

# Continuous Improvement Process Plan

## Peter Kirk Elementary

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

2017 -  
2018



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2017 - 2018

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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 2016 - 2017 school year, Peter Kirk staff focused continuous improvement efforts in all areas, including writing, mathematics and reading. In the area of reading, staff 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. Teachers continue to delve into the common core, developing a deeper understanding of expected student learning. They implement instruction that meets standards and continue to focus on providing instruction on the writing process. Staff provided writing instruction through the Writer’s Workshop model. Additionally, they introduced and reinforced strategies for responding to texts in writing.

In mathematics, teachers used Common District Summative Assessments to assess and respond to student learning. Across all grade levels, instruction targeted math fact fluency and problem-solving strategies. In addition to classroom instruction, enrichment programs funded through Lake Washington Schools Foundation and PTSA including Mighty Math, IXL and Zeno Math Club contributed to student success.

Student Demographics		
<b>Enrollment</b>		
October 2016 Student Count		550
May 2017 Student Count		560
<b>Gender (October 2016)</b>		
Male	267	48.5%
Female	283	51.5%
<b>Race/Ethnicity (October 2016)</b>		
Hispanic / Latino of any race(s)	29	5.3%
American Indian / Alaskan Native	2	0.4%
Asian	56	10.2%
Black / African American	9	1.6%
White	402	73.1%
Two or More Races	52	9.5%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2017)	25	4.5%
Special Education (May 2017)	40	7.1%
Transitional Bilingual (May 2017)	52	9.3%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	12	2.1%
Foster Care (May 2017)	N<10	
<b>Other Information (more info)</b>		
Unexcused Absence Rate (2016-17)	192	0.3%

Teacher Information (2016-17) (more info)	
Classroom Teachers	33
<b>Hispanic / Latino of any race(s)</b>	
Asian	1
White	31
<b>Average Years of Teacher Experience</b>	
Hispanic / Latino of any race(s)	14.4
Asian	29.6
White	13.2
Teachers with at least a Master’s Degree	66.7%
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%

**DISTRICT PERFORMANCE TARGETS**

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

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

**Process to determine District Performance Targets:**

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

**SCHOOL PERFORMANCE OVER TIME**

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Early Literacy Development</b>	% of K-2 at benchmark on End-of-Year Literacy assessment	K	72.2%	78.4%	84.0				
		1 <sup>st</sup>	81.8%	81.8%	89.9				
		2 <sup>nd</sup>	92.5%	88.3%	88.9				
<b>3<sup>rd</sup> Graders' on Track for Success</b>	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		82.7%	91.6%	91.4				
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		79.3%	84.5%	91.4				
<b>4<sup>th</sup> Graders' on Track for Success</b>	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		86.8%	89.5%	90.2				
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		78.7%	88.5%	87.8				
<b>5<sup>th</sup> Graders' on Track for Success</b>	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		82.4%	87.6%	85.7				
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		79.7%	76.2%	78.7				
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		94.5%	92.7%	95.9				

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

CIP REFLECTION: EVALUATE OUTCOMES

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

*Data:*

	Goal	Achievement (Achievement Level Descriptor)
<b>Literacy: K-2 Reading</b>	85% of students in kindergarten through second grade will perform at benchmark on EOY DIBELS.	88% met benchmark on EOY DIBELS.
<b>Literacy: 3-5 ELA</b>	87% of students in grades three through five will perform at or above standard on the Spring 2017 English-Language Arts Smarter Balanced Assessment.	86% of students in grades three through five performed at or above standard on Spring SBA-ELA
<b>Math: 3-5 Math</b>	86% of students in grades three through five will perform at or above standard on the Spring 2017 Mathematics Smarter Balanced Assessment.	87% of students in grades three through five performed at or above standard on the Spring SBA - MATH
<b>Science: 5<sup>th</sup> Science</b>	88% of fifth grade students meeting or exceeding standard on the Washington State Science MSP.	96% of students in grade 5 met or exceeded standard on the Washington State Science MSP.
<b>Achievement Gap</b>	From 57 % of K-2 students identified as English Language Learners to 64% meeting or exceeding benchmark on EOY DIBELS.	77% of K-2 students identified as English Language learners met or exceeded benchmark on EOY DIBELS.
<b>School Effectiveness:</b>	<p>From 75% to 90% of teachers ‘agreeing slightly’ or ‘agreeing mostly’ that they receive feedback on how they are doing.</p> <p>From 65% to 70% of survey respondents ‘agreeing slightly’ to ‘agreeing mostly’ that classes challenge students to think and solve problems. (5A)</p>	<p>100% of teachers ‘agree slightly’ or ‘mostly’ that they receive feedback on how they are doing.</p> <p>85% of survey respondents ‘somewhat agree’ or ‘strongly agree’ that classes challenge students to solve problems. 44% strongly agree, 36% agree somewhat)</p>

<b>Attendance and Discipline:</b>	From an average of 20 late arrivals per day during the first six weeks of school to an average of 5 late arrivals per day by June 2017.	The number of late arrivals decreased from 20 late arrivals/day during the first week school to an average of 14 tardy arrivals/day during the last 4 weeks of school. The average for the entire year was 14 late arrivals/day.
	Maintain a suspension rate of less than 2%	Peter Kirk's suspension rate for 2016 – 2017 was just below 2%

*Narrative Reflection:*

<b>Narrative Reflection</b>	
<b>Process:</b>	<p>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.</p> <p>For students in intermediate grades (3 – 5), staff used assessment results from the previous spring. For third grade, End of Year (EOY 2016) DIBELS scores were a factor. Teams used Spring Smarter Balanced Assessment (SBA) results to set goals for ELA, Mathematics, and Science. 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 as well as Fourth Grade Key Performance Indicators from Data Dashboard.</p> <p>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 grade level goals.</p> <p>With an increasing number of students who are non-native English speakers, staff identified students qualifying for ELL support as a sub-group. The bulk of this sub-group is in primary grades; therefore, the goal was set to support this group.</p> <p>Perception goals were set using Effective School Survey results from families and staff. Areas with the highest potential for growth were identified. Staff selected feedback on practice as the focus of building continuous improvement efforts.</p> <p>During the first few weeks of school, several staff members commented on the impact of late arrivals on instruction. Late arrivals are disruptive for students in in primary grades as teachers begin literacy</p>

	<p>instruction at the bell. Intermediate students who arrive late miss the first several minutes of specialists.</p>
<p><b>Literacy: K-2 Reading</b></p>	<p>Within the K-2 grade band, students exceeded the grade band goal by two percent.</p> <ul style="list-style-type: none"><li>• 87% of our kindergarten students ended the 2016-2017 school year at or above benchmark.</li><li>• 90% of our first met benchmark.</li><li>• 91% of our second-grade students met benchmark.</li></ul> <p>Considering achievement within the same grade from year to year, we've seen a consistent increase in the percent of students in kindergarten meeting benchmark. There was an eight percent increase in the percent of students in first grade meeting standard from the 2015/16 school year to 2016/17. Finally, the percentage of students in second grade meeting standard has hovered around the high eighties and low nineties over the past five school years, ending 2016/17 in with 88.9% of students meeting benchmark.</p> <p>As a staff, we consider trends within cohorts as an indicator of our effectiveness. Students who ended the year in second grade have demonstrated consistent growth from kindergarten through grade two. As kindergarteners, 72% of the cohort met benchmark. In first grade, 82% of the same group met benchmark. As second grade students, 88.9% met benchmark. This same trend is measurable in data collected between 2012 and 2017.</p>
<p><b>Literacy: 3-5 ELA</b></p>	<p>Within the 3 – 5 grade band, Peter Kirk fell just short of the goal by one percent..</p> <ul style="list-style-type: none"><li>• 91% of students in third grade met standard on the SBA.</li><li>• 90% of students in fourth grade met or exceeded standard.</li><li>• 86% of students in fifth grade met or exceeded standard.</li></ul> <p>Between 2014/15 school year and 2016/17 school year, we've seen an increase in the percent of third grade students meeting and exceeding standard from 83% to 91%. Over the past three school years, the percent of fourth grade students demonstrating proficiency has increased from 87% to 90%. Fifth grade students, during the same period of time have hovered in the low to high 80's, with a low of 82.4 in 2014/15 to 87.6% in 2015/16 and 85.7% in 2016/17.</p> <p>Our intermediate teams also look at assessment results by cohort. Last year's fifth grade students, now in sixth grade, have fluctuated between the low eighties (82.7%) to the high eighties (89.5% in 2015/16). 85.7% of this group met or exceeded standard at the end of their fifth-grade school year.</p> <p>Relative strengths for this group of students includes:</p>

- Identifying main idea and key details in informational text.
- Analyzing text structures to explain information within or across texts.
- Composing full narrative and opinion texts.
- Citing evidence to support opinions, ideas or analyses.

Areas for growth include

- Determining intended meanings of word base on context, word relationships, or structure in both literary and informational texts.
- Use of key details to support inference or conclusions.
- Writing or revision paragraphs demonstrating the ability to state an opinion
- Interpreting and using information delivered orally.
- Locating information to support central ideas and subtopics.

We have two years of data for our students who are currently in fourth grade. As third grade students, 91.6% met standard. There was a 1.4% decrease in the number of students who met standard as 4<sup>th</sup> graders. 96 of 99 students met or exceeded standard on the ELA assessment.

Relative strengths for this group of students include

- Identifying main idea and key details in informational text.
- Demonstrating understanding of figurative language, word relationships and nuances in informational texts.
- Composing full narrative, informational, and opinion texts.

Areas for growth include

- Use of key details to support inferences, conclusions, ideas, opinions and analyses
- Identify a theme or central idea from details in the text, or summarize the text.
- Accurate use of language and vocabulary appropriate to the purpose or audience.
- Interpreting and using information delivered orally.

**Math:  
3-5 Math**

Within the 3 – 5 grade band,

- 91.4% of third grade students met or exceeded standard.
- 87.8% of fourth grade students met or exceeded standard.
- 78.7% of fifth grade students met or exceeded standard.

The percentage of third grade students who meet standard in mathematics has increased from 79.3% in 2014/15 to 84.5% in 2015/16 and 91.4% on last spring’s assessment. We’ve noted an increase over the past three years in our 4<sup>th</sup> grade scores from 78.7% to just above 88% in 2015/16 and just below in 2016/17. Fifth grade math scores

have hovered in the high 70's ranging from 79.7% in 2015/16 to 78.7% in 2016/17.

Considering cohort trends, our previous fifth-grade students demonstrated growth from third grade (79.3%) to fourth grade (88.5%). Last year, as fifth grade students, 78.7% of these students met or exceeded standard.

Areas of strength include

- Performing operations with multi-digit whole numbers and with decimals to hundredths.
- Using equivalent fractions as a strategy to add and subtract fractions.
- Geometric measurement.
- Graphing points on coordinate plane to solve real-world and mathematical problems.
- Classifying two-dimensional figures into categories base upon their properties.

Areas for growth include:

- Writing and interpreting numerical expressions.
- Understanding place value systems.
- Converting like measurement units within a given measurement system.

Scores for our current fifth grade students show a decrease from 87.8% in third grade to 84.5% as fourth grade students.

Areas for growth include

- Using the four operations with whole numbers to solve problems.
- Using place value understanding and properties of operations to perform multi-digit arithmetic. (This has been an area of growth for this cohort as third and fourth grade students).

**Science:  
5<sup>th</sup> Science**

95.9% of our students met or exceeded standard on the Science MSP. Of the students who met or exceeded standard, 28% scored a level 3 and 68% scored a level 4.

Areas of strength include:

- Inquiry in Science
- Application of Science
- Domains of Science

90% or more of your students met or exceeded standards on each of the above strands.

The area for growth is in Systems of Science. 62% of our students met or exceeded science in this area.

<b>Achievement Gap</b>	Kindergarten through second grade students identified as English Language Learners were selected as our focus for closing the achievement gap. Progress was monitored using the DIBELS assessment, focusing on reading fluency. Based upon End of Year DIBELS assessment results, 77% of English Language Learners ended the year at or above benchmark in comparison to 89.5% of students not identified as English Language Learners.
<b>School Effectiveness:</b>	Teacher responses to the Effective School Survey during the 2016 – 2017 school year indicates that we exceeded our goal by 10%. When providing a rationale for selecting this goal last year, it was noted the percentage of teachers agreeing that they receive feedback on a regular basis should be 100%. Achieving 100% of teachers agreeing with the statement will continue to be part of the building’s ongoing work.
<b>Attendance and Discipline:</b>	<p>On time arrival, will continue to be a focus at Peter Kirk. We did see a decrease in tardy arrivals, however the average is quite high. The average is affected by a few days with unusually high number of tardy arrivals, mostly related to bad weather or holidays.</p> <p>Last year, there were eleven suspensions assigned to six different students. Of these eleven suspensions, five were male and one female. Four of the suspensions were assigned to students who receive intervention services. Three of the students were assigned two or more suspensions. Four students are identified as Caucasian.</p>

## ANNUAL SCHOOL GOALS

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### 2017-18 Annual School Goals:

<b>SMART Goals</b>	
<b>Literacy: K-2 Reading</b>	92% of primary students will meet or exceed standard on End of Year DIBELS.
<b>Literacy: 3-5 ELA</b>	88% of students in grades three through five will meet or exceed standard on the English/Language Arts SBA.
<b>Math: 3-5 Math</b>	87% of students in grades three through five will meet or exceed standard on the Mathematics SBA.
<b>Science: 5<sup>th</sup> Science</b>	70% of fifth grade students will meet or exceed standard on the Washington Assessment of Science (WCAS).
<b>Achievement Gap</b>	25% of students receiving specially designed instruction in mathematics will meet or exceed standard on the SBA.

	27% of students who have previously participated in the SBA will meet or exceed standard. All will demonstrate at least one year's growth on the Mathematics SBA.
<b>School Effectiveness:</b>	Increase parent participation in Effective School Surveys from 5% to 50%.
<b>Attendance:</b>	Increase the percentage of students with satisfactory or at-risk attendance from 94% to 98%. (17 or fewer absences)
<b>Discipline:</b>	Reduce the number of recess incident reports received by boys by 35%.

### Annual School Goals: Academic

The process for identifying academic goals for Peter Kirk began last spring. Grade level teachers identified strengths and growing edges for each cohort. This information, combined with reflections on end of year assessments, provided starting points for goal setting. August CIP work involved closer study of assessment results. Using detail reports from SBA, MSP and DIBELS, teams of teachers isolated specific areas for focus. Selected areas are directly related to SBA Claims, Science Strands, and basic reading skills. Teams then selected classroom based assessments to establish grade level baseline data. Goals were determined by predicting individual student growth within each identified area.

Primary teachers have traditionally set fluency goals. This year, they have elected to set goals around DIBELS Composite scores as this is in alignment with the measure used for CIP monitoring. Primary teachers will use DIBELS progress monitoring, MOY and EOY to measure progress toward CIP. They use assessments from Wonders, Common District Summative Assessments as well as grade level and classroom assessments to monitor student growth and adjust instruction.

Intermediate teachers used SBA results to identify cohort trends. Third grade teachers set goals using EOY DIBELS, baseline assessments, and data from second grade teachers.

Students in third grade will be introduced to specific strategies for citing text evidence. This skill is new to students in third grade and teachers will intentionally highlight similar strategies across multiple types of writing. In mathematics, the team will support student success with problem solving and writing to explain.

Based upon SBA results, current fourth grade students will benefit from instructional attention to developing skills in multi-step problem solving. The team will continue to focus on the writing process, with special emphasis on writing to express opinion. The team will capitalize on primary team's emphasis on math fact fluency and support students with the development of understanding and using fractions and whole numbers to solve problems.

Current fifth grade students will benefit from instruction targeted to developing graphing skills. Based upon SBA data and baseline school year data, students have not yet demonstrated mastery of graphing. Students will benefit from this focus in both

mathematics and science. The team will work together to plan and implement instruction that supports student ability to make references or draw conclusions using text evidence.

Another way we will measure the impact of our instruction is using Student Growth Percentile for Peter Kirk. High growth is defined as an average SGP that reflects more than one year's growth. Some growth is defined as an average SGP of one year's growth. Low growth is defined as little or no shift in the average SGP for Peter Kirk.

In all content areas, to support strugglers, staff will differentiate instruction using quick checks and other informal instructions. They will work with small groups to provide targeted, 'just in time intervention' to address skill and knowledge gap. In alignment with our achievement gap goal, teachers will collaborate with our Special Education, ELL and Safety Net teachers.

To provide rigor, teams will continue to offer challenge problems, assignments and projects. Student progress will be monitored through informal observations, classroom assignments, formal and informal assessments, and Common District Summative Assessments (CDSAs).

To provide access to challenge in English Language Arts, teachers will extend access to a wide variety of genres, higher level vocabulary, leveled novel studies and introduce advanced literary elements to writing.

## Annual School Goals: Achievement Gap

93% of students in grades four and five qualifying for Special Education Services will demonstrate one year's growth as measured by the Mathematics SBA.

This goal was selected, in part, because students receiving special education services are in the largest sub group at Peter Kirk. Additionally, this group includes Hispanic and Latino students who are not demonstrating the same rates of proficiency on classroom, district and state assessments as their peers.

Delving deeper into the goal, we anticipate that 38% of all students receiving specially designed instruction for math and English/Language Arts will pass both parts of the SBA. We hypothesize that 24% of those receiving SDI mathematics (grades 3 – 5) will perform at or above proficient. Of those who have previously participated in the SBA, grades 4 and 5, 27% of those receiving SDI will meet or exceed standard on the mathematics SBA. Again, we expect that all students in this sub group will demonstrate at least one year's growth.

Students will receive necessary intervention through classroom instruction and specially designed instruction. SDI is delivered via push in and pull out instruction, delivered by special education staff. Progress is monitored by general education teachers, special education teachers, through weekly meetings of Guidance Team. Additionally, student progress will be monitored by the principal through quarterly meetings.

### Annual School Goals: School Effectiveness

Increase parent participation in Effective School Surveys from 5% to 50 %.

This goal was selected because of the importance of understanding parent perception. As part of our CIP goal setting process, we take parent survey results into account and consider overlaps between staff and parent responses. We need a response rate that provides statistically valid results.

The goal will be monitored by examining the difference between parent participation from 2016 – 2017 and 2017 – 2018.

### Annual School Goals: Attendance

Increase the percentage of students with satisfactory or at-risk attendance from 94% to 98%. (17 or fewer absences)

This goal was selected because of the high absence rate at Peter Kirk Elementary. It is not uncommon for parents to pull students for trips and to extend school vacation for travel. Promoting positive attendance patterns lays the ground word for success in middle and high school.

Student attendance will be monitored by monthly attendance meetings between principal, associate principal and secretary. Overall progress toward this goal will be monitored through a review of annual attendance data.

### Annual School Goals: Discipline

Reduce the number of recess incident reports received by boys by 35%.

This goal was selected as the result of an analysis of last year’s recess incident slips. Of the total 474 recess slips issued between February and June 412 were issued to male students. Of the 412 recess slips issued to male students, 175 were issued to students in kindergarten, more than twice the number issued to any other grade level. Of the total 474 incident reports issued, 284 were issued for Unsafe behavior/Failure to follow rules.

We will monitor progress by collecting data from incident recess and reviewing quarterly.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

<i>Goal Area</i>	<i>Science</i>
<i>Strategy to support goals</i>	Staff wide professional development / training associated with Science Curriculum Adoption

<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>• Building wide study of NGSS.</li> <li>• Research and review of the new assessment format, types of questions and kinds of thinking.</li> </ul>
<i>Resources needed</i>	TBD
<i>Responsible individual or team</i>	Associate Principal, Building Science Lead

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> <li>• Communicate the reason for, importance of, and the use of Effective School Survey, via school newsletter and School Messenger.</li> <li>• Partner with PTSA to share Effective School Survey link.</li> </ul>
<i>Professional Learning needed</i>	None at this time.
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>• Staff has requested that questions on the parent ESS more closely mirror that of the staff ESS. Specifically, consistent use of response descriptors will help to align similarities and differences between staff and parent perception.</li> </ul>
<i>Responsible individual or team</i>	School Principal

<b>Goal Area</b>	<b>Attendance</b>
<i>Strategy to support goals</i>	<ul style="list-style-type: none"> <li>• Establish a fall baseline</li> <li>• Implement Elementary Pre Approved Absence form.</li> <li>• Monthly attendance reports reviewed. Students with 5 or more absences in a month and students with a 10% absence rate will be flagged. Teachers will provide feedback on academic and social concerns.</li> <li>• LWSD attendance letters sent to families.</li> </ul>
<i>Professional Learning needed</i>	None required
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>• LWSD provided articles on attendance for use in the school's bi-weekly newsletter.</li> </ul>
<i>Responsible individual or team</i>	Principal, Associate Principal, Secretary, Student Concern Team (pre-guidance team)

<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> <li>1. Develop common language for student behavior expectations (SOAR)</li> <li>2. Fewer students on the playground (more recesses)</li> <li>3. Professional development and collaboration with classified to establish recess expectations.</li> <li>4. Clearly define and identify playground boundaries.</li> <li>5. Recess orientation in small groups during the first weeks of school.</li> </ol>

	<ol style="list-style-type: none"><li>6. Establish a tiered response for students who present patterns resulting in multiple incident slips.</li><li>7. Students with multiple infractions will be flagged for teacher feedback.</li></ol>
<i>Professional Learning needed</i>	<ol style="list-style-type: none"><li>1. Staff (classified and certificated) professional development on behavior expectations.</li></ol>
<i>Resources needed</i>	None needed at this time.
<i>Responsible individual or team</i>	Associate Principal, classified staff

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

The Peter Kirk community is active in the building. From reading with students to Watch DOGS, parents contribute to our Continuous Improvement Work. Parents read, practice math facts with students throughout each grade level. Additionally, individuals and the PTSA partner with us to provide enrichment opportunities such as Science Night, Math Night, and our annual Reading Celebration.

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

Assessment results are shared with families via a narrated email. Parents have indicated that they find the format informative and allows them to look closely at the data. The groundwork for increased parental input into our continuous improvement process includes establishing and nurturing a positive relationship between staff and families and introducing the idea of having parents involved in this work. Progress will continue to be communicated through school newsletters as well.