

Continuous Improvement Process Plan

Peter Kirk Elementary

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<http://www.lwsd.org/school/kirk>

2015-16



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Lake Washington School District
2015-16

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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.

Over the course of the 2014 - 15 school year, the Peter Kirk staff focused continuous improvement efforts in all areas, including writing, mathematics and reading. In the area of reading, staff fully implemented the Lake Washington School District adopted Wonder's curriculum. They used materials to provide differentiated instruction and meet individual student needs. Teams increased student experience with non-fiction text during social studies and science. Teams met routinely to examine assessment results, shifting reading groups to target specific student needs.

With respect to writing, teachers across all grade levels delved into the common core, developing a deeper understanding of expected student learning. They adapted instruction to more closely meet the standards and continued to focus on providing instruction on the writing process. Additionally, they introduced and reinforced strategies for responding to texts in writing. Student performance on the Spring SBA is as follows: In third grade, 82.7of students met or exceeded standard in English/Language Arts (ELA). In fourth grade, 86.0 of students met or exceeded standard. In fifth grade, 82.4 of students met or exceeded standard.

In mathematics, teachers continued to use Common District Summative Assessments to assess and respond to student learning. Across all grade levels, instruction targeted math fact fluency and problem solving strategies. Enrichment programs such as Mighty Math, IXL and Zeno math club contributed to 79.3 percent of students in third grade, 78.0 percent of students in fourth grade, and 79.7 percent of students in fifth grade meeting or exceeding standard in mathematics.

Peter Kirk is in the early stages of identifying strategies to fully engage parents in the CIP process. During the 2014 – 2015 school year, parent input on the Effective Schools Survey was used to set one of the perception goals.

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	72%						
		1 st	78%						
		2 nd	96%						
3rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	89%							
	% of 3 rd graders meeting or exceeding state standards in Math	83%							
4th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy	88%							
	% of 4 th graders meeting or exceeding state standards in Math	81%							
5th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84%							
	% of 5 th graders meeting or exceeding state standards in Science	81%							
	% of 5 th graders meeting or exceeding state standards in Math	95%							

CIP REFLECTION: EVALUATE OUTCOMES

2014-15 CIP Goals and 2015 Outcomes:

Data

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
3rd Grade ELA	80% met or exceeded standard	ELA: 89% met or exceeded standard 64.3% exceeded standard 18.3% met standard 9.1% below standard 1.1% well below standard
3rd Grade Math	80% meet or exceed standard	MATH: 79.3% met or exceeded standard. 45.9% exceeded standard (L4) 33.3% met standard (L3) 11.4% below standard (L2) 4.5% well below standard (L1)
4th Grade ELA	83% meet or exceed standard	ELA: 86% met or exceeded standard 67.0% exceeded standard (L4) 19.0% met standard (L3) 10.0% below standard (L2) 2.0% well below standard (L1)
4th Grade Math	80% meet or exceed standard	MATH: 78.0% met or exceeded standard. 52.0% exceeded standard (L4) 26% met standard (L3) 16.0% below standard (L2) 2.0% well below standard (L1)
5th Grade ELA	75% meet or exceed standard	ELA: 82.4% met or exceeded standard. 44.5% exceeded standard (L4) 37.8% met standard (L3) 12.1% below standard (L2) 4.0% well below standard (L1)
5th Grade Math	80% meet or exceed standard	ELA: 82.4% met or exceeded standard. 44.5% exceeded standard (L4) 37.8% met standard (L3) 12.1% below standard (L2) 4.0% well below standard (L1)
5th Grade Science	85% meet or exceed standard	94.5% met or exceeded standard 72.9% exceeded standard (L4)

		21.6% met standard (L3) 2.7% below standard (L2) 2.7% well below standard (L1)
Sub-Group	Second grade students qualifying for Safety Net Services:	8 second grade students qualified for SN support based upon BOY DIBELS Next. 5/8 Strategic, 3/8 Intensive. Based upon EOY results, all 8, 100%, demonstrated performance consistent with benchmark.
Challenge:	<p>ELA</p> <p>4th Grade: In the area of reading, the percentage of students demonstrating level 4 proficiency will increase from 58.1% on the Reading MSP to 61% on the SBA-ELA</p> <p>5th Grade: In the area of reading, the percentage of students demonstrating Level 4 proficiency will increase from 68.4% on the Reading MSP to 71% on the SBA – ELA.</p>	<p>67% of fourth grade students demonstrated L4 proficiency on the SBA-ELA.</p> <p>44.5% of fifth grade students demonstrated L4 proficiency on the SBA-ELA.</p>
Perception:	<p>Goal 1: In response to the statement, ‘there is frequent two-way communication between the school staff and families; from 71% somewhat or strongly agree to 81% somewhat or strongly agree (as measured by community responses to Effective School Survey).</p> <p>Goal 2: From 74% agree or strongly agree to 84% agree or strongly agree that ‘teachers receive regular feedback on how they are doing (as measured by staff responses to Effective Schools Survey)</p>	<p>Goal 1: 88.9% somewhat or strongly agree.</p> <p>N = 36 or 7%, assuming one parent per child responded.</p> <p>Goal 2: 68% agree mostly or agree completely that ‘teachers receive feedback on how they are doing.’ 32% Agree slightly</p> <p>N = 31, includes IAs and Para-educators.</p>

Narrative Reflection:

Goal Setting Process:

Goals in each content area were determined by staff in September and October, 2014. The starting point for each area was to look at information from the previous year. This included EOY DIBELS results and MSP results for reading, writing, mathematics and science. Staff devoted time to expanding knowledge of common core state standards and correlating student strengths and areas for growth from assessment results. To set goals for SBA it was necessary to deepen their understanding of skills and knowledge required of students. With this information, staff used fall classroom baseline assessments, aligned to Common Core State Standards, to set growth goals, predicting which students would make no, some, clear and high growth.

Baseline growth goals (number of students currently below, at, or above standard) were converted to percentages.

CIP Monitoring Process

Staff collectively decided to use CIP goals for math as their professional growth and evaluation goals. Teams wrote grade level growth goals, classroom and sub group goals. Those teachers on a comprehensive track shared progress with their evaluator during formal observation cycles. Teams shared progress throughout the school year via PGE Team Meeting Logs.

In other areas, teams monitored student growth during professional collaboration time. At various points throughout the year, teams met with the principal to share student progress.

Sub group analysis at Peter Kirk can be challenging as most sub groups include a small number of students. Staff examines sub group data as part of the CIP goal setting and monitoring process. That being said, with so few members of each sub group, they data leads to self-identification of students.

Narrative Reflection	
ELA	<p>Primary teachers set goals for DIBELS using BOY results as baseline data. After setting growth goals by student, they set the achievement goal by grade level.</p> <p>Kindergarten, first and second grade teachers continued use of differentiated materials in the Wonders Curriculum. Each teacher provided differentiated small group reading instruction to meet the needs of each child. Small group instruction included use of leveled readers and targeted skills instruction. For those students below and at standard, staff engaged parent volunteers</p>

in the use of Read Naturally and increased student access non-fiction reading materials in classroom libraries.

Kindergarten students performed 8% higher than the achievement goal set by the Kindergarten team last fall. Success is attributed to careful unpacking of standards and backward planning and the implementation of small groups across the grade level to provide targeted, 'just right' instruction to meet student needs in reading. The team was able to provide intervention and challenge to students falling below or above standards while moving those at standard forward.

First grade students fell below their achievement goal by 10%. The first grade team, in reflecting upon their goal, states that 'More IA time, as in the past, would allow us to send additional groups to get small group instruction.'

Second grade students performed 5% higher than the achievement goal set by second grade teachers last fall. All but four students met standard.

Grade 3: Areas of relative strength at the claim level include Research and Inquiry as 68% of students performed at or above standard. In the Writings claim, 68% of third grade students performed at or above standard. Listening and speaking is a potential area for growth as 50% performed near standard. In this claim, it is important to note, that there were no students below standard.

Grade 4: Areas of relative strength at the claim level include the Reading claim and the Writing Claim. In both of these claims, 62% of students performed at or above standard. Areas for growth in ELA claims include Listening and Speaking, with 52% of fourth graders performing near standard and 2% below. The other claim area for growth include Research and Inquiry as 50% of students performed near standard and 2% below standard. The fourth grade team was intentional in setting a realistic goal for their students. To support students, they used Accelerated Reader and Start Reading comprehension. District writing rubrics were utilized for narrative, opinion and informational writing. They monitored student progress through a 'writer's workshop' model. The team identifies a challenge for writing as 'being consistent with lessons, instruction, assignment and assessing without a solid writing curriculum.'

Grade 5: Areas of relative strength at the claim level include the Reading and Writing claims. For each of these claims, 62% of students are at or above standard. 32% of students were near standard in reading and 37% of students were near standard in writing. Areas for growth are found in Listening and Speaking, where 57% of students were near standard.

Sub-Group Analysis:

Grade 3: Eight students who receive specially designed instruction, participated in the SBA. Four of these students demonstrated L2 performance, two demonstrated L3 performance, and two demonstrated L4 performance.

Grade 4: Ten students in fourth grade receive specially designed instruction. Of these ten, two participated in the alternate assessment and demonstrated Level 3 and Level 4 performance on the WA-AIM. Of those who participated in the SBA, one demonstrated L1 performance, 5 demonstrated L2 performance, one demonstrated L3 performance and one L4.

Grade 5: Fifty percent of students receiving specially designed instruction met or exceeded standard. All other students demonstrated near standard performance.

Math

As part of the CIP reflection process, last September, Peter Kirk staff identified mathematics as an area of building focus. After reviewing MSP results, staff noticed that student performance in this subject would benefit from the level of attention that had previously been devoted to reading and writing.

The decision followed an activity in which staff considered student strengths based upon MSP results and identified areas for growth. Problem solving was identified as a specific area of need in intermediate grades and fact fluency was identified across all grade levels.

Results:

Third Grade areas of strength are in the claim of Problem Solving, Modeling and Data Analysis, where 63% of students scored at or above standard and 30% were near standard. There is growth potential across all three claim, as 43% of students were near or below standard in Concepts and Procedures, 37% in the

Problem Solving, Modeling and Data Analysis claim, and 48% were at or near standard in Communicating reasoning. The third grade team reflects that specific areas of growth were in communicating reasoning claims. They devoted instructional time to develop student awareness of reasonableness, accurately reading and understanding tasks, and communicating understanding. Across the grade level, students were taught a specific approach to problem solving, and the process was turned into a song.

Fourth Grade area of strength is in Concepts and Procedures claim, where 63% of students were at or above standard. There is room for growth across all three claims as 35% of students were near or below standard in Concepts & Procedures, 48% near or below standard in Problem Solving, Modeling and Data Analysis, and 44% near or below in the Communicating Reasoning claim. The fourth grade team cites the use of CDSAs, topic tests and quick checks to monitor student learning. Additionally, they used IXL, Mighty Math and accessed the Zeno Math coach. They taught a consistent problem solving approach and differentiated across the grade level to provide specific strategies to groups of students. As a team, they are particularly proud of implementing these problem solving rotation groups.

Fifth Grade: 63% of fifth grade students demonstrated at or above standard performance in the claim area of Concepts and Procedures. There is room to grow across all three mathematics claims as 36% of students were near or below standard in the concepts and Procedures Claim, 45% at or near in Problem Solving, Modeling and Data Analysis, and 44% Near or below standard in communicating reasoning.

Please note that number of students below standard is quite low for all grade levels, across each claim. In examining results, the total number of students below standards ranged from zero to seven students demonstrating below standard performance. Further, in diving further into this group who had below standard performance, the following can be noted.

To support student learning, Peter Kirk partnered PTSA to provide coaching through the Zeno Mathematician in Residence. Three teachers in first grade and three teachers in fourth grade received coaching in mathematics instruction. Ultimately, the entire first grade team (4 teachers) and entire fourth grade team

	<p>(4 teachers) accessed coaching support as they teamed closely. Strategies and interventions introduced to one teacher were shared and each child had access to refined practice.</p> <p>To support development of problem solving skills, Zeno provided a 90 minute professional development module to address problem solving. Following the workshop, teachers were observed implementing specific strategies identified during the lesson.</p> <p>To support development of fact fluency, staff taught specific strategies and, school wide, the month of February, we implemented DRop Everything and (do) Math (DREAM). For 10 to 20 minutes, three times each week, the entire school practiced math fact fluency. Teachers used games and timed tests to reinforce fluency in addition, subtraction, multiplication and division.</p>
Science	<p>Meeting the science goal in fifth grade begins with assuring that science is taught kindergarten through grade five. Across all grade levels, staff uses the FOSS curriculum, incorporates science journals and the investigative process has been scaffolded, increasing in rigor as students progress. Expository writing is explicitly taught using science content.</p>
Sub-Group	<p>The targeted sub-group identified for support included students in second grade identified as intensive based upon BOY DIBELS scores. This group was selected for the following reasons: During the 14-15 school year, Peter Kirk qualified for .5 SN teacher. The bulk of her time was allocated to support kindergarten and first grade students. Second grade groups were added later in the school year. Primary teachers demonstrate commitment to bringing each child up to standard before they transition to intermediate grades. By focusing on second grade students not yet at standard, the team</p> <p>The team's action plan included accessing Safety Net once space opened up, differentiated instruction targeted to the identified group's skill deficits, opportunities to practice fluency with parent and community volunteers through Read Naturally, and specific reading homework to provide overall reading practice.</p>
Challenge:	<p>Reading instruction is an area of strength for Peter Kirk staff. As a result, the majority of students enter fourth and fifth at or above standard in reading. There is opportunity for staff to</p>

	<p>provide opportunities for enrichment during the last two years that students attend Peter Kirk.</p> <p>To challenge students already at or above standard, staff began by using Wonders assessment tools to appropriately place students. They also provided differentiated instruction using level readers and by implementing differentiated reading groups.</p>
Perception:	<p>Perception goal 1: To support an increase in the number of parents / community members who agree or strongly agree that there is frequent two – way communication, staff continued using typical strategies of newsletters, emails, and phone calls. More so in intermediate grades than primary grades. Building wide communication continued to run through a joint school – PTSA newsletter. This goal particular goal will carry over in order to monitor community response following a separation of building communication from PTSA communication.</p> <p>Perception goal 2: To support an increase in the number of staff who agree or strongly agree that they receive feedback, we implemented peer to peer observation. Teachers visited other classrooms within and outside of the school and teams across most grade levels accessed LWSO coaches.</p> <p>Perception goal 2 continues to be an area for focus. Part of the work of last year was increasing the opportunities for staff to seek and receive feedback from people other than the principal, such as in building and out of building peers and from LWSO learning coaches. The processes put in place for cross classroom observations included a brief reflective piece, however staff members were not required to share reflections with the principal. Staff, when responding to the survey, appear to have understood the question to interpret the question as a measure of principal feedback. The work associated with this goal will continue. Work will include introduction of feedback protocols, shifting the way that feedback is provided outside of PGE and will continue to include formal and informal feedback associated with Professional Growth and Evaluation.</p>

ANNUAL SCHOOL GOALS

2015-16 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	77 % of students will demonstrate at or above benchmark performance on 2016 EOY DIBELS.
Literacy: 3-5 ELA	88% of students will demonstrate at or above standard performance on the Spring 2016 Smarter Balanced Assessment for English/Language Arts.
Math: 3-5 Math	87% of students will demonstrate at or above standard performance on the Spring 2016 Smarter Balanced Assessment for Mathematics.
Science: 5th Science	82% of students will demonstrate at or above standard performance on the Spring Science MSP.
Achievement Gap	48% (16 of 33) of students in Kindergarten through third grade who qualify for ELL support will meet or exceed benchmark on EOY DIBELS.
School Effectiveness:	From 68% to 85% of teachers agreeing or slightly agreeing to that teachers revise feedback on how they are doing.
Attendance and Discipline:	Decrease the percentage of kindergarten students with a ten percent absence rate from 16% during the first trimester to 8% for the remainder of the school year

Annual School Goals: Academic

Peter Kirk staff set our annual performance goals using fall baseline assessment data. For students in K-2, staff used beginning of year DIBELS results and, after considering the assessment criteria for middle and end of year assessments, predicted which students would demonstrate at or above benchmark performance on end of year DIBELS Assessment.

For students in intermediate grades (3 – 5), staff used assessment results from the previous spring. For third grade, EOY DIBELS scores were a factor. Staff used Spring SBA and MSP results to set goals for ELA and mathematics. With respect to the science MSP, the challenge is in finding appropriate baseline data for establishing grade level achievement goals. Staff based goals for science on early observations of student performance in science activities.

Each staff member used their class rosters to predict which students would show some, clear and high growth through the course of the year in each goal area. They then calculated the total number predicted to demonstrate at or above proficiency on identified assessments and averages were calculated to establish the goal.

LITERACY / ELA

Primary staff focuses on equipping students with solid reading skills before transitioning to third grade. For this reason, staff set goals in literacy. Intermediate staff members analyzed SBA reports that summarize performance by target and identified areas for growth across the grade level. After identifying trends across each grade level, they set grade level specific goals.

Students currently in

- fourth grade will benefit from additional focus on Analysis within or across informational texts.
- fifth grade will benefit from additional focus on skills associated with Listening and Speaking.
- third grade team also used the reports by target to identify areas for individual teacher growth and selected --

MATHEMATICS

Across all grades, based upon fall baseline assessments, students require practice and reinforcement with basic math fact fluency and problem solving. Additionally,

Intermediate teachers will target the following areas to support students currently in

- fourth grade – geometric measurement, specifically, relating area to multiplication and addition and solving multi-step word problems.
- fifth grade – using four operations with whole numbers to solve problems.
- third grade team -- based upon analysis of their target reports, the team identified the following area; recognizing and generating simple fractions.

Across all academic areas, teacher teams meet throughout the year to review assessment data, plan instruction, and implement intervention for students who need additional support as well as challenge and rigor.

To support those who struggle, ongoing use of instructional materials to differentiate instruction (Wonders and EnVision). Instructional Aid time is prioritized to support struggling students in classrooms. We have a clearly defined guidance team referral process to support students who do not respond to classroom intervention. Further, we have a Student Intervention Team to assist teachers with identifying intervention strategies and collecting data on success of intervention. This is primarily used as a pre-referral resource. Safety Net now extends Kindergarten through grade 5. This program provides small-group instruction to students who need support in reading. The BURST program is the intervention curriculum used for primary students.

To support students ready for challenge, teachers differentiate by providing small-group instruction, including level 4 thinking strategies in instruction and discussions, and evaluating for level 4 thinking through projects, assignments and assessments.

Progress monitoring of Academic Annual Goals occurs formally and informally through routine team meetings in which results from common formative and summative assessments are reviewed and analyzed. Teams share progress, successes and identify challenges. Examples of assessments used to monitor student progress include Common District Summative Assessments (CDSAs), DIBELs results and progress monitoring,

teacher developed assessments, unit and topic tests. Shorter cycle assessments, such as informal classroom assessments and topic tests are used to inform instruction. Longer cycle assessments such as CDSAs, DIBELS and unit/chapter tests are used to mark progress throughout the school year.

Annual School Goals: Achievement Gap

To set achievement gap goals, a list of possible sub groups was generated. Primary teachers set a goal to support students qualifying for ELL support.

Grade level teams considered individual students' baseline assessment results, as well as spring assessment results where possible, and set student growth goals. By considering which students are likely to show some, clear and high growth, staff set achievement goals in the area of reading.

We are seeing an increase in the number of students who speak a primary language other than English. The bulk of these students, 33 total, are in primary grades. This groups was selected to support academic growth in an area that is crucial for long term academic success.

Students who meet the definition of English Language Learner will receive intervention through:

- ELL Support provided by a qualified ELL teacher.
- Small group intervention provided by Instructional Aids.
- Use of ELL support materials from Wonders
- Professional development to increase teacher awareness and use of strategies that are consistent with best practice for instruction of ELLs.
- Primary teachers have identified this group as their subgroup for professional growth and evaluation.

Monitor progress through

- Sub-group performance on DIBELS assessment.
- sub-group performance on WONDERS assessments
- Sub-group performance on classroom based assessment and common grade-level assessments.
- Teacher running records.

Annual School Goals: School Effectiveness

In considering Effective School Survey results, the number of families who completed the survey was low, less than 10%. There was nearly a 99% response rate for staff. Staff identified the goal for receiving feedback as it has the most potential to positively impact student achievement. Staff identified 'receiving feedback as the area for focus for the current school year.'

Goal will be monitored through principal log (tally), mid-year staff survey, annual staff Effective School Survey.

Annual School Goals: Attendance and Discipline

Between September 1, 2015 and November 30, 2015, 6.5% of Peter Kirk students had 5 or more absences. Many of the absences are due to families taking extended vacations. By focusing on incoming kindergarten students, we plan to positively impact attendance patterns and over time shift community culture as it relates to scheduling vacations.

Principal will review attendance reports monthly and work with teachers to identify specific students who are at risk academically and socially

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Math
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1. Research, identify and implement strategies that improve fact fluency. 2. Continue use of differentiated materials available through EnVision to provide targeted instruction to students and continue use of instructional materials that reinforce fact fluency.
<i>Professional Learning needed</i>	Expand instructional toolkits for supporting student development of math fact fluency.
<i>Resources needed</i>	Additional strategies for providing intervention and challenge for those needing support or enrichment with fact fluency.
<i>Responsible individual or team</i>	Grade level teams, Principal

Goal Area	Literacy
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1. Expand use of writer’s workshop, a research based method for writing instruction, to provide specific instruction in teaching writing and support differentiation within the classroom. 2. Initiate research on practices that support English Language Learners, such as those presented in SIOP training
<i>Professional Learning needed</i>	<ol style="list-style-type: none"> 1. Differentiated professional development in use of writer’s workshop 2. SIOP Training
<i>Resources needed</i>	<ol style="list-style-type: none"> 1. Access to CEL training for building writing leads, dedicated time on all day LEAPs to provide concentrated instruction / training for staff. 2. Access to SIOP training materials or a facilitator.

<i>Responsible individual or team</i>	Writing leads, Principal, Building Leadership Team
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Goal Area	School Effectiveness
<i>Strategy to support goals</i>	Increase awareness of and opportunities for staff to access sources of feedback such as LWSO Professional Coaches, Peer to Peer observations
<i>Professional Learning needed</i>	Staff development in forms of feedback, strategies for providing feedback.
<i>Resources needed</i>	Research supporting the impact of peer observations on instruction and student achievement.
<i>Responsible individual or team</i>	Principal, Building Leadership Team, Teachers, Professional Learning Coaches

Goal Area	Attendance
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> 1. Regular communication with families regarding the impact of absences on instruction. 2. Identify kindergarten students with an absence rate of 10% or greater and who are at risk. Engage families through home communication and education.
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> • Strategies for promoting positive attendance patterns • Strategies for engaging parents in issues surrounding attendance.
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	Principal, Building Leadership Team, Teachers, Secretary, Lake Washington Learning Community Attendance Specialist

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

- Increase parent and community participation in Effective School Survey.
- Explore other strategies to seek parent, family and community input (focus groups, informal surveys)
- Long term goal is to include parents in the CIP process through data carousel.
Strategies to support this goal:
 - Increase staff proficiency with data analysis
 - Build strong relationship between staff and parent groups
 - Research and provide training in Carousel Protocols

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

- Presentation of spring SBA results emailed to all families.
- Updates in parent/community newsletters
- PTSA Presentations
- Presentations at school events such as registration, open house, community events