

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

School Name: College Place Elementary

Year: 2018-19

School Theory of Action/Target Area

If we, as staff, students, and community, continue to refine our conceptual understanding of the K-6 critical math domains and make sense of problems and persevere in solving them within a growth mindset culture while engaging in meaningful mathematical experiences and student driven learning; and if we learn and implement best practice in Social and Emotional Learning, we will *lead mathematics improvement* and *expect improved math achievement* for all students.

Whole School Achievement Goal- As a result of this action:

Compared to 47% of all students meeting standard in Math on the SBA in 2017 , 52% of all students will meet standard on the Math SBA in 2018 from Homeroom.

Achievement Gap:

- **Measurement/Assessment:** Math SBA from Homeroom

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A Bilingual Education Students	13%	22%
Comparison Group B Non-Bilingual Education Students	48%	64%
All Students	34%	41%

Strategic Direction Focus Areas:

*You may choose to select one or more of the other options in addition to Effective Learning for All Students.***Strategic**

Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

Effective Learning for All Students

Equity of Opportunity

P-3rd Grade Early Learning

Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

At CPE our goal is always to ensure all students, no matter their race, ethnicity, or socioeconomic background achieve at or above standard. Our data indicates that unless we focus on our ELL students and students of Color, including students P-3, and find and implement practices that produce effective learning for all of our students, we will not produce graduates ready for life. We are a school community who sees that our mission is to educate all of our students and overcome the many barriers they face in order to provide them every option for their lives upon graduation from our school system.

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School Vision/Mission:

We must ensure a culture of mathematicians in our school that allows for all students to have access and equity to high-level, meaningful math learning experiences. We expect a culture of shared responsibility amongst staff, students and the whole school community to activate the belief that each student can learn and engage in rigorous, complex and standards-driven mathematics where both teachers and students embrace a growth mindset, where students make their thinking visible, and where the teacher intentionally guides students in using each other as resources, engaging in purposeful conversations that elevate student thinking in math and other content areas, while demonstrating growth from procedural fluency to conceptual understanding. Teachers facilitate math discourse that expects precise mathematical vocabulary, which is initiated with a question that allows for students to make sense of the math and engage in thinking and conversations that move their learning forward. Opportunities to justify thinking, reason and connect new ideas to mathematical understandings while using peers, technology, manipulatives and models as critical resources for deepening understanding. Through perseverance, productive struggle and a drive to build mathematical confidence for each and every student; we will lead mathematics improvement that our students not only deserve but expect for their future from all of us.

Parent, Family, and Community Involvement in this Plan:

I will present this to our family group. Next year we will use our Data plan and work with families in data gathering and analysis to formulate goals and PD focus. We will plan ways to involve families in our SIP.

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Other: | |

**Student Demographics from the OSPI
Report Card October 2018**

Enrollment in May 2018	489
Female	46.3%
Male	53.7%

Race/Ethnicity Percent Oct. 2017

American Indian/AK Native	1.4%
Asian	8.2%

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Black/African American	14.1%
Hispanic/Latino of any race(s)	41.9%
Native Hawaiian/Other Pac. Islander	1.8%
White	23.9%
Two or More Races	8.7%

Special Programs (Percent of May)

English Learners	42.7%
Low Income	68.7%
Students with Disabilities (SpEd)	10.6%
Migrant	.4%
Section 504	1.4%

Summary of strengths or greatest progress based on the data:

- Exceeded growth goals from 16-17 but our scores dropped in every area in 17-18. We would like to continue our work with Math, and would also like to learn more about Social Emotional Learning Best Practice and implement it in classrooms and school wide because we feel this may have contributed to our scores dropping in 2018. The data we have for thinking this is only anecdotal.

Prioritized areas of opportunity or greatest challenge based on the data:

- Math scores school wide.
- Math scores for ELL students and all students of color.

State Participation Rate: 95% participation required

X Area of Strength (95% or more participation)	€ Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: Click here to enter text.	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 29%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <p style="text-align: center;">Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below based on OSPI Data:	
Reading: 64% at/near/above Listening: 75% at/near/above	Writing: 77% at/near/above Research/Inquiry: 70% at/near/above

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Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

Continuous Improvement Process

The continuous improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and community participation in decision making and planning are essential elements in improving schools.

The improvement process assesses the current reality of a school. It provides space for a school to identify its strengths as well as its opportunities for growth and improvement. The continuous improvement cycle allows for implementation of strategies, activities and assessments, and evaluates the school's progress toward achieving its focus and meeting its goals.

This tool is designed to be a living, breathing document that can be easily accessed, monitored and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information and data. This process empowers educators and stakeholders to collaborate in order to help schools make data-driven, research-based decisions focused on making an unmistakable impact on how teachers teach and how students learn.

School Name: College Place Elementary

Year: 2018-19

Grade Level/Department/Team: 1st Grade/Math

Student Learning Goal: 1st grade students will add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). [CCSS.MATH.CONTENT.1.OA.C.6](#)

We will measure this Formatively by: common level formative assessments (student work, Teacher Observation Checklist) at least three times a year

- End of unit tests
- Unit quizzes

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We will measure this Summatively by:

Unit 4 Pre and Post Unit Tests,

Unit 8 Pre and Post Unit Tests,

Action steps we will take to meet our goal:

Choose standards in Math that lead to students learning Grade 1 Math curriculum.

- ▶ Meet with grade level PLC team to create/choose assessments that measure learning to the standard
- ▶ Discuss and implement practices including questioning and discussion techniques from the many resources we have studied that will cause to learn to the standard
- ▶ Give pre assessment
- ▶ Teach the lesson including the techniques and strategies discussed at the PLC
- ▶ Give post assessment
- ▶ Create interventions for students
- ▶ Discuss instruction that worked and didn't work and how I can use this learning in future practice

Technology-This is how we will utilize technology to meet our goal:

- ▶ Zern
- ▶ XTra Math
- ▶ Moby Max
- ▶ Interactive Number Grid to build number fluency

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School Name: College Place Elementary

Year: 2018-19

Grade Level/Department/Team: 2nd Grade/Math

Student Learning Goal: 2nd grade students will * all students will make significant improvements in each mathematical strand in math as shown by their pre-tests, middle of the unit quizzes and post-tests.

We will measure this Formatively by: We will use daily work, journals, exit slips to check for daily understanding.

We will measure this Summatively by:

We will use pre and post tests, as well as quizzes throughout the math strands/units to look for increased math learning.

Action steps we will take to meet our goal:

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Do the following at least 2 times a year (Learning Lab Process):

Choose standards in Math that lead to Math students learning Grade 2 Math curriculum.

- ▶ Meet with grade level team to create/choose assessments that measure learning to the standard
- ▶ Discuss and implement practices including questioning and discussion techniques from the many resources we have studied that will cause to learn to the standard
- ▶ Give pre assessment
- ▶ Teach the lesson including the techniques and strategies discussed at the team meeting
- ▶ Give post assessment
- ▶ Create interventions for students
- ▶ Discuss instruction that worked and didn't work and how I can use this learning in future practice

Technology-This is how we will utilize technology to meet our goal:

Click here to enter text.

- ▶ Moby Max, Prodigy
- ▶ We can check these programs to make sure students are making progress at their assigned math level.

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School Name: College Place Elementary

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Grade Level/Department/Team: 3 Grade/Math

Student Learning Goal: 3rd grade students will model with mathematics in order to fluently multiply within 100. 3.OA.C7 Standard 4

We will measure this Formatively by: [Click here to enter text.](#)

- Formative assessment in class.
- Common formative assessments as a result of the Data Team Process.
- Summative assessments.
- Student work (exit tickets)

We will measure this Summatively by:

Pre and Post Unit Tests,

Interim SBA Assessments

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Student Self-Assessment - pre, mid, post

Action steps we will take to meet our goal:

Do the following at least 2 times a year (Learning Lab Process):

Choose standards in Math that lead to Math students learning Grade 3 Math curriculum.

- ▶ Meet with grade level team to create/choose assessments that measure learning to the standard
- ▶ Discuss and implement practices including questioning and discussion techniques from the many resources we have studied that will cause to learn to the standard
- ▶ Give pre assessment
- ▶ Teach the lesson including the techniques and strategies discussed at the team meeting
- ▶ Give post assessment
- ▶ Create interventions for students
- ▶ Discuss instruction that worked and didn't work and how I can use this learning in future practice

Technology-This is how we will utilize technology to meet our goal:

- ▶ We will use google classroom to allow students to edit and share ideas about different ways to solve a problem
- ▶ Moby Max
- ▶ Freckle
- ▶ SBA Interims
- ▶ Videos/song
- ▶ Kahoots
- ▶ Seesaw

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School Name: College Place Elementary

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Grade Level/Department/Team: 4th Grade – Math Focus

Student Learning Goal: 4th grade students will master a strategy to solve multidigit multiplication equations accurately.

We will measure this Formatively by: using exit tickets, quick quizzes, self-evaluations, teacher observation and notes.

We will measure this Summatively by: using post unit tests, student self-assessments, quizzes and SBA interim assessments, high-cognitive performance tasks.

Action steps we will take to meet our goal:

Meet with 4th grade level team for Math Learning Labs (2-3 times a year)

Create/choose assessments that will show targeted growth in learning objective and reflect on instruction that was/wasn't successful for students. (once a week)

Give pre-assessments and post assessments for every math unit.

Plan, create, and meet with intervention groups weekly.

Technology-This is how we will utilize technology to meet our goal:

Freckle, Moby Max, and XtraMath to practice math fact fluency as well as other math skills.

Virtual Manipulatives

Use Google Drive and Google Docs/Sheets to share lesson resources and materials with grade-level team members.

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School Name: College Place Elementary

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Grade Level/Department/Team: 5 Grade/Math Linda Kendall, Deborah McGivern, Consuelo Palmer

Student Learning Goal: 5th grade students will construct viable arguments and critique the reasoning of others in order to fluently solve word problems.

We will measure this Formatively by: common level formative assessments (student work, student self-assessment with rubric, and exit tickets) at least three times a year

- Formative assessment in class.
- Common formative assessments as a result of the Data Team Process.
- Summative assessments.

We will measure this Summatively by:

Beginning and end of the year word problem assessment

Pre and Post Unit Tests,

Interim SBA Assessments

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Student Self-Assessment with Rubric, pre, mid, post

Action steps we will take to meet our goal:

Do the following at least 2 times a year (Learning Lab Process):

Choose standards in Math that lead to Math students learning Grade 5 Math curriculum.

- ▶ Meet with grade level team to create/choose assessments that measure learning to the standard
- ▶ Discuss and implement practices including questioning and discussion techniques from the many resources we have studied that will cause students to learn to the standard
- ▶ Give pre assessment
- ▶ Teach the lesson including the techniques and strategies discussed at the team meeting
- ▶ Give post assessment
- ▶ Create interventions for students
- ▶ Discuss instruction that worked and didn't work and how I can use this learning in future practice

Technology-This is how we will utilize technology to meet our goal:

- ▶ We will use google docs to allow students to edit and share ideas about different ways to solve a problem
- ▶ Moby Max
- ▶ Sum Dog

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School Name: College Place Elementary

Year: 2018-19

Grade Level/Department/Team: 6th Grade/Math

Student Learning Goal: 6th grade students will increase their number sense of fractions by using models such as number lines, fraction bars, etc. to identify, order, compare, and plot points on coordinate planes.

6.NS.5 - Identifying Rational Numbers

6.NS.6 - Integers/Rational Numbers on a Coordinate Plane

6.NS.7 - Ordering and Comparing numbers

We will measure this Formatively by: BOY assessment, formative assessments, quick quizzes (from Expressions)

We will measure this Summatively by:

Fall: BOY Assessment (focused on the fractions/decimals/percents sections)

Winter: After Unit 3 Expressions Summative Assessment

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Spring: After Unit 7 Expressions Summative Assessment

End of Year: Give the BOY Assessment again

Action steps we will take to meet our goal:

Do the following at least 2 times a year (Learning Lab Process):

Choose standards in Math that lead to Math students learning Grade ? Math curriculum.

- ▶ Meet with grade level team to create/choose assessments that measure learning to the standard
- ▶ Give pre assessment
- ▶ Teach the lesson including the techniques and strategies discussed at the team meeting
- ▶ Create interventions for students
- ▶ Discuss instruction that worked and didn't work and how I can use this learning in future practice
- ▶ Give post assessment

Technology-This is how we will utilize technology to meet our goal:

- ▶ Khan Academy
- ▶ Online Number lines
- ▶ Online Coordinate Planes
- ▶ Moby Max

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School Name: College Place Elementary

Year: 2018-19

Grade Level/Department/Team: k Grade/Math

Student Learning Goal: Between September and April, all Kindergarten students will show growth in:

- recognizing numbers 1-20
- count forward beginning from a given number within the known sequence
- write numbers from 0-20
- represent a number of objects with a written numerals 0-20
- be able to count to 100 by 1's and 10's

K.CC.A Know number names and the count sequence.

We will measure this Formatively by: common level formative assessments (student work, Teacher Observation) monthly

- Student work
- Teacher observations

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- Checkpoints
- Peer Checks

We will measure this Summatively by:

Pre and Post Unit Tests,

ESGI assessments

One on one work with teacher/para

Action steps we will take to meet our goal:

Choose standards in Math that lead to Math students learning Grade K Math curriculum.

- ▶ Meet with grade level team to create/choose assessments that measure learning to the standard
- ▶ Discuss and implement practices including questioning and discussion techniques from the many resources we have studied that will cause to learn to the standard
- ▶ Give pre assessment
- ▶ Give post assessment
- ▶ Create interventions for students
- ▶ Discuss instruction that worked and didn't work and how I can use this learning in future practice

Create fun and interesting ways to engage students in the learning process

- Counting round robin to a given number (can do this during morning meetings to extend math skills into other times of the day). Start at a given number other than 1, counting by 10's, etc
- Create fun hands on learning games to do with peers
- Counting as we walk to specialists, going on number hikes around the school
- Filling in number lines, counting collections, number puzzles, number poems, order number games

Technology-This is how we will utilize technology to meet our goal:

- ▶ Splashmath
- ▶ ABCya
- ▶ <http://www.mathgametime.com>
- ▶ www.turtlediary.com
- ▶ www.starfall.com
- ▶ Gonoodle
- ▶ Number songs/videos

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Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</p>	<p>As a building we assess students at the beginning of the year on the previous years' end of the year standard. We identify students who are eligible for Title One intervention and use Title One resources that are available after required reading interventions are in place.</p> <p>In classrooms for math, we consistently assess students through pre and post unit assessments. We create intervention groups for students who do not meet standard and work in small groups with them to move them toward standard.</p> <p>As a one of the five Math Initiative schools, we have funding this year for intensive Professional Development in conjunction with The University of Washington. This has provided two full days of extra professional development for all staff this summer as well ongoing "Learning Labs" where teachers plan teach, assess, adjust, and reteach, based on immediate student learning data. This provides a model for teachers to adjust their instruction based on formative assessment using research based best practice. This, and other professional development around Math, is facilitated by an Instructional Coach and Administration.</p> <p>We are a Professional Learning Community who meet as grade level teams at least twice a month to participate in a cycle of inquiry based on student learning. We create common formative assessments based on grade level state and district standards. We then teach and assess students using the common assessment. We then analyze the assessment data and create interventions for students who have not met standards, and more importantly, analyze our own instruction to identify the instructional techniques and strategies that led to the most efficient learning so that we can</p>	<p>Continuously</p>

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	repeat these practices and apply them to other areas if possible.	
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	The processes above also address students who are meeting and exceeding the standards and we create interventions for these students that challenge and move their learning forward.	Continuously
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	<p>We provide anti-bullying/problem solving instruction for our students during the first month of school. We also have started a book group that studies Responsive Classrooms techniques for building strong, caring, learning communities in the classroom. Teachers are applying their learning to their classrooms.</p> <p>Our students have opportunities for leadership through the following:</p> <ul style="list-style-type: none"> ● Student Counsel ● Stage Crew ● Assembly Leadership ● Recess conflict mediators ● PE Helpers ● Safety Patrol ● Reading Buddies ● Kindergarten Bus Helpers <p>In addition the Administration Team meets weekly to discuss students of concern and be provide support for students such as, Friendship Groups, Check Ins, Lunch Buddies, and other various interventions by the Dean for student behavior plans</p>	Continuously

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	<p>We are one of the 5 ESD Math Initiative Schools. This provides us with 2 days of intensive Math training in conjunction with the University of Washington this summer.</p> <p>Our building will also provide each grade level at least 2 “learning labs” per year where teachers can work together to plan, teach,</p>	Click here to enter text.

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	<p>analyze, and apply best practice to a lesson as a model for what they will do daily in their classrooms.</p> <p>Our Instructional Coach and district math leadership will be introducing and teaching teachers how to implement research based Instructional Strategies into their classrooms. We will use our Professional Learning days for this at the building level.</p>	
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<p>As stated above, we are one of the 5 Math Initiative Schools in the district. This provides each grade level at least 2 “learning labs” per year where teachers can work together to plan, teach, analyze, and apply best practice to a lesson as a model for what they will do daily in their classrooms.</p> <p>In addition, we are a Professional Learning Community based on the DuFour model where, teams plan a common assessment based on state standards, plan instruction, then teach and analyze the data from the assessment to identify students who need intervention, plan intervention, and identify effective practice.</p>	<p>Click here to enter text.</p>

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

<p style="text-align: center;">Third Grade OSPI Literacy Expectation (The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</p>		
<p>Intensive Reading and Literacy Improvement Plan</p>	<p>Description of Intervention Practices</p>	<p>Monitoring Schedule</p>
<p>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</p>	<ul style="list-style-type: none"> € Use of a coach/coaches X Additional learning time within the School Day € Before and After School Programs X Family Involvement at School (and outside of school) € Targeted Professional Learning X Professional Learning Communities € Tutoring <p>We provide in school intervention for students whose reading and language assessments indicate they qualify for services in Title One reading and English Language Acquisition. We</p>	<p>We use the Title One plan provided by the district.</p>

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	<p>have created a schedule that ensures students receive core instruction in their classroom, ELL services, and Title One services if they qualify for all. We have Family Reading Nights for families in our schools where families are educated on how to effectively help their children improve reading skills, and we meet in the Fall, Winter, and Spring to analyze reading assessments and plan interventions for students.</p> <p>In past years we have focused on Language Acquisition in Math. We have studied strategies and techniques that have been proven to be effective and used Professional Development days to plan lessons that include these. Currently we are focused on the work of Carol Dweck, and Jo Boaler from Stanford University that encourages language acquisition and use of precise language and vocabulary as students make sense of Mathematics. We plan lessons and analyze student work at least twice a month focusing on how students are making sense of Math. Inherent in this is student to student engagement and conversation. We use one of our ELL teachers to work with classroom teachers to ensure they are implementing best ELL instructional practice.</p> <p>In Fall, Winter, and Spring we will be working with staff to identify students, based on up two assessments, who need more intensive support (we call these MTI or Multi-Tearred Instruction meetings). We then use our Instructional Coach, Title One Reading teachers, ELL teachers, and Special Ed. Literacy teacher to support classroom teachers as they plan interventions for students in the General Ed. setting. We will do this 3 times a year.</p> <p>We will also be creating outside-of-school-hours Interventions for students Identified through district adopted assessments. These interventions are based on the following Curriculum: Wired for Reading; Ninety-five Percent Group; Early Reading Intervention</p>	
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 School Improvement Planning Process
Each Student Learning, Every Day!

	(ERI); and Read Naturally. We will work with groups of about 6 students, outside of school, for 45 minutes to an hour. We will provide transportation if necessary.	
<p>Specifically identify and describe your building’s grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</p>	<p>We assess students every 4-6 weeks according to district ELL and Title One rules and, based on this assessment, exit students who have achieved to grade level and modify intervention. We also assess student reading levels 3 times a year and meet to collaborate on effective interventions for identified students below grade level.</p>	<p>Click here to enter text.</p>
<p>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student’s reading skills at home.</p>	<p>In October we invite families into classrooms where teachers provide information about grade level expectations and then educate parents on strategies they can use to help students achieve academic goals. We will likely, pending staff approval, do the same in February after report cards have been issued so that parents know where their students are relative to the grade level standards. We do this in lieu of our traditional Open House.</p>	<p>Click here to enter text.</p>