

School Improvement Plan

Madisonville Elementary School

St. Tammany Parish School System

Madisonville Elementary
Pre-Kindergarten through 3rd
Enter School Address
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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)
Decrease in the Achievement Gap for SWD and ED	1	iLEAP Scores, Learning Walks, IEP Progress Reports, Principal's Report Card
Assessment	2	School Index Scores, iLEAP Scores, Checkpoints Data, Principal's Report Card
1st Grade DIBELS scores at At Risk & Benchmark levels	3	DIBELS Reports, Voyager Reports, Grade level assessments
Attendance	4	School Index Scores, Principal's Report Card, STI Reports

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		In ELA, SWD and ED students decreased in their achievement gap.	
Domain/Subdomain (Choose One Only)		--- 510 CIA: Instructional Strategies	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	Students with disabilities decreased from 33.8 in 06/07 to 16.1 in 09/10 in their achievement gap. The total decrease was 17.7 Economically disadvantaged students decreased from 17.0 in 07/08 to 2.5 in 09/10 in their achievement gap. The total decrease was 14.5.	iLEAP Scores for SWD & ED	Cognitive
2.	Students with disabilities increased in ELA in % proficient from 51.6 (06/07) to 78.6 (09/10). Economically disadvantaged students increased in ELA in % proficient from 75.0 (07/08) to 92.2 (09/10).	iLEAP Scores for SWD & ED	Cognitive
3.	Observers noted that students were actively engaged in Kagan activities	Learning Walks	Cognitive

aligned to curriculum and instruction.		
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Contributing Factor 2		Assessment index scores have steadily increased from 05/06 to 08/09.	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The school index scores for assessment were the highest in 08/09 at 127.0.	School Index Score	Archival
2.	The school index score for assessment increased from 100.3 in 05/06 to 127.0 in 08/09.	School Index Score	Archival
3.	The CRT Index in ELA (113.3 to 125.3) & Math (110.0 to 133.4) showed an increasing trend from 06/07 to 08/09.	iLEAP Scores from 06/07 to 08/09	Cognitive

Contributing Factor 3		1st grade was the lowest At Risk in Spring from 07/08 to 09/10 in DIBELS and the highest at Benchmark in Spring in 07/08 and 09/10.	
Domain/Subdomain (Choose One Only)		--- 530 CIA: Assessment Content Structure	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	1st grade was 10% At Risk in ORF in Spring 07/08 due to 89% of students 'Established' in PSF. In Spring of 08/09, 1st grade was 10% At Risk due to 97% of students 'Established' in PSF.	DIBELS Assessment	Archival
2.	In the Spring of 09/10, 6% of 1st grade was At Risk due to 99% 'Established' in PSF.	DIBELS Assessment	Archival
3.	1st grade was 67% at Benchmark for ORF in Spring of 07/08 with 89% 'Established' in PSF and 73% 'Established' in NWF.	DIBELS Assessment	Archival
4.	1st grade was 78% at Benchmark for ORF in Spring of 09/10 with 99% 'Established' in PSF and 82% 'Established' in NWF.	DIBELS Assessment	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)
3rd Grade DIBELS scores at Benchmark	1	DIBELS Benchmark scores, Grade level assessments, Observations
Weakest subgroup in ELA/Math - SWD	2	iLEAP results, IEP Progress Reports, Principal's Report Card
Grade/Subject Level weakness in Science & Social Studies	3	iLEAP results, SPS Grade Level Index, SPS Subject Level Index, Principal's Report Card, Observations

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	3rd grade is the lowest at Benchmark in 08/09 and 09/10 in ORF.		
Domain/Subdomain (Choose One Only)	--- 530 CIA: Assessment Content Structure		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. 3rd grade was the lowest at Benchmark for ORF (63%) in Spring of 08/09.	DIBELS Benchmark 08/09	Archival	
2. The mean in WUF decreased from 58.7 to 51.1 from the Middle to the End Benchmark assessments in 08/09.	DIBELS Benchmark 08/09	Archival	
3. 3rd grade was the lowest at Benchmark for ORF (61%) in Spring of 09/10.	DIBELS Benchmark 09/10	Archival	
4. The mean in WUF decreased from 60.9 to 55.7 from the Middle to the End Benchmark assessments in 09/10.	DIBELS Benchmark 09/10	Archival	

Contributing Factor 2		SWD are the weakest subgroup in ELA and Math	
Domain/Subdomain (Choose One Only)		110 Climate: Personal Safety Respect 610 PD: Instructional Focus	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The SWD subgroup have been the lowest % proficient from 05/06 to 09/10.	iLEAP Scores	Cognitive
2.	The SWD subgroup have had the highest achievement gap for ELA & Math of all the subgroups.	iLEAP Scores	Cognitive
3.	The SWD subgroup had the lowest % proficient in the ELA & Math subject areas from 05/06 to 09/10.	iLEAP Scores, IEP Progress Reports	Cognitive

Contributing Factor 3		Science and Social Studies are the Grade/Subject Level weaknesses.	
Domain/Subdomain (Choose One Only)		--- 520 CIA: Curriculum Content	
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	According to the CRT Index, Science & Social Studies have been the lowest index scores from 2006 to 2010.	iLEAP Scores	Cognitive
2.	Fewer students achieve Mastery in Science & Social Studies than ELA & Math on the iLEAP scores from 09/10.	iLEAP Scores	Cognitive
3.	More students achieve Basic and Approaching Basic than in ELA & Math in 08/09.	Principal's Report Card, 08/09	Archival

*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>K - 3 teachers will participate in monthly whole faculty study groups in grade level sessions. Glog designs will be presented and teachers will be required to design 2 independent glogs based on grade level curriculum concluding the year with glog portfolios containing all the teachers' work. Administrators will participate in faculty studys, monitor, and observe the implementation of glogs in the classrooms. SIP Checklists will be used to document these informal observations and provide feedback to teachers. Documentation of the meetings will be noted on sign-in sheets and handouts. Each session is concluded with an engagement meter which includes areas for improvement, future needs and independent help. In addition, K - 3 teachers will participate in ORF collaboration meetings held at each faculty meeting (sign-in required). Each grade level will develop ORF logs to be used to engage parents and students at home. Administrative participation is the same as with the whole faculty study groups.</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>K - 3 teachers will strengthen the use of technology in instruction by participating in sessions for glogs, Promethean Boards, & flip charts in addition to sessions for ORF and WOW. All teachers will participate in glogs & ORF sessions but other professional development is on a selected basis. Sessions will be monthly, at faculty meetings, and on designated dates by trained teachers and individuals from the Schlechty Center. The professional development sessions are selected and based upon SIP objectives. Administrators & presenters monitor follow-up activities. Administration will monitor quarterly the implementation of instructional practices through SIP observations and provide feedback daily and through informal observations. Feedback is ongoing in a verbal and written format. Student work and assessments are examined at monthly grade level meetings and the results are used to plan for future instruction.</p>	

1.3	New classroom practices are implemented as a result of follow-up support.	School administration will monitor the follow-up through the implementation of PGPs, DIBELS reports, SIP Checklists, and formal/informal observations. Administrators will monitor through weekly lesson plans and formal/informal, ongoing observations. Feedback will be given quarterly in written & verbal format through the SIP Checklist. Feedback is ongoing in a verbal and written format. Student work and assessments are examined at monthly grade level meetings and the results are used to plan for future instruction.
OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School ELA CRT Index Scores in 3 rd grade from 120.6 to 122.6 by 2012.	Improvement in the area of writing competently in grades 1 st through 3 rd .
1.2	To increase SWD ELA percent proficiency from 78.6 to 82.7 by 2012.	Increase the percent of proficiency in ELA for SWD.
1.3	To decrease the percent age of 3 rd grade students At Risk on the DIBELS assessment in ORF from 12% (in the Fall) to 8% (in the Spring).	To increase the ORF of the 3 rd grade students.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will present lessons designed for meaningful engaged learning so as to teach students higher order thinking strategies needed to organize information and develop compositions using various information resources through the use of Thinking Maps, Go Charts, and the use of interactive learning technologies such as Promethean Boards and web-based interactive programs.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
In RtI, students will engage in activities provided through Project Read, Earobics, Literacy Stations, and small group instruction, designed to increase oral reading fluency in all grade levels based upon the results of DIBELS Progress Monitoring.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
First grade students identified "At Risk" for reading difficulties will receive tiered intervention in small groups (4-5 students) with a tutor (certified teacher) in the Voyager Passport Program.

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

Highly qualified teachers will use Reading Checkpoint assessments in 2nd and 3rd grade to determine those students who are "At Risk" . Teachers will provide tiered interventions for oral reading fluency for these particular students during small group literacy stations .

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

Homeless students will receive KIT intervention through remediation in small group instruction or tutoring. Any additional resources and materials will be provided.

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

Highly qualified teachers, led by the Design Team, will meet monthly to formulate best practices for activities designed to increase and encourage parental engagement.

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

Highly qualified teachers will assess all K - 3 students using the DIBELS program. Students who do not reach Benchmark will be progress monitored to track their growth/progress and provide tiered interventions. In addition, highly qualified teachers will be trained in the DIBELS Next assessment in order to analyze student progress and provide appropriate tiered interventions/accelerations in the classroom for next year's implementation.

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

Highly qualified teachers will participate in monthly whole faculty study groups to investigate how to create content-rich and interactive glogs that will engage students. Presenters/Instructors wil provide ongoing support to the teachers throughout the year. Teachers will create glogs to use in the classroom to promote reading literacy and make the glogs accessible to parents.

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

Faculty collaboration will involve two highly qualified teachers being trained in oral reading fluency strategies. Trained teachers will share techniques during monthly faculty meetings. Grade levels will create a plan to address oral reading fluency as related to grade specific curriculum. Highly qualified teachers will implement oral reading lessons and an additional oral reading fluency homework component.

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

Once each year, parents will join their students for Mom's Moments which will focus on various literacy activities. Highly qualified teachers will incorporate grade level expectations into the literacy activities planned for Mom's Moments. Any additional instructional resources and materials will be provided.

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

Activities, assessment and evaluations will be differentiated to meet individual student needs. Differentiated instruction will be ongoing and activities, software, and technology use (via a document camera, Promethean Board/flip charts, video clips, glogs, etc.) will be modified according to the level/need.

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

Madisonville Elementary has initiated discipline activities necessary to implement a positive behavior support program, the FISH Philosophy. Reinforcement of positive behaviors will occur through the Fish Focus, Good Book, Caught Being Good slips, No More than Four, Goal Fish Award, the Phil and Pippy Show with Fish Focus lessons, and Bonus Bucks. Any additional instructional resources and materials will be provided.

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

During the 2010 - 2011 school year, the MES PBS Team will be inserviced on RTI Tier 2 Interventions, design a plan for implementation for the following year and universal behavior screenings to be conducted on all students in March of 2011

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

Conduct activities for Red Ribbon Week, the Sexual Abuse Prevention Program, and Anti-Bullying classes (Positive Behavior Support) which include choosing a drug-free lifestyle, personal safety, and making good behavioral choices. There is also the implementation of Character Education using schoolwide PBS principles (Phil & Pippy Show) and safety instruction for bicycles, fires, buses, cars, & pedestrian skills. Any additional instructional resources and materials will be provided

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

Parents will be able to access current information about MES through various communication tools such as the PBS Kindness Connection, the PTA school newsletter, the MES website, teachers' weekly overviews and web pages, and the Annual School Report Card. Any addition instructional resources and materials will be provided.

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

Parents and grandparents will participate in the morning broadcast, Mom's Moments/Dad's Night (literacy/numeracy activities), Open House, Grandparent's Bingo, Meet and Greet, surveys for school improvement in addition to volunteering for Science Day, Field Day, Art Day, and the PTA Volunteer Program.

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

Highly qualified teachers will have the choice of several technology-rich workshops throughout the school year to help develop their technology skills. These workshops will include training in Promethean Board basics and creating flipcharts. All teachers will participate in faculty studies on the creation of glogs. Presenters will provide ongoing support for the teachers through the year.

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

Administrators will attend the Annual Administrators conference and work in "learning communities", monthly parish Principal & Assistant Principal meetings, & monthly Sheriff's Office meetings. A school improvement team will attend a one day SIP Retreat in April. The team will consist of the principal, SIP chairperson, and other teacher leaders designated by the principal of each school within the learning community. In addition, teachers will attend monthly grade level meetings.

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

Students will be introduced to future grade levels on all levels. Head Start children will visit MES in the spring as well as sending one of our teachers to Head Start. Each grade level from Pre-K through 2nd will visit other classes in their upcoming grade toward the end of the school year. The 1st, 2nd & 3rd grade students will take a field trip to the new school, Lancaster Elementary, in preparation for the following year. Any additional resources & materials will be provided

GOAL 2		By 2013 - 2014, all students will reach high standards, attaining proficiency or better in Math.	
Research-Based Strategy 2:		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" 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	Students strategically learn and transfer knowledge to collaboratively solve problems.	Activities noted in lesson plans will specify the outcome required for their students (i.e. transfer of information/generalization, problem solving, etc.). Administration will check lesson plans weekly and use a SIP Checklist during their observations to determine how & if students are obtaining the knowledge and remaining on task during the lessons. Quarterly learning walks will be composed of K - 3 teachers requesting additional professional development through teacher observations. Any feedback will be shared in monthly grade level meetings. Feedback from students, administration, and self-reflection will guide future instruction and remodeling of activities. K - 3 teachers will implement the use of rubrics to assess students at the end of units. Teachers will continually assess student engagement through tools such as "Engagement Meters" to design better & engaging lessons.	
1.2	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers' lesson plans will note the type of activities designed for the students. Administration will check lesson plans weekly and observe classroom activities daily. K - 3 teachers will be provided opportunities each month to watch other teachers in action through learning walks. Time on task will be used as a tool to determine the level of student engagement and will guide teachers in the redesign of future lessons. Any feedback will be shared in monthly grade level meetings. Feedback from students, administration, and self-reflection will guide future instruction and remodeling of activities. K - 3 teachers will implement the use of rubrics to assess students at the end of units. Teachers will continually assess student engagement through tools such as "Engagement Meters" and ongoing assessments to design better & engaging lessons.	
1.3	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	K - 3 teachers will assess students using performance based rubrics in addition to curriculum-based assessments throughout the school year at during and at the end of a unit. In monthly grade level meetings, teachers will discuss the outcomes of their lessons/assessment results in order to drive future instruction.	

OBJECTIVES: (up to six; 150 characters)		DESIRED OUTCOMES: (150 characters)
1.1	To increase School Math CRT Index Scores in 3 rd grade from 126.8 to 128.8 by 2012.	Improvement in the area of Geometry in Grade 3.
1.2	To increase SWD Math percent proficiency from 53.6 to 62.4 by 2012.	Increase the percent of proficiency in Math for SWD.

ACTIVITIES (no more than 20)

ACTIVITY 1 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will use differentiated instruction and activity-based learning to develop students' abilities to use geometry and apply it to real life situations given manipulatives, the Every Day Math Counts program, Problem of the Day, Investigations, Literacy Stations, technology, RICE, Read It/Draw It/Solve It, and other appropriate tools. Any additional instructional resources and materials will be provided.

ACTIVITY 2 (Activities indicated should address all subgroups; 500 Characters)
Homeless students will receive KIT intervention through remediation in small group instruction or tutoring. Any additional resources and materials will be provided.

ACTIVITY 3 (Activities indicated should address all subgroups; 500 Characters)
Second and third grade students will be assessed using Starting Points, a pre-assessment, and Final Points, a post-assessment, as well as Checkpoints, an on-going assessment, to assess the general math skills of all regular and special education students.

ACTIVITY 4 (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers will participate in monthly whole faculty study groups to investigate how to create content-rich and interactive glogs that will engage students. Presenters/Instructors will provide ongoing support to the teachers throughout the year. Teachers will create glogs to use in the classroom to promote reading literacy and make the glogs accessible to parents.

ACTIVITY 5 (Activities indicated should address all subgroups; 500 Characters)
Parents will be invited to Dad's Math Night, which will focus on math numeracy. Highly qualified teachers will incorporate grade level expectations into the activities planned for Math Night. Activities will include manipulatives and hands-on experience. Any additional instructional resources and materials will be provided.

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

Activities, assessment and evaluations will be differentiated to meet individual student needs. Differentiated instruction will be ongoing and activities, software, and technology use (via a document camera, Promethean Board/flip charts, video clips, glogs, etc.) will be modified according to the level/need.

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

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