

Muir 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: John Muir Elementary (JME) is a community of learning and learners where all students are provided a rich academic program in a safe, nurturing environment. JME serves a socially, economically, and ethnically diverse population of children. This diversity is a source of strength and pride for the school. The students from JME will attend Kamiakin Middle School and then progress to Juanita High School. We are honored to serve the students of JME. One of our primary focuses at JME is to equitably provide an academically rigorous experience that allows each student to achieve their personal best. The professional educators spend considerable time in staff development to continuously improve their practices to meet the needs of all children. Ongoing assessments allow teachers to monitor the progress of students to ensure they are making annual growth and alter instruction when necessary. Every year, we analyze data, write goals, and collect data for our School Improvement Plan. Staff use assessment results to focus on improving student learning through effective teaching pedagogy. In addition to academic success, JME focuses on developing the social-emotional intelligence of our students. We believe that to be academically successful; students also need to develop the social-emotional skills of collaboration, empathy, self-control, and problem-solving. We approach our social-emotional instruction by explicitly teaching the *Lake Washington Interdisciplinary Life Skills and Attributes*, integrating counselor led lessons using *Second Step*, the social-emotional learning curriculum, and implementing *Positive Behavior Interventions of Supports* (PBIS) school-wide.

Mission Statement: *Each student will graduate prepared to lead a rewarding responsible rewarding life as a contributing member of our community and great society.*

Demographics:¹

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		451	452	448	424
Racial Diversity (%)	American Indian/Alaskan Native	0.4	0.4	0.4	0.5
	Asian	22.2	25.0	26.8	27.1
	Black/African American	1.3	1.5	2.7	3.3
	Hispanic/Latino of any race(s)	20.0	18.1	16.5	16.7
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0	0.2
	Two or more races	9.3	8.6	8.0	9.4
	White	46.8	46.2	45.5	42.7
Students Eligible for Free/Reduced Price Meals (%)		36.8	34.3	31.0	30.7
Students Receiving Special Education Services (%)		15.3	14.4	12.7	11.8
English Language Learners (%)		24.8	23.2	22.5	24.3
Students with a First Language Other Than English (%)		40.7	41.5	41.9	43.4

¹Enrollment 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.

ACADEMIC PERFORMANCE DATA: LITERACY

READING: By Grade Level, DIBELS Assessment²

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	86	91	90	n/a
1 st Grade	83	72	89	n/a
2 nd Grade	86	88	80	n/a

ELA: By Grade Level, Smarter Balanced Assessment

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
3 rd Grade	67	66	71	n/a
4 th Grade	62	67	54	n/a
5 th Grade	78	68	75	n/a

READING: By Group/Program, DIBELS Assessment³

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	84	83	81	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	85	68	68	n/a
Two or more races	71	89	93	n/a
White	88	90	93	n/a
English Learner	78	75	72	n/a
Low Income	75	70	72	n/a
Special Education	50	39	67	n/a

ELA: By Group/Program, Smarter Balanced Assessment⁴

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	57	63	60	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	58	52	50	n/a
Two or more races	74	86	93	n/a
White	77	74	72	n/a
English Learner	7	19	15	n/a
Low Income	54	48	41	n/a
Special Education	15	14	21	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 rd Grade	72	61	72	n/a
4 th Grade	65	72	56	n/a
5 th Grade	76	62	75	n/a

SCIENCE: By Grade Level, WCAS⁵

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
5 th Grade	n/a	63	73	n/a

MATH: By Group/Program, Smarter Balanced Assessment⁵

Group/Program	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Asian	65	67	66	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	53	52	41	n/a
Two or more races	58	64	93	n/a
White	84	69	76	n/a
English Learner	7	19	12	n/a
Low Income	55	48	41	n/a
Special Education	19	11	21	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	56	75	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	40	50	n/a
Two or more races	n/a	-	-	n/a
White	n/a	78	84	n/a
English Learner	n/a	0	-	n/a
Low Income	n/a	38	57	n/a
Special Education	n/a	19	-	n/a

↘ = cohort track
n/a = not available

² Based on DIBELS Next Assessment, End-of-Year Benchmark.

³ 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.

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

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

ATTENDANCE DATA

ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	90	84	86	n/a
1 st Grade	92	90	82	n/a
2 nd Grade	90	96	87	n/a
3 rd Grade	92	97	94	n/a
4 th Grade	94	91	90	n/a
5 th Grade	96	94	86	n/a

ATTENDANCE: By Group/Program⁶

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	97	96	89	n/a
Black/African American	--	-	-	n/a
Hispanic/Latino	87	86	84	n/a
Two or more races	93	88	89	n/a
White	93	95	91	n/a
English Learner	88	93	86	n/a
Low Income	89	90	86	n/a
Special Education	87	88	79	n/a

WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF) DATA

MOST RECENT WSIF 3-YEAR SUMMARY⁷

	All Students	Asian	Black/African American	Hispanic/Latino	Two or more races	White	English Language Learners	Low income	Students with disabilities
ELA Proficiency Rate (%)	69	61	-	59	86	76	15	50	17
Math Proficiency Rate (%)	69	66	-	54	74	77	10	50	17
ELA Median Student Growth Percentile ⁸	52	51.5	-	51	49	53	27.5	44.5	29.5
Math Median Student Growth Percentile	56.5	60	-	52.5	75.5	54.5	38	56	28
EL Progress Rate (%)	67	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	92	95	-	86	92	93	90	89	84

= cohort track
 n/a = not available

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

⁷ 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.

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

CONTINUOUS IMPROVEMENT PRIORITIES

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

Priority #1									
Priority Area	English Language Arts/Literacy								
Focus Area	Reading Foundational Skills								
Focus Grade Level(s)	Grades K-5								
Desired Outcome	<p>By Spring 2021, students in grade K will improve their percentage of students on track to be at standard in phonemic awareness (as measured by FastBridge) from 66% to 80%.</p> <p>By Spring 2021, students in grade 1 will improve their percentage of students on track to be at standard in phonemic awareness (as measured by FastBridge) from 56% to 80%.</p> <p>By Spring 2021, all grade levels will achieve the goal of 80% or more of their students on track to be at standard in Phonics and Fluency (as measured by FastBridge).</p>								
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)								
Data and Rationale Supporting Focus Area	Our BOY FastBridge screener data showed that 66% of our Kinder students and 56% of our 1 st grade students are on track for being at standard in phonemic awareness skills by the end of the year.								
Strategy to Address Priority	<table border="1"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>All new staff will attend CORE Reading Fundamental training.</td> <td>100% of all new teacher attendance</td> </tr> <tr> <td>In addition to taking the FastBridge computer adaptive measure called aReading, all 2nd and 3rd graders will be administered the CBMreading and CBMcomp measures. These additional measures will generate the Screening to Intervention Report, which will assist teachers in identifying both class instructional needs and individual student instructional needs.</td> <td>100% of 2nd and 3rd grade students meet one-on-one with a teacher to complete the CBMreading and CBMcomp measures.</td> </tr> <tr> <td>All teachers will receive professional learning on how to administer FastBridge assessments and support on</td> <td>100% of teachers receive professional learning opportunities about FastBridge implementation. Topics include: FastBridge Overview, FastBridge</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	All new staff will attend CORE Reading Fundamental training.	100% of all new teacher attendance	In addition to taking the FastBridge computer adaptive measure called aReading, all 2 nd and 3 rd graders will be administered the CBMreading and CBMcomp measures. These additional measures will generate the Screening to Intervention Report, which will assist teachers in identifying both class instructional needs and individual student instructional needs.	100% of 2 nd and 3 rd grade students meet one-on-one with a teacher to complete the CBMreading and CBMcomp measures.	All teachers will receive professional learning on how to administer FastBridge assessments and support on	100% of teachers receive professional learning opportunities about FastBridge implementation. Topics include: FastBridge Overview, FastBridge
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	analyzing student data from the FastBridge reports.	Administration, FastBridge Data and Reports.
Timeline for Focus	Fall, 2020 - Spring, 2021	
Method(s) to Monitor Progress	The FastBridge universal screener will be administered three times per year (Fall, Winter and Spring).	

Priority #2

Priority Area	Mathematics	
Focus Area	Concepts and Procedures	
Focus Grade Level(s)	Grades K-5	
Desired Outcome	By Spring 2022, students grades 3-5 who scored below standard on the SBA Procedure and Concepts will decrease from 18% below standard to 9% below standard, and 51% of students above standard to 60% students above standard, as measured by the SBA math Concepts and Procedures.	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Academics (MTSS-A)	
Data and Rationale Supporting Focus Area	<p>Third grade SBA from 2018-19 shows an area growth in Target A which represents solve problems using multiplication and division, along with Target C which is multiply and divide within 100.</p> <p>4th grade SBA from 2018-19 shows an area of growth in Target A which is use the four operations with whole numbers to solve problems.</p> <p>5th grade SBA from 2018-19 shows that the cohort had a similar performance in Target D which is perform operations with multi-digit whole numbers and decimals to hundredths.</p> <p>As a result of finding common areas of growth amongst the target skills within Concepts and Procedures, our goal will be to focus place value and mathematical operations.</p>	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	All teachers engage in experiencing an IAB assessment related to Procedures and Concepts.	Percentage of teachers who have taken an SBA IAB with a focus on Procedures and Concepts.
	Math Vocab Cards (as established by Mary Ann): <ul style="list-style-type: none"> Establish consistent vocabulary routines. Each grade level will determine which vocabulary routine works for their team. Access to vocab cards focused on standards. 	Access and 100% implementation.
	Develop common academic vocabulary and response structure for solving word problems: <ul style="list-style-type: none"> K-5 consistent teaching practices. 	Grade K-5 scope and sequence of align academic vocabulary as well as, a complete set of defined routines.
	On-boarding new staff members on previous teaching and continuing training.	100% of new teachers will receive onboarding support from grade level teams.

	Assessments: <ul style="list-style-type: none"> • Give IAB's 3-5. • K-5 administer district CDSA's (number sense, base 10). 	Completion of K-5 CDSA's by Spring, and IAB's for grades 3-5.
	Data reports from 3-5 SBA IAB's presented to ALL staff.	Yearly data review.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Grade K-5 will use LWSD math CDSA's and grades 3-5 will use Operation Algebraic Thinking and Numbers Operations Base 10 IAB's, as well as Smarter Balanced Assessment.	

Priority #3

Priority Area	Social and Emotional															
Focus Area	Emotional Regulation															
Focus Grade Level(s)	Grades K-5															
Desired Outcome	<p>The results of the 2022 Spring Panorama Survey will show an increase from 53% of students responding favorably to Emotional Regulation questions to 60% of students responding favorably to Emotional Regulation questions.</p> <p>Due to Remote Learning, the Fall 2020 Panorama Survey administered was the Back-to-School Survey. The results of the Spring 2021 Panorama Survey will show an increase from 61% of students responding favorably to Student Engagement questions to 70% of students responding favorably to Student Engagement questions.</p> <p>Student Engagement questions align with our goal related to Emotional Regulation questions including how students are able to regulate their emotions to stay focused and try hard on their schoolwork. In the distance learning environment, we will focus our efforts around students engaging in remote learning by building safe and inclusive virtual environments for both students and families in order to positively impact student achievement in all areas.</p>															
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)															
Data and Rationale Supporting Focus Area	The results from the Fall 2018 Panorama survey showed that 53% of students responded favorably to the questions regarding Emotional Regulation. The decision to make Emotional Regulation a priority was made through a collaborative process gathering input from all certificated staff members.															
Strategy to Address Priority	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Second Step lessons delivered by counselor in each classroom 2-5.</td> <td>Schedule of lessons delivered to each classroom.</td> </tr> <tr> <td>Kelso's Choices lessons delivered by counselor in K-1 classrooms.</td> <td>Schedule of lessons delivered to each classroom.</td> </tr> <tr> <td>Support staff (IA, para, SN, ELL, etc.) trained in Second Step strategies.</td> <td>Attendance data collected from training sessions in Fall 2019.</td> </tr> <tr> <td>ACES Training.</td> <td>100% of staff attend ACES training in August 2019, 2020.</td> </tr> <tr> <td>OT and SPED provide training around sensory-seeking behaviors.</td> <td>90% of staff attend training.</td> </tr> <tr> <td>Teachers have a written plan to support students who are dysregulated.</td> <td>By Spring 2020, all certificated staff will have submitted their plan.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Second Step lessons delivered by counselor in each classroom 2-5.	Schedule of lessons delivered to each classroom.	Kelso's Choices lessons delivered by counselor in K-1 classrooms.	Schedule of lessons delivered to each classroom.	Support staff (IA, para, SN, ELL, etc.) trained in Second Step strategies.	Attendance data collected from training sessions in Fall 2019.	ACES Training.	100% of staff attend ACES training in August 2019, 2020.	OT and SPED provide training around sensory-seeking behaviors.	90% of staff attend training.	Teachers have a written plan to support students who are dysregulated.	By Spring 2020, all certificated staff will have submitted their plan.	
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	Students will participate in the paper SEL survey provided by LWSD.	95% of students will participate in the survey.
	Parent communication - training/workshop/videos on second step curriculum.	Outreach opportunities are provided a minimum of three times per year. Parent feedback is collected.
	Teachers have access to resources to support emotional regulation.	Resources are sent out in the principal newsletter and stored on OneNote.
	Teachers implement SEL lessons provided by LWSD Student Services.	Schedule of lessons taught during daily check-in meetings.
	Professional Learning related to SEL strategies that can be implemented in remote learning.	90% staff attendance at training.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Progress will be monitored after each Fall and Spring administration of the Panorama Survey.	

Priority #4

Priority Area	Supportive Learning Environment	
Focus Area	Student discipline problems are managed well.	
Focus Grade Level(s)	K-5 students and staff	
Desired Outcome	<p>The results of the 2022 Spring Characteristic Survey will show an increase from 65% agree completely or agree mostly to 85% staff mostly/completely agreeing that discipline problems are managed well.</p> <p>Spring 2020 data showed an increase from 65% agree completely or agree mostly to 79% agree completely or agree mostly. We will continue this goal.</p>	
Alignment with District Strategic Initiatives	Multi-Tiered Systems of Support - Behavioral, Social and Emotional Support (MTSS-B)	
Data and Rationale Supporting Focus Area	The results of the 2019 Spring Nine Characteristic Survey indicated that 65% of staff agree completely or agree mostly to discipline problems are managed well. The decision to make discipline a priority was made through a collaborative process gathering input from all certificated staff members.	
Strategy to Address Priority	Action	Measure of Fidelity of Implementation
	ACES Training.	100% of staff will attend ACES training in August 2019.
	De-escalation/Behavior Intervention Training.	All certificated staff will attend De-escalation training in October 2019.
	Establish SIT (Student Intervention Team).	Number of teachers signing up/attending SIT meetings.
	Create/update PBIS flow chart.	100 % of staff members trained in utilizing the flow chart. Number of staff members utilizing flow chart process as measured by referral data.
	Implement discipline tracking system as determined by district resources and PBIS Team.	Review of discipline data reflected in the minutes of PBIS Team meetings. Share out of school-wide discipline data at least 4 times yearly as reflected in staff agendas.
PBIS Implementation.	Implementation of school-wide PBIS systems as measure yearly using the Tiered Fidelity Inventory. PBIS training as reflected in staff meeting/LEAP agendas and measured by attendance data.	

		Staff feedback on PBIS systems gathered at least yearly.
	Common understanding of "managed well" and shared learning on effective practices.	100% of staff will participate in professional learning around discipline best practices. 100% of staff will participate in creating a common understanding of "managed well" that is in alignment with best practices.
Timeline for Focus	Fall, 2019 - Spring, 2022	
Method(s) to Monitor Progress	Number of office discipline referrals measured over time.	

TECHNOLOGY INTEGRATION PLAN

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

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

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

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

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

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

- Digital Citizenship
- Integrating core instructional technologies
- Utilizing digital tools to enhance learning
- Applying Ed Tech Learning Standards
- Embedding digital citizenship & media literacy
- 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.⁹ The specific strategy our school is using to involve and inform the community of the School Improvement Plan is as follows:

Strategy to Engage Students, Families, Parents and Community Members in the development of the SIP	Action	Timeline
	Collaboration with PTSA, Natural Leaders, and district Family Engagement Coordinator.	Meet three times per year.
	School Sponsored family literacy night.	Annually.
	Safety Net Parent Meeting	Annually.
	Family Advisory Group	Meet three times per year.
	Work with community partners to coordinate parent programs that build ties between parents and schools.	Throughout the year
	Parent feedback survey regarding shared responsibility as detailed in the John Muir Student Family Compact.	Fall, Annually.
Strategy to Inform Students, Families, Parents and Community Members of the SIP	Action	Timeline
	Finalized SIP posted on the website and translated to top three used languages.	Annually.
	Monthly Newsletters.	Monthly.
	Share SIP at PTSA meeting.	Annually.
Align parent engagement events such as conferences, literacy night, etc. to school goals.	Annually.	

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