

**Wahkiakum School District #200  
J.A. Wendt Elementary School /  
John C. Thomas Middle School  
2016-2017 School Improvement Plan**

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# Wahkiakum School District #200

## School Improvement Plan

J.A. Wendt Elementary School  
John C. Thomas Middle School  
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### Mission Statement

We believe that education is a partnership with responsibility shared by all: school, family, students, and community. All individuals shall be provided a safe, positive environment where they may reach their fullest potential as responsible citizens.

### Vision Statement

Learning is the mutual responsibility of the student, staff, and the parents.

The goals of this vision are:

- To provide and maintain a positive school environment that enhances the learning experience for students.
- To create, model, and maintain a school climate that develops acceptable social interaction and behavior.
- To provide an equal education opportunity for all.
- To incorporate technology into the educational environment to assist in meeting educational goals.

2016-2017

<b>School: J.A. Wendt Elementary</b>	<b>Strategic Plan Area: Reading</b>	<b>Revised 5/18/16</b>
<b>Goal:</b> At J.A. Wendt Elementary School students will improve their overall reading skills based on classroom, school, district and state assessments.		
<b>Strategic Action</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<b>Instruction and Curriculum:</b> <ol style="list-style-type: none"> <li>Staff will demonstrate use of Imagine It Reading curriculum from K thru 5<sup>th</sup> grades.</li> <li>Read Well, Read Naturally, Read Well Plus used for remediation.</li> <li>Use of Accelerated Reader for 2<sup>nd</sup> thru 5<sup>th</sup> grades.</li> <li>Develop an AR library of multi-copy low level high interest books. Utilize AR online</li> </ol>	<ol style="list-style-type: none"> <li>Read Well curriculum adopted for Kindergarten and Benchmarks</li> <li>Imagine It Unit Tests and Benchmark scores</li> <li>Skill and flexible groups.</li> <li>Read well unit tests and fluencies</li> </ol>	<ol style="list-style-type: none"> <li>Since Read Well has been adopted, more Kindergarten students are able to read.</li> <li>Teachers are tracking DIBELS and/or benchmark progress depending on grade.</li> </ol>
<b>Assessment:</b> <ol style="list-style-type: none"> <li>SBA, benchmark assessments from Imagine It and classroom assessments will be used to implement future classroom instruction. K/1 use Read Well.</li> <li>Accelerated Reader tests (2<sup>nd</sup> -5<sup>th</sup> ), STAR test.</li> <li>(DIBELS) Will be used to track individualized reading progress for Kindergartener's/1<sup>st</sup> graders and fluency for all grades.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers set individual quarterly Accelerated Reader goals for students fall (2003).</li> <li>DIBELS implemented Fall, Winter and Spring.</li> <li>Fluency testing 5 times a year for students in red or yellow tier.</li> <li>Beginning and end of year STAR test. 2<sup>nd</sup>-5<sup>th</sup> grade</li> <li>SBA 3 – 5 both Interim and Summative.</li> </ol>	<ol style="list-style-type: none"> <li>Improved test scores.</li> <li>Student scores show improvement in reading fluency and comprehension.</li> <li>SBA Scores both interim and summative.</li> <li>MAP test for grades 3-5.</li> </ol>
<b>Staff Development:</b> <ol style="list-style-type: none"> <li>Highly-qualified teachers share their best practices.</li> <li>PLC time to student growth and needs.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers meet weekly to discuss assessment and student needs.</li> <li>Online Common Core Webinars – OSPI</li> <li>Other trainings as assigned</li> <li>Teachers are using Learning Targets daily</li> </ol>	<ol style="list-style-type: none"> <li>Visually and auditorily expressing targets with students. Referring to targets throughout lessons.</li> </ol>
<b>Technology:</b> <ol style="list-style-type: none"> <li>Use of Accelerated Reader Program to all teachers 2-5. Will continue purchasing AR reading tests.</li> <li>DIBELS software program.</li> <li>Keyboarding skills implemented 3<sup>rd</sup>- 5<sup>th</sup></li> </ol>	<ol style="list-style-type: none"> <li>2<sup>nd</sup> thru 5<sup>th</sup> have used AR program since beginning of school year – online version.</li> <li>Students take Smarter Balanced Interim and Summative assessments.</li> </ol>	<ol style="list-style-type: none"> <li>Use supplemental sites such as Moby Max, Learn 360, Utube, Starfall, Teacher Pay Teacher.</li> </ol>
<b>Communication:</b> <ol style="list-style-type: none"> <li>Quarterly report cards to advise parents of student progress.</li> <li>Fall Teacher/Parent conferences and additional follow up conferences in the spring.</li> <li>Classroom Newsletters with grade level expectations.</li> <li>4<sup>th</sup> and 5<sup>th</sup> graders work to meet AR goals.</li> </ol>	<ol style="list-style-type: none"> <li>Character counts awards, classroom newsletters, parent/teacher emails, phone class.</li> <li>Rethinking letters.</li> </ol>	<ol style="list-style-type: none"> <li>Weekly PLC meetings</li> <li>Feedback on survey for staff, parents and students.</li> </ol>

## SCHOOL IMPROVEMENT PLAN

<b>School: J.A. Wendt Elementary</b>	<b>Strategic Plan Area: Writing</b>	<b>Revised 5/10/16</b>
<p><b>Goal:</b> J.A. Wendt Elementary School students will improve their overall writing skills based on classroom, school, district and state assessments.</p>		
<b>Strategic Action</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<p><b>Instruction and Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Align curriculum to state frameworks in writing by grade level.</li> <li>2. Enhance use of Step Up To Writing.</li> <li>3. Focus on narrative and expository writing.</li> <li>4. Use writing process across the curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. All teachers K-5 have been trained in Step Up to Writing.</li> <li>2. Teachers are using the Common Core State Standards.</li> </ol>	<ol style="list-style-type: none"> <li>1. SBA scores are now being used to show growth.</li> <li>2. Teachers are also using the Smarter Balanced Interim Assessments to guide their instruction.</li> </ol>
<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Develop grade level rubrics and school wide assessments to align with Common Core.</li> <li>2. Formative and Summative classroom assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use prompts for writing assessment-save samples at the end of the year.</li> <li>2. Share writing samples and work on calibration for scoring from rubrics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Three times per year students will be assessed on writing growth with prompt to be decided at grade level.</li> </ol>
<p><b>Staff Development:</b></p> <ol style="list-style-type: none"> <li>1. Training in Step Up to Writing curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>1. All teachers have been trained in Step Up To Writing. New teachers need training.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are consistent writing standards and vocabulary for students K-8<sup>th</sup> grade.</li> </ol>
<p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Document cameras.</li> <li>2. Amplification systems</li> <li>3. Keyboarding Instruction</li> <li>4. Chromebooks</li> <li>5. Learn 360, Moby Max Site</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers are using the new technology within their classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recently updated chormebooks and short throw projectors in K-5 classrooms.</li> </ol>
<p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>1. Before school year conferences.</li> <li>2. New Quarterly report cards to advise parents of student progress aligned with Common Core State Standards.</li> <li>3. Fall Teacher/Parent conferences and additional follow-up conferences in the Spring.</li> <li>4. Family access.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent/teacher conference attendance over 95%.</li> <li>2. 4<sup>th</sup> and 5<sup>th</sup> grade parents are encouraged to use family access.</li> </ol>	<ol style="list-style-type: none"> <li>1. Over 95% of parents attended parent/teacher conferences.</li> </ol>

<b>School: J.A. Wendt Elementary</b>	<b>Strategic Plan Area: Math</b>	<b>Revised 5/18/16</b>
<b>Goal:</b> At J.A. Wendt Elementary School students will improve their overall math skills based on classroom, school, district and state assessments.		
<b>Strategic Action</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<b>Instruction and Curriculum:</b> <ol style="list-style-type: none"> <li>Staff will continue to use Math In Focus aligning lessons to the CCSS.</li> <li>Staff will use Calendar Counts in every K-5 classroom</li> <li>Provide assistance using Moby Max and ORIGO for Title 1 students.</li> <li>All teachers utilize and teach problem solving strategies.</li> </ol>	<ol style="list-style-type: none"> <li>Para-educators assigned to small group instruction for Math, some inclusion model and also Success Maker supervision.</li> <li>All teachers do a problem solving Math of the day.</li> <li>Weekly and monthly calendar of events. Class newsletter to inform parents.</li> </ol>	<ol style="list-style-type: none"> <li>Pre and Post assessment for each chapter.</li> <li>Moby Max pre and post assessments.</li> </ol>
<b>Assessment:</b> <ol style="list-style-type: none"> <li>MSP/Common Core and classroom assessments. Staff will use comprehensive classroom tests to implement future of individual instruction.</li> <li>Teachers will develop math tests for each grade level to qualify students for LAP/Title 1 services.</li> <li>Use SBA scores to direct instruction for individual students.</li> <li>K-1 Math Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Consistent tests K-2, 3-4, 5-8.</li> <li>Quarterly math awards.</li> <li>SBA Interim and Summative assessments grades 3-5</li> <li>Mad Minutes for fact practice.</li> <li>Charts to show skills that have been completed and assessed.</li> </ol>	<ol style="list-style-type: none"> <li>Pre &amp; Post testing as determined by grade level.</li> <li>Compare SBA and MAP data and make changes to programs based on individual students growth or lack of growth.</li> </ol>
<b>Staff Development:</b> <ol style="list-style-type: none"> <li>All staff training with SBA assessment and continued training on curriculum.</li> <li>Use para-educators more effectively to improve basic skills of students.</li> <li>Building math proficiencies with vertical team</li> </ol>	<ol style="list-style-type: none"> <li>Time to share between teachers what is working and what isn't. (Teacher/Staff collaboration during in-service)</li> <li>PLC time to plan and implement strategies to improve students learning.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers will become more familiar with CCSS and be able to implement assessments to show growth on standards.</li> </ol>
<b>Technology:</b> <ol style="list-style-type: none"> <li>Web-based activities/instruction to improve math instruction.</li> <li>Order necessary math tools for every class.</li> <li>District will apply for available technology grants for more computers in classrooms.</li> </ol>	<ol style="list-style-type: none"> <li>More computers on the internet. Wireless system for chromebook cart.</li> <li></li> <li>Online resources from Thinkcentral</li> </ol>	<ol style="list-style-type: none"> <li>We have been updating our technology with chromebooks, short-throw projectors and a better amplifications system.</li> <li>District filled-in the gaps of people who were not included in the grant by purchasing laptops and document cameras.</li> <li>District continues to upgrade and purchase needed technology items.</li> </ol>
<b>Communication:</b> <ol style="list-style-type: none"> <li>Quarterly report cards to advise parents of student progress – update 2011-2012 school year</li> <li>Conferences Before School starts, Fall conferences and additional follow up conferences in the Spring.</li> <li>Family access.</li> </ol>	<ol style="list-style-type: none"> <li>Each student served by title and LAP has a student learning plan.</li> <li>4<sup>th</sup> and 5<sup>th</sup> grade parents encouraged to use family access.</li> <li>Students also use student access.</li> </ol>	<ol style="list-style-type: none"> <li>Using Skyward grade program print-outs for mid-term progress reporting.</li> <li>CCSS report card a K-3, comments being aligned to CCSS at 4-5.</li> </ol>

School: John C. Thomas Middle School	Strategic Plan Area: Reading	Revised 4/11/16
Goal: At John C. Thomas Middle School students will improve their overall reading skills based on classroom, school, district and state assessments.		
Strategic Action	Evidence of Implementation	Evidence of Impact
<p>Instruction and Curriculum:</p> <ol style="list-style-type: none"> <li>1. Variety of genres used throughout the year both as in class assignments as well long term reading goals</li> <li>2. Use of exemplary text</li> <li>3. Use of clear learning targets</li> <li>4. Align all reading instruction and curriculum with CC.</li> <li>5. Focus on differentiated learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Implemented Engage New York Curriculum</li> <li>2. Common Core checklist</li> <li>3. Student Portfolios w/samples</li> </ol>	<ol style="list-style-type: none"> <li>1. Smarter Balanced scores at the middle level remain above state averages.</li> <li>2. Improved Smarter Balanced Interim scoring</li> <li>3. Improved Fluency Scores</li> </ol>
<p>Assessment:</p> <ol style="list-style-type: none"> <li>1. Pre and post assessments consistent across grade levels</li> <li>2. Smarter Balanced practice tests (throughout year)</li> <li>3. MAP testing 3 times per year (Title students only)</li> <li>4. Fluency testing, goal setting</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher made tests catered to individual student needs</li> <li>2. Smarter Balanced Interim testing 3 times per year</li> <li>3. Fluency 3 to 4 times per year</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved MAP scores (Title students)</li> <li>2. Improved fluency</li> <li>3. Smarter Balanced scores continue to be strong</li> <li>4. Improved Smarter Balanced Interim practice tests (Literary/Informational)</li> </ol>
<p>Staff Development:</p> <ol style="list-style-type: none"> <li>1. Curriculum alignment to CCSS</li> <li>2. Continued TPEP</li> <li>3. Training in differentiated learning</li> <li>4. Training in data analysis</li> <li>5. Training on RTI</li> <li>6. Training on AVID</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of local in-service time to train in curriculum alignment, differentiated learning, and data analysis</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved Smarter Balanced scores</li> <li>2. Individualized growth based on specific needs</li> </ol>
<p>Technology:</p>	<ol style="list-style-type: none"> <li>1. Technology incorporated projects</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved keyboarding skills</li> </ol>

<ol style="list-style-type: none"> <li>1. Use of document cameras</li> <li>2. Use of computers and computer lab</li> <li>3. Use of keyboarding class – 6<sup>th</sup></li> <li>4. Use of Chromebooks</li> </ol>	<p>(not just Power Points) to enhance learning</p>	<ol style="list-style-type: none"> <li>2. Improved knowledge of computer use to enhance assignments</li> <li>3. Improved knowledge of Chromebook capabilities</li> </ol>
<p>Communication:</p> <ol style="list-style-type: none"> <li>1. Family Access</li> <li>2. Mid-term reports and weekly updates for athletes who are failing</li> <li>3. Grades updated weekly</li> <li>4. Continue student led conferences</li> <li>5. Use of district website</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents encouraged to use Family Access</li> <li>2. Awards assembly recognizing student growth both academically and personally</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent feedback from family access is positive</li> <li>2. Greater student accountability</li> <li>3. Improved student grades</li> </ol>

<b>School: John C. Thomas Middle School</b>	<b>Strategic Plan Area: Writing</b>	<b>Revised 4/11/16</b>
<p>Goal: At John C. Thomas Middle School students will improve their overall writing skills based on classroom, school, district and state assessments.</p>		
<b>Strategic Action</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
<p><b>Instruction and Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Align curriculum to CCSS in writing by grade level</li> <li>2. Identify and evaluate components of quality writing using college level samples</li> <li>3. Focus on 6 trait writing</li> <li>4. Focus on different genres of writing in relation to the CCSS</li> <li>5. Provide clear expectations across grade levels for all writing assignments</li> <li>6. Use of writing process in all content areas</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher checks assignments to make sure they are aligned to CCSS</li> <li>2. Staff will continue to use Step Up to Writing on various assignments throughout the curriculum</li> <li>3. Teachers will develop lessons focused on evaluating and identifying quality writing samples</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing scores continue to show improvement on the 6<sup>th</sup> – 8<sup>th</sup> grade Smarter Balanced Performance Task test</li> </ol>
<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Pre-test using Smarter Balanced Interim Performance Task</li> <li>2. Quarterly writing prompts scored according to state standards (Narrative, Explanatory &amp; Argumentative)</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher will use Smarter Balanced rubrics and/or scoring guides on all writing assignments.</li> <li>2. Students will be instructed on how to use a rubric effectively to gain a better understanding of how their assessments are scored</li> </ol>	<ol style="list-style-type: none"> <li>1. 6<sup>th</sup> – 8<sup>th</sup> grade Smarter Balanced Performance Task scores improved</li> <li>2. Scored papers at grade level will be consistent across all content areas</li> </ol>



<p><b>Staff Development:</b></p> <ol style="list-style-type: none"> <li>1. Use of PLC time to align scoring expectations across all content areas</li> <li>2. Continue staff development in regards to Smarter Balanced Performance Tasks</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff will meet twice during the year to discuss needs and progress of the English department</li> </ol>	<ol style="list-style-type: none"> <li>1. All teachers use a common strategy for writing instruction</li> <li>2. All teachers use common academic language in relation to writing instruction</li> </ol>
<p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>1. Continue use of Websites: Read, Write, Think, /OSPI , Write On</li> <li>2. Use of computers and computer lab</li> <li>3. Use of document camera</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a document camera and projector in the classroom</li> <li>2. Teachers use technology within their classroom</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are proficient in the use of technology to enhance their assignments/projects</li> <li>2. Computers become a regular part of student use in the classroom when applicable</li> </ol>
<p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>1. Quarterly report cards to advise parents of student progress</li> <li>2. Continue student led conferences</li> <li>3. Midterm progress reports</li> <li>4. Use of district website</li> <li>5. Grades updated weekly</li> <li>6. Family Access</li> </ol>	<ol style="list-style-type: none"> <li>1. Quarterly report cards used throughout the school year</li> <li>2. Student led conferences after completion of 1<sup>st</sup> quarter</li> <li>3. Midterm progress reports used throughout the year</li> <li>4. Families encouraged to use Family Access</li> </ol>	<ol style="list-style-type: none"> <li>1. Using Skyward multi-class report for midterm and progress updates as needed</li> <li>2. Student led conferences</li> </ol>

**Goal:** At John C. Thomas Middle School students will improve their overall math skills based on classroom, school, district, and state assessments.

Strategic Action	Evidence of Implementation	Evidence of Impact
<p><b>Instruction and Curriculum:</b></p> <ol style="list-style-type: none"> <li>Staff will demonstrate the use of Holt Curriculum</li> <li>Small group, or one-on-one, pull out to increase basic math skills and assist struggling students.</li> <li>Continued work on basic skill on a daily basis.</li> <li>Continuing to align curriculum with Common Core Standards.</li> <li>Improve the basic understanding of number sense in all students.</li> <li>Learning targets will be communicated for each lesson as well as Math vocabulary.</li> <li>Friday Study Hall for students with less than 70%</li> </ol>	<ol style="list-style-type: none"> <li>Title/LAP para-educators using a pull-out method as well as assist in classrooms to help struggling students with basic math skills and daily assignments.</li> <li>Create a pull-out schedule to target different student skill levels.</li> <li>Daily math used as a portion of the curriculum and in the daily schedule to target computational skills.</li> <li>Create a usable booklet that links unit assignments with Common Core Standards.</li> </ol>	<ol style="list-style-type: none"> <li>Created a pull-out schedule where students are pulled out two or three times a week to improve their skills.</li> <li>Tracking individual's yearly SBA scores with their student learning plans.</li> <li>Improved understanding of learning targets and vocabulary.</li> <li>Less missing work and more students maintaining grade "C" or better average.</li> </ol>
<p><b>Assessment:</b></p> <ol style="list-style-type: none"> <li>Teachers will develop computational math tests for all grade levels. This will help to qualify students for LAP/Title 1 services.</li> <li>Comprehensive test from math curriculum for mid-year and end of year.</li> <li>All tests and quizzes will follow one format.</li> <li>IAB's from Smarter Balanced Testing will be administered throughout the year.</li> </ol>	<ol style="list-style-type: none"> <li>Students will take a pre and post-test at the beginning and end of each grade level.</li> <li>Students will take practice SBA's developed from standards based on problems and released test items.</li> <li>Assessment will be based on SBA's.</li> <li>Data collected and spreadsheet developed.</li> <li>Data collected and instruction differentiated based on IAB results.</li> </ol>	<ol style="list-style-type: none"> <li>Results of pre and post tests will be recorded and compared as evidence of improvement. Started 2011/2012 school year.</li> <li>SBA test results will be analyzed against previous years for step gains.</li> <li>We have seen improvement from year to year.</li> <li>Scores improve from Fall to Spring (TBD)</li> <li>Track IAB growth.</li> </ol>
<p><b>Staff Development:</b></p> <ol style="list-style-type: none"> <li>On going training in new math curriculum and opportunities to observe other professionals who are currently using our math curriculum.</li> <li>Staff will be trained in step-up to writing program.</li> <li>Strategies and solutions for struggling students.</li> </ol>	<ol style="list-style-type: none"> <li>Staff will take part in courses and/or trainings for new standards.</li> <li>Allow teachers using math curriculum to work together on development and implementation of curriculum.</li> <li>Step-up to writing program taught and used throughout the math curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>Math scores at the middle school level have shown improvement over time.</li> <li>Teachers and Administrators involved in RMI (Regional Math Initiative) with other area districts to bring best practices back to district and develop Professional Learning Communities.</li> </ol>
<p><b>Technology:</b></p> <ol style="list-style-type: none"> <li>Use web-based activities/instruction.</li> <li>Purchase of a document camera and projector to aid in instruction.</li> <li>Purchase of necessary math tools for every classroom.</li> <li>Success Maker program for Math skills practice.</li> <li>Chromebooks used for IAB's and other math skill-building sites.</li> </ol>	<ol style="list-style-type: none"> <li>Use of web-based activities to target low skill levels as identified by assessments.</li> <li>Use of document camera and projector in classroom instruction.</li> <li>Chromebooks used for all on-line assessments.</li> </ol>	<ol style="list-style-type: none"> <li>We continually update laptops, document cameras and projectors as needed.</li> <li>District filled-in the gaps of people who were not included in the grant by purchasing laptops and document cameras.</li> <li>Continued acquisition of Chromebooks.</li> </ol>
<p><b>Communication:</b></p> <ol style="list-style-type: none"> <li>Quarterly report cards to advise parents of student progress.</li> <li>Fall Teacher/Parent conferences.</li> <li>Use of midterm progress reports for all students and weekly tracking sheets for struggling students.</li> <li>Establish email communication with parents of struggling students.</li> <li>Family access.</li> </ol>	<ol style="list-style-type: none"> <li>Parent/Teacher conferences.</li> <li>Use of midterm progress report cards.</li> <li>Forums posted to District web page.</li> <li>Implemented family access for middle school parents.</li> <li>E-mail communication between teacher &amp; parent.</li> </ol>	<ol style="list-style-type: none"> <li>Fewer students failing classes.</li> <li>Increased rapport between teachers and parents. A higher level of transparency</li> <li>Fewer missing assignments and improved organization skills.</li> <li>Fewer failing grades.</li> </ol>