

**SCHOOL NAME**  
**School Improvement Plan**  
**Annual Update: 2022-23**

*This school improvement plan meets the requirements of WAC 180-16-220 and WAC 180-105-020.<sup>1</sup>*

<b>SCHOOL OVERVIEW</b>
------------------------

**Description:** Our school was established in 1969 in the heart of the Kingsgate neighborhood in Kirkland, Washington. Robert Frost Elementary School is a diverse community serving an ever-changing population of students and families. We are currently one of two elementary schools in the district that qualifies as a Title 1 school. Since the spring of 2022, we have had an increase of students who are newcomers from Brazil. We have had the pleasure of welcoming them into our school community and learning about their culture and how to best serve them academically and provide them with community resources. Our faculty and staff are working to learn strategies to help teach our growing population of nonnative English speakers and collaborate with our Multi-lingual teachers and Title 1 facilitator to find ways to help them grow and achieve. We provide an excellent instructional environment for a diverse community of students, providing students with rich academic challenges, as well as intensive instructional support through our Multi-Lingual, Title 1/Safety net and Special Education programs.

At Frost, our teachers pride themselves on teaching a guaranteed and viable curriculum. We have been using the district provided reading curriculum, Reading Wonders, since its adoption and have seen progress and growth in our reading data. We have been the recipient of an award for student growth from Washington State Board of Education. Our K-2 teams also use Heggerty to teach systematic phonemic awareness. These grade levels have seen an increase in student ability to blend and segment words among decoding skills. Last year, we began implementing Illustrative Math but due to ongoing issues with the Covid-19 pandemic, this is the first year we are teaching it with fidelity. Teachers are learning what works best for the students in their classrooms and how to navigate learning gaps that were caused by the pandemic or due to a language barrier.

To help meet the needs of all our learners, Frost hosts two Learning Center classrooms which serve Lake Washington School District students with developmental and medical needs. Our students in the learning center are included in their general education classrooms during various times of the day.

Robert Frost Elementary School has a strong, involved community with many parents and neighbors volunteering frequently in the classrooms. The PTSA coordinates many ongoing programs in support of student learning and offers a variety of after school classes and activities.

We believe in shared leadership at Frost and have a variety of opportunities for staff to take part in leadership opportunities. Our Instructional Leadership Team (ILT) focuses on instructional components and relays district and school wide initiatives with their grade level teams. Our Building and Logistics Team (BLT) focuses on building safety and provides the school with decisions to keep the school running smoothly and safely while adhering to safety guidelines and protocols from the district. Our Positive

---

<sup>1</sup> LWSD School Board Approval on <insert date>

Behavior Intervention Systems team (PBIS) works to create systems and structures that help students interact with each other in a positive way.

We understand the importance of identifying areas of improvement to continue our work in aligning with district levels of proficiency. In order to capture an accurate picture of our students, we have examined beginning-of-year *FastBridge* data from Fall 2022 (BOY) and spring SBA data for grades 3-5. We will continue gathering additional sources of assessment information to determine areas of focus for each grade level and each student. In addition, training will continue in areas of instructional intervention and differentiation, strategies for supporting multilingual learners in content areas, and technology integration. We will continue to provide intensive support to those students who are not at standard. We will offer appropriate academic challenge for all students through continuous review of student performance data and collaborative intervention at every grade level.

**Mission Statement:** [Click or tap here to enter text.](#)

<b>2022-23 PRIORITIES AT A GLANCE</b>
---------------------------------------

Priority	Priority Area	Focus Grade Level(s) and/or Student Group(s)	Desired Outcome
1	English Language Arts	K-5	For all students to make growth in the area of phonics and phonemic awareness.
2	Mathematics	K-5	For all students to make growth in the area of numbers and general math.
3	SEL	K-5	For all students to have a decrease in challenging feelings and an increase in positive feelings.

**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>	Phonics & Fluency/Phonemic Awareness														
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Kindergarten through 5 <sup>th</sup> grade														
<b>Desired Outcome</b>	By spring 2023, 100% students in grades K-5 will demonstrate growth on the <i>FastBridge</i> reading assessments (K-1: <i>earlyReading</i> ; 2 <sup>nd</sup> -3 <sup>rd</sup> : <i>aReading</i> ; 4 <sup>th</sup> -5 <sup>th</sup> : <i>aReading and AUTOreading</i> ).														
<b>Alignment with District Strategic Initiatives</b>	MTSS														
<b>Data and Rationale Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>Student goals were set using <i>FastBridge</i> assessment data from the Sept-Oct 2022 BOY assessment window.</li> <li>Priority areas for intervention were determined through analysis of the <i>FastBridge</i> S2I report following BOY assessment, identifying <i>Phonics &amp; Fluency</i> as the greatest area of need for students in grades K-5. The number of at risk students ranges from 32%-59%.</li> <li>Data Breakdown (<i>FastBridge BOY 2021</i>): <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Grade Level</th> <th>% Student at Risk – <i>Phonics &amp; Fluency</i></th> </tr> </thead> <tbody> <tr> <td>K</td> <td>36%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>53%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>38%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>33%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>28%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>34%</td> </tr> </tbody> </table> </li> </ul>	Grade Level	% Student at Risk – <i>Phonics &amp; Fluency</i>	K	36%	1 <sup>st</sup>	53%	2 <sup>nd</sup>	38%	3 <sup>rd</sup>	33%	4 <sup>th</sup>	28%	5 <sup>th</sup>	34%
Grade Level	% Student at Risk – <i>Phonics &amp; Fluency</i>														
K	36%														
1 <sup>st</sup>	53%														
2 <sup>nd</sup>	38%														
3 <sup>rd</sup>	33%														
4 <sup>th</sup>	28%														
5 <sup>th</sup>	34%														
<b>Strategy to Address Priority</b>	<b>Action</b>														
	<b>Measure of Fidelity of Implementation</b>														
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">                     Regular small group instruction for all students in all classrooms as part of the core literacy instructional block, with daily rotations for targeted students.                 </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>Schoolwide schedule with common grade-level instructional blocks for core literacy instruction and daily small group instruction and daily common grade-level planning to support professional collaboration and instructional alignment.</li> <li>Classroom observation through informal administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by</li> </ul> </td> </tr> </table>	Regular small group instruction for all students in all classrooms as part of the core literacy instructional block, with daily rotations for targeted students.	<ul style="list-style-type: none"> <li>Schoolwide schedule with common grade-level instructional blocks for core literacy instruction and daily small group instruction and daily common grade-level planning to support professional collaboration and instructional alignment.</li> <li>Classroom observation through informal administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by</li> </ul>												
Regular small group instruction for all students in all classrooms as part of the core literacy instructional block, with daily rotations for targeted students.	<ul style="list-style-type: none"> <li>Schoolwide schedule with common grade-level instructional blocks for core literacy instruction and daily small group instruction and daily common grade-level planning to support professional collaboration and instructional alignment.</li> <li>Classroom observation through informal administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by</li> </ul>														

		administrators for teachers on the Comprehensive Evaluation plan.
	Daily Small group intervention instruction through Title 1/Safety Net reading specialists for students identified as “at risk.”	<ul style="list-style-type: none"> <li>• Progress monitoring every two weeks to guide intervention instruction and qualification for services.</li> <li>• Collaborative data meetings between specialists and classroom teachers to review student progress and identify students support following quarterly <i>FastBridge</i> assessment administration (BOY, MOY, and EOY).</li> </ul>
	Coaching and professional learning through Title 1 Facilitators focused on UDL and Wonders Instructional	<ul style="list-style-type: none"> <li>• Regularly scheduled meetings between T1 Facilitators and building leadership to review progress, identify needs, and develop support plans for teachers and students.</li> <li>• Initial FIA survey results and the staff instructional leadership team (ILT) consensus on where to focus instructional goals</li> </ul>
	LEAP professional learning focused on literacy instruction and <i>FastBridge</i> S2I reporting and intervention tools.  Use of <i>FastBridge</i> S2I report data to identify target skills for both core and intervention instruction at each grade level.	<ul style="list-style-type: none"> <li>• Building-wide professional learning plans plan developed in collaboration with building ILT to include professional learning in target areas.</li> <li>• MOY check-ins to revise learning plans and adjust professional development as needed.</li> </ul>
	Co-teaching and collaborative coaching through Title 1/Safety Net Specialists.	<ul style="list-style-type: none"> <li>• T1/SN Schedules all included time for co-teaching/collaboration.</li> <li>• Training for T1/SN Specialists.</li> <li>• Regularly scheduled meetings between T1 Facilitators and building leadership to review progress, identify needs, and develop support plans for teachers.</li> </ul>
	Whole group and small group Heggerty lessons	<ul style="list-style-type: none"> <li>• % of K-2 staff using Heggerty with fidelity</li> </ul>
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2023	

<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"><li>• <i>FastBridge</i> Quarterly Assessment (MOY and EOY)</li><li>• <i>FastBridge</i> bi-weekly progress monitoring for students identified as “At-risk” based upon BOY assessment results</li><li>• Heggerty Summative Assessment data</li></ul> Review of core classroom data
--------------------------------------	--

**Priority #2**

<b>Priority Area</b>	Mathematics															
<b>Focus Area</b>	Numbers and General Math															
<b>Focus Grade Level(s) and/or Student Group(s)</b>	K-5															
<b>Desired Outcome</b>	By spring 2023, all students in grades K-5 will demonstrate growth on the <i>FastBridge</i> math assessments (K-1: <i>earlyMath</i> ; 2 <sup>nd</sup> -5 <sup>th</sup> : <i>aMath</i> and <i>CBMmath Automaticity</i> ) in the areas of <i>Numbers and General Math Skills</i> by the <i>Spring</i> of 2022.															
<b>Alignment with District Strategic Initiatives</b>	MTSS															
<b>Data and Rationale Supporting Focus Area</b>	<ul style="list-style-type: none"> <li>Student goals were set using <i>FastBridge</i> assessment data from the Sept-Oct 2022 BOY assessment window.</li> <li>Priority areas for intervention were determined through analysis of the <i>FastBridge S2I</i> report following BOY assessment, identifying Numbers and General Math as the greatest the greatest area of growth for students at Frost. Students in kindergarten through second grade have scores that are at risk, ranging from 19%-53%. Students in 3rd-5<sup>th</sup> grade have at risk scores in the category of general math that range from 40%-20%</li> <li>Data Breakdown (<i>FastBridge BOY 2021</i>): <table border="1" data-bbox="516 951 1219 1209"> <thead> <tr> <th>Grade Level</th> <th>% Student at Risk</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>26%</td> </tr> <tr> <td>1<sup>st</sup></td> <td>47%</td> </tr> <tr> <td>2<sup>nd</sup></td> <td>43%</td> </tr> <tr> <td>3<sup>rd</sup></td> <td>28%</td> </tr> <tr> <td>4<sup>th</sup></td> <td>38%</td> </tr> <tr> <td>5<sup>th</sup></td> <td>44%</td> </tr> </tbody> </table> </li> </ul>		Grade Level	% Student at Risk	K	26%	1 <sup>st</sup>	47%	2 <sup>nd</sup>	43%	3 <sup>rd</sup>	28%	4 <sup>th</sup>	38%	5 <sup>th</sup>	44%
Grade Level	% Student at Risk															
K	26%															
1 <sup>st</sup>	47%															
2 <sup>nd</sup>	43%															
3 <sup>rd</sup>	28%															
4 <sup>th</sup>	38%															
5 <sup>th</sup>	44%															
<b>Strategy to Address Priority</b>	<table border="1" data-bbox="469 1228 1495 1864"> <thead> <tr> <th>Action</th> <th>Measure of Fidelity of Implementation</th> </tr> </thead> <tbody> <tr> <td>Consistent daily grade-level instruction for all students in all classrooms as part of the core mathematics instructional block.</td> <td> <ul style="list-style-type: none"> <li>Schoolwide schedule with common grade-level instructional blocks for core mathematics instruction and daily common grade-level planning to support professional collaboration and instructional alignment.</li> <li>Classroom observation through informal administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by administrators for teachers on the Comprehensive Evaluation plan.</li> </ul> </td> </tr> </tbody> </table>	Action	Measure of Fidelity of Implementation	Consistent daily grade-level instruction for all students in all classrooms as part of the core mathematics instructional block.	<ul style="list-style-type: none"> <li>Schoolwide schedule with common grade-level instructional blocks for core mathematics instruction and daily common grade-level planning to support professional collaboration and instructional alignment.</li> <li>Classroom observation through informal administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by administrators for teachers on the Comprehensive Evaluation plan.</li> </ul>											
Action	Measure of Fidelity of Implementation															
Consistent daily grade-level instruction for all students in all classrooms as part of the core mathematics instructional block.	<ul style="list-style-type: none"> <li>Schoolwide schedule with common grade-level instructional blocks for core mathematics instruction and daily common grade-level planning to support professional collaboration and instructional alignment.</li> <li>Classroom observation through informal administrator walk-throughs, scheduled visits by Title 1 Facilitators, and formal evaluative observations by administrators for teachers on the Comprehensive Evaluation plan.</li> </ul>															

	<p>Use Illustrative Math games and centers to reteach and review</p> <p>Small Group Reteaching</p> <p>Manipulatives to show concrete representations</p> <p>LEAP professional learning focused on mathematics instruction using newly adopted <i>Illustrative Mathematics (IM)</i> curriculum and <i>FastBridge S2I</i> reporting and intervention tools.</p> <p>Use of <i>FastBridge S2I</i> report data to identify target skills for both core and intervention instruction at each grade level.</p> <p>Procedural fluency practice</p>	<ul style="list-style-type: none"> <li>• Math units have games and center time built in to weekly schedule</li> <li>• During center time, % of teachers using that for small group reteaching.</li> <li>• % of teachers using manipulatives as outlined in the curriculum</li> <li>• LEAP plan developed in collaboration with building Instructional Leadership Team to include professional learning in target areas.</li> <li>• Monthly meetings with grade level representatives to review progress and develop/revise professional learning plans.</li> <li>• Our initial review of the FIA showed a need for more professional learning regarding our math curriculum and how to still meet the needs of our students with gaps in their foundational mathematics.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2023	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>• <i>FastBridge</i> Quarterly Assessment (EOY)</li> <li>• Review of core classroom data</li> </ul>	

**Priority #3**

<b>Priority Area</b>	Social and Emotional					
<b>Focus Area</b>	Self Awareness					
<b>Focus Grade Level(s) and/or Student Group(s)</b>	Grades Kindergarten through 5 <sup>th</sup> grade					
<b>Desired Outcome</b>	Growth in the area of <i>Challenging Feelings</i> from 53% positive responses on the Fall 2022 Panorama Survey to 65% positive responses on the Spring 2023 Panorama Survey to meet or exceed current LWSD averages.					
<b>Alignment with District Strategic Initiatives</b>	Equity					
<b>Data and Rationale Supporting Focus Area</b>	<p>We believe that all students must be safe and feel a sense of belonging if they are to succeed. It is our responsibility to create safe and inclusive learning communities in every school where every student and family is valued and welcomed.</p> <ul style="list-style-type: none"> <li>Targeted growth in the area of <i>Challenging Feelings</i>: given that this is our first school year with normal systems and procedures and the impact that the pandemic has had on our students emotional well being, we are seeing a rise in students that want to eat lunch alone, visit the school counselor for anxiety or social skill related issues we feel this is an area for growth. Our Panorama data showed a decrease in positive responses for challenging feelings and we are below the district benchmark as well. 53% of students at Frost report <i>challenging feelings</i>, down from 57%% in the spring and below the district average of 63%.</li> </ul> <p>While data from the Panorama survey shows that Challenging feelings has the lowest positive response rate and also had the greatest drop in compared to other areas. Indicators in this area include feeling sad, feeling mad, feeling lonely, and feeling worried, all of which are areas that school staff can actively address during their interactions with students. Focus in this area also may have a crossover effect on other areas of need, specifically “Positive Feelings” and “Emotional Regulation.”</p>					
<b>Strategy to Address Priority</b>	<table border="1"> <thead> <tr> <th align="center"><b>Action</b></th> <th align="center"><b>Measure of Fidelity of Implementation</b></th> </tr> </thead> <tbody> <tr> <td>Positive reinforcement for students through PBIS/Roadrunner Pride.</td> <td> <ul style="list-style-type: none"> <li>Monthly PBIS team meetings to review student progress.</li> <li>Common classroom behavior reinforcement.</li> <li>Schoolwide positive behavior reinforcement by staff other than the students’ classroom teacher.</li> <li>Weekly Roadrunner Pride awards.</li> <li>Monthly Spirit Assemblies.</li> </ul> </td> </tr> </tbody> </table>	<b>Action</b>	<b>Measure of Fidelity of Implementation</b>	Positive reinforcement for students through PBIS/Roadrunner Pride.	<ul style="list-style-type: none"> <li>Monthly PBIS team meetings to review student progress.</li> <li>Common classroom behavior reinforcement.</li> <li>Schoolwide positive behavior reinforcement by staff other than the students’ classroom teacher.</li> <li>Weekly Roadrunner Pride awards.</li> <li>Monthly Spirit Assemblies.</li> </ul>	
<b>Action</b>	<b>Measure of Fidelity of Implementation</b>					
Positive reinforcement for students through PBIS/Roadrunner Pride.	<ul style="list-style-type: none"> <li>Monthly PBIS team meetings to review student progress.</li> <li>Common classroom behavior reinforcement.</li> <li>Schoolwide positive behavior reinforcement by staff other than the students’ classroom teacher.</li> <li>Weekly Roadrunner Pride awards.</li> <li>Monthly Spirit Assemblies.</li> </ul>					



	<ul style="list-style-type: none"> <li>Targeted connection interventions by teachers and school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Daily connection time with students.</li> <li>Students identified for positive reinforcement and connection by teachers and staff.</li> </ul>
	<ul style="list-style-type: none"> <li>Targeted intervention for students using small groups with the school counselor.</li> </ul>	<ul style="list-style-type: none"> <li>Students identified for positive reinforcement and connection by teachers and staff.</li> <li>Monthly progress monitoring and intervention planning through MTSS Team.</li> </ul>
	<ul style="list-style-type: none"> <li>Data collection and response for behavior incidents related to emotional well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly data review and response planning through building PBIS team with referral to Guidance Team/SIT Team for Tier 3 intervention.</li> </ul>
	<ul style="list-style-type: none"> <li>Professional learning for SEL, trauma-informed intervention strategies, and culturally responsive teaching to address emotional well-being for students.</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled during staff meetings and LEAP training days.</li> </ul>
	<ul style="list-style-type: none"> <li>Scheduled classroom lessons focused on emotional well-being provided through classroom check-ins, class meetings, and Counselor, including brain breaks, Kelso's Choices, Purposeful People, regulation strategies, and individual student accommodations.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Schedule established for the year aligned to LWSO SEL curriculum.</li> <li>FIA results also showed a need for including a curriculum that addresses social emotional needs beyond 2 grade.</li> </ul>
	<ul style="list-style-type: none"> <li>Opportunities provided to students for positive social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Daily scheduled classroom connection time, including classroom meetings and/or group and individual check-ins.</li> <li>Counseling/social group offerings.</li> </ul>
<b>Timeline for Focus</b>	Fall, 2022 - Spring, 2023	
<b>Method(s) to Monitor Progress</b>	<ul style="list-style-type: none"> <li>Review of Panorama data (Fall 2022 and Spring 2023)</li> <li>Mid-year check-in</li> <li>Monthly discussion through building MTSS Team and PBIS Team</li> <li>Professional development provided through LEAP professional learning days and staff meetings</li> <li>Progress monitoring by counselor for student progress in classroom lessons and small-group intervention</li> </ul> PBIS behavior data in Skyward	

**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.

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>2</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>
	<ul style="list-style-type: none"> <li>• Title 1 Parent Information Meetings</li> <li>• Process of determining school goals was shared with community.</li> <li>• Materials translated in Spanish and Portuguese.</li> <li>• Offered multiple online meeting times (during school and evening) to accommodate family schedules.</li> <li>• Multi-lingual meeting options provided, with families able to</li> </ul>	Fall 2022

<sup>2</sup> LWSD’s policy is found at: <https://www.lwsd.org/about-us/policy-and-regulations/community-relations-4000/community-education-program-4265>

	<p>choose between meetings led in English, Spanish, or Portuguese.</p>	
<p>Collaboration with LWSO Family Engagement and Community Outreach Coordinator to communicate goals and build engagement strategies with families. Methods include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Staff trainings on equity and family engagement.</li> <li>• Empowerment and capacity building for families</li> <li>• Offering workshops and/or resources that families request needing.</li> <li>• Informal and formal surveying of families.</li> </ul>	<p>Throughout year</p>	
<ul style="list-style-type: none"> <li>• Focus on parent/home strategies to support student progress towards SIP goals.</li> <li>• Targeted interventions to support student attendance and engagement, including home visits, resource provision, technical training, and connection with community support organizations.</li> <li>• Specific home strategies and resources provided to parents via classroom Teams, Safety Net Reading Connections Newsletter, Tuesday Bulletin, and parent information nights.</li> <li>• Key resources translated into Spanish and Portuguese.</li> <li>• Translated key documents into Portuguese and Spanish to give to new families to meet the need for communicating schedule, contact info, procedures, and transportation services.</li> <li>• Community surveys to determine specific needs and interests.</li> <li>• Parent education opportunities provided to develop skills for home academic support.</li> </ul>	<p>Throughout year</p>	

	<ul style="list-style-type: none"> <li>Resources targeted to Spanish-speaking and Portuguese-speaking/underrepresented families.</li> <li>Community inclusion in PBIS including participation in monthly Roadrunner Pride Assembly and sharing of red ticket winners.</li> </ul>	
	<ul style="list-style-type: none"> <li>Monthly meeting with PTSA leadership for planning and collaboration.</li> <li>Parent information events scheduled in Fall and Spring.</li> <li>SIP posted online in January.</li> <li>Monthly information sharing with community through PTSA general meeting.</li> <li>Staff review of progress during scheduled LEAP days in late Winter and Spring.</li> </ul>	Throughout year
<b>Strategy to Inform Students, Families, Parents and Community Members of the SIP</b>	<b>Action</b>	<b>Timeline</b>
	<b>Safety Net Parent Information Meetings</b> <ul style="list-style-type: none"> <li>Process of determining school goals was shared and parents were invited to participate in SIP process.</li> <li>Materials translated in Spanish and Portuguese.</li> <li>Offered multiple online meeting times (during school and evening) to accommodate family schedules.</li> <li>Multi-lingual meeting options provided, with families able to choose between meetings led in English, Spanish, or Portuguese.</li> <li>Informal monthly chats with the building leaders to learn about school procedures and upcoming events. Open format for parents to ask questions.</li> </ul>	Throughout the year
	<b>Parent Advisory Committee</b> <ul style="list-style-type: none"> <li>Families invited to participate in surveys to provide feedback and input on schoolwide goals.</li> </ul>	3 times a year

	<ul style="list-style-type: none"><li>• Continuous and intentional outreach to parents and community members of diverse backgrounds to participate in this process.</li></ul>	
--	---	--