

Woodridge Elementary

SCHOOL IMPROVEMENT PLAN



2019-2020

SCHOOL PRINCIPAL:

Nicole Hepworth



The mission of the Bellevue School District is to serve each and every student academically, socially and emotionally through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

Woodridge Elementary

2019-2020 School Improvement Plan

At Woodridge Elementary we are committed to affirming and inspiring each and every student to learn and thrive as creators of their future world. Our school and district vision and mission were created in partnership with parents, teachers and students.

Our work in serving every student, every day in every classroom is grounded in an idea of continuous improvement. Working with the Office of the Superintendent of Public Instruction, we use nine characteristics of successful schools to guide our work.

THE NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

- 1 · Developing a clear and shared focus · 2 · Maintaining high standards and expectations for all students
- 3 · Using effective school leadership · 4 · Engaging in high levels of collaboration and communication · 5
- Providing curriculum, instruction and assessments aligned with state standards · 6 · Ensuring frequent monitoring of learning and teaching · 7 · Delivering focused professional development · 8 · Maintaining a supportive learning environment · 9 · Promoting high levels of family and community involvement

Included in this school improvement plan are details to share the current focus at Sherwood Forest, as well as outline our strengths and opportunities for the year ahead. In addition to promoting continuous improvement of student achievement of the state learning goals, we recognize that nonacademic student learning and growth are key elements of student well-being and success. This plan is based on a comprehensive needs assessment of our school and programs, and included active participation and input from building staff, students, families, parents and community members.

Instructional Program Overview.....	Page 3
Profile	Page 4
School Goals & Key Performance Indicators	Page 6

SCHOOL BACKGROUND

Instructional Program Overview

Woodridge is one of eighteen elementary schools in the Bellevue School District, serving approximately 425 students. Woodridge Elementary has been recognized by the State of Washington as a school that has demonstrated high progress for all students in the areas of English Language Arts and Math. In 2015, Woodridge was one of eight elementary schools in Bellevue recognized as a recipient of the Washington State Achievement Award, one of 119 elementary schools out of over 1,000 elementary schools in Washington State.

Students receive a cohesive academic curriculum that is aligned to the Common Core State Standards in Kindergarten through 5th grade. The core instructional program includes reading, writing, math, science, social studies, and social emotional learning. In addition to the 22 homeroom classes, students attend a specialist period, four times per week. The forty-minute specialist periods include: art, music, library and physical education. Additionally, this year, Woodridge will continue in its sixth year of Science Technology Engineering and Math (STEM) implementation. As part of Bellevue's STEM initiative, students take part in engineering design projects that allow them to apply knowledge in science, technology, and math. The main components of the K-5 BSD STEM program include:

- Engineering design challenges at every grade level
- Integrated computer science and computational thinking concepts
- 3D Printer
- Evidence-based Reasoning and Critical Thinking
- Hour of Code for all students at least once a year
- Family engagement events/activities (e.g. STEM Night)

Woodridge staff is committed to each and every student's success. At Woodridge we are "building the future" and it is our responsibility to create a supportive environment that fosters the social, emotional, and academic success of all children. For our nearly 425 students, and in partnership with Woodridge's PTSA (Parent Teacher Student Association), we offer a strong core academic curriculum and enrichment activities in foreign languages, science, technology, art, drama, soccer and more. To foster the "whole child" we promote skills and habits that lead to students thriving academically, socially and emotionally. Students are supported and enriched through a variety of programs including Special Education, English Language Learning (ELL) services, volunteer/mentors, and before and after school academic and enrichment programs.

Key to our instructional focus and building on our understanding and utilization of the Common Core State Standards, we continue to integrate school-wide learning strategies that increase students' skills in speaking and listening as well as thinking. Our instructional focus in 2019-20 will include a focus on studying the book, *Courageous Conversations*, during our District Developed Professional Development as a means for building a common foundation of understanding and vocabulary as it relates to talking about race. For our Building Developed Professional Development, we will be focusing on how to apply culturally responsive practices within each learning environment through the study of the text, *Culturally Responsive Teaching and the Brain*, by Zaretta Hammond. Staff will be focusing on honoring each student and family's identity and studying culturally responsive teaching and learning as it relates to instructional design and delivery across a multitude of content-specific areas. The primary approach staff will use to support student learning is utilizing culturally responsive teaching practices and developing strong, trusting relationships focused on academic and personal growth, as it applies during literacy, math and social/emotional instruction.

Woodridge is supported by a committed and generous parent community. The Woodridge Parent Teacher Student Association's (PTSA) helps to provide the school with over 750 hours of additional adult support for instructional and supervision purposes. Additionally, the PTSA assists in partnering with the school to organize and provide funding to support 4 additional hours/day of instructional assistant support in the classrooms and enriching events for students and the entire Woodridge community to engage in throughout the year.



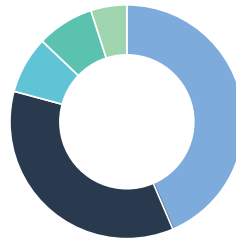
School Overview

Woodridge serves a student population of approximately 475 students. As a staff, we are dedicated to serving each and every child by investing in relationships and focusing on each student's story, strengths and needs through a shared responsibility and collaborative partnership with one another. We're committed to affirming and inspiring each and every student to learn and thrive as creators of their future world.

Programs Offered

Cascade (special education)

Racial Diversity



- 44% Asian
- 5% Black
- 8% Hispanic
- 8% Two or more races
- 36% White
- N/A Native American
- N/A Pacific Islander

School & Student Characteristics ¹

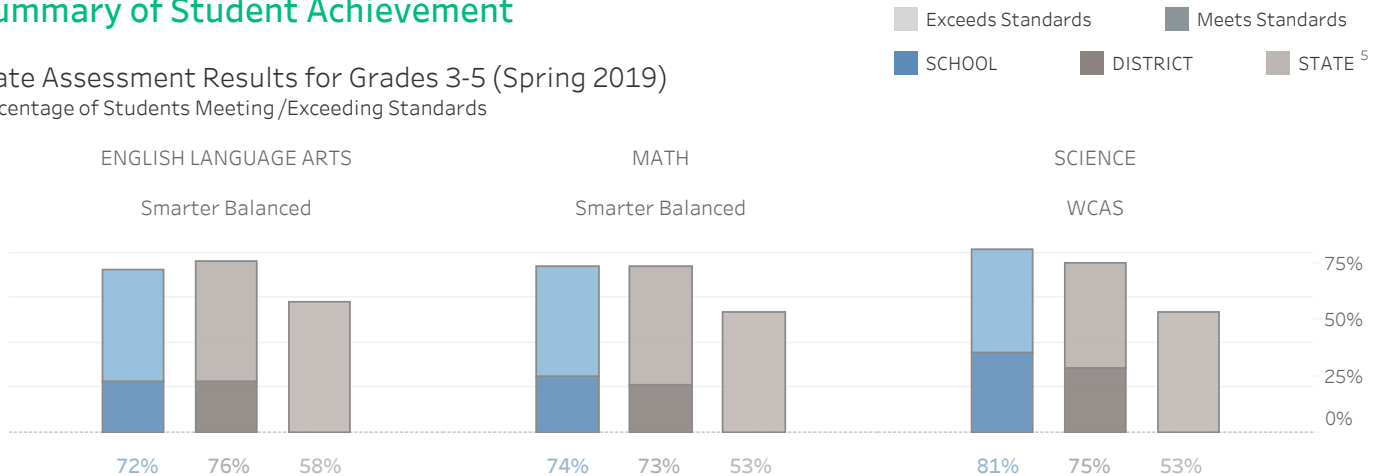
	SCHOOL	DISTRICT ²
Enrollment	472	496
National Board Certified Teachers	42%	28%
Eligible for Free/Reduced Price Meals	18%	18%
Receiving Special Education Services	6%	6%
English Language Learners	25%	24%
First Language Other Than English	39%	42%
Mobility Rate ³	22%	14%

Attendance & Discipline

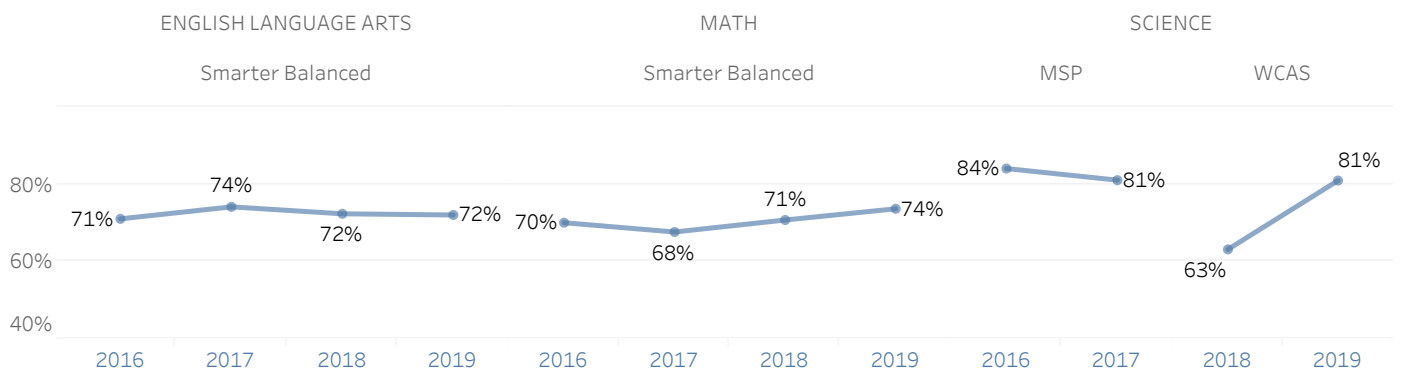
	SCHOOL	DISTRICT
Average Attendance Rate	96%	95%
Students with < 10 Absences Per Year	75%	72%
Students with 18+ Absences Per Year	4%	7%
Suspension Rate ⁴	0.4%	0.6%

Summary of Student Achievement

State Assessment Results for Grades 3-5 (Spring 2019)
Percentage of Students Meeting/Exceeding Standards



State Assessment Results for Grades 3-5 in the Last Four Years
Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS/MSP

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS replaces the WA State MSP science assessment. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

* **Cascade** program for students who benefit from behavioral supports due to emotional stressors.

* **Evergreen** program to serve young adults (ages 18-21) with disabilities.

* **Olympic** program to support students on the autism spectrum.

* **Pacific** program for students with significant developmental and intellectual disabilities.

* **PALS** (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

- 1 School and Student Characteristics**
Data are from October 1, 2018 unless otherwise specified.
- 2 District Average**
The district averages displayed here are the averages for district elementary schools.
- 3 Mobility Rate**
The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.
- 4 Suspension Rate**
The percent of students who received at least one in-school or out-of-school suspension or were expelled over the course of the school year.
- 5 State Assessment Results**
State pass rate percentages combine "Meets Standard" and "Exceeds Standard."

English Language Arts (ELA)

Student Outcome SMART Goals:

- At least 74% of Class of 2029 (current 3rd graders, as noted above) will meet state standards in ELA (English Language Arts), while meeting Washington State Improvement Framework (WSIF) goals for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in ELA grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.
 - Specifically, our goal will be to decrease the ELA (literacy) gap from 26% in 2019 to 22% in 2020.

The tables below show Woodridge’s goal and growth towards all sub groups meeting ELA proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in green indicate areas where Woodridge met its sub group goals. We continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

English Language Arts: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	72%	74%	67%	70%
Asian	72%	74%	67%	70%
Black	*	*	*	*
Hispanic	58%	62%	*	*
Two or More Races	73%	75%	*	*
White	81%	82%	76%	78%
Eligible for Free/Reduced Price Meals	39%	45%	15%	24%
Students with Disabilities	*	*	*	*
English Language Learners	18%	26%	*	*

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

English Language Arts: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	73%	75%	72%	74%
Asian	72%	74%	76%	78%
Black	58%	62%	*	*
Hispanic	55%	59%	50%	55%
Two or More Races	63%	66%	65%	68%
White	82%	83%	75%	77%
Eligible for Free/Reduced Price Meals	47%	52%	28%	36%
Students with Disabilities	48%	53%	22%	31%
English Language Learners	25%	32%	26%	34%

Our Strengths in This Goal Area:

- Multi-Tiered Systems of Support: Woodridge has strong structures in place including individual grade level instructional guides that drive our multi-tiered systems of support in literacy instruction.
- Data-Driven Decision Making & Professional Learning Communities: We use multiple sources of data to drive our instructional decision making, planning and identification of students who might need additional intervention or acceleration. We have a school-wide focus on collaborative professional learning communities (PLCs) where teachers work together to plan, review student learning and collaborate on ways to improve teaching and learning.
- Balanced Literacy Instruction: Teachers at Woodridge are skilled in delivering literacy instruction through a balanced literacy block. Our school-wide master schedule has designated literacy blocks (90-120 minutes) and is focused on prioritizing literacy instruction to ensure all students have the opportunity to learn to read and write successfully.

Key Performance Indicators:

- Core Literacy Assessments: The data we will use to drive our instruction and show growth and achievement is our district benchmark assessment data for grades K-2 reading (DIBELS, TRC) and 3-5 reading (STAR). We will measure and monitor progress from the beginning of the year (BOY) to the end of the year (EOY). In the Spring of 2020, we will also utilize our Washington State Smarter Balance Assessment data in English Language Arts and Math for grades 3-5.
- Additional Literacy Screenings and Quick Checks: For additional screening in literacy in order to provide more accurate assessments of student strengths and growth areas, we will utilize the DAZE, Mondo and Quick Phonics Assessments.
- Progress Monitoring of Implementation and Impact: We will monitor progress of our key literacy improvement initiatives through ongoing learning walks where we identify strengths and next steps in implementation as well as impact on student learning.
- Progress Monitoring of MTSS: By the end of the 2019-20 school year, Woodridge Elementary will complete the Fidelity Inventory Assessment 1.1 (Version 2.0) with a target of level 2 (implementation).

Key Improvement Strategies:

To support student growth and achievement for those performing at, above or below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Balanced Literacy Instruction: We will continue to ensure students have access to high quality balanced literacy instruction in every classroom. Our literacy instructional focus is on universal literacy instruction driven by student data for the purpose of differentiation, intervention and acceleration.
- Cross-Curricular Integration: Woodridge teachers are innovating in the integrating of literacy across content areas. For example, teachers seamlessly integrate language and literacy development into social studies units – such as the study of civil rights in second grade or the study of the Japanese internment as part of the unit on Bellevue’s history in third grade.
- The Next Steps in Building Our Multi-Tiered System of Support (MTSS): Grade level teachers are developing instructional plans that include: establishing literacy goals, using data drive instruction, ensuring standards-based instruction, and setting timelines for progress monitoring and instructional adjustments. Teachers are meeting with parents, particularly for students with additional needs in literacy, on a regular basis to share areas of success and growth. Teachers are implementing grade level reading instructional matrices to guide data analysis, diagnostic assessment needs and instructional interventions/extensions for individual learning needs. We are also continuing to ensure all students have access to high quality, rigorous, culturally responsive texts.
- Tiered Instructional Matrices: During the 2019-20 school year, as part of MTSS, Woodridge will implement a Tiered Intervention Matrix for Tier 1 and 2 in ELA implemented across all grades K-5 by the end of the school year. (The development of a K-5-Tiered Math Intervention Matrix will also be developed.)
- Improving Teacher Practice Through Professional Development, Co-Teaching and Collaboration: The Woodridge Staff is committed to continually developing their skills through professional development, co-teaching and collaboration. In order to better meet the needs of our students, we will be engaging in learning around: literacy instruction, Universal Design for Learning (UDL), SIOP and GLAD language acquisition strategies and the integration of technology and computer science in the classroom. We will grow our skills in serving students with diverse needs in the classroom through co-teaching with our ELL facilitators, LAP facilitator and special education

teachers. Our key focus areas this year as a whole staff to eliminate achievement and opportunity gaps is strengthening culturally responsive teaching practices and building our knowledge of racial equity.

MATHEMATICS

Student Outcome SMART Goals:

- At least 76% of Class of 2029 (current 3rd graders, as noted below) will meet state standards in Math, while meeting Washington State Improvement Framework (WSIF) goals (noted below) for all subgroups.
- We will decrease the gap between our highest and lowest achieving racial subgroups in Math grades 3-5 by accelerating the growth for the lowest-scoring groups while maintaining or increasing proficiency levels of the highest scoring groups.
 - Specifically, our goal will be to decrease the Math gap from 34% in 2019 to 25.5% in 2020.

The tables below show Woodridge’s goal and growth towards all sub groups meeting MATH proficiency. Boxes with an asterisk indicate subgroups where the number of students is not large enough to be shared publicly. Boxes that are highlighted in green indicate areas where Woodridge met its sub group goals. We continue to analyze our actions and implement the strategies identified below to close gaps that have been historically predictable in our school system. Our combined data for grades 3-5 illuminates longer term trends compared to the grade 3 data and serves as the data source for our gap closing goal.

Math: SBA Proficiency Rates and Goals: Grade 3*

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	79%	80%	79%	80%
Asian	94%	95%	79%	80%
Black	*	*	*	*
Hispanic	67%	70%	*	*
Two or More Races	73%	75%	*	*
White	75%	77%	90%	91%
Eligible for Free/Reduced Price Meals	46%	51%	31%	38%
Students with Disabilities	*	*	*	*
English Language Learners	59%	62%	*	*

*Grade 3 Actuals are not cohort data but based on students in grade 3 of each year

Math: SBA Proficiency Rates and Goals: Grades 3-5

Group	2018	2019		2020
	Actual	Target	Actual	Target
All Students	71%	74%	74%	76%
Asian	80%	82%	85%	86%
Black	58%	58%	*	*
Hispanic	50%	50%	50%	55%
Two or More Races	57%	75%	55%	59%
White	71%	74%	74%	76%
Eligible for Free/Reduced Price Meals	47%	59%	33%	40%
Students with Disabilities	39%	45%	22%	31%
English Language Learners	50%	67%	48%	53%

Our Strengths in This Goal Area:

- A Focus on Mathematical Practices: As a staff, we focus on the following mathematical practices across content areas where students are supported in making sense of problems, persevering in solving problems, as well as constructing viable arguments and critiquing the reasoning of others.
- Data-Driven Decision Making & Professional Learning Communities: We use multiple sources of data to drive our instructional decision making, planning and identification of students who might need additional intervention or acceleration. We have a school-wide focus on collaborative professional learning communities (PLCs) where teachers work together to plan, review student learning and collaborate on ways to improve teaching and learning.
- Standards-aligned Math Instruction: Teachers at Woodridge deliver math instruction through a designated 60-minute math block, using CCSS aligned curriculum and assessments.

Key Performance Indicators:

- STAR Math Assessments: STAR is used as a universal screener and progress monitoring tool. These are short assessments in math that are administered to students in grades 1-5 each fall and spring. The assessments are computer adaptive, which means they adjust to each answer that students provide. Results from STAR assessments are accurate predictors of the Smarter Balanced Assessments so that educators can use Star scores to identify students in jeopardy of missing reading and math yearly progress goals in time to make meaningful adjustments to instruction.
- Classroom-Based Assessments and Quick Quizzes: We will utilize our classroom-based assessments, quick quizzes and unit assessments to monitor math learning for understanding. Assessments will be structured and outlined according to our tiered Instructional Matrices.

Key Improvement Strategies:

To support student growth and achievement for those performing at, above or below grade level, our school community will meet the academic and non-academic needs in the following ways:

- Daily, Standards-Based, Data Driven Math Instruction: The Woodridge Staff will prioritize fidelity of our math block to increase student outcomes in math. By June 2020, we will use effective school leadership team practices and processes to support the study, development and initial design of a tiered instructional matrix, for math instruction, in grades K-5.
- Improve Parent Partnership for Math: We will leverage parent meetings and parent partnership to share successes and growth areas for.

Student Well-Being

2019-2020 Student Outcome SMART Goal:

- We will increase students' sense of belonging on the Panorama Survey from 75% favorable in fall 2018 to 77% favorable in fall 2019.

Our Strengths in This Goal Area:

- Strengths in Our Data: 93% of Gr 3-5 students surveyed using the Panorama survey, responded favorably when asked, "How well do students with different skin colors treat each other at school." 87% of Gr 3-5 students surveyed using the Panorama survey, responded favorably when asked, "Does this school respect all students' cultures?" Woodridge Elementary School also uses our strength in overall PBIS Systems (88% on Tier I implementation of PBIS, according to the Spring 2019-Tiered Fidelity Inventory) to define decision rules and multiple data sources to identify students who require tier two supports for social emotional learning and behavior.
- Daily Messaging to Students: Every day, an administrator and 5th grade students lead daily morning announcements that focus on belonging and student well-being. Announcements promote unity, learning

centered on the virtue of the month and recognition of student birthdays as well as individual flying high awards earned. We also focus our announcements on reinforcing common behavior expectations (“Big 3”: Show Respect, Make Good Decisions, and Solve Problems). Our whole school (staff and students) is encouraged to provide “wise feedback” on a “Flying High Award” where students are recognized when they demonstrate the common behavior expectations.

Key Performance Indicators:

- Panorama Student Survey: The Panorama Student Survey is a tool used to collect student feedback on school climate and classroom culture to help improve practice. Individual student responses are confidential. Individual teacher reports are only accessible to that teacher. Students take the survey online. The survey includes multiple parts: a school climate survey and two teacher surveys. Students fill out the two teacher surveys for teachers randomly selected from their schedules.
- School-wide Evaluation Tool (SET): The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET is conducted by an outside evaluator.
- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.
- Social Emotional Learning Screener: In the fall, staff will administer the DESSA Mini, a social emotional screener, to proactively identify students who may need additional or personalized supports with social emotional learning.

Key Improvement Strategies:

To support student growth and achievement for those performing at, above or below grade level, our school community will meet the student well-being needs in the following ways:

- Universal PBIS, Social Emotional, Social Skills and Proactive Classroom Management (PCM) Strategies: Our staff implements universal PBIS practices focusing on Woodridge’s Big 3, along with a Common Area Expectation Matrix. We teach universal social emotional learning lessons from RULER and social skills lessons from Second Step. Administrators, our ITCL and counselor support K-5 lessons from the Bullying Prevention Unit. Our staff also practices Proactive Classroom Management (PCM) strategies, including:
 - Positive Greetings at the door
 - Teach, model, cue and reinforce expectations
 - Managing effective transitions
 - Providing wise feedback
- Student Identity Development: As an effort to build up positive student identities and the acceptance of others, we launched a Student Identity Project where students in K-5 engage in the creating of self-portraits and reflect on and share about their traits, families, interests, and aspirations.
- Student-Well Being Leadership Team: We will enhance the function of the Student-Well Being (PBIS) team to ensure interventions are provided to students to meet their social and emotional needs with different levels of intensity based on student SEL assessment and observational data. We will also encourage regular meetings with families to support students in the area of student well-being.
- Scope & Sequence of SEL Learning & Plan for Implementation Monitoring: We will develop a calendar for the implementation of the different components of the RULER, PBIS, and Second Step in order to ensure coherence of learning across the year and from one grade level to the next. We will also utilize a list of indicators to show successful SEL implementation.
- Designated SEL Time Daily: In order to prioritize student well-being, we will designate 15 minutes in the master schedule for daily instruction related to restorative practices and social emotional learning in all classrooms.

Family and Community Engagement

We believe that education is the shared responsibility of families, educators and community members and we value and respect the diversity of perspectives, knowledge, and abilities that all our stakeholders bring to our schools. As a school community, we have the important mission of shaping the future of the next generation. The families of our students are essential partners in supporting student academic and social emotional development, community partners play an important role providing services, resources and a network of support to our most vulnerable families. Our educators, administrators, and school staff embrace a culture of service focused on working together with families and the community to ensure all students succeed in school and life. We know that the key to our success lies on ensuring that all stakeholders develop the capacity, knowledge and skills needed to collaborate effectively and participate in the education process as equal partners.

Family and Community Engagement Outcome SMART Goal:

- At least 20% of families in each subgroup will participate in the family engagement survey administered during winter 2020. (Family Engagement)

Our Strengths in This Goal Area:

- Starting and Ending each Day with Connections: Woodridge staff values relationships with families. Each morning, we have a greeter who welcomes and greets students and families at the door (and with music). Then, at the end of the day, the entire staff goes out with students to greet families.
- Elevating Parent Voice and Valuing the Parent Perspective: We strive to better understand our families' perspectives about what's working and what can be improved at Woodridge. To that end, we conducted parent surveys during the spring of 2019. This information helped us to inform how we can improve communication, opportunities for participation, opportunities to help families build relationships with each other (a desire communicated by families) and ways that we can be more inclusive of all of our families.
- Vibrant PTSA: Woodridge has a vibrant PTSA that is representative of the racial and cultural diversity of our community. The PTSA's values and goals are closely aligned to our district values and goals. They strive to connect families to each other and to the school in order to collaboratively lift our students academically, socially and emotionally.
- Innovative Family Communication: Our goal is to ensure families know what's happening in their child's classroom and in the school. In addition to regular communication through newsletters, we also communicate with families through other means such as YouTube videos. For example, the principal records video read alouds for students to watch at home. The principal also records video messages for families about topics such as emergency drills and school routines. The school doesn't just share information, they also encourage families to communicate back to the school through fun, engaging family activities and challenges (ex. submitting a photo of the family reading during winter break or playing in the snow during snow days).

Key Performance Indicators:

- Participation of parents, particularly by different population groups, in school teams, school activities, and focus groups.

Key Improvement Strategies:

- Improve Two-Way, Inclusive Communication: We will ensure families who speak a language other than English have equal access to information through innovative language technology as well as our new language line resource.
- Elevate Parent Voice Through Focus Groups: In an effort to further strengthen relationships with parents and families through deeper understanding of their perspectives and needs, we have taken our surveys of parents one step further by conducting focus groups. At curriculum night, for example, we brought families in each grade level together to learn what questions they had for the school and what ideas they had to further advance

opportunities for their children at Woodridge. Families shared ideas for improvements that we have already begun to take action on.

- Provide Culturally Responsive Parent Teacher Conferences: In order to strengthen the partnership of families in supporting student learning, we have implemented culturally responsive parent teacher conferences where family culture and strengths are valued, where students' strengths come first and where growth areas are communicated with a growth mindset.