

# Mead Elementary School

## School Improvement Plan

### Annual Update: 2020-21

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

#### SCHOOL OVERVIEW

**Description:** Margaret Mead Elementary is located in Sammamish, Washington. Mead Elementary opened in 1979 as the first LWSU elementary school in the area currently known as the Sammamish Plateau. In 1999, the community was incorporated as the City of Sammamish. Students from Margaret Mead transition to Inglewood Middle School followed by Eastlake High School.

Mead is a diverse community of learners. Our students come from countries around the globe and speak more than twenty language. One program unique to Mead is the STEM Choice Program. STEM enrolls 120 students via a lottery process. Highlights of STEM include additional study in engineering, technology, and Next Generation Science Standards.

The staff at Margaret Mead Elementary are committed to student success. Teachers focus on the success of every student by providing rigorous instruction based on state and district standards and a safe and welcoming learning environment. The Mead staff highly value the partnership with our parent community, including our active PTSA.

At Mead, we follow the MEAD Way. The MEAD Way is our common language and expectation about how we interact in community together. We demonstrate **The Mead Way** by: **M**aking Wise Choices; **E**xpecting our Best; **A**cting with Kindness; **D**emonstrating Respect.

Mead Elementary is celebrating its fortieth anniversary year by opening a brand-new school building this year. The new, beautifully updated, building provides many new opportunities including a cafeteria/commons, additional classrooms with expansive shared learning spaces, an art science room, and state of the art technology in every classroom.

**Mission Statement:** *Prepare, Challenge, Inspire.* Our vision statement: *Preparing every student for lifelong success.*

#### Demographics:<sup>1</sup>

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		630	604	646	667
Racial Diversity (%)	American Indian/Alaskan Native	0.3	0.5	0.5	0.6
	Asian	28.7	31.3	34.7	36.4
	Black/African American	0.8	0.8	1.4	2.1
	Hispanic/Latino of any race(s)	5.9	5.6	5.9	5.7
	Native Hawaiian/Other Pacific Islander	0.0	0.5	0.3	0.1
	Two or more races	7.8	6.6	8.0	5.5
	White	56.5	54.6	49.2	49.5
Students Eligible for Free/Reduced Price Meals (%)		4.0	4.6	4.8	4.5
Students Receiving Special Education Services (%)		8.9	9.9	10.8	8.7
English Language Learners (%)		11.1	14.2	14.9	13.8
Students with a First Language Other Than English (%)		24.8	30.5	33.3	35.3

#### ACADEMIC PERFORMANCE DATA: LITERACY

<sup>1</sup>Enrollment and racial diversity based on annual October 1 headcount and includes Preschool-Gr 5 enrollment. Students included in program count (FRL, SpEd, EL) if enrolled on October 1 and receiving services at any time during that school year.

**READING: By Grade Level, DIBELS Assessment<sup>2</sup>**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	91	89	91	n/a
1 <sup>st</sup> Grade	86	95	91	n/a
2 <sup>nd</sup> Grade	94	87	92	n/a

**ELA: By Grade Level, Smarter Balanced Assessment**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	91	87	86	n/a
4 <sup>th</sup> Grade	87	86	90	n/a
5 <sup>th</sup> Grade	86	86	85	n/a

**READING: By Group/Program, DIBELS Assessment<sup>3</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	95	95	96	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	81	80	79	n/a
Two or more races	95	83	96	n/a
White	88	90	89	n/a
English Learner	81	89	90	n/a
Low Income	60	73	-	n/a
Special Education	73	61	80	n/a

**ELA: By Group/Program, Smarter Balanced Assessment<sup>4</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	89	95	95	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	95	71	75	n/a
Two or more races	92	78	72	n/a
White	86	86	85	n/a
English Learner	54	50	79	n/a
Low Income	90	67	63	n/a
Special Education	56	56	63	n/a

**ACADEMIC PERFORMANCE DATA: MATH**

**ACADEMIC PERFORMANCE DATA: SCIENCE**

**MATH: By Grade Level, Smarter Balanced Assessment**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 <sup>rd</sup> Grade	91	87	86	n/a
4 <sup>th</sup> Grade	94	82	86	n/a
5 <sup>th</sup> Grade	78	79	71	n/a

**SCIENCE: By Grade Level, WCAS<sup>5</sup>**

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5 <sup>th</sup> Grade	n/a	87	78	n/a

**MATH: By Group/Program, Smarter Balanced Assessment<sup>5</sup>**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	92	95	91	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	84	57	63	n/a
Two or more races	81	74	68	n/a
White	87	82	78	n/a
English Learner	77	67	77	n/a
Low Income	90	67	47	n/a
Special Education	37	47	45	n/a

**SCIENCE: By Group/Program, WCAS**

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	n/a	95	84	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	-	n/a
Two or more races	n/a	-	60	n/a
White	n/a	82	78	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	-	-	n/a
Special Education	n/a	60	54	n/a

**ATTENDANCE DATA**

↘ = cohort track  
n/a = not available

<sup>2</sup> Based on DIBELS Next Assessment, End-of-Year Benchmark.

<sup>3</sup> Grades K-2 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons. "American Indian/Alaskan Native" and "Native Hawaiian/Other Pacific Islander" not included in report due to fewer than 10 students in all categories.

<sup>4</sup> Grades 3-5 combined. Student/Program groups with less than 10 students marked as "-" and data not displayed due to privacy reasons.

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

**ATTENDANCE: By Grade**

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	87	91	95	n/a
1 <sup>st</sup> Grade	98	94	93	n/a
2 <sup>nd</sup> Grade	94	96	88	n/a
3 <sup>rd</sup> Grade	92	95	94	n/a
4 <sup>th</sup> Grade	99	91	94	n/a
5 <sup>th</sup> Grade	98	96	92	n/a

**ATTENDANCE: By Group/Program<sup>6</sup>**

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	92	94	90	n/a
Black/African American	--	-	-	n/a
Hispanic/Latino	95	92	97	n/a
Two or more races	98	98	96	n/a
White	95	93	94	n/a
English Learner	83	94	91	n/a
Low Income	95	96	89	n/a
Special Education	98	94	93	n/a

**WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA**

**MOST RECENT WSIF 3-YEAR SUMMARY<sup>7</sup>**

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	88	93	-	85	84	86	60	69	62
Math Proficiency Rate (%)	84	92	-	69	75	83	69	64	46
ELA Median Student Growth Percentile <sup>8</sup>	57	62.5	-	65.5	69.5	52	-	61	53
Math Median Student Growth Percentile	45	50.5	-	48.5	34.5	40	-	35	39.5
EL Progress Rate (%)	86	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	95	92	-	96	98	96	92	93	95

↘ = cohort track  
n/a = not available

<sup>6</sup> Grades K-5 combined. Student/Program groups with less than 10 students marked as "--" and data not displayed due to privacy reasons.

<sup>7</sup> Washington School Improvement Framework measures compile data across three years (2017-2019) and include both the general education assessment (Smarter Balanced assessments) and the alternative assessment for student with severe cognitive disabilities (WA-AIM). OSPI suppression rules apply to some data marked as "--" and not displayed due to privacy reasons.

<sup>8</sup> Median Student Growth Percentile is calculated by ordering individual student growth percentiles from lowest to highest and identifying the middle score. Washington State defines an SGP of 1-33 as low, 34-66 as typical, and 67-99 as high.

**CONTINUOUS IMPROVEMENT PRIORITIES**

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

<b>Priority #1</b>															
<b>Priority Area</b>	English Language Arts/Literacy														
<b>Focus Area</b>	Informational and Opinion Writing														
<b>Focus Grade Level(s)</b>	K-5														
<b>Desired Outcome</b>	75% of Grade 3-5 students will score at least three out of four on the organization/purpose and evidence/elaboration rubric on the Smarter Balanced Performance Task for Opinion and Informational Writing in Spring, 2022														
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)														
<b>Data and Rationale Supporting Focus Area</b>	<p>Students have three types of writing on the Smarter Balanced Assessment: Informational, Narrative, and Opinion. Students receive scores on a four-point rubric for the categories of organization/purpose and evidence/elaboration. Data from the 2019 spring writing performance task was as follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">Writing Type</th> <th colspan="2">% of Gr 3-5 students receiving at least three out of four on the scoring rubric</th> </tr> <tr> <th>Organization/Purpose</th> <th>Evidence/Elaboration</th> </tr> </thead> <tbody> <tr> <td>Informational</td> <td align="center">42%</td> <td align="center">43%</td> </tr> <tr> <td>Narrative</td> <td align="center">78%</td> <td align="center">77%</td> </tr> <tr> <td>Opinion</td> <td align="center">54%</td> <td align="center">47%</td> </tr> </tbody> </table> <p>Overall, students are scoring less on informational and opinion writing as compared to narrative. This trend has been consistent over the past three years (2017-2019). This data supports a focus on informational and opinion writing.</p>	Writing Type	% of Gr 3-5 students receiving at least three out of four on the scoring rubric		Organization/Purpose	Evidence/Elaboration	Informational	42%	43%	Narrative	78%	77%	Opinion	54%	47%
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<b>Strategy to Address Priority</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Action</th> <th style="text-align: center;">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for informational and opinion writing tasks.</td> <td>% of teacher teams that have completed rubric and exemplar analysis.</td> </tr> <tr> <td>All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department.</td> <td>% of teachers that access and align writing curriculum.</td> </tr> <tr> <td>All grade level teams identify critical lesson components from applicable writing units to focus on for upcoming school year.</td> <td>Lesson components identified for all grade levels (K-5).</td> </tr> <tr> <td>Each grade level team to develop a plan of pre-assessment and post-</td> <td>Instructional plan completed.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	All teacher teams (K-5) review scoring rubric and student exemplars (provided by SBA) for informational and opinion writing tasks.	% of teacher teams that have completed rubric and exemplar analysis.	All grade levels (K-5) collaborate to ensure alignment with writing units, utilizing units developed by Teaching and Learning Department.	% of teachers that access and align writing curriculum.	All grade level teams identify critical lesson components from applicable writing units to focus on for upcoming school year.	Lesson components identified for all grade levels (K-5).	Each grade level team to develop a plan of pre-assessment and post-	Instructional plan completed.				
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	<p>assessment using the On-Demand Writing Assessments paired with the Informational and Opinion units.</p> <p>After instruction and assessment, teachers analyze student work in comparison to annotated student samples and rubrics and adjust instruction.</p> <p>Grade 3-5 students complete post-assessments using Smarter Balanced IAB (both informational and narrative PT).</p>	<p>% of teachers completing student work analysis.</p> <p>% of students completing SBA IAB.</p>
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	After each writing unit, the Smarter Balanced IAB for the particular writing type will be given.	

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Concepts & Procedures: Low scoring area on SBA. Specific claim focus area selected within Concepts and Procedures is “Understanding the Place Value System” across grade levels.	
<b>Focus Grade Level(s)</b>	1-5	
<b>Desired Outcome</b>	90% of students in grades 3-5 will be at or above standard in mathematics as measured by the Smarter Balanced Assessment in Spring of 2022.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	<p>80.4% of students in grades 3-5 were at/above standard in math on the SBA in Spring of 2019. In the category of Concepts and Procedures, 64% were at/above standard. Within Concepts and Procedures, the target of Understanding Place Value has been low in 5<sup>th</sup> grade over the past three years. As a staff, a decision was made to work vertically on this topic to strengthen student understanding over grade levels as place value is foundational learning for all other concepts in mathematics.</p> <p>Of the three major content areas (math, ELA, science), math has historically produced the lowest scores on SBA.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Grade level teams will place additional focus and instruction on the target area of Understanding Place Value.	% of teachers at each grade level placing additional focus on Understanding Place Value.
	Utilization of LEAP to provide opportunities for teachers in grades 1-5 to participate in vertical teaming to review grade level standards for place value and better align grade level curriculum for place value. Alignment work will include identification of any gaps in content, gaps in grade level instruction and identifying common language or strategies for instruction.	% of teachers that access and align math curriculum.
	Teachers in grade 1-5 will utilize differentiated instruction of groups based on formative math assessment data.	% of teachers using assessment data to inform instruction of differentiated groups.
	Teachers in grades 3-5 will utilize SBA Interim Assessments to identify areas where additional support is needed in any math	% of students completing SBA IAB.

	content area and to provide students with needed practice.	
	Teachers in grades K-5 will access building personnel and resources to support students in the area of math (ex: Safety Net, SpEd, Highly Capable, Pull-Out Quest).	% of teachers that access support personnel and resources.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored through the following methods:</p> <ol style="list-style-type: none"> <li>1. Student progress on daily work, classroom assessments, District Assessments <ul style="list-style-type: none"> <li>• Teachers will monitor progress during each math unit.</li> </ul> </li> <li>2. Student progress on SBA Interim Assessments</li> <li>3. Yearly progress on SBA</li> </ol> <p><u>Benchmark Goal 2020</u> = 80% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</p> <p><u>Benchmark Goal 2021</u> = 85% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</p> <p><u>Benchmark Goal 2022</u> = 90% of students in grades 3-5 will score at or above standard in the area of math on the SBA.</p>	

**Priority #3**

<b>Priority Area</b>	Social and Emotional	
<b>Focus Area</b>	Social Awareness	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	When asked “to what extent were you able to disagree with others without starting an argument?” on the Panorama Social Emotional Learning Survey, 75% of students in grades 3-5 will respond favorably by Spring, 2022.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
<b>Data and Rationale Supporting Focus Area</b>	<p>On the Spring, 2019 Panorama Social Emotional Learning Survey, 53% of students in grades 3-5 responded favorably to the question, “In the last 30 days, to what extent were you able to disagree with others without starting an argument?” The 53% in Spring, 2019 was two percentage points lower than in Fall, 2018.</p> <p>Mead has added multiple students in recent years. As a result, we have many new students and families at our school coming from a variety of places, backgrounds and languages. Focus on this goal will allow us an opportunity to develop common language, common expectations and common problem-solving strategies to best interact as a positive, collaborative school community.</p>	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	The school counselor will use Kelso Choices and Second Step Curriculum to teach students how to disagree appropriately.	% of classrooms who receive the Kelso Choices and Second Step instruction from counselor.
	Classroom teachers will review the counselor taught lessons with their classes. Strategies taught to appropriately disagree will be modeled and practiced.	% of teachers that review, model and practice lessons.
	The school counselor will lead some small groups for students who are struggling with the skill of disagreement.	% of students participating in small groups.
	The Mead PTSA in collaboration with Mead staff will host some Q and A sessions for staff with representatives from various countries/cultures who will share about the educational systems in their home countries.	Number of Q and A sessions planned and hosted.



	Students in 3-5 will participate in the Panorama Survey in Spring, 2021.	% of students who participate in the Spring survey.
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022	
<b>Method(s) to Monitor Progress</b>	<p>Progress will be monitored by the following:</p> <ol style="list-style-type: none"> <li>1. Informal review and check-in with students by counselor during regularly scheduled classroom lessons.</li> <li>2. Administration will monitor school discipline data as it relates to arguments between students.</li> <li>3. Yearly progress to be assessed via Panorama Survey administered and data collected in Spring, 2022.</li> </ol>	

**Priority #4**

<b>Priority Area</b>	High Levels of Collaboration and Communication	
<b>Focus Area</b>	Nine Characteristics 2019 spring survey question: “The staff works in teams across grade levels to increase student learning.”	
<b>Focus Grade Level(s)</b>	K-5	
<b>Desired Outcome</b>	95% of staff members will respond “agrees completely/mostly” on the Spring, 2021 Nine Characteristics survey.	
<b>Alignment with District Strategic Initiatives</b>	Multi-Tiered Systems of Support - Academics (MTSS-A)	
<b>Data and Rationale Supporting Focus Area</b>	Focusing on this question of the Nine Characteristics Survey would help us meet our goals stated in Priority areas #1, #2 and #3. The goal was created based on staff discussion and desire to better align instruction and practice vertically across grade levels in support of student learning.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	LEAP time and staff meeting time will be set aside for vertical teaming in the areas of math, writing and social/emotional.	Number of vertical teaming opportunities provided to staff.
	Mead Instructional Leadership Team will coordinate specific alignment activities to support Priority Areas #1,2 and 3.	Alignment activity designed and implemented for each priority area.
	At each staff meeting, the goal will be reviewed, and staff will offer feedback about progress and ideas for further improvement toward goal.	Staff meeting notes uploaded on OneNote following staff meetings.
<b>Timeline for Focus</b>	Fall, 2020 - Spring, 2021	
<b>Method(s) to Monitor Progress</b>	Progress will be monitored through the following method: <ul style="list-style-type: none"> <li>• Informal check ins during monthly staff meetings.</li> <li>• Nine-characteristics survey data collection per spring 2021 survey.</li> </ul>	

## TECHNOLOGY INTEGRATION PLAN

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

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

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

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

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

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

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy
- Teaching digital learning in both traditional and remote learning settings

## STATE ASSESSMENT PARTICIPATION

The Every Student Succeeds Act (ESSA) requires that all schools meet at least a 95% participation rate for state assessments for all students as well as each subgroup. Schools that fall below this threshold in any group must include goals and actions the school will take to ensure 95% of students participate. The latest participation rate that has been published by OSPI for the school was for state testing in spring 2019. During that year, the participation rate was met.

Strategies the school is using to meet participation requirements include:

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

**COMMUNITY ENGAGEMENT PLAN**

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

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

To ensure that families have the support that they need to assist their children, OSPI requires that school districts have a family engagement policy in place that applies to all families.<sup>9</sup> The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

<b>Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	SIP draft presented to the PTSA board for feedback, comment, questions.	November, 2019
	Mead Student Leadership Team (4 <sup>th</sup> /5 <sup>th</sup> graders) will be given opportunity to give feedback/input into activities for Priority #3 (Social/Emotional Goal).	December, 2021
	ILT/PTSA to design a parent survey to investigate.	
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Mead SIP posted on Mead website.	Once approved by school board, SIP to be posted to website.
	Invitation to review the SIP sent to all parents via monthly principal e-newsletter.	Once the SIP has been approved and posted to website.
	Final SIP shared at PTSA Board and/or general membership meeting.	May, 2021

<sup>9</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>