication and division.
 - *4th grade: Problem solving/Modeling with factors and multiples.
 - *5th grade: Understanding patterns and relationships with decimals and fractions and Representing and Interpreting Data.
- *All grades:

	<p>Target A: Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.</p> <p>Target D: Interpret results in the context of a situation.</p> <p>Target F: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).</p>	
Strategy to Address Priority	<p style="text-align: center;">Action</p>	<p style="text-align: center;">Measure of Fidelity of Implementation</p>
	K-5 Collaboration to align practices and discuss teaching strategies to support problem solving and data analysis.	Percentage of teachers implementing agreed upon strategies.
	Increased small group instruction within math lessons to compliment whole group instruction.	Percentage increase in small group targeted math instruction.
	Determine common pre- and post-assessments to use schoolwide to support math learning.	Tools identified in support with district for screening.
	Increased orientation grades K-5 toward applying mathematics to problem solving authentic, “every day” problems using data and concepts and procedures.	Percentage of teachers implementing agreed upon strategies.
	Locate or develop extra problem-solving practices including areas of needed support: fractions and decimals, factors and multiples, and multiplication and division.	Teachers working collaboratively to find or create extra opportunities for practice in these areas.
	Use of SBA Interim assessments to support progress monitoring in these claim areas.	Percentage of teachers administering SBA Interim blocks.
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	SBA interims, agreed upon assessments from Envisions math curriculum and LWSD created common assessments (CDSAs).	

Priority #3

Priority Area	Social and Emotional
Focus Area	Respectful Interactions
Focus Grade Level(s)	Grades K-5
Desired Outcome	On the Panorama Survey, students will increase favorable responses on the question “how much respect do students at your school show you?” from 55% to 65% and on the questions “how often are people disrespectful to others at your school” from 38% responding favorably to 50% responding favorably.

Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)
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Data and Rationale Supporting Focus Area	 <p>A favorable response on this question is considered when students report almost never or once in a while.</p> 	
	 <p>A favorable response on this question is reporting quite a bit of respect or a tremendous amount of respect.</p> 	

Strategy to Address Priority	Action	Measure of Fidelity of Implementation
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	Students will learn and will implement respectful language when interacting with others, including staff, parents, and community members.	Percentage of students responding favorably to Panorama survey questions in future surveys.
	Staff will model effective language and provide direct, explicit instruction in respectful discourse.	Percentage of teachers reporting instruction in this area.
	Staff will bring in resources and professional learning to help teachers effectively teach challenging students.	Scheduled and implemented professional learning.
	Staff will work together to review current discipline practices and suggest changes.	Process completed by school year end. Percentage of decrease in discipline referrals.
	Counselor Lessons, social groups, and Peaceful patio will continue.	Number of students served in programs.
	Lunchroom behavior expectations and systems reviewed and revised.	Revised systems in place by end of school year
	Attend PBIS training (implementation in future years)- Counselor and Administrators will attend PBIS trainings with goal of implementing schoolwide in future years.	Attendance at professional learning as set up within LWSD.
	Focus assemblies and guest speakers on topics related to respect, belonging, and diversity.	Number of students participating in discourse in these areas.
	School-wide behavioral expectations and positive reinforcer will be used consistently by all.	Percentage of staff implementing positive behavior support language and using ticket recognition system.
Timeline for Focus	Fall, 2019 - Spring, 2021	
Method(s) to Monitor Progress	Panorama data, student survey data	

Priority #4	
Priority Area	Focused Professional Development

Focus Area	Effective Professional Development	
Focus Grade Level(s)	Staff	
Desired Outcome	90% of staff will agree completely or agree mostly that Professional Development is focused and effective on the LWSD Nine Characteristics Survey (Measured with Sandburg).	
Alignment with District Strategic Initiatives	Professional Learning	
Data and Rationale Supporting Focus Area	Currently, 83% of staff agree completely or mostly that Professional Development is focused and effective. 11% agree only slightly, and 1% disagrees completely. This is our lowest area on the Nine Characteristics Survey. Within the questions making up this area, only 80% of staff felt like Assessment results are used to determine professional learning, and only 81% felt like they get help in the areas they need to improve.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	Professional Learning work team will survey staff to determine areas that staff feel are important for professional growth.	Staff created survey
	Professional Learning work team will plan and implement three LEAP professional learning times, with subjects based on staff needs survey.	Percentage of staff agreeing on Nine Characteristics survey in 2020
	District directed initiatives involving professional learning will continue with every effort made to align these with areas of need as identified by staff survey.	Percentage of staff agreeing on Nine Characteristics survey in 2020
Timeline for Focus	Fall, 2019 - Spring, 2020	
Method(s) to Monitor Progress	Nine Characteristics Survey	

TECHNOLOGY INTEGRATION PLAN

The Washington Basic Education Act requires schools to “integrate technology literacy and fluency” in their curriculum. The updated K-12 Educational Technology Learning Standards emphasize the ways technology can be used to amplify and transform learning and teaching.

The Technology Integration Facilitator Program (TIF) and Building Instructional Technology Plan (BIT) provide the structure and funding to support this requirement.

The goals of the TIF program are to support teachers in effectively:

1. Integrating the use of core instructional technologies within teaching and learning.
2. Utilizing digital tools to enhance the learning process for all students in all classrooms.
3. Understanding and applying the Educational Technology Learning Standards across content areas.
4. Embedding digital citizenship and media literacy within instruction.

Building administrators work with their Technology Integration Facilitator (TIF) to identify needs based on the TIF program goals and develop the BIT Plan to meet those needs. Beginning and end of year survey data informs the personalization of individual school plans.

Based on Fall data, strategic implementations and OSPI requirements, the BIT Plan will focus on the following:

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy

STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2018. During that year, the participation rate was met for ELA and met for mathematics.

Strategies the school is using to meet participation requirements include:

- Common language on the importance of state testing is used by all schools in the district.
- Staff receive training on the administration of state assessments, including the use of supports and accommodations to ensure all students have an equal opportunity to demonstrate learning.
- Make-up testing is provided for students that miss the school’s date.
- Test completion lists are monitored by both school testing coordinators and district personnel.
- The district is using the recommended refusal procedures and form developed by the Washington Educational Research Association.

COMMUNITY ENGAGEMENT PLAN

As a district of doers, learners, and believers, our “why” drives us. We do this all-important work because we want all of our students to have equitable and quality experiences in the Lake Washington School District in order to ensure that they get to choose their futures instead of their circumstances choosing them.

Research has consistently shown that family and community engagement is key to increasing the academic success and positive connections that students have at school, especially students from groups that are demographically under-represented or those historically marginalized. Therefore, it is imperative that we consistently plan and implement strategies to engage our families and school communities in authentic and culturally appropriate approaches.

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.¹⁰ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Parents/PTSA members review drafts and provide feedback.	October 2019
	Parent input requested through Principal Chats (in-person through PTSA meetings, coffee chats, and online, i.e.: through Facebook).	Ongoing 2019-20 school year
	School Equity Team will solicit participation and input from parents.	Spring 2020+
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	School Goals Presentation at curriculum night.	September 2019
	Publish SIP in school newsletters and on website.	By January 2020
	Ongoing discussion with community through newsletters and reports at PTSA and community meetings.	Throughout 2019-20 school year

¹⁰ LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>