

**Northwood Elementary
Improvement Plan
Puyallup School District
2017-2018**

School Information

School Name: Northwood Elementary
Principal: Melanie Helle
Address: 9805 24th Street East
District: Puyallup School District
County: Pierce County
City, State, ZIP: Edgewood, WA 98371

Improvement Plan Prepared by:

Please include name/role of all Leadership Team members.

Lori Davis (K)
Johanna Seuss (1st)
Julie Halpin (3rd)
Miranda Tennison (5th)
Veronica Melton (5th/6th Quest)

Sherrie Bakke (1st)
Julie Pryor (2nd)
Kris Njos (4th)
Shannon Parks (3rd/4th Quest)
Becky Faccone (LAP/Parent)

X

Principal - Melanie Helle

X

Chief Academic Officer - Dr. Brian Lowney

School Mission:

We're here to learn. We're here to grow, to work real hard, so that you will know. We're Northwood Knights through and through. We do our best, that's what we do!

School Vision:

Northwood Knight are Honest, Respectful, and Responsible. We are Knights of Integrity!

Each teacher, principal, and school in the Puyallup School District will:

- ✓ *set measurable annual goals aligned to district and state outcomes,*
- ✓ *base goals on benchmark indicators and data around three goal areas (see below),*
- ✓ *define improvement activities and implementation plans that support achievement of the goals, and*
- ✓ *report on the results of this improvement process*

Goal 1: Equity and Social Justice

What is the goal?

- *We will focus on equity and social justice at Northwood Elementary by helping students understand different perspectives, develop empathy, and become effective problem solvers.*

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

REQUIRED GOAL

- **Indicator:** Each classroom will have morning meeting and/or closing circle incorporated into their daily routine.
- **Baseline:** During the 2016-2017 school year, three teachers implementing classroom meetings shared they had less discipline issues in class, and out at recess. They shared that involving students in solving problems (mostly incidents from recess), decreased the number of incidents. They also saw that students got along better, as well as help each make good decisions in class and at recess. Morning meetings and closing circles also served as a support to students and built a strong sense of community.
- **Additional Baseline Data:** During the 2016-2017 school year, there were 26 referrals resulting in loss of recess.

<p><u>Action Steps</u> <i>What action steps do we think will generate improvement?</i></p>	<p><u>Evidence</u> <i>What evidence will we use to measure progress?</i></p>	<p><u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i></p>	<p><u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i></p>
<p>Highlight each child for a star of the week time</p> <p>Collaborate among staff about students</p> <p>Morning Meeting with the implementation of Second Step Curriculum</p>	<p>Student Schedule</p> <p>Collaboration Meetings</p> <p>Meetings embedded in daily schedule</p>	<p>Morning/Afternoon Meeting</p> <p>Weekly Meetings Scheduled</p> <p>Second Steps Curriculum</p>	<p>Kindergarten Team</p> <p>Teachers will lead activities</p> <p>Timeline: 2017-2018 School Year</p>
<p>Establish morning meetings and/or closing circles</p> <p>Use encouraging and kind words with one another (positive tone)</p> <p>Focus on individual goals/strengths and recognize that we are all unique.</p>	<p>Observing students collaborating with one another to solve problems and recognize individual differences.</p> <p>Observing students solving problems together and helping one another to be successful.</p>	<p>Daily implementation of morning meetings and/or closing circles</p> <p>Weekly (sometimes daily) collaboration with support staff</p>	<p>First Grade Team</p>
<p>Greet students and the beginning and end of the day.</p> <p>Conduct morning meetings and/or closing circle</p> <p>Include books showcasing other cultures</p> <p>Focus on individual goals/strengths and recognize that we are all unique.</p> <p>Getting to Know You form sent home at the beginning of the year.</p> <p>Star of the week: Book written to student by peers</p>	<p>Students will feel comfortable to share their thoughts and ideas</p> <p>Children will treat each other with respect and care</p>	<p>Daily routines include making positive connections</p> <p>Daily implementation of morning meetings and/or closing circles</p> <p>Getting to know you letter at beginning of the year.</p>	<p>Second Grade Team</p>

<p>Star of the week to focus on each student</p> <p>Morning Meetings</p> <p>Journaling</p> <p>Buddies</p>	<p>Students will follow behavioral expectations</p> <p>Students will have positive attitudes</p> <p>Students treat each other with respect</p> <p>Students collaborate to solve problems</p>	<p>Student Schedule</p> <p>Daily implementation of Morning Meetings and Journaling practices</p>	<p>Third Grade Team</p>
<p>Post, teach, model reteach ALL building behavior expectations and voice levels</p> <p>Collaboratively teach expectations within grade level team</p> <p>Have students complete writing about themselves and how they best learn, and parents complete a student information form to get to know kids right away</p> <p>Use RTI time to get to know students and for behavior interventions</p> <p>Provide parents with support and resources.</p> <p>Communicate with staff regarding behavior expectations and concerns in a positive manner.</p>	<p>Students follow behavioral expectations for NW, and staff continually reviews expectations, making adjustments, and re-teaching as needed.</p>	<p>Northwood Behavior Matrix</p> <p>Parent Surveys</p> <p>We will reinforce positive behaviors and correct inappropriate behaviors daily.</p>	<p>Fourth and Fifth Grade Teams</p> <p>We will reinforce positive behaviors and correct inappropriate behaviors daily.</p>

<p>ELA Quest curriculum supports equity and social justice</p> <p>Morning Meetings</p> <p>RTI</p> <p>Journaling</p> <p>AVID and GLAD</p> <p>Student of the Week, Knight Lights, Noble Knights</p> <p>Peer Mentoring</p> <p>Kinder Buddies</p>	<p>Following the NW Coat of Arms</p> <p>Student interest and engagement in the above strategies</p> <p>Student generated ideas in addition to the list above</p>	<p>Daily, weekly, and monthly implementation of strategies</p> <p>AVID Online Weekly</p> <p>Quest Curriculum</p>	<p>Quest Team</p>
<p>Follow the following protocol in working with students sent to the office with referrals:</p> <p>*Talk about the incident with the student. Share specifically what has been written.</p> <p>*Seek student perspective and identify the reason behind his/her actions.</p> <p>*Work with student to solve the issue in an appropriate way.</p> <p>*Communicate with the necessary staff and parents (if it's a serious incident or a minor one that happened more than once) on the outcome of the meeting with the student.</p>	<p>Office Referral Count</p>	<p>*Second Steps Principal Toolkit</p> <p>*Northwood Support Team (NST) Staff</p> <p>*Student Referral Committee (SRC) Staff</p>	<p>Principal – work with students and seek support from the appropriate staff and parents.</p> <p>Timeline: 2017-2018 School Year</p>

Goal 2: College and Career Readiness

What is the goal?

- *Northwood students in 3rd-6th will be able to identify, create, and answer Costa's Levels of Questioning. Students in K-2 will be provided exposure to the levels in instruction, so that they will be very familiar with the Levels of Questioning by the time they are in 3rd grade. By focusing in this area, students will be prepared to answer higher level questions that will prepare them as they move to the secondary level.*
- *Each grade level will have an organized system that allows for back and forth communication with student families on progress of students, as well as weekly and/or daily updates on class assignments, homework, and other important information regarding school activities.*

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

REQUIRED GOAL

- **AVID Schoolwide Goal:**
We will increase Costa's Levels of Questioning building-wide. Students in Grades 3-6 will be able to identify, answer, and create Costa's Levels of Questioning.
 - ✓ Teachers in grades K-6 will continue to implement organizational tools.
 - ✓ Students in grades K-6 will be able to define each letter in WICOR.
 - ✓ Teachers in grade K-6 will bring awareness of colleges and careers into their classrooms.
- **Baseline:** Our CSIP Leadership Team examined Northwood AVID implementation using the AVID Certification Instrument and have chosen to implement Costa's Level of Questioning as a school goal for the 2017-2018 school year, as well as continue to implement organizational tools (last year's goal).

<p><u>Action Steps</u> <i>What action steps do we think will generate improvement?</i></p>	<p><u>Evidence</u> <i>What evidence will we use to measure progress?</i></p>	<p><u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i></p>	<p><u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i></p>
<p>All classroom teachers will incorporate Levels of Questioning in their classroom.</p>	<p>Teacher Surveys</p> <p>Pre- and Post Assessments, as well as Mid-Year Report</p> <p>Lesson Plans</p> <p>Observations/Walk-Through's</p>	<p>Use of Question Rings</p> <p>Use of Online AVID Weekly</p> <p>NW AVID Resources on Schoology</p> <p>Additional AVID resources obtained at Training</p> <p>Timeline: 2017-2018 School Year</p>	<p>All Classroom Teachers (Implementation)</p> <p>Melanie (Support/Purchase Resouces/Pay for Training)</p>
<p>Teach students what WICOR stands for.</p>	<p>Student Survey and/or Student Interview</p>	<p>WICOR Posters in each classroom</p> <p>Monday Morning Announcements</p> <p>Assemblies</p>	<p>All Classroom Teachers (Implementation)</p> <p>Melanie (Communication through Monday Morning Announcements and Assemblies)</p>

<p>Talk with student casually about college and why we wear the college gear</p> <p>Using the sentence stem, “When you go to college...”</p> <p>Using Star of the Week poster to spur discussion – students have to write what they want to be on the poster, so teachers can use that to talk about what kind of training that job would require.</p>	<p>Teacher Survey</p> <p>Students using the word ‘college’.</p> <p>Students participating in discussion about job training.</p>	<p>Use of question ring</p> <p>Various community members sharing their jobs during corresponding letters of the week.</p> <p>Timeline: 2017-2018 School Year</p>	<p>Kindergarten</p> <p>Teachers will lead activities.</p>
<p>Promote college and career readiness through dialogue mostly, as well as bring their attention to our classroom corners, school banners, and participating in college wear Wednesday.</p> <p>Emphasize the importance of being ‘organized’ by returning daily folder and keeping materials organized.</p>	<p>Students can articulate what “college” and “career” mean.</p> <p>Students keep their Poetry notebook organized as we, as any and all personal space and return their daily folder.</p>	<p>All Year</p>	<p>First Grade Team</p>

<p>Share own experience about post high school education and career.</p> <p>Share our own experience about post high school education & career. Morning meeting conversation. Bring college and post high school training into daily conversation. “When you go to college...” This skill will help you when you to be prepared for when you go...” Put up a college banner or diploma. Star of the week poster: “When I grow up...” Discuss what education, skills needed for this job. AVID strategies</p>	<p>Students will ask questions about college and include college in their conversations..</p>	<p>College wear & banners Star of the week poster AVID materials</p>	<p>Second Grade</p>
<p>Talking about college</p> <p>Wearing college gear</p> <p>Star of the Week talking about what they want to be when they grown up to spark conversations about training and school needed.</p>	<p>Using the word college</p> <p>Can articulate what college and career mean</p> <p>Students will ask questions about college</p>	<p>Using question rings Levels of questioning posters All year</p>	<p>Third Grade</p>

<p>Planners – write classwork, homework, and reminders daily. Teacher models planner fill in for students and students check peer work. Record AVID word of the week in goal section. Highlight homework and due dates. Parent sign planners daily, do random checks.</p> <p>Blue Folders – use to send home school information, communication, and homework.</p> <p>College Connection – No Excuses PowerPoint from AVID to coordinate with planner. Create college wall in classroom to promote a college. Wear college gear each Wednesday, and encourage students to participate in collegiate or team attire.</p> <p>Leveled Questions – Use PowerPoint to teach levels of questioning. Use list of active verbs for kids to generate leveled questions.</p> <p>Quest – take kids down to view collegiate bulletin board in main hallway.</p> <p>Share our college experiences and information with students.</p>	<p>Students will successfully use AVID strategies for organization, note-taking, leveled questioning, and understand the importance of college readiness.</p>	<p>This is a daily occurrence in all classrooms. All year long.</p>	<p>Fourth and Fifth Grade</p> <p>This is a daily occurrence in all classrooms. All year long.</p>
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Adopting a college and researching (requirements, careers, etc.) Career-driven projects (STEM, etc.) Wearing college gear on Wednesdays Planner AVID and GLAD strategies	Student interest and engagement in the above strategies Student generated ideas in addition to the list above Letter writing to colleges and responses		Quest
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Goal 3: Increased Student Achievement (through Goal-Setting and RTI)

What is the goal?

- We will implement cycles of teacher/principal/building goal setting and supporting RTI practices (both behavior and academic) at Northwood in order to increase student achievement.

What SMART goals will help us achieve this outcome? What data do we have to validate this goal (indicators)? Using that data, what is our established baseline?

REQUIRED GOAL:

- **Student Growth Goals:**
Include Principal SGGs (Criteria 3, 5, and 8) and sample Teacher SGGs

REQUIRED GOAL:

- **RTI Implementation Goal:**
These goals and activities support a process that ensures that teachers collaborate effectively on a regular (weekly) basis around student achievement towards standards in our building (Convergent Assessment). The goal and improvement activities should reflect our work towards building a system that focuses on Tier 1 instruction and interventions AND implementation of intervention blocks to ensure *effective* Tier 2 interventions for each student. (Certain Access)

REQUIRED GOAL:

- **State Assessment Performance Goal:**
This goal and the associated activities will be met as a result of the goals above (SGGs and RTI implementation) and should take into account current assessment performance in core areas and grade-levels.

OPTIONAL GOAL:

LAP Building Plan:

Northwood will create, evaluate, and continually monitor the progress made towards goals on our LAP Building Plan.

<u>Action Steps</u> <i>What action steps do we think will generate improvement?</i>	<u>Evidence</u> <i>What evidence will we use to measure progress?</i>	<u>Resources/Timeline</u> <i>What are the best resources? What is an appropriate timeline for the action steps?</i>	<u>Individual Commitments</u> <i>Who will be involved? What will they do? (Name/Role/Action)</i>
Grade Level Teams will meet with Melanie once each trimester to discuss student data supporting the Big 3: Student Achievement, College and Career Readiness, and Equity and Social Justice.	Meetings dates on calendar Teacher Data	September 2017 – May 2018	Grade Level Teams Melanie
Grade Level Teams will meet with Melanie once each trimester to discuss Grade Level Team Goal and bring data from multiple assessments to monitor growth.	Meeting dates on calendar Teacher Data	September 2017 – May 2018	Grade Level Teams Melanie
Be intentional about cross-cutting Read Well and Bridges curriculum and the use of GLAD strategies. Kindergarten Growth Goals – Math From September through May, students will meet three different benchmarks (at the trimester marks) in being able to count to 100. Most students will be able to count from a range of 25-31 by the end of first trimester, a range of 40-50 by the end of second trimester, and a range of 80-100 by the end of the third trimester. This goal is based on a baseline measurement in September that 28/74 kindergarten students can count to 31, 17/74 students can count to 50, and 12/74 students can count to 100. This will be measured using multiple sources including WaKIDS inventory (4 times per year), teacher observations	Will use WA Kids assessment to determine which Essential Standards to focus on throughout the school year. Weekly/Monthly Letter Progress Check Read Well initial and unit assessments. Utilize DIBELS information data.	September 2017 – May 2018 Implement RTI to target students needing deeper instruction/practice from core instruction Para Support, Parent Helpers and buddy helpers	Kindergarten Lori, Trish, Jenn

during number corner, intervention time oral check-ups, and monthly progress monitoring. Students will help graph their progress towards each goal as we progress monitor.

Kindergarten Growth Goals – Reading

From September through May, students will meet three different benchmarks (at the trimester marks) in being able to identify letter sounds. Most students will be able to identify a range of 6-8 letter sounds by the end of first trimester, a range of 14-16 letter sounds by the end of second trimester, and a range of 21*-26 letter sounds by the end of the third trimester. This goal is based on a baseline measurement in September that 29/74 kindergarten students can identify 8 letter sounds, 17/74 students can identify 16 letter sounds, and 2/74 students can identify 26 letter sounds. This will be measured using multiple sources including WaKIDS inventory, teacher observations carpet time/reading groups, intervention time oral check-ups, and monthly progress monitoring. Students will help graph their progress towards each goal as we progress monitor.

*This is based on only teaching 23 letters through the end of April and knowing that goals need to be turned in at the beginning of May.

<p>Implement both formative and summative assessments throughout the year</p> <p>Establish student academic goals as well as sub group/class/grade level goals</p> <p>Implement RTI to target kiddos needing deeper instruction/practice from core instruction</p> <p>If we teach our students to know and apply grade-level phonics and word analysis skills in decoding words (RF.1.3) from September to January, the students who did not meet standard will meet the standard of 8+ WWR on Winter DIBEL NWF WWR. The students that did read 8+ WWR, will meet the end of year standard of 13+WWR.</p> <p>(68% of our 1st graders have not met the Winter DIBEL NWF WWR goal in September. This percentage made it easy to quickly decide what we wanted to target for our goal.)</p>	<p>Student Growth</p> <p>Student articulation of goals and monitoring their individual growth (DIBEL progress monitoring)</p> <p>DIBELs progress monitoring and benchmark tests (formative & summative)</p> <p>Read Well Unit Test Scores (summative)</p> <p>Math District and Bridges summative and formative assessments</p>	<p>Resources are listed under “Evidence”</p> <p>Additional formative assessments will be teacher created and used.</p> <p>Timeline: September 2017-May 2018</p>	<p>First Grade Team</p>
<p>We will utilize the following strategies to support this goal for the 2017-2018 school year:</p> <p>1. Goal setting with students based on area of need or enrichment</p> <p>Whole Brain Teaching</p> <p>Daily 5 and CAFÉ (Read to Self and Writing will be a daily requirement during ELA)</p> <p>Rocket Math</p> <p>Math 2.0</p> <p>A. R.</p>	<p>Students will be able to communicate their goal(s) and what they’re doing to reach the goal(s)</p> <p>Students will make progress towards meeting the goals.</p>	<p>Whole Brain Teaching</p> <p>Daily 5 and CAFÉ (Read to Self and Writing will be a daily requirement during ELA)</p> <p>Rocket Math</p> <p>Math 2.0</p> <p>A. R.</p>	<p>Second Grade</p>

<p>2. Whole group, small group, and individual teaching and conferring</p> <p>Second Grade Growth Goal: During a 10 week period, beginning September 18, nearly all of Northwood second grade students will increase their ability to fluently add within 20 using mental strategies (CCSS Math 2.OA.2).</p>			
<p>RTI focus on Math</p> <p>Use of Accelerated Math</p> <p>Implement formative and summative assessments</p> <p>IAB</p> <p>Third Grade Growth Goal: Most 3rd graders in Room 112 and Room 114 will be able to accurately add and subtract 2-digit numbers with regrouping from 10/17/17 to 12/15/17 as measured by the following classroom formative assessments: Bridges Unit 2 Assessment, Bridges double digit check-up and teacher created assessments.</p>	<p>Student Growth</p> <p>Results from formative and summative assessments (Journeys, STAR, monthly computation, etc.)</p>	<p>Implement RTI to target students needing deeper instruction/practice from core instruction</p> <p>Bridges Unit 2 Assessment, Bridges double digit check-up and teacher created assessments.</p>	<p>Third Grade</p>
<p>Anchor charts to reference learned material and concepts</p>	<p>Strategies will implemented to ensure all students will meet their individual growth</p>	<p>We will do this daily throughout the year. GLAD and AVID strategies.</p>	<p>Fourth and Fifth Grade All teachers will do this daily throughout the year.</p>

<p>Whole Brain Teaching – call/response, mirrored teaching, partner, teaching,</p> <p>Pre/post assessments of and for learning</p> <p>Progress monitoring – DIBELS, check-off charts, work samples</p> <p>GLAD/AVID – Graffiti wall, 1-pager, 2 and 3 column notes</p> <p>I do, we do, and you do</p> <p>Collaboration – heads-together, turn and talk, gallery walk</p> <p>Small flexible groups – RTI for reading and math, tiered reading groups, must do/may do lists</p> <p>PBIS – common grade level expectations for all students</p> <p>Goal setting and reflection – continually evaluate and make improvements as needed to achieve goals.</p> <p>4th Grade Growth Goal:</p> <p>Fourth grade team will actively collaborate to plan effective core/RTI instruction and progress monitoring for increasing student achievement for the expected outcome of multiplication as evidenced by 4.NBT.5, multiplying 4x1 digit numbers and 2x2 digit number using a variety of strategies.</p>	<p>potential, through classroom and school-wide assessment data and observation</p>	<p>Whole Brain Teaching, Readworks, and other effective strategies.</p>	
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<p>5th Grade Growth Goal:</p> <p>Most 5th graders will improve their ability to identify at least one operation being used and solve the question being asked in real world word problems. Most students will increase scores by at least one level from 10/30/2017 meeting expected outcome on 10/30/2017 to 4/05/2017 meeting expected outcome by 4/5/2017 as measured by Bridges curriculum worksheets and teacher created formative assessments.</p>			
<p>3rd/4th Growth Goal:</p> <p><u>GOAL #1 (Math):</u> If I teach math facts (4 operations) during the fall and winter, it will impact new $\frac{3}{4}$ Quest students (sub-group) which will result in most students meeting (3) or exceeding (4) benchmark on the Math Progress monitoring by January.</p> <p><u>GOAL #2 (Reading):</u> If I teach vocabulary and comprehension during the fall and winter, it will impact new $\frac{3}{4}$ Quest students (sub-group) which will result in most students increasing their STAR Reading percentile to the highest range 75-100% by January.</p> <p><u>GOAL #3 (Math):</u> If I teach computation, PM3 units, and Number Corner during the fall and winter, it will impact new $\frac{3}{4}$ Quest students (sub-group) which will result in most students increasing their STAR Math percentile to the highest range 75-100% by January.</p> <p>5th/6th Growth Goal:</p> <p>District 5th/6th Quest students will improve citing textual evidence to support analysis of what the text says</p>	<p>3rd-6th Quest Results from:</p> <p>Interim SBA STAR Math and Reading Monthly Math Progress Monitoring DAZE and DIBELS Formative Assessments Summative Assessments</p>	<p>Resources For 3rd-6th Quest:</p> <p>Use of Quest curriculum and approved supplemental materials</p> <p>Use of Quest common assessments (pre and post tests) as well as PSD assessments</p> <p>Use of Accelerated Math</p> <p>Integration of writing across the curriculum</p> <p>Use of Next Generation Science Standards</p>	<p>Northwood Quest Teachers</p> <p>Puyallup School District Quest Teachers</p>

<p>explicitly as well as inferences drawn from text (Literacy.RI.6.1) from less than 50% meeting expected outcome on October 2017 to 80% meeting expected outcome by February 2018 as measured by formative and summative assessments from literature unit, IABs, and student classwork samples.</p>		<p>Use of AVID Levels of questioning and organizational tools</p> <p>Selected usage of GLAD appropriate for HiCap</p> <p>Timeline: Student progress toward goals will be assessed in January and February</p>	
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Safety

The mission of Puyallup School District's Emergency Planning is to develop and maintain a comprehensive plan to protect students and staff and to prepare for, respond to, and recover from all types of emergencies that might occur in the District.

The District continues to have requirements in place for written site-based emergency plans. An updated emergency preparedness guide has been written to provide school principals and site administrators with guidelines for revising and maintaining emergency plans for their site. Building administrators receive regular training on emergency preparedness, with a focus on pre-teaching and de-briefing required monthly drills.

It is the goal of the district and each building to work in concert with the emergency responders and support agencies within our county.

COMMON EXPECTATIONS for ALL SCHOOLS include:

- ↪ A minimum of 10 emergency drills per school year, one per month September through June
 - ↪ Use of Rapid Responder mapping system
 - ↪ Ensure a secured campus- including locking of exterior doors and use of visitor check-in protocols
 - ↪ Collaborate with school resource officers, law enforcement and local fire officials
 - ↪ Use of the "Run, Hide, Fight" concept for lockdown situations
 - ↪ Intentional teaching and debriefing with staff and students before and after drills
 - ↪ Established potential student/parent reunification sites
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Technology

Empowering Puyallup was created to increase engagement and achievement for all students. Giving every student access to current technology empowers them to reimagine their learning and their future. We provide teachers the tools they need to personalize instruction and prepare students for our technology-driven world. Data shows that our initial rollout of Schoology, O365, the 7th grade 1:1 computers has a very high adoption rate. We believe we are ready to accelerate the project to provide all our students and teachers the tools they deserve.