

School Improvement Plan Honey Island Elementary School St. Tammany Parish School System

Honey Island Elementary School

2nd and 3rd

500 S. Military Rd.

Slidell, LA 70461

Mrs. Mary Jane Smith

(985) 641-3557

mjsmith3@stpsb.org

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DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

Data Triangulation – Strengths & Contributing Factors to Strengths

Part I: Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
Academic Achievement in Math	1	School Performance Report; iLEAP CRT and NRT Scores
Positive Behavior Support	2	PBS SET Evaluation; PBS Faculty Survey; Discipline Data
Professional Development	3	Surveys, Logs, Evaluations, Sign-In sheets

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1		Academic Achievement in Math	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	iLEAP CRT scores 122.7	iLEAP - CRT	Cognitive
2.	iLEAP NRT scores 123.8	iLEAP - NRT	Cognitive
3.	School Performance Report - (Data Analysis, Probability, and Discrete Math - 78%) and Measurement 75%)	iLEAP - School Performance Report	Cognitive

Contributing Factor 2		Positive Behavior Report	
Domain/Subdomain (Choose One Only)		120 Climate: Discipline/Positive Behavior ---	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	PBS SET Evaluation;	SET	Behavioral
2.	PBS Faculty Survey;	Survey	Attitudnal
3.	Discipline Data (Suspension Rates have consistenly dropped every year since 2001)	SIP	Behavioral

Contributing Factor 3		Professional Development	
Domain/Subdomain (Choose One Only)		--- 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Whole Faculty Study Group Data	Logs and Evaluations	Cognitive
2.	WOW Design Team Data/Evaluations;	Evaluations	Cognitive
3.	Quality Assurance Review Data and Feedback	Observation (QAR) Forms/Feedback	Archival
4.	Grade Level Meetings and Articulation Teams focused on Professional Development and data analysis	Evaluations/ Sign-in sheets	Archival

*Must list **at least three findings** to justify Strengths
Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

Data Triangulation – Contributing Factors to Weaknesses

Part II: Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
Writing Competently	1	iLEAP ELA; iLEAP Math Constructed Response; Writing Rubrics/Grades
Reading	2	iLEAP CRT ; iLEAP NRT; DIBELS
Students With Disabilities Academic Achievement	3	iLEAP; Progress Monitoring Reports; DIBELS

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

Contributing Factor 1		Writing Competently	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	iLEAP Writing Strand = 59%	iLEAP School Performance Report	Cognitive
2.	iLEAP Math Constructed Response = 62%	iLEAP School Performance Report	Cognitive
3.	Writing Rubric Scores Low	Student Writing Rubrics	Cognitive
4.	Learning Walks	Learning Walk Feedback Forms	Archival

Contributing Factor 2		Reading	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	iLEAP NRT Reading score = 103.7	iLEAP NRT	Cognitive
2.	iLEAP CRT ELA score = 112.6	iLEAP CRT	Cognitive
3.	DIBELS 3 rd Grade Benchmark Scores Spring of 2010 = 58%	DIBELS	Cognitive

Contributing Factor 3		Students With Disabilities Academic Achievement	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	iLEAP ELA SWD 55% Proficient	iLEAP ELA	Cognitive
2.	iLEAP Math SWD 56.6% Proficient	iLEAP Math	Cognitive
3.	Rtl results	Progress Monitoring Reports	Archival
4.	DIBELS - SWD Intensive Scores	DIBELS	Cognitive

*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 *Table 52* Domain and Sub domain codes

The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.

ACTION PLAN

GOALS AND OBJECTIVES

GOAL 1		By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.	
Research-Based Strategy 1:		<input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	Aligns collaborative work with school improvement goals.	<p>All highly qualified teachers will collaborate through 5 WFSG meetings and monthly grade level and articulation team meetings. On a voluntary basis, teachers collaborate through Design Team meetings 7 times throughout the year. This collaboration is documented through WFSG logs, reflections, and sign-in sheets. After all meetings, the administrators and teacher leaders review documentation and share results via email with the whole faculty. After information is shared with the faculty, the administration solicits professional development needs, support, or resources requested by faculty.</p>	
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	<p>Teachers will be provided with a list of professional development opportunities at both the district level and school level regarding student engagement, technology integration, researched based instructional strategies, and use of instructional resources. Professional development will be provided monthly via WFSG, Grade Level Meetings, and/or articulation team meetings provided by administrators, design team leaders, RHT, and/or district personnel with knowledge of instructional strategies. Professional development opportunities will be provided based on instructional needs and matched to our school improvement goals. Implementation of the trainings will be monitored by administrators through WFSG sessions, learning walks (QAR), and documentation of lesson plans on a weekly basis. Learning walk feedback is provided on an individual basis, while whole group feedback is provided to the faculty monthly. Student work is analyzed by teachers during 5 yearly WFSG meetings and in monthly grade level meetings. Results are used to drive instruction in the classroom and to adjust the implementation of professional development needs.</p>	

1.3	New Classroom practices are implemented as a result of follow-up support.	Follow-up on the implementation of the professional development trainings will be monitored monthly by school administrators through WFSG logs, grade level and articulation team meeting reflections, and walk-through QAR feedback forms. Learning walk feedback is provided on an individual basis, while whole group feedback is provided to the faculty monthly. Student work is analyzed by teachers during 5 yearly WFSG meetings and in monthly grade level meetings. Results are used to drive instruction in the classroom and to adjust the implementation of professional development needs.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 3 rd Grade from 112.6 to 115.1 by 2010.	Students in 3 rd grade will improve in the area of writing competently, writing in math constructed response, and in using information resources.
1.2	To increase SWD ELA percent proficiency from 55 to 63.6 by 2012.	SWD subgroup will improve in the area of reading fluency, comprehension, and written language.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Students will engage in cross-curricular, differentiated literacy activities through the full implementation of Literacy Work Stations and Thinking Maps. Go-Charts will also be used to engage students in deeper levels of comprehension of text. Highly qualified teachers will deliver this instruction daily in their classrooms. On-going teacher support and professional development will be provided. Any additional instructional resources and materials will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Students will engage in narrative and descriptive writing activities through the Write From the Beginning instructional program. Highly qualified teachers were trained in Spring 2010 and will follow the Honey Island writing implementation plan. On-going teacher support and professional development will be provided. Any additional instructional resources and materials will be provided.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will administer DIBELS benchmark & progress monitoring tests to determine reading progress. At Risk students will receive 30 - 60 minutes of tiered interventions through the Earobics Program, Triumphs, and Florida Center for Reading Research. Substitutes will be provided for teachers testing. Any additional instructional resources and materials will be provided.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will implement the Reading Renaissance Accelerated Reader web-based program to engage students in meaningful literacy activities that target individualized reading levels. The implementation of the program is carried out by classroom teachers and supported by parents. Any additional instructional resources and materials for quarterly goal achievement recognition and Family Reading Nights will be provided.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will participate 7 WFSG meetings to further their understanding about WOW: Design qualities, Basis Assumptions, Images of School, Engagement Levels, and Phases. Teachers will also participate in the Descriptive Review Process to improve upon writing lessons. Substitutes, resources, and materials will be provided.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will provide students with real life experiences to enhance learning by attending fieldtrips, participation in learning activities which promote achievement(PTA Reflections Contest),and inviting knowledgeable guest speakers. Additional costs for implementing the resources needed to provide these activities such as admission costs, transportation, additional copies, materials, etc. will be provided.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will access the Guaranteed Curriculum (GC) which holds instructional resources including lesson plans, assessments, supporting documents, PowerPoint presentations, internet sites and links. The GC is accessed daily and impacts instruction. Lessons will include reading, analyzing, and responding to literature,vocabulary development, reading comprehension, and writing competently. Equipment, software, & other instructional resources will be purchased as needed.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

As staff development needs are identified through surveys and data analysis, necessary materials, refreshments, and trainings will be provided to faculty by administrators, RHT, or other qualified personnel. All registration, substitutes, and stipends will be paid for those attending the trainings if applicable. Some trainings may include DIBLES, Project Read, Tech. Integration, Kagan, Design Team Training, etc. Trainings will be offered during WFSG, after school, or through the district.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

Prior to the beginning of each school year Honey Island conducts a New Student Orientation Meeting that is open to all parents and students entering into HIE's 2nd or 3rd grades. At the end of the year, administration and support personnel from Little Oak Middle are invited to present club activities, and policy and procedures for graduating 3rd graders via an assembly in the HIE gym. Any additional resources and materials will be provided.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

Community Outreach is promoted by using Junior Achievement (JA), Junior Auxiliary Club, and guest speakers. The JA program invites parents and business representatives into the classroom for at least five weeks to teach, share, and provide a better understanding of how a community works. The Junior Auxiliary Program invites parents to assist teachers by reading with small groups of students who need intervention support. Any additional instructional resources and materials will be provided.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

Honey Island's policy on parental involvement conveys the aspirations of for HIE to be a place where parents feel welcome to visit or volunteer. The policy clarifies our expectation for parents as well as demands we put ourselves as a learning community. HIE has a very active PTA volunteer program, and parent/community volunteers are on our campus on a daily basis. The PTA Board meets once a month, and all parents are encouraged to attend and give input.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

Honey Island's website and individual teacher websites provide parents important information about the curriculum and encourage parent participation in the education of their children. Furthermore, special events such as Storybook Character Parade and Pajama Read-a-Thon are held to focus on the love of reading and parents and community members are encouraged to attend and participate. Any additional resources and materials will be provided.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

Students will use software (Kidsperation, Timeliner, and MSWord) as well as instructional websites that assist students in developing targeted reading and writing skills. Highly qualified teachers will be explicit in the use of technology integration with in their lesson planning throughout the year. On-going teacher support and professional development will be provided. Any additional instructional resources and materials will be provided.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will implement the use of instructional videos and internet resources (Harcourt School site, United Streaming, BrainPop Jr., Making Connections, LA Pass, Glogster, Promethean Planet, etc.) with emphasis on generating inquiry and making literacy connections with real-life situations. On-going teacher support and professional development will be provided. Any additional instructional resources and materials will be provided.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)

The PBS Committee meets once a month to problem-solve, analyze data and provide support for teachers to carry out the following PBS initiatives: "Morning Meeting" - highly qualified teachers will develop routines (greeting, share, activity, news) to provide direct instruction on expected student behaviors, & Character Education- teachers will implement mini-character building lessons to incorporate in Morning Meetings. Any additional instructional resources and materials will be provided.

ACTIVITY 16 (Activities indicated should address all subgroups; 500 Characters)

PBS Committee members will provide additional support for students that show at-risk behaviors through implementation of Second Steps and the SWIM (Student with Intervention Mentors) program. Student, classroom teachers, support coaches, and parents work together to monitor students successes pertaining to FISH Philosophy on a daily basis. On-going teacher support and professional development will be provided. Any additional instructional resources and materials will be provided.

ACTIVITY 17 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will utilize the CHAMPs model for expected behavior in classrooms and throughout the school campus. via CHAMPs Boards to display set expectations. School wide incentives will be supported by teachers and parents through: Buzz Bucks to be used weekly at volunteer managed Honey Hive, good news calls to parents, and class & school-wide CHAMPO celebration boards. Any additional instructional resources and materials will be provided to support this school-wide PBS initiative.

ACTIVITY 18 (Activities indicated should address all subgroups; 500 Characters)

Administrative staff will participate in the Annual Administrators' Retreat as a Learning Community and school representatives will attend a School Improvement meeting designed to 1. improve communication, 2. examine student data, 3. plan improvement activities both within the school and across the community. Monthly administration will meet with Superintendent and/or other central office staff to collaborate on improvement efforts and future initiatives of the community.

ACTIVITY 19 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will participate in monthly articulation and grade level meetings to collaborate on the implementation "best practices", analyzed data (student work, rubrics, checkpoints, DIBELS, etc.), and review GLE requirements. A summer retreat will also be held for faculty to develop curriculum and instructional strategies and team building needs. Any additional instructional resources and materials will be provided.

ACTIVITY 20 (Activities indicated should address all subgroups; 500 Characters)

The counselor will conduct biweekly classroom lessons based on safety, drug ed. & prevention (Red Ribbon Week) and effective life skills. Highly qualified teachers and other support personnel will also support counselor's lessons targeting: anti-bullying, child abuse prevention, CHAMPS, FISH Philosophy, bus safety & fire safety drills, crisis plan practice. Any additional instructional resources and materials will be provided.

GOAL 2		By 2013-2014, all students will reach high standards, attaining proficiency or better in mathematics.	
Research-Based Strategy 2:		<input type="checkbox"/> RTI <input checked="" type="checkbox"/> JEPD <input type="checkbox"/> DDD <input type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
Indicators of Implementation (250 Characters):		Procedures for Evaluating Indicators of Implementation (250 Characters):	
1.1	Aligns collaborative work with school improvement goals.	All highly qualified teachers will collaborate through 5 WFSG meetings and monthly grade level and articulation team meetings. On a voluntary basis, teachers collaborate through Design Team meetings 7 times throughout the year. This collaboration is documented through WFSG logs, reflections, and sign-in sheets. After all meetings, the administrators and teacher leaders review documentation and share results via email with the whole faculty. After information is shared with the faculty, the administration solicits professional development needs, support, or resources requested by faculty.	
1.2	School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.	Teachers will be provided with a list of professional development opportunities at both the district level and school level regarding student engagement, technology integration, researched based instructional strategies, and use of instructional resources. Professional development will be provided monthly via WFSG, Grade Level Meetings, and/or articulation team meetings provided by administrators, design team leaders, RHT, and/or district personnel with knowledge of instructional strategies. Professional development opportunities will be provided based on instructional needs and matched to our school improvement goals. Implementation of the trainings will be monitored by administrators through WFSG sessions, learning walks (QAR), and documentation of lesson plans on a weekly basis. Learning walk feedback is provided on an individual basis, while whole group feedback is provided to the faculty monthly. Student work is analyzed by teachers during 5 yearly WFSG meetings and in monthly grade level meetings. Results are used to drive instruction in the classroom and to adjust the implementation of professional development needs.	

1.3	New Classroom practices are implemented as a result of follow-up support.	Follow-up on the implementation of the professional development trainings will be monitored monthly by school administrators through WFSG logs, grade level and articulation team meeting reflections, and walk-through QAR feedback forms. Learning walk feedback is provided on an individual basis, while whole group feedback is provided to the faculty monthly. Student work is analyzed by teachers during 5 yearly WFSG meetings and in monthly grade level meetings. Results are used to drive instruction in the classroom and to adjust the implementation of professional development needs.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in 3 rd grade from 122.7 to 124.7 by 2012.	Students in 3 rd grade will excel in the area of Number and Number Relations and improve in the areas of Geometry and Constructed Response items.
1.2	To increase SWD Math percent proficiency from 56.6 to 64.8 by 2012.	SWD will improve in the area of Number and Number Relations.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Students will engage in cross-curricular, differentiated numeracy activities through the full implementation of Literacy Work Stations and Thinking Maps. Highly qualified teachers will deliver this instruction daily in their classrooms. On-going teacher support and professional development will be provided. Any additional instructional resources and materials will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will access the Guaranteed Curriculum (GC) which holds instructional resources including lesson plans, assessments, supporting documents, PowerPoint presentations, internet sites and links. The GC is accessed daily and impacts instruction. Lessons will include Pacing for Success, Problem of the Day, Investigations, problem solving strategies, and constructed response questions. Equipment, software, & other instructional resources will be purchased as needed.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teacher will design activities using Every Day Counts Calendar Math, Investigations, Scott Foresman resources for student in order to improve math skills. This would include training any teachers who are identified through questionnaires in the use of the above mentioned resources, making copies of any of the instructional materials needed to implement the resources, and purchase of any additional materials us use to implement the resources.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)

Students will use software (Timeliner, Neighborhood Maps, and Graph Club) as well as instructional websites that assist students in developing targeted numeracy skills. Highly qualified teachers will be explicit in the use of technology intergration with in their lesson planning throughout the year. On-going teacher support and professional development will be provided. Any additional instructional resources and materials will be provided.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will implement the use of instructional videos and internet resources (Harcourt School site, United Streaming, BrainPop Jr., Making Connections, LA Pass, Glogster, Promethean Planet, etc.) with emphasis on generating inquiry and making numeracy connections with real-life situations. On-going teacher support and professional development will be provided. Any additional instructional resources and materials will be provided.

ACTIVITY 6 (Activities indicated should address all subgroups; 500 Characters)

As staff development needs are identified through surveys and data analysis, necessary materials, refreshments, and trainings will be provided to faculty by administrators, RHT, or other qualified personnel. All registration, substitutes, and stipends will be paid for those attending the trainings if applicable. Some trainings may include Every Day Counts Calendar Math, Partner Games, Math Investigations, GeoLegs, etc. Trainings will be offered during after school, or through the district.

ACTIVITY 7 (Activities indicated should address all subgroups; 500 Characters)

Students will be administered and Check Points progress monitoring tests to determine math progress. At Risk students will receive 30 - 60 minutes of tiered interventions through the classroom instruction by highly qualified teachers. Check Points will be conducted 4 times throughout the year. Additional copies of materials for testing & instruction will be provided.

ACTIVITY 8 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will provide students with real life experiences to enhance learning by attending fieldtrips, participation in learning activities which promote achievement (Online Math Counts Competition) , and integrating technology as an instructional tool. Additional costs for implementing the resources needed to provide these activities such as admission costs, transportation, additional copies, materials, etc. will be provided.

ACTIVITY 9 (Activities indicated should address all subgroups; 500 Characters)

In an effort to improve student achievement by improving student behaviors, highly qualified teachers will develop activities to provide direct instruction on expected student behaviors beginning the first day of school, reinforcement of positive behaviors daily along with re-teaching expected behaviors throughout the year, & classrooms will have no more than five clearly defined rules, some of which will be student directed. Additional instructional resources & materials will be provided.

ACTIVITY 10 (Activities indicated should address all subgroups; 500 Characters)

Administrators will reinforce good character traits promoted by the FISH Philosophy through the daily live broadcast of WHIE throughout school with students performing skits of the school expectations, and upcoming events that shape the school's culture. Students' accomplishments in and outside of school will also be highlighted on WHIE, as well as exceptional teacher accomplishments.

ACTIVITY 11 (Activities indicated should address all subgroups; 500 Characters)

Activities such as Guest Speakers from the community and Math, Science, & Technology Night and resources such as monthly PTA newsletters and weekly parent letters from teachers provides opportunities for parents and community members to interact with highly qualified school personnel and students to learn about the math skills being taught and how they can help improve student achievement in Math. Additional copies, instructional materials, instructional resources will be provided.

ACTIVITY 12 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will attend Discipline training, parish PBS conference, and state PBS training and will report back to all faculty members through school based professional development opportunities and faculty meetings. Any additional instructional resources and materials will be provided.

ACTIVITY 13 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will participate in monthly articulation and grade level meetings to collaborate on the implementation "best practices", analyzed data (student work, rubrics, checkpoints, DIBELS, etc.), and review GLE requirements. A summer retreat will also be held for faculty to develop curriculum and instructional strategies and team building needs. Any additional instructional resources and materials will be provided.

ACTIVITY 14 (Activities indicated should address all subgroups; 500 Characters)

Honey Island's website and individual teacher websites provide parents important information about the curriculum and encourage parent participation in the education of their children. The websites provide additional support for parents and students via math links related to: algebra, geometry, measurement, number and number relations, data analysis and probability. Any additional resources and materials will be provided.

ACTIVITY 15 (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers will implement the use of the Marilyn Burn Classroom Math Library to increase reading comprehension in math and to help build essential math concepts and skills in algebra, geometry, measurement, number and number relations, data analysis and probability. Any additional resources and materials will be provided.