

A. Drewicz Elementary School

School Improvement Plan

May 2013

PIM Team Members

Bernadette Stamm, Principal
Marijean Halas, Reading Teacher
Nicole O’Leary, Teacher
David Mooney, Teacher
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Theresa Mayotte, Teacher
Carole Bombard, ESL Specialist
Lisa Malone, Parent

School Council Members

Bernadette Stamm, Principal
Marijean Halas, Reading Teacher
Lisa Malone, Parent

EXECUTIVE SUMMARY

School Profile and Demographics

The Alphonse Drewicz Elementary School is one of eighteen elementary schools in the City of Lynn situated near the center of the community. Based on annual enrollment reports as of October 1, 2012 the school has a student population of approximately 448 students, making A. Drewicz a relatively mid-sized school. Demographically the student population is 5.8% African American, 19.4% Asian, 60.5% Hispanic, 0.2% Native American, 11.2% Caucasian and 2.9% Multi – Race, Non-Hispanic.

The student population is composed of 65.4% of students whose first language is not English, 28.8% who are Limited English Proficient, 90.2% who are low income and 12.7% who receive services from the Special Education Department. A. Drewicz is a Title I school with one self-contained classroom for severe cognitively delayed students as well as six coach program integrated classrooms. All classrooms are incorporating Common Core State Standards in English Language/Math and ELD State Standards for English Language Learners in all subject areas. Learner strategies, i.e. posted / stated ELA/MATH objectives and agendas, increased vocabulary instruction, word walls, cueing, paired and team support and / or an increase in Tier-three small group instructional time, to support the needs of all students.

Enrollment Data 2012-2013

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Drewicz	448	5.8	19.4	60.5	0.2	11.2	2.9	65.4	28.8	90.2	12.7	94.2
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	75.5	77.5	73.9	25	No Change	0	0
Math	77	78.9	71.3	0	Declined	25	0
Science	73.9	76.1	67.3	0	Declined	25	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	47.5	47	50	Below Target
Math	51	45	39	25	Below Target

Accountability and Assistance Level- Level 3
Cumulative PPI (all students)- 64

MCAS Results

The following charts show the percentage for the years reported of A. Drewicz students in each of the reporting categories, Advanced/P+, Proficient, Needs Improvement, and Warning, for the third, fourth, and fifth grade MCAS English Language Arts (ELA) and Math tests.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		42	49	48	43	10	8
2003	NA		47	46	43	43	10	11
2004	NA		36	51	56	40	8	9
2005	NA		42	49	48	40	9	11
2006	5	10	27	30	52	47	16	13
2007	5	6	20	35	52	28	23	25
2008	2	6	24	33	49	41	25	20
2009	2	5	32	35	52	30	14	26
2010	2	7	52	38	44	43	2	13
2011	7	6	38	41	47	41	7	12
2012	0	6	46	35	44	45	10	14

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	2	2	27	32	45	37	25	29
2007	27	12	20	35	23	28	30	25
2008	11	16	35	35	29	28	25	21
2009	9	9	36	35	36	30	20	26
2010	15	13	44	36	22	32	15	19
2011	9	8	53	47	31	31	7	14
2012	17	13	23	33	42	35	19	19

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	1	29	33	45	49	25	16
2003	0	3	22	35	64	46	14	17
2004	5	3	37	36	47	47	12	13
2005	2	4	31	32	51	47	16	17
2006	2	4	36	35	45	46	17	15
2007	0	3	30	35	52	44	18	18
2008	0	3	19	26	58	49	23	22
2009	0	4	15	28	59	44	26	23
2010	0	2	15	29	70	50	15	20
2011	2	3	33	30	52	46	14	22
2012	2	4	32	34	52	40	15	22

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	0	5	24	19	53	46	24	31
2003	2	5	16	20	52	50	31	25
2004	3	6	16	22	62	54	18	18
2005	2	7	10	19	56	53	31	21
2006	7	8	19	19	50	52	24	20
2007	9	11	23	27	45	43	23	19
2008	10	10	13	24	58	44	19	22
2009	2	7	17	23	50	48	30	22
2010	9	9	36	26	49	48	6	17
2011	3	7	34	23	52	49	10	21
2012	3	6	25	30	63	47	8	17

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	4	8	43	37	44	42	9	14
2007	5	6	42	46	35	35	18	12
2008	2	6	31	40	48	40	19	14
2009	2	6	31	36	51	40	17	18
2010	0	6	42	37	37	38	21	18
2011	2	7	53	44	36	34	9	15
2012	4	9	48	39	36	34	12	18

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	4	9	20	23	57	35	19	33
2007	9	10	35	33	25	37	31	19
2008	10	13	12	25	55	37	24	25
2009	7	11	15	27	36	28	42	34
2010	16	12	13	24	53	37	18	27
2011	11	12	38	34	32	33	19	21
2012	16	13	51	28	10	33	7	26

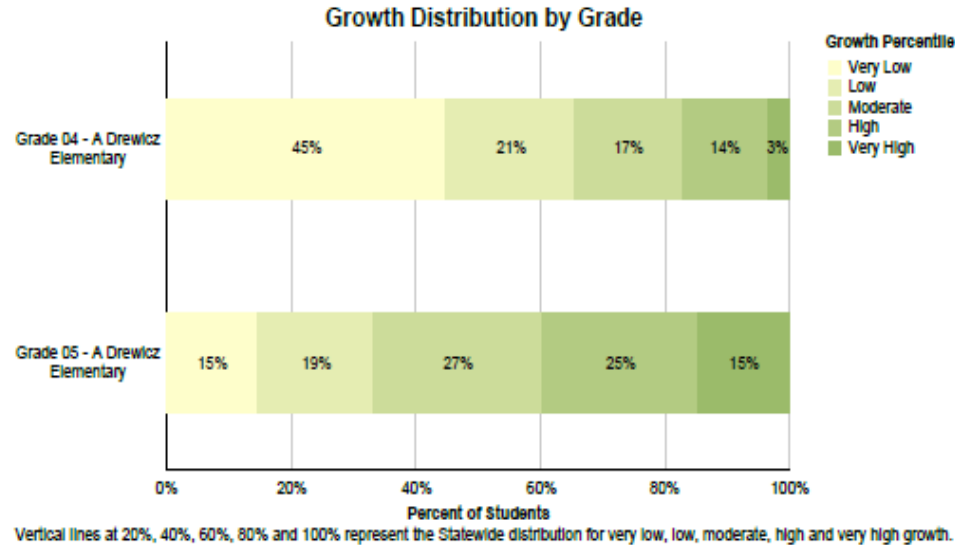
Student Growth Percentile by School and Grade

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

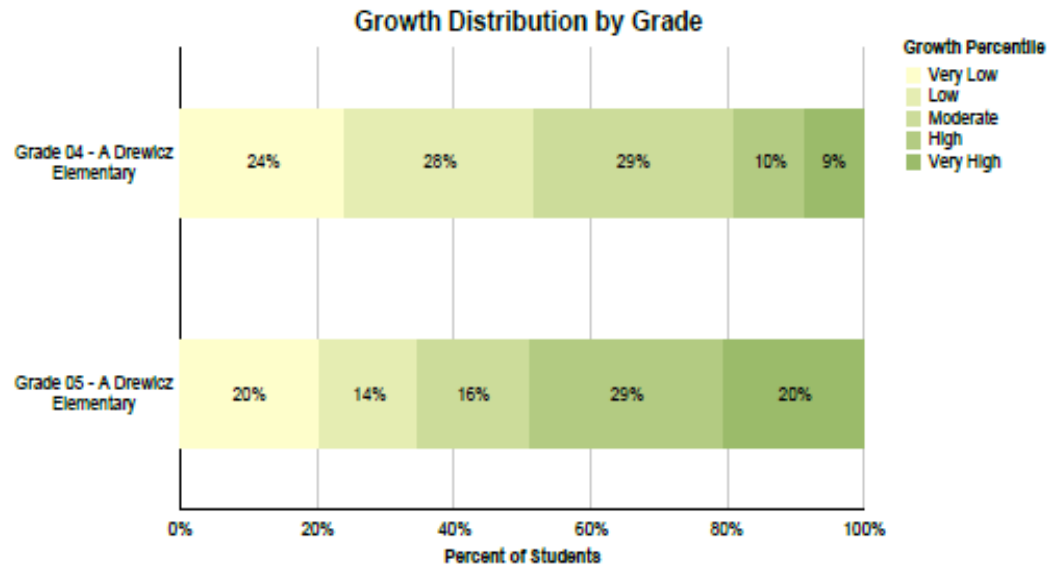


Spring 2012 MCAS School Growth Distribution Mathematics

District: Lynn
Subject: Mathematics

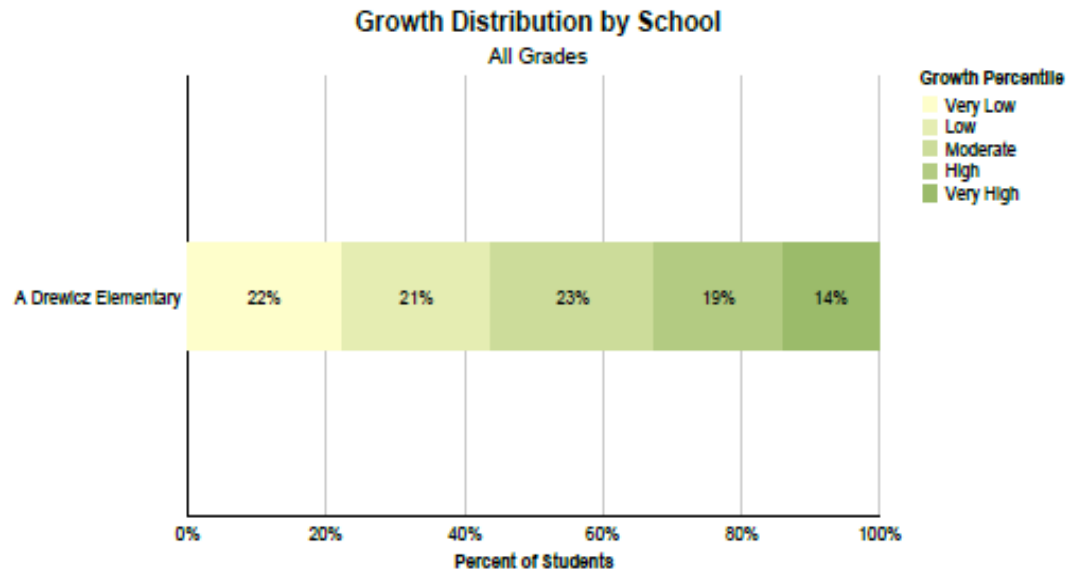


	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - A Drewicz Elementary	26	12	10	8	2	30.5	58	28	60
Grade 05 - A Drewicz Elementary	7	9	13	12	7	50.5	48	39	49



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

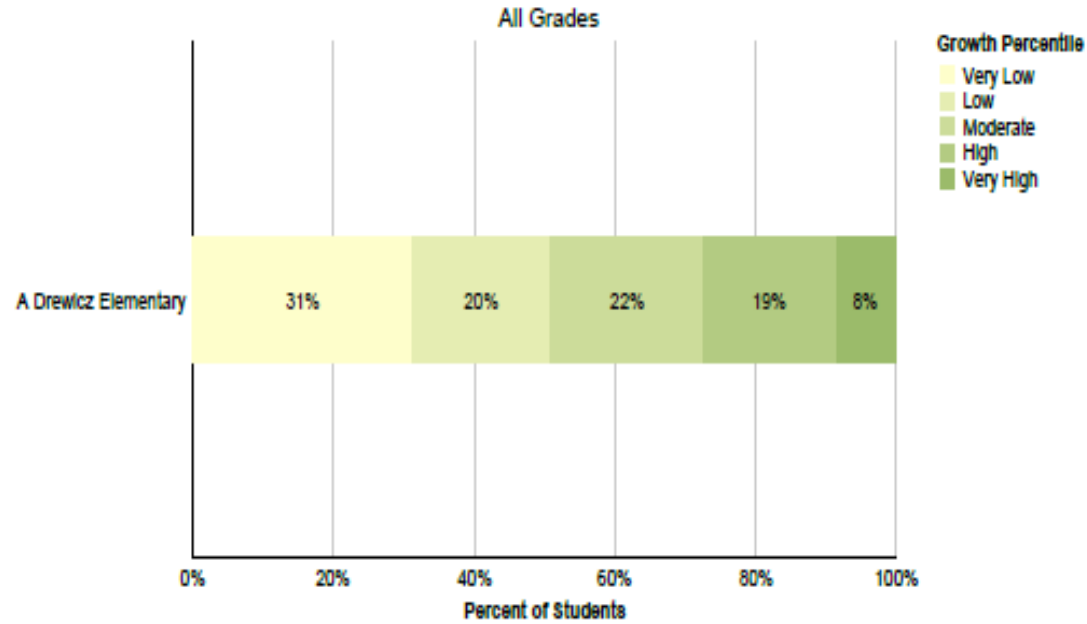
	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - A. Drewicz Elementary	14	16	17	6	5	34.5	58	33	60
Grade 05 - A. Drewicz Elementary	10	7	8	14	10	60.0	49	52	50



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
A Drewicz Elementary	24	23	25	20	15	47.0	107	43	158

Growth Distribution by School



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
A Drewicz Elementary	33	21	23	20	9	39.0	106	35	157

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 grades three, four, and five.

The following charts show the percentage of students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2007-2008, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Kindergarten- Drewicz

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter Naming Fluency	Fall	55	12	34	55	18	27	55	19	26	51	19	30	58	20	22
	Winter	53	32	15	61	15	24	62	20	18	61	21	18	66	14	20
	Spring	51	23	26	62	26	12	65	13	22	55	17	28	63	20	17

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Initial Sound Fluency	Fall	40	28	32	39	20	41	45	26	29	35	26	39	27	9	64
	Winter	36	46	18	17	50	33	39	40	21				50	18	32
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall															
	Winter	26	32	42	17	50	33	41	38	21	33	30	37	38	27	35
	Spring	60	15	26	37	38	25	74	16	10	49	23	28	45	21	34

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Words Fluency	Fall															
	Winter	60	19	21	39	33	28	66	15	19	50	23	27	49	23	28
	Spring	38	34	28	56	25	19	65	21	14	39	35	26	48	29	23

Grade 1- Drewicz

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter Naming Fluency	Fall	60	25	14	51	23	26	56	29	15	64	30	6	64	23	13
	Winter															
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	62	27	11	44	36	20	52	34	14	40	35	25	58	26	16
	Winter	85	11	4	85	11	4	96	4	0	92	7	1	95	4	1
	Spring	89	9	2	86	14	0	97	3	0	93	6	1	96	2	2

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Word Fluency	Fall	60	33	7	48	27	25	50	35	15	51	28	21	58	15	27
	Winter	55	36	9	54	31	15	51	45	4	68	20	12	68	26	6
	Spring	67	25	7	72	16	12	85	12	3	65	15	20	71	10	19

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	58	31	11	65	20	15	53	40	7	59	37	4	63	28	9
	Spring	67	27	7	65	20	15	71	21	8	68	20	12	68	17	15

Grade 2- Drewicz

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Word Fluency	Fall	41	16	9	59	28	13	82	12	6	73	17	10	75	15	10
	Winter															
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	45	29	26	52	32	16	72	20	8	68	16	16	64	30	6
	Winter	52	15	32	68	14	18	69	21	10	70	7	23	75	14	11
	Spring	36	24	39	58	21	21	61	24	15	64	14	22	67	18	15

Grade 3- Drewicz

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	32	41	27	43	28	29	67	23	10	64	21	14	68	24	8
	Winter	29	41	30	48	21	31	68	23	9	71	18	11	73	19	8
	Spring	34	36	30	40	41	19	67	26	7	70	22	8	73	21	6

Grade 4- Drewicz

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	43	35	22	52	21	27	54	28	18
	Winter	58	19	23	62	23	15	63	25	12
	Spring	51	17	32	48	33	19	55	30	15

Grade 5- Drewicz

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	57	31	12	56	19	25	67	18	15
	Winter	62	20	18	60	19	21	69	15	16
	Spring	55	30	15	56	25	19	57	20	23

Implementation Summary of 2012-2013 School Improvement Plan

The following chart gives the goals from the A. Drewicz Elementary current 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. To meet the state target for AYP in ELA for the aggregate and all sub groups.	Teachers introduced a new word daily and encouraged students to speak in complete sentences by modeling their use and requiring students to make oral presentations through projects journals, and articles, etc.: <ul style="list-style-type: none"> • Word study through the meaningful use of dictionaries, thesauruses and word walls. • Strategies for understanding unknown words in context • Opportunities for formal/informal presentations • Comprehensible graphic organizers 	Teachers in Grades K-5 used Word of the Day to introduce new vocabulary. Teachers in all grades used dictionaries, thesauruses, and word walls as appropriate for each grade. Teachers in all grades used charts and graphs. Teachers in all grades scaffolded and assigned oral presentations.
	Teachers scaffolded models of writing instruction which lead to clear topic development in sentences, paragraphs, and essays emphasizing genre.	Teachers in grades K through five taught writing using Harcourt Trophies reading series and/or LPS approved writing programs.
	Teachers scaffolded responses to appropriate prompts/questions with regards to text and provide opportunities for children to respond to prompts and questions independently.	Teachers regularly scaffolded how to answer open response questions and verbal inquiries.
	Teachers at all grade levels provided direct grammar instruction based on the approved LPS ELA curriculum,	Teachers in grades K-5 taught grammar using Trophies Reading Series along with approved LPS ELA curriculum.
2. To meet the state target for AYP in Math for the aggregate and all sub groups.	Teachers incorporated additional practice of grade level basic math facts, computation problems, and daily skip counting.	Teachers in grades K-5 used Houghton Mifflin Math, math minutes and any approved LPS math materials.
	Students had opportunities to practice and apply strategies to solve multi-step math questions.	Teachers scaffolded strategies to solve multi – step math problems.
	Teachers incorporated daily practice of number sense standards with a focus on place value, fractions and decimals.	Teachers in grades K-5 used Houghton Mifflin Math and any approved LPS math materials to teach number sense.
	Teachers provided practice of all data and probability standards focusing on graphing.	Teachers in grades K-5 utilized the Houghton Mifflin Math program and LPS approved math materials to scaffold interpreting data.

A. Drewicz Elementary SY 2012-2013 School Improvement Plan

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). Therefore, the goal for this School Year 2013-2014 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

Data Analysis / Strengths and Weaknesses

The 2012 PPI report (attached with NCLB and DIBELS Results Report Cards) shows that A. Drewicz has made a decrease in English Language Arts and in Mathematics. With these results in both ELA and Mathematics our school has continued to focus on ELA and Mathematics during the current school year 2012– 2013. Teachers have participated in professional development for ELA and Math, which include ELA and Math support workshops, ELA/Math coaching and Landmark School Outreach Program. We have continued an after school program for both ELA and Math for students identified as needing extra help. Our school has also focused instruction on standards identified as problem areas based on data analysis of MCAS results. We continue to address ELA /Math weaknesses with support of the Reading Specialists, Resource Teachers, and ESL Specialist, Reading Coach, Math Coach and Science teacher.

Weaknesses in ELA:

- Comprehension
- Vocabulary

Weaknesses in Math:

- Comprehension
- Number Sense

Student Learning Objectives

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

- All students will be able to read and comprehend text.
- All students will be able to express usages of the daily vocabulary word, including content vocabulary.
- All students will be able to use number sense comprehension in all areas of Math.

A. Drewicz Elementary SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Vocabulary development in all academic areas is weak
Student Learning Objective	Students will be able to express multiple usages of the daily vocabulary word, including content vocabulary

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
A Word a Day in Every Way. A three tier vocabulary train will be constructed throughout the entire school building. Teachers will submit to the office a grade level list consisting of 40 words which will be used daily as part of the morning announcements. The entire school community will be involved. Students will be able to express multiple usages of the daily vocabulary word, which will be placed on the train.	Daily 2013-2014	Content vocabulary, key assessment prompt words, dictionaries, thesaurus	Teachers will submit student word usage to the principal to be displayed on the three tiered train.

A. Drewicz Elementary SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Comprehension
Student Learning Objective	Students will be able to read and comprehend text

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers at all grade levels will actively engage students and promote student voice. Teachers will incorporate opportunities in their lessons for students to consistently activate higher order thinking skills.	Daily School Year 2013-2014	Trophies Reading Series and LPS ELA curriculum map, Professional Development in Higher Order Thinking Skills.	Formal/Informal classroom observation by Principal

A. Drewicz Elementary SY 2013/2014 School Improvement Plan

Goal	Goal: To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Students are unable to apply number sense comprehension in all areas of Mathematics
Student Learning Objective	Students will be able to use number sense comprehension in all areas of Mathematics

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will incorporate comprehensive math strategies through the use of tiered instruction and Higher Order Thinking Skills.	School Year 2013-2014 Daily	Houghton Mifflin Math Program, On Core Math, LPS Math Curriculum Map, Professional Development in Higher Order Thinking Skills.	Formal/Informal classroom observations, Grade level data analysis of LPS benchmarks

Parent and Community Involvement

This year the A. Drewicz Elementary School implemented the following parent involvement activities and will continue to do so in SY 13/14:

- G.E. Power Lunch Reading Program
- G.E./Tufts University STOMP Robotics Program
- Junior Achievement
- K – 1 Leapfrog Lending Library
- Ice Cream Social and Book Fair
- Informational Booklets and Videos on a Variety of Topics – Parenting Center
- Translated notices and availability of Spanish and Khmer interpreters on –site
- Scholastic Book Fairs
- Yearly Musical Performance by students
- Welcome to Kindergarten Social
- Parent Handbook
- Community Awareness Program/Preventing Bullying
- Connect-Ed communication System
- PTO
- Winter Wonderland
- Pennies for Patients
- Box Tops for Education
- Forsythe Dental
- Vision Van
- In School Professional Performances
- Bake Sales
- Field Day
- Chaperones
- Work to School Parent Liaisons
- LPS/LPD Safety Night
- Big Red Book Shelf
- Community Access Meetings