

# Continuous Improvement Process Plan

## Lakeview Elementary

10400 NE 68<sup>th</sup> Street  
Kirkland, WA98033

425-936-2600

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

2016 -  
2017



Steven Thatcher, Principal  
Trent Neugebauer, Associate Principal  
Lake Washington School District  
2016 - 2017

TABLE OF CONTENTS

---

<u>Activity</u>	<u>Location</u>
Description of School -----	Page 2
District Performance Targets -----	Page 3
School Performance Over Time -----	Page 4
CIP Reflection: Evaluate Outcomes -----	Page 5
Annual School Goals-----	Page 9
Strategies to Accomplish Goals -----	Page 12
Parent, Family, and Community Involvement -----	Page 14

## 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.

2015-16 was a significant year at Lakeview Elementary as we revisited several key building processes and procedures, including our conference scheduling to increase parent choice and participating, 2016-17 placement to ensure increased balance between each grade level section, implemented a refined staff leadership model for 2016-17 in which all teachers serve on one of three staff leadership teams, a thorough budget review process in collaboration with the PTSA, along with an updated and expanded student leadership and service model.

Instructionally we sent a cohort of five staff to the PLC Institute, including our ELL, SN, and SpEd teachers. When they returned, we formed a PLC leadership team comprised of the 14-15 PLC cohort and 15-16 cohort that lead the staff in continued developed our collaboration skills, culminating in a spring school-wide data cycle.

We maintained our roughly 20-point lead on the state average in each test, except 5<sup>th</sup> grade math, as has been our track record as a school with state testing on the years. Over half of our students scored at a level 4 on ELA, which means not just proficiency but an advanced understanding of the skills being tested.

We are fortunate to have a PTSA that provides the funds and support for during and after school programs that provide enrichment, as well as classroom support.

## DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>		District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	88.3%	95.0%
3 <sup>rd</sup> Graders' on Track for Success	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5 <sup>th</sup> Graders' on Track for Success	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science	86.9%	88.2%	95.0%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year 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/>).**
- **reported on the OSPI Washington State Report**

### 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	93.1%	94.1%					
		1 <sup>st</sup>	91.0%	91.1%					
		2 <sup>nd</sup>	90.8%	91.9%					
3 <sup>rd</sup> Graders' on Track for Success	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Literacy		70.7%	77.2%					
	% of 3 <sup>rd</sup> graders meeting or exceeding state standards in Math		81.8%	82.2%					
4 <sup>th</sup> Graders' on Track for Success	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Literacy		74.3%	78.6%					
	% of 4 <sup>th</sup> graders meeting or exceeding state standards in Math		75.6%	78.6%					
5 <sup>th</sup> Graders' on Track for Success	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Literacy		87.6%	81.7%					
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Math		71.2%	63.8%					
	% of 5 <sup>th</sup> graders meeting or exceeding state standards in Science		90.5%	85.5%					

- **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

---

### 2015-16 CIP Goals and 2016 Outcomes:

*Data:*

	<b>Goal</b>	<b>Achievement</b> <small>(Achievement Level Descriptor)</small>
<b>Literacy: K-2 Reading</b>	Move from 100 students (39%) currently at DIBELS benchmark, to 217 students (82%) at DIBELS EOY benchmark by June.	240 out of 258 students (93%) reached the DIBELS EOY benchmark in June.
<b>Literacy: 3-5 ELA</b>	Move ELA from 73% of students meeting or exceeding proficiency to 78% meeting or exceeding proficiency as measured by the 2015-2016 SBA.	78.6% met or exceeded standard on the 2016-2017 SBA.
<b>Math: 3-5 Math</b>	Move Math from 80% of students meeting or exceeding proficiency to 85% meeting or exceeding proficiency as measured by the 2015-2016 SBA.	74.3% met or exceeded standard on the 2016-2017 SBA
<b>Science: 5<sup>th</sup> Science</b>	Move Science from 89% of students meeting or exceeding proficiency to 82% meeting or exceeding proficiency as measured by the 2015-2016 MSP.	87% met or exceeded standard on the 2016-2017 MSP.
<b>Achievement Gap</b>	<p><b>Grades K-2:</b> Move from 7 ELL students (21%) currently at DIBELS benchmark, to 20 students (60%) at DIBELS EOY benchmark by June.</p> <p><b>Grades 3-5:</b> Move ELA from 39% of students with IEPs meeting or exceeding proficiency to 50% meeting or exceeding proficiency as measured by the 2015-2016 SBA.</p>	<p><b>Grades K-2:</b> We have 85% of ELL students at DIBELS EOY benchmark by June.</p> <p><b>Grades 3-5:</b> 27.5% of students on IEPs met or exceeded standard on the 2015-16 ELA SBA assessment.</p>
<b>School Effectiveness:</b>	<b>Community:</b> Move “Students receive detailed information about the quality of work they	<b>Community:</b> Moved “Students receive detailed information about the quality of work they do” from 30.49% to

	<p>do” from 30.49% completely agreeing to 50% completely agreeing as measured by the annual parent/community survey.</p> <p><b>Staff:</b> Move “Teachers provide feedback to each other to help improve instructional practices” from 41.03% completely agreeing to 53% completely agreeing as measured by the 9 Characteristics survey.</p> <p><b>Student:</b> Move “My teachers often tell me how I am doing on my school work” from 20% agreeing completely to 30% agreeing completely as measured by the annual student survey.</p>	<p>36.59% completely agreeing measured by the annual parent/community survey.</p> <p><b>Staff:</b> Moved “Teachers provide feedback to each other to help improve instructional practices” from 41.03% completely agreeing to 28% completely agreeing as measured by the 9 Characteristics survey.</p> <p><b>Student:</b> Moved “My teachers often tell me how I am doing on my school work” from 20% agreeing completely to 38.85% agreeing completely as measured by the annual student survey.</p>
<p><b>Attendance and Discipline:</b></p>	<p><b>Attendance:</b> We will reduce our absence/tardy rate by 10% (from 6513 total absences/tardies to 5800 or fewer) as compared to the 2014-15 school year.</p> <p><b>Discipline:</b> 100% of our certificated and classified staff will be trained in restorative justice practices by the spring of 2016.</p>	<p><b>Attendance:</b> In the 2015-2016 school year we had 4,185 total absences and 3, 172 tardies for a total of 7,357 for an increase of 13% compared to the 2014-15 school year.</p> <p><b>Discipline:</b> 100% of our certificated and classified staff was trained in restorative justice practices by the spring of 2016.</p>

*Narrative Reflection:*

<p style="text-align: center;"><b>Narrative Reflection</b></p>	
<p><b>Process:</b></p>	<p>K-2 All primary teachers use DIBES to evaluate our students, and we all test at the same time, three times a year. After we test in Sept., we meet as grade level teams to analyze data and students’ individual needs to determine our goals. Each grade level chooses a relevant skill to focus on in literacy. All of us focus on different levels of fluency, critical to learning how to read and comprehend. As the year progresses we use progress monitoring to check in with students as frequently as necessary, and continue to practice and assess sight word fluency as well.</p>

	<p>3-5</p> <ol style="list-style-type: none"> <li>1) Scheduled interventions and extensions help us meet students' needs for reteaching and exploration beyond the learning standards. Scheduled formative and summative assessments help us track students progress.</li> <li>2) We met as a 3-5 team to analyze data and determine greatest areas for improvement.</li> <li>3) We met as a 3-5 team to analyze SBA data and set goals that would stretch students and teachers.</li> <li>4) We used formative and summative assessments to monitor student progress and to implement interventions and extensions as needed.</li> <li>5) Constant pull out of students with special needs.</li> </ol>
<p><b>Literacy: K-2 Reading</b></p>	<p>We all do flexible reading groups, providing greater individual challenge. For students reading fluently, we use the ARE program where they can read books at their own level and take a comprehension quiz afterwards. Our classroom libraries supply books for all levels of readers.</p> <p>For intervention, we use, Safety Net, Read Naturally, Headsprout, ELL, Burst, Wonderworks, KISN, Homework Club. Struggling readers work with volunteers and classroom aides to get small group or one-on-one support.</p>
<p><b>Literacy: 3-5 ELA</b></p>	<p>The use of acronyms such as RACE/ACE/Step Up as graphic organizers supported thorough responses to comprehension questions. Vertical articulation discussions in 3-5 regarding writing helped strengthen instruction. Academic areas of intentional focus/intervention showed success on the test.</p>
<p><b>Math: 3-5 Math</b></p>	<p>The test questions were worded in a way that made it difficult for students to answer, even if they understood the concept. Many students who were below standard in previous years continued to remain below standard. We noticed that students who performed above standard achieved 4's over 3's.</p>
<p><b>Science: 5<sup>th</sup> Science</b></p>	<p>We worked especially hard to facilitate students' understanding and application of the scientific process. We reinforced the Variables Unit assuring that all students understood the difference between the types of variables.</p>
<p><b>Achievement Gap</b></p>	<p>We saw tremendous growth on DIBELs for our ELL students. We attribute this to an energetic new ELL teacher and the continued sharing of SIOP strategies with the staff. Unfortunately, our SpEd students did not meet the goal on the ELA SBA. We attribute some of this to the use of computerized screen readers on the SBA, which was new for staff and students.</p>
<p><b>School Effectiveness:</b></p>	<p>Community: We did not reach our goal of getting to 50%, but did see a gain overall as well as more families going from disagree to agree as measured on the survey. So overall 87.9% either agree or completely</p>

agree. Teachers worked to create more goal setting opportunities in conferences and gave additional informal feedback during class lessons. Next steps include working to create tighter feedback loops with the community using e-mail and class website pages on Haiku.

Staff: We were not successful in meeting our goal and our number decreased over the course of the year. Teachers noted that the biggest constraint was around finding time to share information. At the end of the 15-16 school year two steps were initiated to help create more time for teachers to share instructional practices. The first was to create a student support committee that would run a SIT team for teachers to access and get support. The SIT team only meet a few times in May and June, but will start up right away at the start of the 16-17 school year. The second was to create a new master schedule for the 16-17 school year that would create additional common planning time. Staff members gave input to the plan and a new schedule was created to add at least an additional hour each week for each grade level to common plan. Next steps include working on creating practices/structures in PLC teams to create opportunities for teachers to share their practices with each other and throughout the school.

Students: We met our goal to increase students' awareness of how they are doing in class, surpassing the goal by almost double the target growth. Teachers worked to increase goal setting opportunities and informal feedback. Although this increased a lot on the student data, it did not translate to the community piece to the same extent. This suggests that we need to create ways for students to share their progress/challenges at home to finish the feedback loop between teacher, student and family. Next steps include creating systems and procedures to strengthen the feedback loop.

**Attendance and Discipline:**

Attendance: Overall we saw a rise in total absences and tardies year over year. This could be due to an increase in student population, but also shows we need to do more cut down on students being absent/tardy. The increase in letters did little to affect the rate overall. It did have an effect on some individuals, just not enough to make growth overall. The new attendance laws and letter systems will hopefully help reduce the overall totals for the 16-17 school year. We have also created a pre-arranged absence letter that contains information about the importance of being in school and on time.

Discipline: All staff was trained in restorative practices. New behavior systems were put in place around line-up, specialists and lunchroom. Classes were able to earn different color paws to reflect how they did with each task (Red, Yellow, Green and Blue). Staff and Patrol Students passed the paws out and classes that received all blue paws for the week in areas were entered into a drawing to earn a bracelet. One class was selected for each week. New behavior forms were created for staff to use that focused on reflective processing for students to

learn from their mistakes. Office staff worked to restore the relationships caused by behaviors when appropriate.

## ANNUAL SCHOOL GOALS

### 2016-17 Annual School Goals:

SMART Goals	
<b>Literacy: K-2 Reading</b>	Using DIBELS EOY goal, we expect to move from 173 students (59%) at benchmark, to 266 students (90%) at benchmark in June.
<b>Literacy: 3-5 ELA</b>	Move ELA from 77% of students meeting or exceeding proficiency to 82% of students meeting or exceeding proficiency as measured by the 2016-2017 SBA.
<b>Math: 3-5 Math</b>	Move MATH from 79.5% of students meeting or exceeding proficiency to 82% meeting or exceeding proficiency as measured by the 2016-2017 SBA.
<b>Science: 5<sup>th</sup> Science</b>	Move Science from 87% of students meeting or exceeding proficiency to 89% meeting or exceeding proficiency as measured by the 2016-2017 MSP.
<b>Achievement Gap</b>	<b>Grades K-2:</b> 90% of ELL students will be at benchmark as measured by the DIBELS EOY benchmark.  <b>Grades 3-5:</b> 40% of students with IEPs will be at benchmark as measured by the 2015-2016 SBA.
<b>School Effectiveness:</b>	Using Student Survey: Move “I feel safe when I am at school” from 75% agree or strongly agree to 85% agree or strongly agree measured by the annual student perception survey.
<b>Attendance:</b>	Using September Data, move the number of students who are tardy 3+ times in a month from 64 students to 32 students in any given month.
<b>Discipline:</b>	Using data from the first 7 weeks of the 2016-2017 school year from PAWS (behavior during line-up, lunchroom and in specialists) move classes from 44% getting a blue paw (top level) to 60% of classes in any 8 week period.

### Annual School Goals: Academic

Use this section to:

- 1. Describe the process the school used to determine the annual school goals**

We analyzed our current student data and anticipate our use of interventions and specific strategies will enable us to increase student levels of performance.

**2. Describe why these goals were selected**

These goals were selected by analyzing 2016 SBA and DIBELs data and current cohort performance. In addition, grades K-2 and grades 3-5 met and discussed potential growth opportunities for each grade level.

**3. How are you ensuring all students are receiving challenge and rigor**

- Extra credit challenge
- Individual goals
- Integrated challenge
- Leveled readers for wonders
- Response to intervention
- Book reports
- Exposure to level 4 anchor papers in writing
- Vertical Articulation

**4. How are you ensuring students receive necessary intervention**

- WIN Intervention/Extension
- Communication Home
- PLC
- Safety Net
- Guidance Team
- Small Groups
- One-on-one
- Volunteers/Links
- Parent Coaches
- Homework Club

**5. Describe how you will progress monitor your Academic Annual School Goals**

- a. ELA Performance Assessments
  - b. Wonders Assessments
  - c. Writing prompts
- DIBELs benchmark and progress monitoring

## Annual School Goals: Achievement Gap

Use this section to:

**1. Describe the process the school used to determine the annual school goals**

We believe that our efforts are best focused on a few, focused areas of growth, and therefore used the academic goals we set for all of our students to measure the progress of our students with IEPs or in need of ELL support.

**2. Describe why you selected this sub group/s**

Students with IEPs are our lowest performing subgroup of students on a consistent basis, and we have a growing ELL population.

**3. How are you ensuring students receive necessary intervention**

We have worked to build service schedules for students with IEPs and ELL needs that maximizes their access to general education curriculum with SDI and ELL services as a compliment. We are working to continue building procedures so PLC teams use Wonders ELA curriculum on a commonly-paced schedule so that WonderWorks materials dovetail and pre-teach concepts in the general education classroom.

**4. Describe how you will progress monitor this sub group/s**

See #5 above, students with IEPs and ELL needs will be measured using the same progress monitoring tools as their general education peers.

### Annual School Goals: School Effectiveness

Using Student Survey: Move “I feel safe when I am at school” from 75% agree or strongly agree to 85% agree or strongly agree measured by the annual student perception survey. We chose this goal area because students’ feelings of safety and well-being are foundational to being able to learn and grow at school. This is also a goal that effects students at all grade levels school-wide. We will monitor this goal through school surveys. These surveys will be age appropriate for various grade levels and provide opportunities for students to express what areas cause them to not feel safe at school in order to help the staff to alleviate these perceptions or issues. These surveys will be administered by the classroom teachers and the school data will be assembled for staff review to progress monitor and develop next steps. Initial strategies to increase feelings of safety include enhancing counselor taught lessons to pinpoint areas of concern for students. We will also implement monthly “vision” goals which will include a focus on “Be Safe” which is one of our three school rules. Additional strategies include utilizing our student leadership teams to increase the climate of safety and well-being through kid coaches, welcoming students to the school in the morning, and our PAWS program. We will also explore enhancing grade 4 to grade 1 connections as we have with our grade 5 to kindergarten groups. Our BLT team will need time to create the surveys and time for data collection and organization. We may also need training around ways to impact student perception of well-being as well as eliminating threats that make students feel unsafe.

### Annual School Goals: Attendance

Attendance has become an issue at Lakeview in regards to both absences and tardies. There are new laws around absences that will hopefully make an impact on the number of days students are not in school. However, there are no new laws around tardies. The building leadership team decided to make a goal around the number of students who show up late for school in the morning. Being late has an impact on students learning because the morning is a key time for student learning where many classes are doing core subjects of literacy and math. We are basing our numbers on our September data. We think using this year’s data will be a better reflection of our progress since it will be using the same students over time. We are tackling this issue on two fronts. The first is for administration of the building to run monthly tardy reports. They will track students that have 3+ tardies in any given month. Student that have 3+ will have progressive steps taken to inform parents about the importance of being on time for each month they have 3+ tardies. Step 1: tardy letter mailed to families. Step 2: families e-mailed directly by the administration. Step 3: auto-call, plus e-mail. Step 4: in-person meeting with family. The second front will be to work on improving the efficiency of the parking lot by increasing the use of the lower lot and by speeding up the time it takes to drop off

students at the main lot. The IAs and the building leadership team will coordinate efforts to make a plan for this for the year.

### Annual School Goals: Discipline

In the 2015-2016 school year Lakeview implemented a behavior/discipline plan around three areas: line-up, lunchroom and specialists. We will be continuing this program and using it to track behavior trends with the school, grade levels and individual classes. Using the first seven weeks as a baseline we will be working to improve our percentage of PAWS handed out to 60%. We will accomplish this goal in three ways. 1) Work with specialists to improve behavior. 2) Work with safety patrol teachers and students to reinforce behaviors during line-up. 3) Work with IAs to encourage positive behaviors in the lunchroom. In all three the administration will use data on a recurring 8 week cycle to target specific classes and grade levels. Class/grade level meetings will take place when specific areas of improvement are noted in subsequent 8 week periods.

## INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

---

<b>Goal Area</b>	<b>Select one</b>
<i>Strategy to support goals</i>	<p>Literacy – Lakeview has rebuilt our master schedule to reduce the amount of core literacy instruction students receiving IEP, ELL, and SN services miss each week. We also built a weekly intervention/extension period focused on targets small-group instruction. Lakeview will capitalize on district-provided training for two new-to-2016-2017 writing lead teachers (1 from K-2; 1 from 3-5) who will develop and collaborate with colleagues on implementing the new district writing curriculum, in concern with one trained writing lead from last year. Also, the LWLC elementary principals continue to coordinate three learning-community-wide collaborative opportunities for grade level and department teams to share best practices in writing and other instructional areas.</p> <p>K-2</p> <ol style="list-style-type: none"><li>1. We all do flexible reading groups, providing greater individual challenge. For students reading fluently, we use the ARE program where they can read books at their own level and take a comprehension quiz afterwards. Our classroom libraries supply books for all levels of readers.</li><li>2. For intervention, we use WIN Time, Safety Net, Read Naturally, Headsprout, ELL, Burst, Wonderworks, Homework Club. Struggling readers work with volunteers and classroom aides to get small group or one-on-one support.</li><li>3. Along with testing students three times a year on DIBELS, the program allows us to progress monitor students as frequently as we feel necessary. We practice and assess sight word fluency throughout the year.</li></ol>

<i>Professional Learning needed</i>	Two writing teacher leaders will receive 6 full days of professional development on writer’s workshop and other writing best practices. PLC teams will regularly collaborate using student data and receive PD from our school’s PLC leadership team.
<i>Resources needed</i>	Regular, structured collaboration time for teams to share best instructional practices and review student data. Wonders materials, DIBELS, Read Naturally, Headsprout,
<i>Responsible individual or team</i>	Classroom teachers (K-5); SpEd/ELL/SN teachers, classified staff supporting SpEd/ELL/SN students and general education classrooms, Principal.

<b>Goal Area</b>	<b>School Effectiveness</b>
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> <li>1) Use counseling resources to improve student access to resources</li> <li>2) Create a survey to seek out more information regarding where and why students are not feeling safe at school</li> <li>3) Create monthly themes around behavior/feeling safe at school</li> </ol>
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>• Further training around Kelso and Second Steps</li> </ul>
<i>Resources needed</i>	<ul style="list-style-type: none"> <li>• Counseling Services/Lessons</li> </ul>
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> <li>• Building Leadership Team</li> <li>• Counselor</li> <li>• Administration</li> </ul>

<b>Goal Area</b>	<b>Discipline</b>
<i>Strategy to support goals</i>	<ol style="list-style-type: none"> <li>1) Targeted re-teaching to address specific grade level/classes</li> <li>2) Use of positive reinforcement strategies</li> <li>3) Use 5<sup>th</sup> grade leadership as catalyst for change</li> </ol>
<i>Professional Learning needed</i>	<ul style="list-style-type: none"> <li>• Review of expectations around each area</li> <li>• Norming of expectations across areas</li> </ul>
<i>Resources needed</i>	None
<i>Responsible individual or team</i>	<ul style="list-style-type: none"> <li>• Leadership Teams</li> <li>• IA’s</li> <li>• Administration</li> </ul>

## PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

---

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

Our school effectiveness data draws directly from the 2015-16 parent, student, and community surveys. PTSA general membership was also informed during the drafting process of the areas of focus for effectiveness, attendance, and discipline and had an opportunity to ask clarifying questions.

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

Lakeview parents, families, and community will be informed through the school newsletter and website of the Continuous Improvement Plan as it is reviewed and published by the school board. The CIP will be reviewed with the Lakeview PTSA board. Parents were previously provided a narrated training when individual student SBA reports were mailed home which are vital to understanding the CIP. We have also worked to increase our partnering with parents around student attendance through more regular parental notification of their student's attendance and through school-wide attendance information in the school newsletter. The community also has access to our discipline PBIS data through a weekly Facebook post. We will share out effectiveness data around safety mid-year as appropriate.