

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "UNION OF JUSTICE" in the center, and "DEPARTMENT OF EDUCATION" at the bottom. It also includes the words "CONFIDENCE" and "NOTION" and two stars.

# **School Improvement Plan Whispering Forest Elementary School St. Tammany Parish School System**

**Whispering Forest Elementary**

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Slidell, LA 70458**

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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)
ELA is a whole school SPS strength, with consistent growth in 08-09 & 09-10	1	iLEAP CRT index, Learning Snapshots
Grade 3 African American students subgroup showed an increase in Math scores.	2	iLEAP CRT index
Second grade had the highest percentage at Benchmark on Dibels	3	DIBELS, STAR Early Literacy, STAR
Grade 3 white students 08-09 & 09-10 increased in both math and ELA	4	ILEAP CRT index, % Proficient Trend Data

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.

<b>Contributing Factor 1</b>	_ ELA is a whole school SPS strength, with consistent growth in 08-09 & 09-10		
<b>Domain/Subdomain</b> (Choose One Only)	--- 520 CIA: Curriculum Content		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Teachers are implementing reading and responding activities in the classrooms.	Lesson Plans	Cognitive	
2. Teachers were observed using Thinking Maps to help students organize responses to literature.	Learning snapshots	Behavioral	
3. CRT Index Trends refelct a steady increase from 2007 at 107.1 through 2010 at 118.8	iLEAP CRT data	Archival	
4. Records documenting the collaboration between teachers in analyzing student data to faclilitate student learning.	Whole Faculty Study Groups	Archival	

<b>Contributing Factor 2</b>		Grade 3 black students subgroup showed an increase in Math scores.	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	All teachers use Everyday Math Counts as an intergal part of math instruction.	Learning Snapshots; Lesson Plans	Behavioral
2.	The subgroup African American showed an increase in math scores from 62.0 in 2008 to 82.3 in 2010.	ILEAP CRT Index	Cognitive
3.	Records documenting the collaboration between teachers in analyzing student data to increase math skills	Whole Faculty Study Logs	Archival

<b>Contributing Factor 3</b>		Second grade had the highest percentage at Benchmark in DIBELS	
<b>Domain/Subdomain</b> (Choose One Only)		--- 530 CIA: Assessment Content Structure	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Second grade has the largest number of students in the spring that are at benchamrk with a score of 71%.	DIBELS DATA	Archival
2.	Students identified as intensive and stragegic particiapte in the Earobics and/or Voyager tutoring programs.	Earobics and/or Voyager rosters	Archival
3.	Teachers are implementing reading and responding activities in the classrooms.	Lesson plans	Cognitive
4.	Teachers use RTI and research based interventions with students.	Learning walks ; lesson plans	Cognitive

\*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)
Students With Disabilities showed a decline in both ELA and Math in 08/09 & 09/10.	1	ILEAP CRT Proficiency Data
Grade 3 NRT Index Trends reflect that reading scores declined from 118.0 in 06-07 to 99.1 in 09-10.	2	iLEAP NRT Trend Data
Kindergarten has the lowest percentage of students scoring benchmark in the Spring.	3	DIBELS Data

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.

<b>Contributing Factor 1</b>	Students With Disabilities showed a decline in ELA and Math in 08/09 & 09/10		
<b>Domain/Subdomain</b> (Choose One Only)	--- 520 CIA: Curriculum Content		
<b>Findings</b> (500 Characters)	<b>Instrument</b> (200 Characters)	<b>Data Type</b>	
1. Teachers need more professional development and support in differentiated instruction.	Learning Snapshots	Behavioral	
2. Students with disabilities show an increasing achievement gap of 26.2% in math.	iLEAP CRT Achievement Gap Data	Archival	
3. Teachers need to collaborate more in developing and implementing lessons that address differentiated instruction and engagement.	Whole Faculty Study Groups Logs	Archival	

<b>Contributing Factor 2</b>		Grade 3 NRT Index Trends reflect that reading scores declined from 118.0 in 06-07 to 99.1 in 09-10	
<b>Domain/Subdomain</b> (Choose One Only)		--- 520 CIA: Curriculum Content	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Grade 3 NRT scores declined from 118.0 in 06-07 to 99.1 in 09-10	iLEAP NRT Index	Archival
2.	Teachers need more training in managing reading groups and literacy stations during ELA instruction time..	Learning snapshots; Whole Faculty Study Group Logs	Behavioral
3.	Teachers need to collaborate more in developing and implementing lessons that address differentiated instruction and engagement.	Whole Faculty Study Group Logs	Archival

<b>Contributing Factor 3</b>		Kindergarten has the lowest percentage of students scoring benchmark in the Spring	
<b>Domain/Subdomain</b> (Choose One Only)		--- 530 CIA: Assessment Content Structure	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Kindergarten has had the lowest benchmark scores in the spring for three years in a row with only 47% of students reaching benchmark.	DIBELS	Archival
2.	Teachers need to use RTI and research based interventions with students scoring strategic or intensive on DIBELS in Fall and Winter assessments.	DIBELS	Archival
3.	Teachers need to plan lessons that align data to instructional decision making.	lesson plans	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**

<b>GOAL 1</b>	<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.</b>	
<b>Research-Based Strategy 1:</b>		<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
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Aligns collaborative work with school improvement goals.	Collaboration is done through Whole Faculty Study Groups (WFSG). Highly Qualified Teachers attend WFSG meetings once a month. Documentation of WFSG is through sign-in sheets and logs. Facilitator takes notes to document outcomes. After every WFSG the school administrator meets with the facilitators to discuss outcomes. Feedback to the teachers occurs through e-mail and Blackboard. The facilitators of WFSG & school administrators use the WFSG information to address weaknesses documented in the SIP, plan for teacher professional development, and assess future needs.

<p><b>1.2</b></p>	<p>School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.</p>	<p>A variety of professional development activities will be planned at the school level and the district level. The teachers will have access to Go Sign Me Up at the district level for a variety of professional development activities. At the school level, professional development will include technology training i.e Promethean and web-site trainings, special education and regular education collaboration meetings, Response to Intervention ( RTI) activities training, Literacy Workstation training, Go Charts training, and WOW. All teachers will receive the professional development. Through the use of WFSG professional development will be provided at least once monthly for each grade level. Quarterly professional development will be provided teachers and support staff. EIS facilitator and RHT will lead monthly WFSG. IEP facilitators will lead the quarterly professional development meetings. Using NRT data it was determined that Students with Disabilities was our lowest performing subgroup. Teachers need to be provided support to better service students with disabilities. Using DIBELS &amp; NRT data it was determined that there was a school wide weakness in the area of reading. Therefore RTI, WOW, Literacy Workstation training, and Go Charts training, will be implemented in order to increase student achievement. Both the EIS facilitator and RHT will follow-up and collaborate with teachers to monitor success. Administrators will use walk-about, teacher observation, Blackboard group discussions, and documentation in lesson plans to check for implementation. Administrators will observe/check for implementation of instructional practices weekly. The administrator will give monthly feedback to teachers through e-mail and Blackboard . Student work is examined monthly by teachers in WFSG. The results from analyzing student work will be used to adjust instructional practices and plan for additional professional development needs.</p>
<p><b>1.3</b></p>	<p>New classroom practices are implemented as a result of follow-up support</p>	<p>Follow-up on the implementation of the professional development trainings will be monitored by the EIS facilitator, RHT, and school administrators through WFSG logs, lesson plans, walk abouts, at least once per marking period. Feedback on this will be discussed at the group meetings at least once per marking period. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per marking period and will be used as a basis for maintaining or adjusting the implementation of the training.</p>

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School ELA CRT Index Scores from 118.8 to 119.2 by 2012.	Students will improve in the area of reading comprehension through tiered activities in the classroom.
<b>1.2</b>	To increase SWD (subgroup) ELA percent proficiency from 64.7 to 71.4 by 2012.	Students will improve on vocabulary, reading fluency, and reading comprehension through tiered activities in the classroom.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Highly qualified teachers in grades K-3 will design activities using programs such as Mountain Language, Project Read, Thinking Maps, Go Charts, Write From the Beginning (WFTB), Literacy Stations, Earobics, Voyager, and Accelerated Reader/ Reading Renaissance using computers, laptops, promethean boards and actiexpression. Any additional instructional resources and materials will be provided.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
Third grade students identified as "at risk" for reading difficulties will receive intervention in small groups (3-5 students) with a tutor in the i-leap intervention program as well as a literacy tutor. Tutors will meet with students in a "push-in" or "push-out" tutoring program, depending upon student need for 50 minutes per day four times a week in their regular classroom. Any additional resources and materials will be provided.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Kindergarten students identified as "at-risk" by DIBELS will receive intervention in the Earobics program, both the technology component and instructional support with a tutor. Kindergarten teachers will implement a Take-Home Literacy program. Any additional instructional resources and materials will be provided.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
First grade students considered "at-risk" for reading difficulties will receive intervention in small groups (4-5 students) with a tutor (certified teacher) in the Voyager Passport Program. Tutors will meet with students 4 days a week for 30-40 minutes. Earobics program will also be provided in the classrooms by the teacher. Any additional resources and materials will be provided.

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

Second grade students identified "at-risk" by DIBELS & STAR Assessment will receive intervention in the Earobics program, both the technology component and instructional support with a tutor. They will also receive intervention in small groups (4-5 students) with a tutor (certified teacher) in the Voyager Passport Program. Tutors will meet with students 4 days per week for 30-40 minutes from October 2010 to May 2011. Any additional instructional resources and materials will be provided.

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

Throughout the school year, students in grades Pre-Kindergarten through Third Grade will use Thinking Maps and Write From The Beginning programs to increase proficiency in writing. All students, including students with disabilities, students identified "at-risk", and those identified as accelerated will participate in the writing programs at levels indicated by need. Any additional instructional resources and materials will be provided.

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

To address the needs of the subgroup, SWD, the school will modify instructional programs to include: small group instruction in the special education classroom with paraeducator support, more time with RTI leveled interventions, and integration in the regular classroom with special education personnel support. Any additional instructional resources and materials will be provided.

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

Throughout the school year students will participate in programs designed to meet individual needs. These programs include iLEAP intervention (third grade), Voyager (for first and second grade); DIBELS and RTI Interventions, Earobics Program (Kindergarten - second grade), Book-It (K-1) and Accelerated Reader (2<sup>nd</sup> - 3<sup>rd</sup>), there is also a STAR class for second and third grades. All T-1 students will participate in Earobics. Any additional instructional resources and materials will be provided.

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

All teachers will implement a program of RtI - Response to Intervention. They will use data to create and implement teaching interventions and strategies to meet the various needs of the students in their classrooms. They will then analyze the data they collect to make instructional decisions. Any additional instructional resources and materials will be provided.

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

Throughout the school year, students will participate in units of instruction which integrate literacy skills across the curriculum. Students will utilize fiction and nonfiction reading strategies (including Go-Charts and other graphic organizers) as they read and comprehend leveled readers, their nonfiction textbooks, their reader, and Accelerated Reader books. Any additional resources and materials will be provided.

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

All ELA Literacy Activities are supported through curriculum activities, professional development, family involvement activities, technology, school climate activities, which in turn are supported by the use of the school-wide server.

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

A series of follow-up trainings, through WFSG, on Promethean Board will be offered throughout the year. Teachers will be inserviced on developing Promethean flipcharts and the use of active inspire & active votes, aligning activities with the guaranteed curriculum. Any additional instructional resources and materials will be provided.

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

Teachers will have a Promethean Board, document camera, computers, laptops and projectors as well as activexpressions. The Technology Committee will work to update all equipment, including the server, purchase more digital & video cameras, and listening centers as need. They will also research and recommend new programs to update a library of software programs, websites, flipcharts, webquests, and United Streaming. This "technology library" will be housed on the school server.

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

Positive Behavior Support Team (PBS) will implement tier I & II interventions utilizing the School Wide Information System(SWIS) program. Materials purchased to implement this program include student agendas, hallway posters, and student rewards. Any additional instructional resources and materials will be provided.

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

The Principal, Assistant Principal, and TRT will collaborate monthly with other administrators in our district. Adminsitrators will participate in an annual retreat in the summer for collaboration.

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

The SIP Team will meet four times yearly to collaborate, review the plan and school data, and share with faculty and staff. Any additional materials and resources will be provided.

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

Teachers will collaborate monthly at grade level meetings, as well as, WFSG. Curriculum specialist, EIS Facilitator, IEP Facilitators will participate in WFSG and job embedded professional development at different times throughout the year. Grade Level Chair personnel will meet monthly in Core Cadre' meetings to share information which will be disseminated at monthly faculty meetings. Any additional instructional resources and materials will be provided.

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

The Student Assistance Team will collaborate weekly on Thursday as they develop action plans for assisting students and teachers based on need.

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

Third grade teachers will meet once in the spring with Clearwood Jr. High fourth grade teachers to collaborate.

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

Pre-K parents will attend a parent orientation meeting prior to the opening of school. Any additional instructional resources and materials will be provided.

<b>GOAL 2</b>	<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in Math.</b>	
<b>Research-Based Strategy 2:</b>	<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	
<b>Indicators of Implementation (250 Characters):</b>	<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Aligns collaborative work with school improvement goals.	<p>Collaboration is done through Whole Faculty Study Groups (WFSG). Highly Qualified Teachers attend WFSG meetings once a month. Documentation of WFSG is through sign-in sheets and logs. Facilitator takes notes to document outcomes. After every WFSG the school administrator meets with the facilitators to discuss outcomes. Feedback to the teachers occurs through e-mail and Blackboard. The facilitators of WFSG &amp; school administrators use the WFSG information to address weaknesses documented in the SIP, plan for teacher professional development, and assess future needs.</p>

<p><b>1.2</b></p>	<p>School staff participates in a variety of professional development designs aligned with expected improvement outcomes and professional learning that mirrors expected instructional methods.</p>	<p>A variety of professional development activities will be planned at the school level and the district level. The teachers will have access to Go Sign Me Up at the district level for a variety of professional development activities. At the school level, professional development will include technology training i.e Promethean and web-site trainings, special education and regular education collaboration meetings, Response to Intervention ( RTI) activities training, Literacy Workstation Training, Go Charts Training, and Working On the Work. All teachers will receive professional development. Through the use of WFSG, professional development will be provided at least once monthly for each grade level. Quarterly professional development will be provided to teachers and support staff. EIS facilitator and RHT will lead monthly WFSG. IEP facilitators will lead the quarterly professional development meetings. Using NRT data it was determined that Students with Disabilities was our lowest performing subgroup, teachers need to be provided support to better service students with disabilities. Using DIBELS &amp; NRT data it was determined that there was a school wide weakness in the area of reading., therefore RTI, WOW, Literacy Workstation Training, and Go Charts Training, will be implemented in order to increase student achievement. Both the EIS facilitator and RHT will follow-up and collaborate with teachers to monitor success. Administrators will use walk-about, teacher observation, Blackboard group discussions, and documentation in lesson plans to check for implementation. Administrators will observe/check for implementation of instructional practices weekly. The administrator will give monthly feedback to teachers through e-mail and Blackboard . Student work is examined monthly by teachers in WFSG. The results from analyzing student work will be used to adjust instructional practices and plan for additional professional development needs.</p>
<p><b>1.3</b></p>	<p>New classroom practices are implemented as a result of follow-up support</p>	<p>Follow-up on the implementation of the professional development trainings will be monitored by the EIS facilitator, RHT, and school administrators through WFSG logs, lesson plans, walk abouts, at least once per marking period. Feedback on this will be discussed at the group meetings at least once per marking period. Student work that results from implementation of the professional development trainings will be examined during WFSG sessions at least once per a marking period and will be used as a basis for maintaining or adjusting the implementation of the training.</p>

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School Math CRT Index Scores from 131.3 to 132 by 2012.	Students will improve in mathematics through the use of Ascend, and i-leap tutoring.
<b>1.2</b>	To increase SWD (subgroup) Math proficiency from 58.8 to 66.6 by 2012.	Students will improve in mathematics through the use of tiered activities including Every Day Math Counts, manipulatives, Mountain Math, and Ascend.

**ACTIVITIES** (no more than 20)

<b>ACTIVITY 1</b> (Activities indicated should address all subgroups; 500 Characters)
Third grade students identified as "at risk" for math difficulties will receive intervention in small groups (3-5 students) with a tutor in the iLEAP Intervention Program. Tutors will meet with the students in a "push-in" tutoring program for 1 hour per week in their regular classroom. Any additional instructional resources and materials will be provided.

<b>ACTIVITY 2</b> (Activities indicated should address all subgroups; 500 Characters)
All data will be analyzed in order to develop instruction for differing student needs using the RtI model. Using Checkpoints and Ascend Assessments, the data that is gathered is analyzed to develop student math tiers, such as DIBELS is used in ELA. Teachers will use this data, along with the District Math Checkpoints, to plan and implement appropriate math instruction. Any additional instructional resources and materials will be provided.

<b>ACTIVITY 3</b> (Activities indicated should address all subgroups; 500 Characters)
Classroom instruction will be integrated across the curriculum. In this way, strategies that students learn, such as literacy skills and Thinking Maps, can be applied to all subject areas, including math. Using the activity-based approach, student groups will build life-long literacy skills by communicating their math understandings in both written and oral ways. Problem-solving will be focused on in all subject areas. Any additional instructional resources and materials will be provided.

<b>ACTIVITY 4</b> (Activities indicated should address all subgroups; 500 Characters)
In daily math instruction, Pre-K-3 students will be involved in a variety of activity-based lessons. Students will use higher-order thinking skills as they participate in hands-on learning. Teachers will utilize Math Investigations, Math Solutions, Thinking Maps, Guaranteed Curriculum, RICE, Cooperative Learning, and technology to develop student math skills. Any additional instructional resources and materials will be provided.

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

Students will increase writing skills as they participate in monthly constructed response math prompts. Any additional instructional resources and materials will be provided.

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

Student learning will be maximized as teachers develop daily routines of EveryDay Counts, Problem of the Day, and problem solving. Any additional instructional resources and materials will be provided.

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

Throughout the school year, students will participate in units of instruction which integrate literacy skills across the curriculum. Students will utilize different strategies as they problem solve in math and other subject areas. Any additional instructional resources and materials will be provided.

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

To address the needs of the subgroup,SWD, the school will modify instructional programs to include: small group instruction in the special education classroom with paraeducator support, more time with RtI leveled interventions and integration in the regular classroom with special education personnel support. Any additional instructional resources and materials will be provided.

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

Throughout the school year, students will participate in programs designed to meet individual needs in mathematics. These programs include iLEAP Intervention , Ascend, and iLEAP Acceleration. Any additional instructional resources and materials will be provided.

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

All Math Literacy Activities are supported through curriculum activities, professional development, family involvement activities, technology, school climate activities, collaboration, and Safe & Drug Free School activities. Any additional instructional resources and materials will be provided.

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

There will be a Reading and Math Night held. There will be various stations that will include a variety of activities that address math needs at all levels. Students will participate in the activities with their parents as well as peers. HQ Teachers will plan and prepare the activities for the students at different levels.

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

In an effort to attract highly -qualified teachers, We will participate in the districts jobfair, stay linked ,through our website, to the districts human resource department, and we will participate on the district recruiting team. The recruiting team goes to the Southeastern region universities looking for highly -qualified teachers. We are also a SACS accredited school that attracts highly-qualified teachers.