

Continuous Improvement Process Plan

Margaret Mead Elementary

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2016 -
2017



Principal Sandy Klein
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Lake Washington School District
2016 - 2017

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DESCRIPTION OF SCHOOL

Provide a description of the school, its performance history, demographic make-up, academic focus, school culture focus, and parent/family/community engagement strategies.

At Margaret Mead Elementary School, we focus on preparing students to become lifelong learners and successful citizens. We place emphasis on students meeting and exceeding academic standards. We emphasize good citizenship by expecting every student to consistently demonstrate The Mead Way: **M**aking Wise Choices; **E**xpecting our Best; **A**cting with Kindness; **D**emonstrating Respect.

To reach the goal of high academic achievement, we teach to the Common Core State Standards using prescribed LWSD curriculum. Our classroom instruction subscribes to research based best practices including clearly defined learning targets, differentiation, formative and summative assessments and frequent feedback. Our staff works in Professional Learning Communities – teams of teachers working collaboratively to best support student learning and teaching practice. Our students demonstrate high achievement with 90% of students at standard or higher in ELA and more than 84% scoring at standard or higher in math.

At Mead, we believe learning is a responsibility shared mutually by students, staff, and parents. Our staff, our PTSA and our community members work together to support the success of all our students. Margaret Mead Elementary is a great place to learn and grow.

DISTRICT PERFORMANCE TARGETS

Indicators <i>Note: Indicators based on state assessments</i>		District Baseline Performance 2014-15	District Current Performance 2015-16	District Target Performance 2018
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.3%	88.3%	95.0%
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.4%	91.0%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	82.8%	92.0%
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	85.3%	92.0%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	72.9%	90.0%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	88.2%	95.0%

- **Grade K-2 Benchmark Data based on DIBELS Next assessment.** Performance calculation includes all students assessed on the End-of-Year Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- **Grade 3-5 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/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**
- **reported on the OSPI Washington State Report**

Process to determine District 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
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	79.0%	89.7%					
		1 st	90.4%	86.9%					
		2 nd	92.2%	93.8%					
3 rd Graders' on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		91.6%	87.2%					
	% of 3 rd graders meeting or exceeding state standards in Math		≥95%	91.8%					
4 th Graders' on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		89.8%	90.8%					
	% of 4 th graders meeting or exceeding state standards in Math		83.6%	87.8%					
5 th Graders' on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		94.2%	92.3%					
	% of 5 th graders meeting or exceeding state standards in Math		73.8%	73.7%					
	% of 5 th graders meeting or exceeding state standards in Science		93.1%	94.0%					

- **Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.**
- **Grade 3-5 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/>).**
- **Grade 5 Science Data based on the Measurements of Student Progress (MSP) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).**

CIP REFLECTION: EVALUATE OUTCOMES

2015-16 CIP Goals and 2016 Outcomes:

Data:

	Goal	Achievement <small>(Achievement Level Descriptor)</small>
Literacy: K-2 Reading	86% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2016.	91.61% of students met or exceeded standard.
Literacy: 3-5 ELA	91% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2016.	90.18% of students met or exceeded standard.
Math: 3-5 Math	87% of students in grades 3-5 will score at standard or above in math as measured by the SBA assessment in May 2016	84.15% of students met or exceeded standard.
Science: 5th Science	90% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2016	94.1% of students met or exceeded standard
Achievement Gap	56% of students scoring below standard (and not qualifying for special education in ELA) on the 2015 BOY DIBELS or the spring 2015 SBA ELA assessment will move up one level of proficiency on spring, 2016 DIBELS or SBA ELA assessment. (23/41)	65% of students scoring below standard (and not qualifying for special education in ELA) moved up one level of proficiency on spring DIBELS or SBA ELA assessment. (26/40)
School Effectiveness:	Mead Elementary will improve from 76% agree mostly/completely to 91% agree mostly/completely in the 9 Characteristics question #27, "Staff routinely work together to plan what will be taught."	97.4% of staff agreed completely or mostly (38 of 39).

<p>Attendance and Discipline:</p>	<p>Attendance: Given consistent use of absence letters to parents, Mead will improve from .4% (368) unexcused absences in 14-15 to .3 unexcused in 15-16.</p> <p>Discipline: Given implementation of PBIS system of student affirmations, Mead Elementary will reduce the number of student “Making It Right Plans” (MIRPs) from 86 in 14-15 to 75 in 15-16.</p>	<p>For 15-16, Mead had 520 unexcused absences, .6%.</p> <p>For 15-16, 108 MIRP’s were given.</p>
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Narrative Reflection:

<p>Narrative Reflection</p>	
<p>Process:</p>	<p>Our CIP is the foundation of our work at Mead. As a staff team we work together (as a whole staff, in grade level bands and in grade level teams) to set rigorous CIP goals based on reflection of previous CIP goals and student achievement data (both individual student and cohort data). Staff teams dive into SBA and DIBELS data to uncover and understand areas of student success as well as areas that students did not demonstrate expected achievement. Our Wednesday LEAP schedule reflects our commitment to CIP achievement through PCC work, whole staff trainings that support planning, instruction and reflection for math, ELA and science, and CIP “check in” dates when teams monitor student progress data that then informs classroom instruction and future assessment plans. In 2015-16, several of our intermediate teams participated in the Interim SBA Assessments. This process was very useful both in terms of student data collection and allowing students the opportunity to engage with the online testing tool prior to the actual spring assessment.</p>
<p>Literacy: K-2 Reading</p>	<p>Achievement of Goals/Celebrations:</p> <ul style="list-style-type: none"> • The K-2 grade level band exceeded their goal of 86% of students at standard on DIBELS with 91.6% of students at standard or higher. • Most students below benchmark made gains towards benchmark. <p>Areas needing specific focus based on data:</p> <ul style="list-style-type: none"> • Aligning DIBELS assessment implementation within and between grade levels for a more consistent data set.

	<ul style="list-style-type: none">Continued emphasized focus on supporting students not demonstrating progress during the year. <p>What strategies, tools, or resources did you use/implement to help students grow?</p> <ul style="list-style-type: none">Safety Net, Wonderworks, small group intervention, 1 on 1 work, Raz-Kids, Headsprout, differentiated instruction.
<p>Literacy: 3-5 ELA</p>	<p>Achievement of Goals/Celebrations:</p> <ul style="list-style-type: none">The 3-5 ELA goal was 91% of students at standard on the spring SBA. Fourth and fifth grade met the goal with 90.8% and 92.3%, respectively. Third grade was just under the goal at 87.2%.A high percentage of students scored at level 4 on the ELA SBA with 69.1% in third grade, 75.5% in fourth grade and 61.9% in fifth grade demonstrating above standard, Level 4 performance.Identifying main ideas and details was strong for all grades.Writing was strong (almost all +s) for all grades. One successful strategy was to have students take notes on paper first, draft, and then type in their stories. <p>Areas needing specific focus based on data:</p> <ul style="list-style-type: none">Some struggles were revising, editing, and analyzing within and across texts (3rd).Students not understanding what was being asked of them as SBA questions were sometimes confusing.Test structures and text features in informational text (5th). <p>What strategies, tools, or resources did you use/implement to help students grow?</p> <ul style="list-style-type: none">Supplemental materials for strategies.Teachers comparing student work and data.Using the SBA interims on the SBA website. This helped students understand the type of questions and helped them identify what exactly was being asked of them.
<p>Math: 3-5 Math</p>	<p>Achievement of Goals / Celebrations:</p> <ul style="list-style-type: none">The overall 3rd-5th math goal was 87% of students demonstrating at standard performance or better on the spring SBA math assessment. Third and fourth grades met the goal with 91.8% and 87.8% respectively of students meeting standard. Fifth grade demonstrated 73.7% of students at standard which fell below the goal of 87%.A high percentage of students met level 4 standard in math with 70.3% of fifth graders, 71.7% of fourth graders and 47.5 percent of fifth graders demonstrating level 4 performance.

- In third grade, when evaluating claim data, all claims revealed +s in proficiency
- Fourth grade demonstrated strength in multi-digit multiplication
- Fifth grade demonstrated success in volume, classifying 2D figures, multiplication and division of fractions

Areas needing specific focus based on data:

- Fifth grade math scores were 13% lower than expected. This team is assessing the data to discern the lower than expected score.
- Multiplying and dividing within 100 and interpreting data in a chart or graph were challenging in third grade.
- Following written directions was a challenge in fourth grade.
- Graphing on coordinate plane was a specific area of concern in fifth grade.

What strategies, tools, or resources did you use/implement to help students grow?

- Supplemental resources
- PLC work (3rd and 4th) getting together and planning instruction based on student data
- Intervention time with struggling students
- IXL
- Common Core worksheets on line
- enVision curriculum
- Fact practice/fact strategies/check answers

**Science:
5th Science**

Achievement of Goals / Celebrations:

- The fifth grade goal was 90% of students demonstrating at standard performance on the spring MSP assessment. 94% of students demonstrated at standard or better performance on the MSP.
- 64.4 percent of students demonstrated level 4 proficiency on the MSP science assessment.

Areas needing specific focus based on data:

- The questions on the MSP were confusing at times. The students were sometimes not sure what was being asked of them.
- The FOSS science kits do not match-up well with the questions on the test, so we have to use lots of supplemental resources.
- The test covers topics that they were taught several years ago (plants or food webs), or topics that are not in our curriculum at all (inherited traits.)

	<p>What strategies, tools, or resources did you use/implement to help students grow?</p> <ul style="list-style-type: none"> • Supplemental resources such as Discovery Education Steaming, released MSP tests online, and resources from other sources online.
<p>Achievement Gap</p>	<p>Achievement Gap Goal: Our achievement gap was defined as any student who scored below standard in ELA (DIBELS or SBA), K-5, not including students who qualified for special education services in ELA. Our goal was that 56% of the 41 students identified would demonstrate growth. We exceeded our goal with 65% of students (26 students) demonstrating growth. This was a wonderful result with our most challenged students demonstrating growth and success. Our continuing focus will be the 14 students who, despite intensive intervention, did not demonstrate anticipated growth.</p>
<p>School Effectiveness:</p>	<p>Achievement of Goals / Celebrations:</p> <p>The Mead School Effectiveness Goal was that Mead staff would improve from 76% agree mostly/completely to 91% agree mostly/completely on the Nine Characteristics question #27, “Staff routinely work together to plan what will be taught.”</p> <p>On the spring survey, 97.4% of staff agreed that this goal was met. The goal was met due to increased intentional opportunity for collaboration, both horizontally and vertically among staff. The goal was reviewed at every staff and LEAP meeting in order to be intentional and reflective in our collaborative work.</p> <p>Areas for Further Attention: Finding time for more collaboration between and within grade levels is an area requiring further attention.</p>
<p>Attendance and Discipline:</p>	<p>Achievement of Attendance and Discipline Goals:</p> <p>Attendance: For attendance, our goal was given consistent use of absence letters and teacher communication to parents, the unexcused absence rate will improve from .4% (368) unexcused absences to .3% unexcused absences in 15-16. Our 15-16 data demonstrates a .6% rate of unexcused absences reflecting 520 unexcused absences. The absence rate increased rather than decreased.</p> <p>Attendance Concerns Requiring Further Attention: Although we increased our communication to families regarding student attendance, including frequent communication from both the</p>

office and the teacher regarding specific instances of unexcused absences, we continue to have many unexcused absences. Our data collection for 15-16 was global and not focused on specific students. Future attention should include focus on specific students who have frequent unexcused absences and who make up a higher percentage of the unexcused absences.

Discipline:

For discipline, our goal was given the implementation of a PBIS system of student affirmations (Whinnies), Mead would reduce the number of disciplinary “Making It Right Plans” from 86 given in 14-15 to 75 in 15-16. Our 15-16 data demonstrates an increase in MIRPs, from 86 to 108.

Discipline Celebrations:

With the addition of a PBIS component of “Whinnies”, Mead experienced:

- Excitement over announcements and recognition.
- Common language throughout the school is being used in response to student behavior.
- Unified school emphasis on demonstrating the Mead Way.

Discipline Concerns Requiring Further Attention:

Although our goal was sound, our measurement of Making It Right Plans did not demonstrate our intent. Rather than measuring an overall total of Making It Right Plans, we should have measured percentage of students receiving Making It Right Plans. Our number of plans was high due to a few specific students who had many Making It Right Plans.

ANNUAL SCHOOL GOALS

2016-17 Annual School Goals:

SMART Goals	
Literacy: K-2 Reading	92% of students in grades K-2 will score at standard or above in literacy as measured by the EOY DIBELS assessment in May 2017
Literacy: 3-5 ELA	88% of students in grades 3-5 will score at standard or above in literacy as measured by the SBA assessment in May 2017.
Math: 3-5 Math	86% of students in grades 3-5 will score at standard in or above in math as measured by the SBA assessment in May 2017
Science: 5th Science	90% of students in grade 5 will score at standard or above in science as measured by the MSP assessment in May 2017
Achievement Gap	Of 67 students who scored below standard on either the 2016 BOY DIBELS or 2016 SBA ELA test, and, who do not qualify for special education support in ELA, 41 students will increase one level of proficiency on spring 2017 DIBELS EOY or SBA ELA assessments.
School Effectiveness:	Given planning for, and opportunity to participate in cross grade level teaming, the Margaret Mead Elementary staff will increase the percentages of staff who agree mostly/completely in “The staff works in teams across grade levels to help increase student learning,” from 88% to 92%.
Attendance:	Given consistent use of the LWSD absence letters to parents, Margaret Mead Elementary will improve from .6% unexcused absences to .5% unexcused absences.
Discipline:	Given implementation and schoolwide use of PBIS system of student affirmations, Margaret Mead Elementary will reduce the number of students receiving two or more “Making It Right Plans” from 17 to 14.

Annual School Goals: Academic

Teachers examined DIBELS, SBA and MSP assessment results individually, as teams and as a staff to discern goal areas. Teams reviewed strand and composite scores for their classrooms as well as for their cohort. Based on assessment data, our goals were discerned.

In order to identify strategies to be used to increase student performance, teachers met in grade bands (K-2 and 3-5) to discuss strategies, design interventions, identify needed resources and create challenge opportunities for students.

Students will regularly be taught and assessed using formative and summative assessment tools. Assessment data will be used to discern the need for and/or efficacy of interventions/extensions provided to students not meeting standard. As needed, interventions and strategies will be adjusted to better support student performance. At Mead, all support staff (I.A.s and para-educators) are used to support classroom and

small group instruction, specifically for students requiring intervention and support. Specialists including Safety Net, ELL and Special Education will also collaborate with classroom teachers in the support of specific students.

Teachers will monitor goals frequently, both individually and as grade level teams. CIP goals will be specifically monitored on three LEAP Wednesdays throughout the school year. CIP monitoring will include data assessment and discussion and adjustment of interventions and supports as needed.

Annual School Goals: Achievement Gap

The Margaret Mead Elementary staff identified 67 students performing below standard on spring 2016 SBA ELA or 2016 BOY DIBELS assessments (and who do not qualify for special education support in ELA) as our students in the achievement gap. As the majority of Mead students reach standard or above on standardized tests, the small subgroup that does not reach standard will receive additional support in ELA.

Our goal is for 61% of these students (41 of 67) to move up one level on DIBELS or SBA ELA on the spring 2017 assessments. Primary grades will use an intervention block model and Safety Net support to provide additional support to students. All grades will access ELL and IA/para intervention in classrooms to support these students on a one to one or small group basis. Classroom teachers will frequently monitor student progress using DIBELS benchmark assessments and classroom ELA assessments and assignments. Progress of these students will be monitored frequently, including on our three Wednesday LEAP CIP Check-Ins.

Annual School Goals: School Effectiveness

Our effectiveness goal was selected as a result of conversations first with the Mead Building Leadership Team (MLT) followed by the staff team as a whole. We examined all of the 9 Characteristics data from the last five years. The question, “Staff works in teams across grade levels to help increase student learning” supports our building work around aligning writing instruction using the new Writer’s Workshop pilot, both within grade levels and vertically K – 5. Emphasis will be placed on including specialists (SN, ELL, Special Ed) in these collaborative conversations.

To support this goal, we will review our goal monthly at our staff meetings to discuss progress, challenges and successes. Based on these conversations, the MLT will discuss needed additional strategies to be implemented with their teams.

Annual School Goals: Attendance

As per staff discussion, we recognize that unexcused absences at the elementary level are typically more a function of parent behavior than student behavior. In order to better support parent understanding of the importance of regular student attendance, the Mead staff will both communicate the new LWSB attendance policy to our community as well as implement the new policy and procedures including absence letters to families and attendance conferences as appropriate.

Our goal is to reduce the .6% unexcused absence rate to .5% by year end.

Annual School Goals: Discipline

The Mead Positive Culture and Climate staff team works to support appropriate student behavior and a positive school culture at Mead. The Mead Community follows the MEAD Way – a set of expectations for all students. Mead has a tool called the *Making It Right Plan* that is used when students make unwise choices. In order to support wise choices and appropriate behavior, Mead has implemented a PBIS system of positive recognition for appropriate behavior. The system is called “Whinnies”.

Given the implementation of Whinnies, our goal is that by teaching, affirming and recognizing more positive student behavior, especially with students that have demonstrated inappropriate behavior, we can reduce inappropriate behavior and thereby reduce the number of *Making It Right* plans that are issued.

Our goal is to reduce the number of students receiving two or more Making It Right plans from 17 students in 15-16, to 14 of students for the current year. Student behavior data will be monitored at our three Wednesday LEAP CIP check-in days.

INSTRUCTIONAL STRATEGIES AND REQUIRED RESOURCES

Goal Area	Literacy
Strategy to support goals	<p>The K-2 Team will use the following strategies:</p> <ul style="list-style-type: none">Head SproutRazKidsSafety Net supportELL supportPLC planning and teamingIA support via Intervention Block and classroom supportGuided reading groupsRead Naturally/fluency practiceLeveled ReadersPD support/training from building writing leadsSIT Team <p>The 3-5 Teams will use the following strategies:</p> <ul style="list-style-type: none">Accelerated ReaderKids reading within their rangeComprehension checksEncourage more readingWorking with partnerUse of Wonders curriculum to teach comprehension strategiesPlanning with team what will be taught

	<p>Align reading and writing skills PD support/training from building writing leads LWSW Writer's Workshop Pilot Step-Up to Writing Check-ins with Special Education team to provide consistent instruction Teacher created materials to enhance and supplement current curriculum</p>
<i>Professional Learning needed</i>	<p>Differentiation strategies ELL strategies Daily 5 strategies Continued support on how to use curriculum resources effectively (focus on new writing curriculum) Time to review writing curriculum and student work (individually and as teams) Words Their Way coaching cycle</p>
<i>Resources needed</i>	<p>Time Team planning Working netbooks Cross grade-level planning Guided level reading assessments Classroom leveled library Updated book room/book resources (leveled books/class sets) Wonders materials Supplemental curriculum for intervention and extension SBA Interim Assessments Leveled books in class sets</p>
<i>Responsible individual or team</i>	<p>Each grade level team will be responsible for monitoring and tracking progress toward their goal</p>

Goal Area	Math
<i>Strategy to support goals</i>	<p>Working with partners Consistent and timely feedback Kids correct work and re-work mistakes Use of IXL for differentiation and support Small groups Re-teaching material Use of enVision Check-ins with Special Education team to provide consistent instruction Teacher created materials to enhance and supplement current curriculum</p>
<i>Professional Learning needed</i>	<p>Problem solving curriculum</p>

	Common Core math curriculum
<i>Resources needed</i>	Assessments aligned to lesson taught Curriculum for level 4 kids that is related to lesson Tier 2 certificated support for students not receiving services, but needing additional intensive instruction. Problem solving lessons and materials Extension materials for level 4 students Material formatted like SBA questions
<i>Responsible individual or team</i>	Each grade level team, 3 – 5, will be responsible for monitoring and tracking progress toward math goals.

Goal Area	Science
<i>Strategy to support goals</i>	The fifth grade team will support science using the following: Teaching specific formats for scientific process and writing procedures and conclusions Allowing student choice in selecting their own science experiment Repeated practice in procedures, conclusions, etc. Plan lessons and assessments together with our team Check-ins with Special Education team to provide consistent instruction Teacher created materials to enhance and supplement current curriculum
<i>Professional Learning needed</i>	Additional examples to reinforce the main concepts.
<i>Resources needed</i>	Our teacher-created materials that align with the standards. Foss Science Kits
<i>Responsible individual or team</i>	The fifth grade team will be responsible for monitoring and tracking progress toward science goals.

Goal Area	School Effectiveness
<i>Strategy to support goals</i>	The Mead Leadership Team has planned for every staff meeting to include cross grade conversation on an instructional strategy. Staff will be strategically divided into table groups at each meeting and the Leadership Team members will guide each table through a discussion. Additionally, the Mead Instructional Leadership Team has designed monthly cross grade trainings/conversations regarding implementation of Writer’s Workshop.
<i>Professional Learning needed</i>	District training for Writer’s Workshop Leads MLT will select articles for staff meeting discussions ELC PLC will be providing PD for all ELC elementary teachers on Writer’s Workshop in March.

<i>Resources needed</i>	Time
<i>Responsible individual or team</i>	The Mead Building Leadership Team and Instructional Leadership Team will monitor progress of goal.

PARENT, FAMILY, AND COMMUNITY INVOLVEMENT

Strategies to involve parents, families, and the community in the Continuous Improvement Process

Margaret Mead Elementary will work with our PTSA and community to support our Continuous Improvement Process as follows:

- Use parent volunteers and LINKS volunteers to support students in class and at lunch through one on one and small group support.
- Work with PTSA to fund materials and professional development opportunities that support CIP goals.
- Communicate attendance policies to parents via teacher email and monthly principal e-news.

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

The building principal will inform parents, families and the community about the CIP using the following strategies:

- Share CIP plan with PTSA Board, January 2017
- Share CIP plan at PTSA General Membership Meeting, January 2017
- Share CIP plan via Mead Monthly e-news in January 2017.