

# College Place Elementary School

## Mission Statement of School and District

The Edmonds School District engages students, staff, families, partners and the broader community in the district's Strategic Direction. Together, along with every school, results have been identified that we want for our students. The continual improvement of our 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. For more detailed information, please visit our school's improvement plan or give us a call at your convenience.



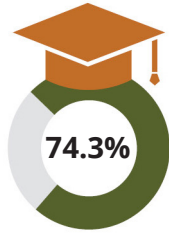
## About Us

We are a diverse family of students, parents, teachers and community members working together to create a dynamic, rigorous, caring and passionate learning environment.

Principal: Scott Morrison  
Assistant Principal: Steve Hearn  
20401 76th Ave W, Lynnwood, WA 98036  
(425) 431-7620/[cpe.edmonds.wednet.edu](http://cpe.edmonds.wednet.edu)

# College Place Elementary School

**Our  
35  
teachers  
at a glance:**



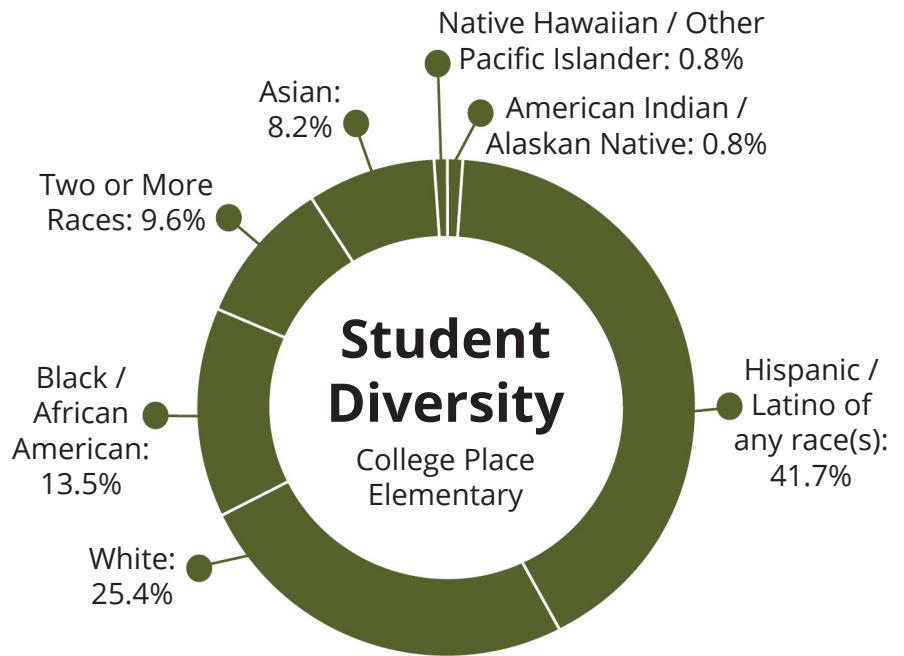
**of teachers  
have at least  
a Master's  
Degree**

**15.5  
average  
years of  
teacher  
experience**

## Academic Accomplishments and Goals Strategic Direction Focus Areas

We, as staff, students, and community, continue to refine our conceptual understanding of the K-6 critical math domains. We make sense of problems and persevere in solving problems, striving to grow in a culture of student driven learning. We will lead in teaching mathematics and expect improved math achievement for all students. Last year we accomplished our School Improvement Plan goals. We believe this is due to our efforts to improve Mathematics

*Continued on Page 3*





### ***Continued from Page 2***

instruction and learning. For more detailed information, please visit our school's improvement plan or give us a call at your convenience.

### **How You Can Help**

We Welcome You! You can become involved in our schools by becoming a volunteer. We have individual students who would benefit from one-to-one tutoring in basic skills. Please contact the school office if you are interested in joining our family at College Place.

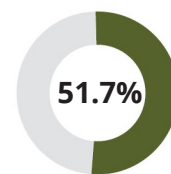
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## **Our 482 students at a glance:**

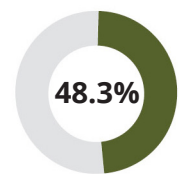


### **State Assessments**

Washington students are tested annually by the state to assess their progress as they move through school. In grades 3-8 students take tests in English language arts, math and science. Please visit [our School Report Card](#).



**male**



**female**



# College Place Elementary School

## Edmonds School District Board of Directors

### **Carin Chase**

Area 1, Legislative  
Representative

### **Ann McMurray**

Area 2, Vice President

### **Gary Noble**

Area 3

### **Susan Phillips**

Area 4, President

### **Diana White**

Area 5

### **Dr. Kristine McDuffy**

Superintendent

## Our Commitment

- Equity of Opportunity
- Effective Learning for All Students
- PreK-3rd Grade Early Learning
- Graduates Who Are Ready For Life

## Edmonds School District

20420 68th Ave W  
Lynnwood, WA 98036  
425-431-7000

[www.edmonds.wednet.edu](http://www.edmonds.wednet.edu)

The **Edmonds School District** covers approximately 36 square miles in south Snohomish County and includes the communities of Brier, Edmonds, Lynnwood, Mountlake Terrace, Woodway, and portions of unincorporated Snohomish County.

## *Continued from Page 3*

## Financial Resources

Annually, we produce a Citizens Guide to the District's Budget. One of our highest priorities is being excellent stewards of our community's resources. Each year, we involve staff, students, families and community members in helping us to set budget priorities. For more information on school funding, we encourage you to refer to the [2016-17 Citizens Guide to the Budget](#).

**The state provides  
\$8,662  
per pupil to  
our District**



## About Our Building

Opened: 1969  
Square Feet: 48,180  
Remodeled: 1992

We are proud that our school is extensively used by our community for meetings, events and youth activities.



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**School Name:** College Place Elementary

**Year:** 2017-2018

**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, 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 2016 , 52% of all students will meet standard on the Math SBA in 2018 from Homeroom.

**Achievement Gap:**

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

<b>Student Group</b>	<b>Current % Successful</b>	<b>Goal % Successful</b>
<b>Comparison Group A</b> Bilingual Education Students	25%	32.5%
<b>Comparison Group B</b> Non-Bilingual Education Students	60%	64%
<b>All Students</b>	47%	52%

**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-3<sup>rd</sup> 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.

Student Demographics		
<b>Enrollment</b>		
October 2016 Student Count		489
May 2017 Student Count		482
<b>Gender (October 2016)</b>		
Male	253	51.7%
Female	236	48.3%
<b>Race/Ethnicity (October 2016)</b>		
Hispanic / Latino of any race(s)	204	41.7%
American Indian / Alaskan Native	4	0.8%
Asian	40	8.2%
Black / African American	66	13.5%
Native Hawaiian / Other Pacific Islander	4	0.8%

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White	124	25.4%
Two or More Races	47	9.6%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2017)	341	70.7%
Special Education (May 2017)	57	11.8%
Transitional Bilingual (May 2017)	212	44.0%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	6	1.2%
Foster Care (May 2017)	N<10	
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2016-17)	764	1.1%

**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:                     |   |

**Summary of strengths or greatest progress based on the data:**

- Met growth goals from 16-17 and would like to continue our work to continue to improve Math Instruction and Learning.

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

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- |   |
|---|
| <ul style="list-style-type: none"><li>• Math scores school wide.</li></ul>                                |
| <ul style="list-style-type: none"><li>• Math scores for ELL students and all students of color.</li></ul> |

**State Participation Rate:** 95% participation required

<input checked="" type="checkbox"/> <b>X Area of Strength (95% or more participation)</b>	<input type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b>
If your participation rate is an <b>area of opportunity</b> , please describe your plan for increasing student participation during the school year: <a href="#">Click here to enter text.</a>	

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 41	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.  <b>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b>
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: 62% at/near/above Listening: 82% at/near/above  Writing: 72% at/near/above Research/Inquiry: 75% at/near/above	

**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: 2017-2018**

**Grade Level/Department/Team: Grade 4-Math Focus**

**Student Learning Goal: Fourth grade students will solve word problems with whole numbers by choosing the correct operation and writing an equation.**

**We will measure this Formatively by:**

**students will self-assess, using a scoring rubric for problem solving**

**quick quizzes**

**exit tickets**

**We will measure this Summatively by:**

**High Cognitive Demand tasks**

**Pre and Post Unit Tests**

**End of the Year Fourth Grade Test**

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**School Name: College Place Elementary**

**Year: 2017-2018**

**Grade Level/Department/Team: Grade 5-Math Focus**

**Student Learning Goal** 5th grade students will construct viable arguments and critique the reasoning of others in order to fluently solve word problems. 5.NBT .1, 5.NF. 2 Standards

#### **We will measure this Formatively by:**

Formative assessment in class, summative assessments, Pre and Post Unit Tests, Student Self-Assessment with Rubric, Exit Ticket,

#### **We will measure this Summatively by:**

Formative assessment in class, summative assessments, Pre and Post Unit Tests, Student Self-Assessment with Rubric, Exit Ticket,

#### **Action steps we will take to meet our goal:**

**Do the following at least 2 times a year (Data Team Process):**

**Choose standards in Math that lead to Math students learning Grade 6 Math curriculum.**

- Meet with grade level team to create/choose assessments that measure learning to the standard**

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School Name: **College Place Elementary**

Year: **2017-2018**

Grade Level/Department/Team: **Grade 6-Math Focus**

**Student Learning Goal 6<sup>th</sup> grade students will improve in gaining, selecting, and using appropriate strategies to solve grade level problems in mathematics. They will demonstrate organized, labeled and clear work, leading to accurate answers.**

**We will measure this Formatively by:**

**Formative assessments, student reflection and goal setting, Problems of the Week, high cognitive demand in class tasks, performance tasks, and IAB assessments.**

**We will measure this Summatively by:**

**Formative assessments, student reflection and goal setting, Problems of the Week, high cognitive demand in class tasks, performance tasks, and IAB assessments.**

**Action steps we will take to meet our goal:**

**Do the following at least 2 times a year (Data Team Process):**

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**Continuous Improvement Process**

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**School Name: College Place Elementary**

**Year: 2017-2018**

**Grade Level/Department/Team: Grade Kindergarten-Math Focus**

**Student Learning Goal** Between September and April, all Kindergarten students will show growth in understanding addition as putting together and adding to, and understand subtraction as taking apart and taking from.

**We will measure this Formatively by:**

This will be measured by story problem assessments, student work samples, or student evaluations. These assessments may include representing addition and subtraction with fingers, objects, verbal explanations, drawings, acting out situations and equations.

**We will measure this Summatively by:**

This will be measured by story problem assessments, student work samples, or student evaluations. These assessments may include representing addition and subtraction with fingers, objects, verbal explanations, drawings, acting out situations and equations.

**Action steps we will take to meet our goal:**

**Do the following at least 2 times a year (Data Team Process):**

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**School Name: College Place Elementary**

**Year: 2017-2018**

**Grade Level/Department/Team: Grade 1-Math Focus**

**Student Learning Goal** 1<sup>st</sup> grade students will show growth in accurately solving addition and subtraction situations.

**We will measure this Formatively by:**

BOY problem solving, Pre- assessment, Unit 3 assessment, Unit 6 assessment, quick quizzes, exit slips, post-assessment

**We will measure this Summatively by:**

BOY problem solving, Pre- assessment, Unit 3 assessment, Unit 6 assessment, quick quizzes, exit slips, post-assessment

**Action steps we will take to meet our goal:**

**Do the following at least 2 times a year (Data Team Process):**

**Choose standards in Math that lead to Math students learning Grade 6 Math curriculum.**

- Meet with grade level team to create/choose assessments that measure learning to the standard**

### **Continuous Improvement Process**

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**School Name: College Place Elementary**

**Year: 2017-2018**

**Grade Level/Department/Team: Grade 3-Math Focus**

**Student Learning Goal** Students will fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction.

**We will measure this Formatively by:**

Pre/posttest, quizzes, exit tickets, math journals

**We will measure this Summatively by:**

Pre/posttest, quizzes, exit tickets, math journals

**Action steps we will take to meet our goal:**

**Do the following at least 2 times a year (Data Team Process):**

**Choose standards in Math that lead to Math students learning Grade 6 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

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

<b><i>Learning Opportunities for Students</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b>	<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</p>	Continuously

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	<p>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 repeat these practices and apply them to other areas if possible.</p>	
<p><b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b></p>	<p>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.</p>	<p>Continuously</p>
<p><b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b></p>	<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>Continuously</p>



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	<p>Our students have opportunities for leadership through the following:</p> <ul style="list-style-type: none"> <li>● Student Counsel</li> <li>● Stage Crew</li> <li>● Assembly Leadership</li> <li>● Recess conflict mediators</li> <li>● PE Helpers</li> <li>● Safety Patrol</li> <li>● Reading Buddies</li> <li>● Kindergarten Bus Helpers</li> </ul> <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>
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<i><b>Learning Opportunities Provided for Staff Specific to the School Target</b></i>	<i><b>Description of the Learning Opportunity</b></i>	<i><b>Schedule</b></i>
<p><b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b></p>	<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, 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>Click here to enter text.</p>

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<p><b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b></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>
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**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:**

<p style="text-align: center;"><b>Third Grade OSPI Literacy Expectation</b>            (The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</p>		
<p><b>Intensive Reading and Literacy Improvement Plan</b></p>	<p><b>Description of Intervention Practices</b></p>	<p><b>Monitoring Schedule</b></p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of a coach/coaches</li> <li><input checked="" type="checkbox"/> Additional learning time within the School Day</li> <li><input type="checkbox"/> Before and After School Programs</li> <li><input checked="" type="checkbox"/> Family Involvement at School (and outside of school)</li> <li><input type="checkbox"/> Targeted Professional Learning</li> <li><input checked="" type="checkbox"/> Professional Learning Communities</li> <li><input type="checkbox"/> Tutoring</li> </ul> <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 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>We use the Title One plan provided by the district.</p>

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	<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 (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>	
<p><b>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?</b></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</p>	<p><a href="#">Click here to enter text.</a></p>

Edmonds School District  
 School Improvement Planning Process  
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	on effective interventions for identified students below grade level.	
<p><b>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.</b></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>