

**Sewell-Anderson Elementary School
May-June 2012**

PIM Team Members

**Patricia Mallett, Principal
Theresa Curtis, Grade 5
Kathleen Tartarini, Grade 4
Richard Masters, Grade 4
Kathy Labreque, Special Education
Maryalice Sutherland, Grade 5
Julie O'Shea, Grade 3
Kathleen King, Title I Reading**

School Council Members

**Patricia Mallett, Principal
Julie O'Shea, Grade 3
Audra Kebreau, Parent
Jen Lange, Parent**

EXECUTIVE SUMMARY

School Profile and Demographics

The Sewell-Anderson Elementary School is one of Lynn's seventeen elementary schools and has a student population of approximately 255 students. Demographically the student population is 11% African American, 3% Asian, 43 % Hispanic, 36% White, and 6% multi-race non-Hispanic. Sewell-Anderson is a Title I school.

The student population is composed of 34% of students whose first language is not English, 11% who are Limited English Proficient, 69% who are low income, and 28% who receive services from the Special Education Department.

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Sewell-Anderson	255	10.6	3.1	43.1	1.6	35.7	5.9	33.7	11	69	28.2
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

NCLB Status

Sewell-Anderson has an aggregate Composite Performance Index (CPI) of 79.4 in ELA and an aggregate Composite Performance Index (CPI) of 76.7 in Mathematics. Our school made AYP status in ELA in the White subgroup and in Mathematics in the Hispanic subgroup. We did not make AYP in the Aggregate for either ELA or Math, the Low Income and Hispanic subgroups in ELA, or Low Income and White subgroups in Mathematics. For ELA, the NCLB Accountability Status is **Corrective Action- Subgroups** with an Improvement Rating of **No Change**. For Mathematics, the NCLB Accountability Status is **Corrective Action** with an Improvement Rating of **No Change**.

MCAS Results

The following charts show the percentage of Sewell-Anderson’s students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning. The tables contain the results for the past ten years for the MCAS grade 3 Reading and six years for grade 3 Math. It also contains the results of the last ten years for grade 4 Mathematics and English Language Arts (ELA) test, and six years for Grade 5 ELA and Math.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		60	49	33	43	7	8
2003	NA		49	46	41	43	10	11
2004	NA		48	51	37	40	15	9
2005	NA		64	49	29	40	7	11
2006	10	10	52	30	35	47	3	13
2007	8	6	43	35	41	28	8	25
2008	8	6	32	33	47	41	13	20
2009	2	5	36	32	41	44	20	19
2010	23	7	40	38	37	43	0	13
2011	10	6	33	41	40	41	17	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	6	2	52	32	35	37	6	29
2007	24	12	43	35	27	28	5	25
2008	14	16	35	35	35	28	16	21
2009	5	9	39	35	30	30	27	26
2010	23	13	37	36	40	32	0	17
2011	2	8	43	47	29	31	26	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	1	37	33	47	49	15	16
2003	3	3	23	35	46	46	28	17
2004	7	3	30	36	44	47	19	13
2005	9	4	42	32	45	47	3	17
2006	21	4	35	35	33	46	12	15
2007	0	3	64	35	36	44	0	18
2008	0	3	49	26	44	49	7	22
2009	6	4	24	28	53	44	18	23
2010	5	2	26	29	40	50	30	20
2011	8	3	33	30	45	46	14	22

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	4	5	13	19	48	46	35	31
2003	4	5	11	20	52	50	33	25
2004	9	6	19	22	56	54	17	18
2005	33	7	21	19	45	53	0	21
2006	30	8	21	19	35	52	14	20
2007	24	11	36	27	36	43	3	19
2008	14	10	43	24	31	44	12	22
2009	21	7	24	23	44	48	12	22
2010	2	9	19	26	60	48	19	17
2011	10	7	20	23	59	49	12	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	15	8	44	37	29	42	12	14
2007	23	6	54	46	18	35	5	12
2008	13	6	56	40	31	40	0	14
2009	3	6	65	27	30	28	3	18
2010	14	6	38	37	34	38	14	18
2011	13	7	34	44	37	34	16	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	15	9	29	23	32	35	35	33
2007	29	10	37	33	29	37	5	19
2008	16	13	44	25	31	37	9	25
2009	24	11	30	27	38	28	8	34
2010	17	12	24	24	41	37	17	27
2011	8	12	37	34	42	33	13	21

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one, students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three.

The following charts show the percentage of Sewell-Anderson students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the fall of 2007 to the spring of 2011.

Grade K-Sewell-Anderson

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	46	26	28	38	29	32	65	12	23	50	18	32	83	7	10
	Winter	35	40	25	41	24	35	75	9	16	62	26	12	76	21	3
	Spring	48	25	28	50	38	12	46	40	14	67	15	18	66	27	7

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Initial Sound Fluency	Fall	67	18	15	47	35	18	32	41	27	54	25	21	66	27	7
	Winter	20	68	13	18	47	35	31	56	13	27	65	8			
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	NA														
	Winter	43	30	28	56	21	23	50	44	6	55	31	15	66	14	20
	Spring	43	43	15	88	12	0	43	54	3	70	26	4	83	10	7

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Words Fluency	Fall	NA														
	Winter	43	20	38	38	29	32	72	12	16	62	19	19	59	17	24
	Spring	63	18	20	79	15	6	60	26	14	82	11	7	43	47	10

Grade 1- Sewell-Anderson

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	42	36	22	36	21	43	60	32	8	63	25	12	50	20	30
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	14	56	31	41	22	37	55	37	8	56	23	21	52	16	32
	Winter	85	12	2	83	12	5	96	4	0	89	4	7	87	4	9
	Spring	95	5	0	93	5	2	98	2	0	91	2	7	93	0	7

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	31	19	50	37	39	24	62	26	12	63	12	25	45	20	35
	Winter	55	28	18	66	29	5	82	13	5	59	28	13	67	13	20
	Spring	73	22	5	71	22	7	93	7	0	73	14	13	64	14	22

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	NA														
	Winter	35	50	15	51	44	5	69	24	7	65	13	22	60	16	24
	Spring	62	22	16	83	12	5	67	26	7	64	11	25	61	18	21

Grade 2- Sewell-Anderson

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	64	28	8	70	16	14	64	24	12	76	13	11	61	14	25
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	64	28	8	50	28	22	65	23	12	58	29	13	65	14	21
	Winter	80	10	10	58	22	19	69	10	21	62	24	14	72	10	18
	Spring	62	14	24	58	11	31	54	27	19	55	26	19	67	9	24

Grade 3- Sewell-Anderson

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall				62	30	8	42	19	39	62	31	7	52	34	14
	Winter				56	22	22	33	33	34	76	15	9	59	23	18
	Spring				49	40	11	31	28	41	66	30	4	55	33	12

Grade 4- Sewell-Anderson

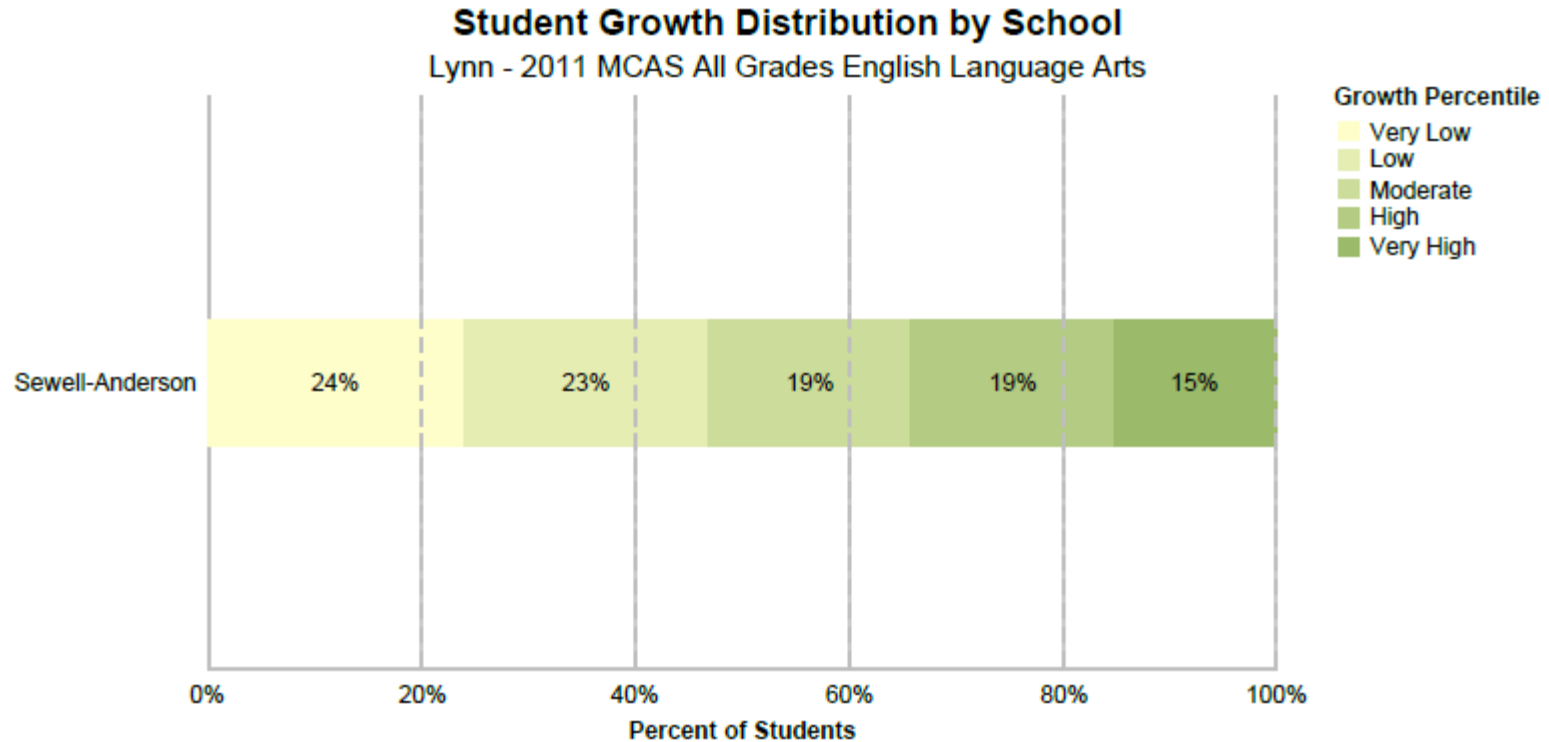
Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	47	23	30	67	21	12
	Winter	42	30	28	73	21	6
	Spring	53	22	25	73	17	10

Grade 5- Sewell-Anderson

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	63	22	15	57	17	26
	Winter	82	7	11	55	23	22
	Spring	71	22	7	55	21	24

Student Growth Percentile by School and Grade

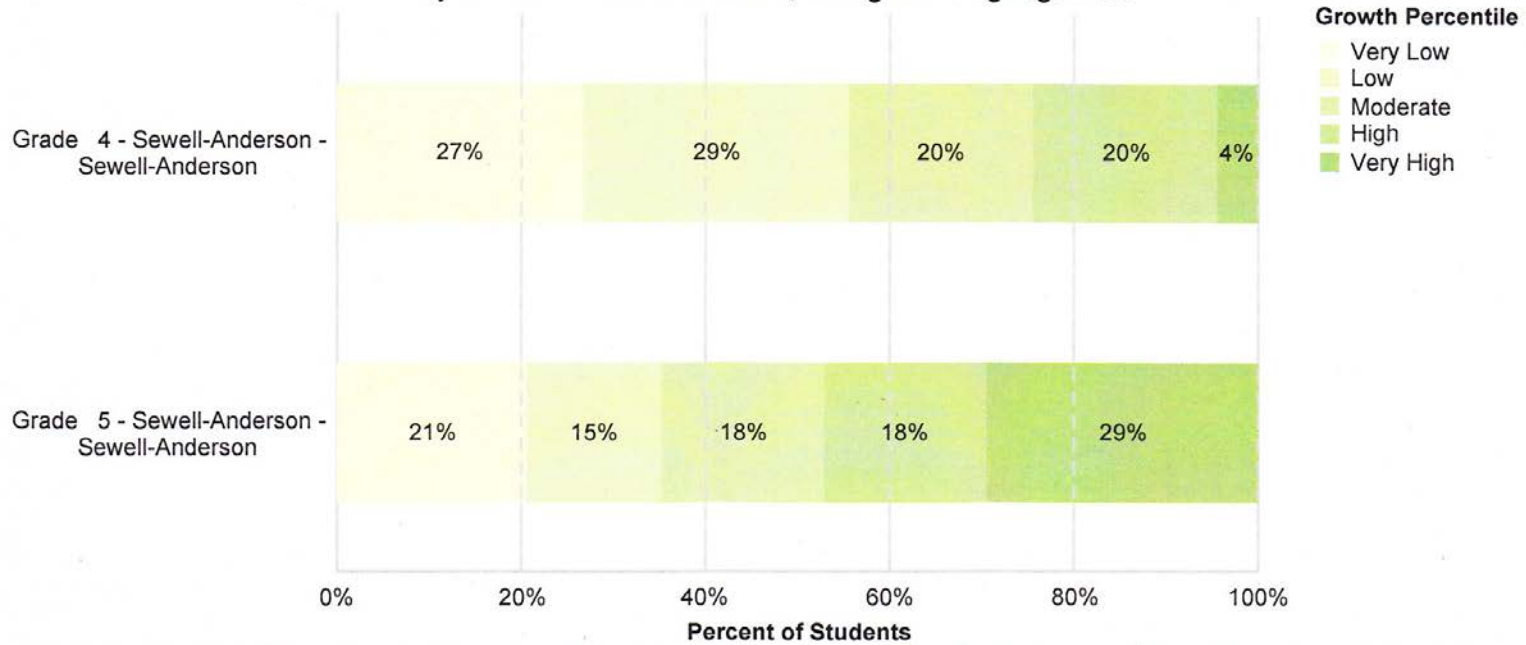
For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.



	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Sewell-Anderson	79	19	18	15	15	12	44%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade
 Lynn - 2011 MCAS Grade 4, 5 English Language Arts

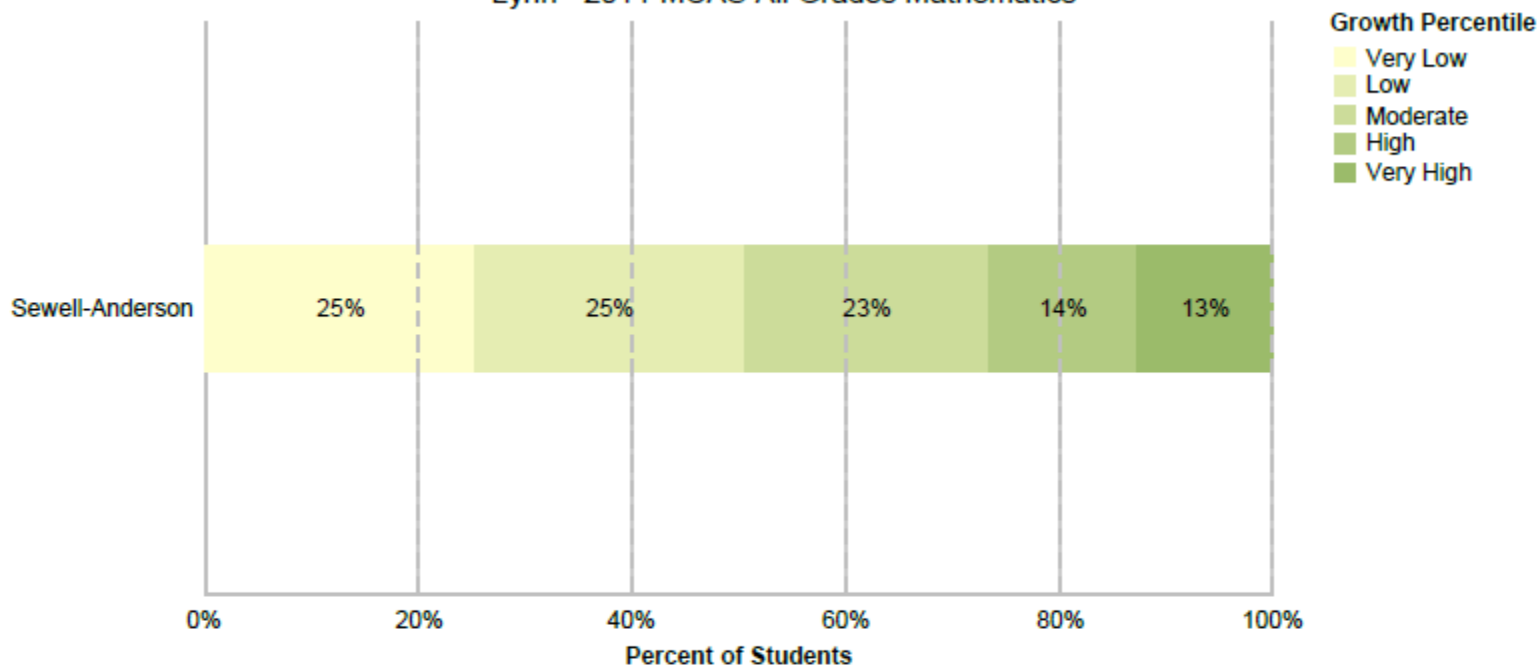


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Sewell-Anderson - Sewell-Anderson	45	12	13	9	9	2	41%
Grade 5 - Sewell-Anderson - Sewell-Anderson	34	7	5	6	6	10	47%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Growth Distribution by School Lynn - 2011 MCAS All Grades Mathematics

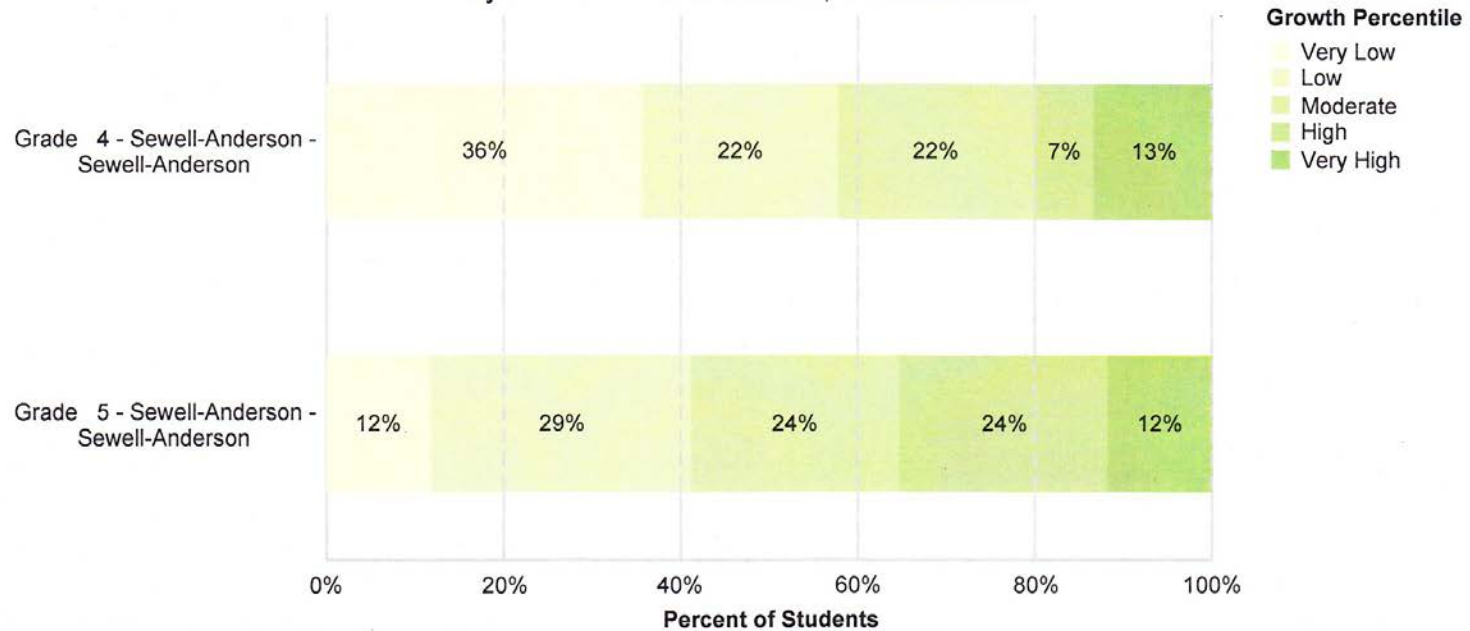


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Sewell-Anderson	79	20	20	18	11	10	39%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade
 Lynn - 2011 MCAS Grade 4, 5 Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Sewell-Anderson - Sewell-Anderson	45	16	10	10	3	6	29%
Grade 5 - Sewell-Anderson - Sewell-Anderson	34	4	10	8	8	4	45%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Implementation Summary of 2011-2012

The following chart gives the goals from Sewell-Anderson's SY 2011-2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status
1. Meet the state target for Adequate Yearly Progress in all content areas.	Teachers will read and discuss at grade level meetings vocabulary themes from <u>Reading with Meaning</u> by Debbie Miller and implement these strategies in their classroom.	Reading teacher modeled strategies to classroom teachers. Reading teacher also observed teachers using these strategies in their classroom and kept a journal
	Every classroom will have an interactive math word wall that is utilized during math instruction	All classrooms have a word wall. In about 90% of the classrooms the words are changed frequently and the wall is interactively used with the class.
	Teachers will utilize RTI strategies based on a variety of formative and summative assessments in both ELA and Math classes.	Teachers have analyzed data from district assessments, DIBELS and Maze benchmarks. Teachers have also targeted students in need of differentiated instruction and grouped students into small direct instruction groups.
	Teachers will model specific strategies and the use of rubrics for open response questions and will provide time for students to become independent in using the scoring rubric to evaluate their own work.	Teachers in grades 2, 3, 4, and 5 created rubrics which they used with their students. Students then edited and rewrote open response answers based on the rubric.

Measurable Goals	Strategies	Implementation Status
2. To improve reading comprehension in order to meet the state target for AYP in ELA	A two-hour block will be provided daily for students to receive ELA instruction in Grades 1-5.	All grades had a two hour block of ELA instruction.
	Teachers will model the skills taught in the District’s Six Reading Comprehension Strategies.	Reading teacher observed strategies being modeled and skills being taught in grades K-5. Teachers also kept a log of the strategies used in the classroom.
	Teachers will be supported at Faculty or Grade Level meetings to examine data, which will inform instruction.	At faculty meeting, grade level meetings and other meetings teachers were given the opportunity to look at data as a group and discuss needs among themselves as well as with an outside consultant such as IDEAL Consultants.
	Teachers will assess reading comprehension using Trophies chapter and holistic tests.	Samples of student work was discussed and analyzed by teachers at grade level meetings
	Teachers will DIBELS Progress Monitor students with a reading fluency risk.	Based on DIBELS scores teachers selected At Risk or Some Risk students and monitored them on a monthly or bimonthly basis. They then entered this information into the SPS system and used the tracking charts to help form instruction.
	Teachers will expose the students to a variety of poems and poets listed in the ELA Frameworks	Evidence of ELA standard 14 was seen by the principal and displayed on bulletin boards in walkthroughs.
	Support staff will assist teachers in providing small group instruction by use of the inclusion model.	Reading and special education teachers have provided assistance in classrooms. Support staff has also assisted in small group instruction

Measurable Goals	Strategies	Implementation Status
3. Meet the state target for AYP in Mathematics.	Every classroom will have 5-10 minute daily math computation exercises	Teacher created math computation exercises done on a daily basis in every classroom.
	Every classroom will begin the day with Calendar Math	Calendar Math is done in every class on a daily basis at a variety of times.
	Teachers will model Houghton Mifflin 4 Step (understand, plan, solve, and look back) process for single and multi-step word problems.	Teachers modeled the process for several months and then released to students to use for all problem solving. Teachers also used 4 step processes in Problem Solver exercises.
	Teachers will assess using Calendar Math tests, Houghton Mifflin Chapter tests and AYP tests.	Teachers have found that the district assessments have produced the most reliable and useful data in implementing intervention strategies.

Sewell-Anderson SY 2012-2013 School Improvement Plan

Due to the fact of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goals have been revised to just one:

- **To make AYP in both ELA and mathematics for the aggregate and all subgroups.**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB report card) shows

Weaknesses in All Content Areas:

- Students do not demonstrate or apply knowledge of grade appropriate vocabulary.
- Students lack the ability to independently answer open response questions.

Weaknesses in Math:

- Students lack the ability to demonstrate and apply knowledge of basic math facts.

Weaknesses in ELA:

- Students do not use reading comprehension strategies effectively.

Student Learning Objectives

The action plan that follows outlines the four student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Students will know and be able to apply grade level vocabulary across all content areas in their writing and speaking.
- Students will be able to respond to open response questions by using rubrics effectively in all content areas.
- Students will improve number sense skills by computing fluently and making reasonable estimates.
- Students will improve reading comprehension in all genres.

Sewell-Anderson SY 2012/2013 School Improvement Plan

Goal	To meet the state target for Adequate Yearly Progress in all content areas
Identified Student Weakness	Students do not demonstrate or apply knowledge of grade appropriate vocabulary.
Student Learning Objective	Students will know and be able to apply grade level vocabulary across all content areas.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
All teachers will read and discuss at grade level meetings vocabulary themes from the <u>Intervention Book</u> by Isabel Beck and implement these strategies in their classrooms.	Sept. 2012-June 2013	<u>Reading Intervention</u> by Isabel Beck New teachers will receive professional development.	Principal will keep minutes in a binder. Reading teacher will keep a log of teacher's instruction strategies.
Every classroom will have an interactive math word/picture wall that is utilized during math instruction	Sept. 2012-June 2013	Bulletin Board Eduplace.com website	Observation/Walk Through
Teachers will utilize RTI strategies based upon a variety of formative and summative assessments in both ELA and Math classes.	Sept. 2012-June 2013	Staff development and opportunities to observe peers. Mentoring	Schedules and lesson plans

Sewell-Anderson SY 2012/2013 School Improvement Plan

Goal	To meet the state target for Adequate Yearly Progress in all content areas.
Identified Student Weakness	Students lack the ability to independently answer open ended questions.
Student Learning Objective	Students will be able to respond to open ended questions effectively in all content areas.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will model the process for solving open response and multi step problems.	Sept. 2012 June 2013	Released MCAS questions District Assessments Problem Solvers	Student work samples to be analyzed at grade level meetings.
Teachers will model specific strategies to find evidence and develop a strategy for answering open ended questions.	Sept. 2012-June 2013	Samples of open ended questions	Evidence of appropriate grade level rubrics.
Teachers will analyze data from formative (such as ticket to leave and four squares) and summative assessments (such as district assessments, chapter test and MCAS).	Sept. 2012-June 2013	Released MCAS items District assessments	Minutes from grade level meetings.

Sewell-Anderson SY 2012/2013 School Improvement Plan

Goal	To meet the state target for Adequate Yearly Progress in mathematics.
Identified Student Weakness	Students lack the ability to demonstrate and apply knowledge of basic math facts.
Student Learning Objective	Students will improve number sense skills by computing fluently and making reasonable estimates.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Every classroom will have a 5-10 minute math computation exercise.	Sept. 2012-2013	Flash cards and teacher designed exercises	Sample of student work placed in binder once a week.
Every classroom will do a four square activity for review.	Sept. 2012-2013	Teacher designed exercises and Problem of the day binder.	Sample of student's work.
Teachers will progress monitor students' fluency in math facts.	Sept. 2012-2013	Teacher designed assessments	Progress chart of student gains.

Sewell-Anderson SY 2012/2013 School Improvement Plan

Goal	To improve reading comprehension in order to meet the state target for Adequate Yearly Progress in ELA
Identified Student Weakness	Students do not use reading comprehension strategies effectively.
Student Learning Objective	Students will improve comprehension in all genres.

Strategy Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Two hours will be provided daily for students to receive ELA instruction in Grades K-5.	Sept. 2012-June 2013		Classroom Schedule/Teacher's plan book
Teachers will model the skills taught in the District's Six Reading Comprehension Strategies using Debbie Miller's Reading with Meaning	Sept. 2012-June 2013	District's ELA Guide Reading teacher will model strategies for new teachers.	Drawings, journals, graphic organizers or writings to be collected by Reading teacher.
Teachers will be supported at faculty or grade level meetings to examine data, which will inform instruction.	Sept. 2012-June 2013	Student Data	Charts and visuals of classroom data.
Teachers will progress monitor students who are 'at risk' or at 'some risk' to attain DIBELS benchmarks	Oct. 2012-June 2013	Progress Monitoring probes, recording booklets and computers	Enter progress monitoring scores into IDEAL's online SPS system.
Teachers will expose the students to a variety of non fiction selections and model strategies for analyzing strategies for understanding non fiction texts	Sept. 2012-June 2013	Anchor Comprehension books	Plan books will show evidence of non-fiction taught in class.
Support staff will assist teachers in providing small group instruction.	Sept. 2012-June 2013		Minutes from grade level meetings about collaborative planning. Documentation of grouping of students.

Parent Involvement

- **School Improvement Council:** to plan and organize events for the school year
- **PTO :** To support the educational goals of parent/teacher/student
- **Friends of the Sewell-Anderson Library:** To support the school's library program
- **Parent/Child Reading Book Club:** To encourage reading comprehension and a love of reading together
- **PTO Tea:** To introduce and welcome kindergarten parents to the school
- **State of the School:** To explain procedures and expectations of MCAS and to address parents' concerns
- **PTO Ice Cream Social/Seasonal Craft Activity for parents and students:** To encourage school spirit
- **PTO Family Dance:** To encourage school spirit
- **PTO Field Day:** To encourage school spirit
- **Walkathon:** To encourage school and community spirit
- **Family Night at Restaurants:** To encourage school spirit
- **Room Parents:** To provide support in the classroom
- **Back to School:** To give parents the opportunities to visit school and meet their child's teacher
- **Grade Level Assemblies for Parents:** To encourage parents' interest in our school by having every grade perform a grade level assembly
- **MCAS rally**
- **Sewell Anderson Student of the month**
- **School Newspaper:** to build community awareness
- **Holiday Musical Assembly:** to celebrate diversity and culture
- **Parent Email:** to keep parents informed of events taking place at school