



# Audubon 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:** Audubon Elementary is a professional learning community dedicated to the success of every student. We understand our collective responsibility for the children in our care. We monitor progress regularly to ensure high levels of learning. Using Common Core and District Power Standards as our guide, we manage our resources to aid each child so that all can excel. Audubon is an award-winning school that continues a commitment to excellence by personalizing the school experience and fostering growth for every student. Our PTSA promotes a strong sense of community and connectedness. We expect our students to be responsible, respectful, safe and to give their best effort each day.

**Mission Statement:** *It is our mission to inspire all students to develop their potential, become life-long learners and be contributing members of our community. Our vision is for each student to have the skills, attitudes, and knowledge to be a: self-directed learner, effective communicator, complex thinker, collaborative worker, community contributor, quality producer, confident child and reflective student.*

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

		2016-17	2017-18	2018-19	2019-20
Student Enrollment (count)		596	598	603	558
Racial Diversity (%)	American Indian/Alaskan Native	0.0	0.0	0.0	0.0
	Asian	49.3	51.5	52.1	50.2
	Black/African American	0.7	1.0	0.5	0.0
	Hispanic/Latino of any race(s)	6.0	5.0	5.6	5.7
	Native Hawaiian/Other Pacific Islander	0.0	0.0	0.0	0.0
	Two or more races	5.5	4.7	5.0	5.6
	White	38.4	37.8	36.8	38.5
Students Eligible for Free/Reduced Price Meals (%)		3.4	3.5	4.0	3.4
Students Receiving Special Education Services (%)		8.4	8.5	10.0	9.1
English Language Learners (%)		25.3	25.4	27.7	27.1
Students with a First Language Other Than English (%)		56.9	60.4	60.4	61.4

<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.

## ACADEMIC PERFORMANCE DATA: LITERACY

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

Grade	Percent at or above standard			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	86	87	83	n/a
1 <sup>st</sup> Grade	85	90	94	n/a
2 <sup>nd</sup> Grade	87	90	88	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	82	86	81	n/a
4 <sup>th</sup> Grade	82	81	91	n/a
5 <sup>th</sup> Grade	88	86	79	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	88	92	92	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	62	71	61	n/a
Two or more races	-	93	86	n/a
White	84	87	89	n/a
English Learner	76	78	79	n/a
Low Income	-	-	57	n/a
Special Education	61	55	60	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	87	86	87	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	73	77	54	n/a
Two or more races	87	82	80	n/a
White	82	85	85	n/a
English Learner	48	52	39	n/a
Low Income	-	58	-	n/a
Special Education	41	63	33	n/a

## ACADEMIC PERFORMANCE DATA: MATH

### 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	82	92	78	n/a
4 <sup>th</sup> Grade	88	79	91	n/a
5 <sup>th</sup> Grade	86	82	78	n/a

## ACADEMIC PERFORMANCE DATA: SCIENCE

### 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	90	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	90	91	n/a
Black/African American	-	-	-	n/a
Hispanic/Latino	60	62	31	n/a
Two or more races	91	88	70	n/a
White	82	83	82	n/a
English Learner	68	74	56	n/a
Low Income	-	25	-	n/a
Special Education	41	48	20	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	94	81	n/a
Black/African American	n/a	-	-	n/a
Hispanic/Latino	n/a	-	-	n/a
Two or more races	n/a	-	-	n/a
White	n/a	97	83	n/a
English Learner	n/a	-	-	n/a
Low Income	n/a	-	-	n/a
Special Education	n/a	50	25	n/a

= 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 DATA

### ATTENDANCE: By Grade

Grade	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Kindergarten	82	80	80	n/a
1 <sup>st</sup> Grade	88	90	87	n/a
2 <sup>nd</sup> Grade	88	89	91	n/a
3 <sup>rd</sup> Grade	88	89	90	n/a
4 <sup>th</sup> Grade	89	93	90	n/a
5 <sup>th</sup> Grade	93	96	96	n/a

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

Group/Program	Percent avoiding chronic absenteeism			
	2016-17	2017-18	2018-19	2019-20
Asian	87	86	87	n/a
Black/African American	--	-	-	n/a
Hispanic/Latino	86	90	76	n/a
Two or more races	94	97	90	n/a
White	89	92	92	n/a
English Learner	83	84	84	n/a
Low Income	75	79	64	n/a
Special Education	86	90	82	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 (%)	86	89	-	67	85	85	48	42	48
Math Proficiency Rate (%)	85	92	-	56	87	83	64	29	38
ELA Median Student Growth Percentile <sup>8</sup>	61.5	68.5	-	52.5	50	58.5	-	-	39
Math Median Student Growth Percentile	64	72.5	-	57	56	58.5	72.5	-	42
EL Progress Rate (%)	90	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Regular Attendance Rate (%)	90	88	-	92	94	92	87	80	87

= 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>	Writing-Evidence and Elaboration Anchor Standards: CCSS ELA-LITERACY.CCRAW.1 and CCSS ELA-LITERACY.CCRAW.9	
<b>Focus Grade Level(s)</b>	K- 5	
<b>Desired Outcome</b>	Students in 3 <sup>rd</sup> thru 5 <sup>th</sup> grade will show improvement from 5.65 to 7.0 on the ELA Performance Task as measured by the ELA Smarter Balance Assessment administered in the Spring of 2020, 2021, and 2022.	
<b>Alignment with District Strategic Initiatives</b>	Innovative Learning Opportunities	
<b>Data and Rationale Supporting Focus Area</b>	According to SBA ELA Performance Task Data student average scores have lowered from 6.94 to 5.65 over a three-year period. With significant decrease in students scoring half or better on Evidence and Elaboration.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<b>Kindergarten:</b> Kindergarten students practice listening comprehension skills with the use of close reading strategies, recall questions, making predictions and making connections. Students have been working on decoding strategies in reading and sounding out words independently in their writing. Students are developing an understanding of the differences between informational, opinion and narrative writing genres.	Curriculum Based Assessment. Grade Level Designed Assessment.
	<b>First Grade:</b> Students to be able to explain details in their own words, support facts by reading and finding key details. Practice highlighting key details in the text. Details in their own words to support the main idea of a story or a problem.	Curriculum Based Assessment. Grade Level Designed Assessment.
	<b>Second Grade:</b> Technology Project - famous landmarks focus on the evidence and elaboration on the facts they find	Coordination of strategies between 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , and Intervention Services.

	<p>Curriculum Based Assessment. Grade Level Designed Assessment.</p> <p><b>Third Grade:</b></p> <ul style="list-style-type: none"> <li>• Third Grade: Connected with second grade (tech project with animals)</li> <li>• Organize ideas using a graphic organizer</li> <li>• RACE strategy (E = elaboration piece) “this proves...because”</li> </ul> <p>Coordination of strategies between 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and Intervention Services.</p> <p>Curriculum Based Assessment. Grade Level Designed Assessment.</p>
	<p><b>Fourth Grade:</b> R.A.C.E. strategy with elaboration.</p> <p>Coordination of strategies between 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and Intervention Services.</p> <p>Curriculum Based Assessment. Grade Level Designed Assessment.</p>
	<p><b>Fifth Grade:</b> Graphic Organizer "the claim is..." "the evidence shows..." Integrating with science and social studies.</p> <p>Coordination of strategies between 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and Intervention Services.</p> <p>Curriculum Based Assessment. Grade Level Designed Assessment.</p>
	<p><b>Intervention Services:</b></p> <ul style="list-style-type: none"> <li>• R.A.C.E.</li> <li>• Vocabulary and word lists being used to help students integrate new words into their writing and evidence.</li> <li>• Safety Net – focusing on illustrating the problems, drawing a picture, and underlining key words and phrases.</li> </ul> <p>Coordination of strategies between 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and Intervention Services.</p> <p>Curriculum Based Assessment. Grade Level Designed Assessment.</p>
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2022
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• Cross Grade Level Discussion using Comparable Data Points. Regular Progress Review from teachers and Overall Progress Review by Data Analysis Team.</li> <li>• Elaboration will use data from assessments and rubrics to track goals - CIP Goal was based on a multiple year trend – so having a CIP goal that goes for three years would be interesting to see the change that is made. (2022)</li> </ul>

**Priority #2**

<b>Priority Area</b>	Mathematics	
<b>Focus Area</b>	Problem Solving/Data Analysis Standards for Mathematical Practice: CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them	
<b>Focus Grade Level(s)</b>	K - 5	
<b>Desired Outcome</b>	Students in 3 <sup>rd</sup> thru 5 <sup>th</sup> grade will improve from 60% of students to 70% or more students exceeding standard as measured by the Smarter Balanced Assessment in the sub area of Problem Solving/Data Analysis administered in the Spring of 2020, 2021, and 2022.	
<b>Alignment with District Strategic Initiatives</b>	Innovative Learning Opportunities	
<b>Data and Rationale Supporting Focus Area</b>	Over a four-year period, our SBA scores of students meeting or exceeding standards in the sub score area of Problem Solving/ Data Analysis fell from 70% exceeding down to 60%.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	<b>Kindergarten:</b> Kindergarten students have been focusing on data analysis through reading graphs, making graphs and comparing data. We have been focusing on math vocabulary such as more, greater, less, fewer and equal. Problem solving strategies are currently being taught during our addition and subtraction units.	Curriculum Based Assessment Grade Level Designed Assessment
	<b>First Grade:</b> Students to be able to explain details in their own words, support facts by reading and finding key details. Practice highlighting key details in the text. Details in their own words to support the main idea of a problem.	Curriculum Based Assessment Grade Level Designed Assessment
	<b>Second Grade:</b> Technology Project - famous landmarks focus on the evidence and elaboration on the facts they find.  Math - math word problems using the CUBES strategy - reading step by step problems.	<ul style="list-style-type: none"> <li>• Vertical articulation between second and third grade.</li> <li>• Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES</li> <li>• Curriculum Based Assessment</li> <li>• Grade Level Designed Assessment</li> </ul>

	<p><b>Third Grade:</b> Math Problem Solving – CUBES and problem-solving packets using deductive reasoning.</p> <p>Use multiple tools to persevere through a word problem (CUBES, drawings, models, manipulatives, ask self-questions).</p>	<ul style="list-style-type: none"> <li>• Vertical articulation between second and third grade.</li> <li>• Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES.</li> <li>• Curriculum Based Assessment.</li> <li>• Grade Level Designed Assessment.</li> </ul>
	<p><b>Fourth Grade:</b> R.A.C.E. strategy with elaboration.</p> <p>Math vocabulary - what words mean and what they're asking the students to do.</p>	<ul style="list-style-type: none"> <li>• Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES</li> <li>• Curriculum Based Assessment</li> <li>• Grade Level Designed Assessment</li> </ul>
	<p><b>Fifth Grade:</b></p> <p>Math - CUBES strategy. At the beginning of each topic, we introduce vocabulary first and make sure that they're using it.</p>	<p>Problem Solving/Data Analysis – Envision end of topic assessments problem solving questions as well as the problem-solving questions throughout the Envision curriculum as well as the CDSA. Gone from 70% to 60%.</p>
	<p><b>Intervention Services:</b></p> <ul style="list-style-type: none"> <li>• Safety Net – focusing on illustrating the problems, drawing a picture, and underlining key words and phrases.</li> <li>• *Formally introduced to CUBES in second grade, third grade it continues, fourth grade focuses on math action words, and fifth grade continues to use CUBES.</li> </ul>	<p>Individual Student/Group Intervention</p>
<p><b>Timeline for Focus</b></p>	<p>Fall, 2019 - Spring, 2022</p>	
<p><b>Method(s) to Monitor Progress</b></p>	<p>Problem Solving/Data Analysis – Envision end of topic assessments problem solving questions as well as the problem-solving questions throughout the Envision curriculum as well as the CDSA.</p>	

**Priority #3**

<b>Priority Area</b>	Social and Emotional													
<b>Focus Area</b>	Pulling yourself out of bad mood and clearly describing feelings.													
<b>Focus Grade Level(s)</b>	3-5													
<b>Desired Outcome</b>	<p>Students in 3<sup>rd</sup>-5<sup>th</sup> grade will improve the number of favorable responses to Social Awareness-Question 4 (Able to clearly describe your feelings) from 56% to over 70% of students as measured by the Panorama Survey issued in the Fall of 2019 and Spring of 2021.</p> <p>Students in 3<sup>rd</sup>-5<sup>th</sup> grade will improve the number of favorable responses to Emotion Regulation-Question 1 (Able to pull yourself out of a bad move) from 48% to over 70% of students as measured by the Panorama Survey issued in the Fall of 2019 and the Spring of 2021.</p>													
<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>	Currently have 48% of students responding favorably to pulling themselves out of a bad mood; 56% responding favorably to being able to clearly describe their feelings.													
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th align="center">Action</th> <th align="center">Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Data Hounds Team tasked with monitoring of school-wide data.</td> <td>Quarterly meetings and notes.</td> </tr> <tr> <td>Team formed that includes principal, associate principal and counselor to review behavior communication data.</td> <td>Monthly meeting.</td> </tr> <tr> <td>Sharing of team data with stakeholders.</td> <td>Findings shared monthly with classified staff, and certificated staff.</td> </tr> <tr> <td>Problem solving session.</td> <td>Classified staff to engage in a 15–20-minute problem solving/scenario session with certificated staff at LEAP professional learning sessions.</td> </tr> <tr> <td>Panorama Survey Resources shared with grade level teams.</td> <td>Lesson resources based on Panorama Survey results shared with grade level teams by the counselor.</td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Data Hounds Team tasked with monitoring of school-wide data.	Quarterly meetings and notes.	Team formed that includes principal, associate principal and counselor to review behavior communication data.	Monthly meeting.	Sharing of team data with stakeholders.	Findings shared monthly with classified staff, and certificated staff.	Problem solving session.	Classified staff to engage in a 15–20-minute problem solving/scenario session with certificated staff at LEAP professional learning sessions.	Panorama Survey Resources shared with grade level teams.	Lesson resources based on Panorama Survey results shared with grade level teams by the counselor.	
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<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2021													
<b>Method(s) to Monitor Progress</b>	Fall and Spring Panorama Survey													



**Priority #4**

<b>Priority Area</b>	High Levels of Collaboration and Communication	
<b>Focus Area</b>	Nine Characteristics Survey Question 42 (Feedback to staff) and 47 (Staff getting the help they need to improve).	
<b>Focus Grade Level(s)</b>	K – 5 staff	
<b>Desired Outcome</b>	On questions 42 and 47 of the Nine Characteristics Survey, staff members will increase the number of Agree Completely/Mostly responses from 85% to 100% Agree Completely/Mostly as measured by the Nine Characteristics Survey administered in the Spring of 2021.	
<b>Alignment with District Strategic Initiatives</b>	Professional Learning	
<b>Data and Rationale Supporting Focus Area</b>	Question 47 15% of staff slightly agree or disagree. Question 42 15% of staff slightly agree or disagree.	
<b>Strategy to Address Priority</b>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>
	Staff development to have common definition of ‘feedback.’	<ul style="list-style-type: none"> <li>• PGE Goals will include Danielson focus area determined by each staff member in collaboration with building administration.</li> </ul>
	Feedback ‘plan’ to be part of PGE goals discussion.	<ul style="list-style-type: none"> <li>• Comprehensive teachers: At observation pre- and post-conference.</li> <li>• Focused teachers: At goal setting and summary conference.</li> <li>• Classified Staff: As part of classified staff meetings.</li> </ul>
	Professional development ‘plan’ to be part of PGE goals discussion.	<ul style="list-style-type: none"> <li>• Comprehensive teachers: At observation pre- and post-conference.</li> <li>• Focused teachers: At goal setting and summary conference.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2019 - Spring, 2021	
<b>Method(s) to Monitor Progress</b>	Nine Characteristics Survey	

## 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

## 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 2018. During that year, the participation rate was not met for ELA and met for mathematics.

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>
	PTSA President Meetings	Monthly from August 2020-June 2021
	PTSA Executive Committee Meeting	December 2020
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	Principals and PTSA	October 2020, November 2020, March 2021
	PTSA General Meeting Presentation	February 2021

<sup>9</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/school-community-relations-goals-ka-r>