Continuous Improvement Process Plan

Evergreen Middle School

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2017 - 2018

Lake Washington School District

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Lake Washington School District

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DESCRIPTION OF SCHOOL

Evergreen Middle School is committed to developing the whole child through our focus on academics, athletics, activities and the arts. Our staff create a warm, safe, caring learning environment concentrated on the needs of all learners. Because students feel safe when they come to Evergreen, they feel empowered to challenge themselves in their learning. We are committed to doing whatever it takes for our students to achieve academic success and have created multiple intervention and enrichment opportunities to meet the individual needs of our students.

In addition to our focus on academics, we place an emphasis on involvement in the arts, athletics, and after-school clubs and activities. These opportunities create different connecting points for students in terms of social, emotional, and behavioral maturation and provide a foundation for their academic success.

We are proud we have a very collaborative staff committed to supporting the whole child. Because of our collaboration and commitment to excellence, we have been School of Distinction Award winners as well as Washington Achievement Award winners. This is a testament to the hard work of both our students and staff. Our teachers focus on preparing students for high school – most notably through AVID skills and strategies we are implementing school-wide. These teaching strategies included pre-reading skills, using context clues to decipher informational text, Cornell Notes, Marking the Text, and breaking down vocabulary. We will continue to focus on these areas in addition to our focus on Organization through Agenda Checks. We also use Collaborative Study Groups, Socratic Seminars, and Philosophical Chairs as collaborative strategies in all classroom settings to create a collaborative atmosphere in each class. Student improvement in writing was targeted on expository, narrative, and persuasive writing through multiple strategies.

Mathematic instruction was improved through teacher collaboration in designing common assessments, using the ALEKS program and other online resources to support all students. We will continue using ALEKS for math instruction, enrichment, and remediation. Teachers across all math classes engaged students in various activities that re-emphasized a combination of geometry, measurement, graphing, fractions and ratios. Safety Net classes and Special Education classes focused on supporting struggling learners in these areas. Many breakthroughs with individual students occurred that are not always captured in the Smarter Balanced Assessment data. Eagle Opportunities are provided in each subject area on a quarterly basis, giving students extension assignments that were uniquely rigorous and challenging.

Our professional development continues to focus on the 4 Critical PLC Questions and constructing effective formative and summative assessment, intervention strategies that support struggling learners, as well as extension and enrichment activities for students who have already mastered the content. We also continue to focus on Common Core State Standards in Language Arts and Math, NGSS in Science, preparation for the Smarter

Balanced Assessment each Spring, using PowerSchool and Skyward to enhance our Standards-Based Grading and Reporting, and using LEAP time to grow in these areas as well as how to better use technology as a tool in the classroom. Additional time has been provided each month for teachers to work on essentials for teaching and learning that include planning, analysis, and implementation of content standards and assessments with their instructional peers. We also provide release days twice per year per job-alike team to meet and plan curriculum, instruction, and assessments for each class taught at EMS. We are proud of our accomplishments, fiscal responsibility with resources, and growth in student outcomes as a result of this collaboration.

DISTRICT PERFORMANCE TARGETS

	Indicators *Note: Indicators based on state assessments*	Baseline Performance 2014-15	Current Performance 2016-17	Target Performance 2018
		District	District	District
8th Graders on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	81.1%	80.9%	92%
	% of 8th graders meeting or exceeding state standards in Math	71.5%	74.5%	85%
	% of 8th graders meeting or exceeding state standards in Science	83.4%	86.0%	93%

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).

Process to determine School Performance Targets:

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

SCHOOL PERFORMANCE OVER TIME

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
6th Graders' on Track for Success	% of 6th graders meeting or exceeding state standards in Literacy	89.5%	89.5	85.6%				
	% of 6th graders meeting or exceeding state standards in Math	86.9%	84.0%	85.9%				
7th Graders' on Track for Success	% of 7th graders meeting or exceeding state standards in Literacy	89.1%	89.5%	87.2%				
	% of 7th graders meeting or exceeding state standards in Math	82.6%	86.7%	86.4%				

8th Graders' on Track for Success	% of 8th graders meeting or exceeding state standards in Literacy	74.3%	84.6%	84.5%				
	% of 8th graders meeting or exceeding state standards in Math	75.7%	88.0%	85.1%				
	% of 8th graders meeting or exceeding state standards in Science	85.8%	90.9%	89.0%				

Grade 6-8 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (http://reportcard.ospi.k12.wa.us/).

CIP REFLECTION: EVALUATE OUTCOMES

2016-17 CIP Goals and 2017 Outcomes:

Data:

	Goal	Achievement (Achievement Level Descriptor)
ELA: 6-8 ELA	The 6th, 7th , and 8th grade ELA goal is to have 90% of all students meet or exceed standard on the SBA.	In 6th grade, 85.6% of students met standard. In 7th grade, 87.2% of students met standard. In 8th grade, 84.5% of students met standard.
Math: 6-8 Math	Increase the percent of students meeting or exceeding standard on the SBA as follows: 6th grade: from 84% to 86%, 7th grade: from 86.6% to 88.6%, 8th grade from 88% to 89%	In 6th grade, 85.9% of students met standard. In 7th grade, 86.4% of students met standard. In 8th grade, 85.1% of students met standard.
Science: 8 Science	Students will increase 1 level of proficiency from the pre-assessment baseline to the summative assessment for argumentative writing skills using investigations and articles, to further embed and support the "application of science" (MSP) strand	In 8th grade, 63.5% of students reached a level 4 and 25.4% reached a level 3.
Achievement Gap	By June 2017, students will improve SBA scores from	In 6th grade ELA, 51.8% of students with IEPs met standard

	50% of 6th grade students with IEPs passing in ELA. 52% of 7th grade students with IEPs passing in ELA. 42% of 8th grade students with IEPs passing in ELA. 35% of 6th grade students with IEPs passing in Math. 48% of 7th grade students with IEPs passing in Math. 38% of 8th grade students with IEPs passing in Math. To 55% of 6th grade students with IEPs passing in ELA. 57% of 7th grade students with IEPs passing in ELA. 47% of 8th grade students with IEPs passing in ELA. 40% of 6th grade students with IEPs passing in Math. 53% of 7th grade students with IEPs passing in Math. 43% of 8th grade students with IEPs passing in Math.	In 7th grade ELA, 47.2% of students with IEPs met standard. In 8th grade ELA, 37.5% of students with IEPs met standard. In 6th grade Math, 42.5% of students with IEPs met standard. In 7th grade Math, 33.3% of students with IEPs met standard. In 8th grade Math, 31.2% of students with IEPs met standard.
College and Career Readiness	The Counseling Department will have 95% of the 8th grade class registered with Career Cruising by June of 2017, as well as: Completion of the Interest Inventory, and the selection and saving three careers of interest each	96% of 8th grade students completed their Career Cruising tasks for the 2016-2017 school year.

School Effectiveness:	Increase from 81.8% to 90% of staff that agree or strongly agree that "Schoolwork is meaningful to students." Increase from 93.2% to 100% of staff that agree or strongly agree that" Teachers show that they care about their students."	89.36% of staff agree or strongly agree that "Schoolwork is meaningful to students." 95.74% of staff agree or strongly agree that "Teachers show that they care about their students."
Attendance and Discipline:	Attendance: By June of 2017, we will reduce the percentage of unexcused absences from 13% to 10%. Discipline: By June of 2017, we will reduce the number of students with suspensions from 31 suspensions to 25 suspensions.	The percentage of unexcused absences for the 2016-2017 school year was 0.48%. The total number of suspensions for the 2016-2017 school year was 47.

Narrative Reflection:

Narrative Reflection	
Process:	1. There were multiple scheduled activities to support implementation of the CIP plan including: Department meetings, AVID activities, Homeroom, Release Days, Research instruction, Job-alike meetings. 2. The process used to analyze school and team level data included analyzing formative and summative assessments, and PGE data. Specifically, teachers compared and contrasted baseline data with summative assessments to determine student growth. 3. School goals were determined on a collaborative basis with department and job alike teams. Teachers looked at grading baseline assessments, SMART goals, the 4 PLC Critical Questions, and SBA Data. 4. The process used to monitor progress throughout the year included the following: Common Assessments; Pre-assessments and post-assessments; Grade level team meetings and PGE teams. 5. The challenges the school and teams faced in implementing the CIP was scheduling time to meet. Because of the complexity of our master schedule, teachers do not always have common planning time which impeded the ability to develop and analyze common assessments during school and district time.
Literacy: 6-8 ELA	When analyzing the results, we noticed overall the entire state's scores went down. We attribute this to the SBA changing in its complexity and areas of emphasis. Even though we might be disappointed our

	scores didn't increase, we are still the highest performing middle school in the LWSD. Students' proficiency could be affected due to the negative events of the spring when we had a student suicide the day before the SBA. We noticed from the data that the mode of writing was not evenly distributed. More narrative and explanatory than argumentative – we prepared them well for argumentative and for 7th grade. With 8th grade students, even though we didn't meet our goal, we showed positive growth from the previous school year. Our school also experienced some extenuating circumstances the week of the SBA that impacted our students' emotional mindset. We expect to see continued growth this upcoming year. Specialists/Electives: Didn't meet goal because of large growth of ELL and SPED kids, school crisis, still in a transition phase.
Math: **6-8 Math**	The 6th grade team was .1% away from meeting their goal, so we believe that this was a success. We were proud with how well we did, and we hope that the growth continues. The 7th grade team did not meet their growth goal, but they stayed about the same as the previous year. Part of this was due to the new curriculum implementation, presenting terms and concepts in new ways, and all members of the 7th grade math team were new to that team. The 8th grade team did not meet their goal. Part of this was due to the new curriculum implementation, presenting terms and concepts in new ways, and all members of the 8th grade math team were new to that team. There was another unforeseen tragedy within the 8th grade class the week prior to testing that also affected their test taking ability.
Science: **8 Science**	The successful strategies our department implemented to increase scores in the "Application of Science" strand Sentence stems for stating a claim, evidence and reasons. Developed common rubrics with LA teachers and within job-alike teams. Provided & Identified leveled reading for students at different academic levels. Provided writing scaffolds, students pre-wrote (with meaningful writing tasks (e.g. writing letters to local representatives – city council members)) Created authentic writing situations Implemented Socratic seminars around articles of student interest.
Achievement Gap	The students with IEPs disproportionately did not meet standard on the SBA compared to their non-disabled peers in both ELA and Math. While the 6th grade ELA SBA goal was not met, there was a 1.8% growth rate from the previous scores. This is in comparison to a 4% drop overall for 6th grade ELA in the building. 7th and 8th grade ELA SBA scores also dropped from previous years; however, scores decreased schoolwide. 6th graders with IEPs taking the math SBA met the overall achievement goal set last year with an overall passing percentage of 42.5%. An increase was seen schoolwide as well. However, 7th and 8th grade Math SBA scores for students with IEPs did not meet the achievement goals. As students' progress through middle school years, the expectations are greater and students with disabilities

	are falling further behind. As a team we need to develop further intervention in order to help them meet standards. It should be noted that ELA SPED teachers are not currently included in district level trainings for curriculum; however, they actively collaborate with building PLC teams. The lack of math achievement for 7th and 8th grade students with IEPs can partially be explained by a new curriculum in addition to the increase of abstract concepts that are more challenging for students with Specific Learning Disabilities and Health Impairments to comprehend and express their understanding of in an independent setting. Classroom data shows an increase of achievement when testing occurs at the students' specific functional levels rather than at grade level.
College and Career Readiness	The counseling team set the goal around Career Cruising to encourage vertical alignment between middle school and high school. Our goal is to have all 8th grade students prepared for high school and college readiness before they leave middle school. The counseling team is pleased with our results and feel that students were receptive and enthusiastic about the software program. Students were also excited about some of the career options they had not previously thought about.
School Effectiveness:	"Schoolwork is meaningful to students." Although we did not meet our goal, we were extremely close. This tells us that we need to do more work around best practices around teaching strategies. We will encourage staff to participate in Professional Coaching Cycles. In addition, we have brought more meaningful practice to completing the PLC cycle and emphasizing the important of finishing the cycle. This includes focusing more attention on step 3 and 4 (3. What do we do when students don't learn the material and 4. What do we do when students already understand the material?) 95.74% of staff agree or strongly agree that "Teachers show that they care about their students." Although we did not reach this goal, we had some very tough instances that impacted our school thus impacting the perception of this statement. Moving forward, our hope is to make connections with all students and ensure all teachers care about all kids.
Attendance and Discipline:	The percentage of unexcused absences for the 2016-2017 school year was 0.48%. With the new attendance protocols, we could ensure our attendance protocols are efficient and accurate. This allowed us to meet our goal. The total number of suspensions for the 2016-2017 school year was 47. Due to our goal not being met, the administrative team created a Behavior Cycle of Intervention to assist with teachers on when to provide what types of consequences. This will allow students to be given multiple reminders and opportunities to change behavior prior to something turning into a suspension. It is our hope that this will help decrease the suspension rate.

ANNUAL SCHOOL GOALS

2017-18 Annual School Goals:

	SMART Goals
Literacy: 6-8 ELA	The 6th grade ELA goal is to have 88% of students meet or exceed standard. The 7th and 8th grade ELA goal is to have 90% of all students meet or exceed standard on the SBA.
Math: 6-8 Math	Increase the percent of students meeting or exceeding standard on the SBA as follows: 6th grade: from 85.9% to 88% 7th grade: from 86.4% to 89% 8th grade: from 85% to 88%
Science: 8 Science	Based on our data from the 2016-17 MSP scores. Students will increase 1 level of proficiency from the pre-assessment baseline to the summative assessment for argumentative writing skills (Claim, evidence, reasoning) using investigations, articles, & labs to further embed and support the NGSS "Engage in argument from evidence" the Practice 7, & "Gaining & Obtaining Information" Practice 8a. These practices aligns with our department's identification of 10 essential standards to be addressed by all job-alike teams.
Achievement Gap	By June 2018, students will improve SBA scores: In 6th grade ELA 57% of students with IEPs will meet standard In 7th grade ELA, 53% of students with IEPs will meet standard. In 8th grade ELA, 50% of students with IEPs will meet standard. In 6th grade Math, 38% of students with IEPs will meet standard. In 7th grade Math, 44% of students with IEPs will meet standard. In 8th grade Math, 35% of students with IEPs will meet standard.
College and Career Readiness	The Counseling Department will have 97% of the 8th grade class registered with Career Cruising by June of 2018,as well as: Completion of the Interest Inventory, and the selection and saving three careers of interest each
School Effectiveness:	During the 2017-18 school year, our goal is to bring the percentage down from 8.51% to 0% on the staff survey item: "Teachers provide feedback to each other to help improve instructional practices." We do not want staff strongly disagreeing with the statement and will provide more opportunities for staff to share instructional practices.
Attendance:	The goal for attendance this year is to increase our overall student attendance to 96.4%
Discipline:	Our goal is to reduce our suspensions by 50%

Annual School Goals: Academic

ELA: The grade-level teams believe our new goals to strive for this year (88% and 90%) are attainable to meet based on the consistent scores and continued growth we've seen in prior years, despite outside circumstances influencing our students.
Math: We picked our goal to keep improving the amount of students meeting standard toward the goal of an eventual 100% of students meeting or exceeding standard.
Science: Our department selected the goal based on MSP data and to continue to grow and strengthen students' ability to communicate in science. This will meet the emerging need to address the Next Generation Science Standards.
Electives: All electives will help core academic instruction by concentrating on subject specific vocabulary for each content area.

Annual School Goals: Achievement Gap

The process used to determine the annual school goals for the students within the achievement gap was to review the current SBA data for the sub-group of students with IEPs and school-wide SBA data, identifying percentages in each sub category and determining an appropriate level of growth. This sub-group was selected because students on IEPs represent a minority population that underachieves when compared to a majority population of the school. To determine an appropriate level of growth, we reviewed the previous year's achievement levels to make this year's goals attainable.

Annual School Goals: College and Career Readiness

The counseling team picked this goal because being high school and college ready is fundamental to students' success. Career Cruising is the program students will use throughout high school and we wanted to ensure they had knowledge of the tool before heading into 9th grade.

Annual School Goals: School Effectiveness

Each year, staff participates in a 9 Characteristics Survey. During the 2016-17 school year, 8.51% of staff members didn't agree at all to the statement: "Teachers provide feedback to each other to help improve instructional practices." We do not want staff strongly disagreeing with the statement and will provide more opportunities for staff to share instructional practices. We strive to have an atmosphere where everyone is learning from everyone else.

Annual School Goals: Attendance

The goal for attendance this year is to increase our overall attendance to 96.4%. We hope to minimize our unexcused attendance rate by contacting families when a student has an unexcused absence. We hope by doing this, students will be at school and our overall attendance percentage will increase.

Annual School Goals: Discipline

Our goal is to reduce the number of suspensions by 50%. During the 2016-17 school year, we had 47 in school and out of school suspensions. We hope to monitor student behavior and continue to use our PRIDE board to reduce the number of students who are suspended from school to 24 supsensions.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area 6th	Literacy
Strategy to support goals	- PGE goal around conventions (since conventions were the lowest out of the target data). - Step Up to Writing graphic organizers - Intervention sessions during HR on skills - Continuation of baseline/summative writing assessments - Our Quest teacher has joined our team to help with enrichment strategies to support kids who need additional resources.
Professional Learning needed	- More release time or built in LEAP time for data analysis - Four of the teachers are participating in the ELA CCSS Cohort to focus on intervention strategies and enrichment via district - We are using district coaches for learning walks this spring to 5th and 7th grades (vertical alignment)
Resources needed	Exemplars from the district of what effective 6th grade writing should look like OR built-in time for the team to create them.
Responsible individual or team	- 6th grade team - District for providing exemplars for schools to level the playing field/create universal experience for kids

Goal Area- 7th	Literacy
Strategy to support goals	- IXL grammar, HOWL, work completion - Writing strategies - Practice test taking strategies
Professional Learning needed	Time
Resources needed	Time
Responsible individual or team	7th Grade Team

Goal Area- 8th	Literacy
Strategy to support goals	- Identify struggling students - Team-wide collaboration and interventions
Professional Learning needed	Opportunity/time to share technology tools with the staff
Resources needed	- Enough sets of novels and textbooks for all students - TIME
Responsible individual or team	8th grade team, administration

Goal Area	Literacy
Strategy to support goals	- Sentence starters, graphic organizers - Gestures and pictures - Speaking and listening strategies for ELL and Spanish

Professional Learning needed	- Job-alike collaboration time - Check-in with Gen-Ed teachers (CORE)
Resources needed	- TIME! (individual, teachers, and students) - After school programs - Activity bus at least 2 days a week
Responsible individual or team	Teachers, administration, counselors

Goal Area	Math
Strategy to support goals	ALEKS.
Professional Learning needed	We have received some district training with this site and will continue to receive guidance through trainings.
Resources needed	Time. Input from teachers about how they have used ALEKS with their students.
Responsible individual or team	All 6th, 7th, and 8th grade math teachers

Goal Area	Math
Strategy to support goals	Classroom switching between two teachers who teach the same class during the same period.
Professional Learning needed	None
Resources needed	Enrichment activities
Responsible individual or team	6th grade math team

Goal Area	Math
Strategy to support goals	IXL – for differentiation
Professional Learning needed	None
Resources needed	Student laptops and reliable internet
Responsible individual or team	Geometry and Algebra teachers

Goal Area	Math
Strategy to support goals	Homeroom intervention
Professional Learning needed	None

Resources needed	Coordination and communication
Responsible individual or team	All teachers departmentwide and schoolwide

Goal Area	Math/Fitness
Strategy to support goals	Math integration in fitness classes: *PE/Health engages students with data collection and graphing in connection to the President's Physical Fitness test. Students are asked to graph averages and percentages to support students learning in math and for basic content area understanding.*
Professional Learning needed	None
Resources needed	Communication as necessary between math and fitness teachers
Responsible individual or team	Fitness teachers

Goal Area	Science
Strategy to support goals	- Sentence stems for stating a claim, evidence and reasons - Developed common rubrics with LA teachers and within job-alike teams - Provided & Identified leveled reading for students at different academic levels - Provided writing scaffolds, students pre-wrote (with meaningful writing tasks (e.g. writing letters to local representatives – city council members) - Created authentic writing situations - Implemented Socratic seminars around articles of student interest New strategies opportunities: - Implement 1 point rubric (3 columns – proficient column is designed by teacher, below or above sections were determined by students as they develop their skills, thus providing further opportunities for feedback from the teacher to student) - Provide opportunities to score examples/exemplars/non-examples - Use the units "Essential Question" to have students' response (using CRE) with activities, lessons, notes from class to reflect on their learning & create chances for self-assessment - New assessment strategy: Identify claims or evidence that refute or support prompts
Professional Learning needed	- Job-alike time to develop CER scaffolding resources - Work with Special Education Specialist to ensure meeting the needs of all students.
Resources needed	- Sites with exemplars/non-examples - Resources for creating templates for 1 point rubric
Responsible individual or team	Job-alike teams develop common rubrics & assessments

Goal Area	Achievement Gap
Strategy to support goals	Marking the text, teaching Growth Mindset, peer to peer checks, allow verbal responses, scribing, visual for content vocab, SIOP strategies, checks for understanding, breaking down questions, graphic organizers, student self-assessment and self-reflection

Professional Learning needed	Special Education teachers should be invited to ELA curriculum trainings as they are for math; continued training in new curriculum; full access to accommodated versions of curriculum; co-teaching professional development
Resources needed	Full access to accommodated-version of general education curriculum
Responsible individual or team	Special Education Team

Goal Area- College and Career	School Effectiveness
Strategy to support goals	- Present information to all 8th grade students in a classroom guidance lesson
Professional Learning needed	- Training around and access to the Career Cruising program
Resources needed	- Career Cruising
Responsible individual or team	- Counseling Department

Goal Area- College and Career	School Effectiveness
Strategy to support goals	- Offer opportunities for staff to provide feedback to each other
Professional Learning needed	- See what types of opportunities other schools offer
Resources needed	- Time and opportunities
Responsible individual or team	- Staff

Goal Area	Attendance
Strategy to support goals	- Identify students who seem to have hard time getting to school and have a meeting with parents to determine an action plan
Professional Learning needed	- Round table to discuss with other schools how they approach this topic
Resources needed	- Attendance reports, positive behavior incentive (PRIDE) -
Responsible individual or team	Attendance Secretary, Counseling and Admin Team, Parents and Students

Goal Area	Discipline
Strategy to support goals	- Identify students who are making non-school appropriate choices and determine action plan with each student to prevent progressive discipline from reaching a suspension

Professional Learning needed	- Discuss Behavior Cycle with staff
Resources needed	- Positive Behavior Supports (PRIDE), Behavior Cycle, time to meet confer with parents and team when behaviors arise
Responsible individual or team	Students, parents, admin team, counseling team, staff

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

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

ELA:
- o PowerSchool
- o Skyward email notifications
- o School website
- o Emails

Math: The math team will update skyward and PowerSchool regularly to keep parents informed of student progress toward learning goals. All teachers also communicate regularly through periodic newsletters and one-to-one e-mails/phone calls.

Science:
- Update PowerSchool weekly
- Weekly or monthly newsletters are sent to parents to keep them in the loop
- Updating Skyward regularly/weekly

Achievement Gap:
Special Education staff members attend all intervention meetings such as Guidance Team and Students of Concern to provide input on support strategies for students who are no achieving at grade level, but do not receive special education services. Students receiving specially designed instruction (SDI) are placed in appropriate classes to receive individualized instruction on their current level of performance.

College & Career:
- o We communicate with parents via email to let them know we are using Career Cruising with their students
- o We have students invite their parents to the program as part of our guidance lesson.

School Effectiveness: Our school offers a newsletter each week to parents and families. Within the newsletter, we can highlight what we are doing as a school. The CIP will be added to the website and parents and families will be directed to the CIP from the newsletter.

Attendance: Include protocol on website and email out to parents; communicate with parents and families when student reaches an attendance threshold

Discipline: Each year, we provide a handbook to each student which includes our rules and expectations for behavior. In addition, we follow the District Policies and Procedures which are posted on the District website.