

**Sewell-Anderson Elementary School
May-June 2013**

PIM Team Members

**Patricia Mallett, Principal
Theresa Curtis, Grade 5
Richard Masters, Grade 4
Angela Maggs, Grade 3
Janet MacDonald, Grade 1
Julie O'Shea, Grade 2
Kathleen King, Title I Reading**

School Council Members

**Patricia Mallett, Principal
Julie O'Shea, Grade 2
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 274 students. Demographically the student population is 11% African American, 4% Asian, 43 % Hispanic, 37% White, and 5% multi-race non-Hispanic. Sewell-Anderson is a Title I school.

The student population is composed of 33% of students whose first language is not English, 10% who are Limited English Proficient, 71% who are low income, and 25% 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	% High Needs
Sewell Anderson	274	10.9	3.6	43.1	0.7	36.5	5.1	32.5	10.2	70.8	24.5	74.5
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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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	79.4	81.1	84.6	100	Above Target	0	25
Math	76.7	78.6	84.2	100	Above Target	25	25
Science	66.4	69.2	73.3	100	Above Target	25	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	45	54	75	On Target
Math	51	39	68	100	On Target

Accountability and Assistance Level- Level 1
--

Cumulative PPI (all students)- 77

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.

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
2012	13	6	33	35	37	45	17	14

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
2012	17	13	39	33	24	35	20	19

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
2012	4	4	34	34	32	40	30	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
2012	11	6	21	30	36	47	32	17

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
2012	14	9	47	39	28	34	12	18

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
2012	16	13	42	28	21	33	21	26

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.

Grade K-Sewell-Anderson

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	38	29	32	65	12	23	50	18	32	83	7	10	86	14	
	Winter	41	24	35	75	9	16	62	26	12	76	21	3	88	8	4
	Spring	50	38	12	46	40	14	67	15	18	66	27	7	84	16	

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	47	35	18	32	41	27	54	25	21	66	27	7	64	9	27
	Winter	18	47	35	31	56	13	27	65	8				52	40	8
	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	56	21	23	50	44	6	55	31	15	66	14	20	72	16	12
	Winter	88	12	0	43	54	3	70	26	4	83	10	7	88	8	4
	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
Nonsense Words Fluency	Fall	38	29	32	72	12	16	62	19	19	59	17	24	88	8	4
	Winter	79	15	6	60	26	14	82	11	7	43	47	10	72	28	
	Spring															

Grade 1- Sewell-Anderson

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	36	21	43	60	32	8	63	25	12	50	20	30	74	18	8
	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	41	22	37	55	37	8	56	23	21	52	16	32	49	33	18
	Winter	83	12	5	96	4	0	89	4	7	87	4	9	95	2	3
	Spring	93	5	2	98	2	0	91	2	7	93	0	7	92	8	

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	37	39	24	62	26	12	63	12	25	45	20	35	62	25	13
	Winter	66	29	5	82	13	5	59	28	13	67	13	20	90	5	5
	Spring	71	22	7	93	7	0	73	14	13	64	14	22	84	13	3

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	51	44	5	69	24	7	65	13	22	60	16	24	86	11	3
	Spring	83	12	5	67	26	7	64	11	25	61	18	21	92	8	

Grade 2- Sewell-Anderson

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	70	16	14	64	24	12	76	13	11	61	14	25	60	16	24
	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	50	28	22	65	23	12	58	29	13	65	14	21	51	18	31
	Winter	58	22	19	69	10	21	62	24	14	72	10	18	60	15	25
	Spring	58	11	31	54	27	19	55	26	19	67	9	24	66	18	16

Grade 3- Sewell-Anderson

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	62	30	8	42	19	39	62	31	7	52	34	14	65	20	15
	Winter	56	22	22	33	33	34	76	15	9	59	23	18	68	21	11
	Spring	49	40	11	31	28	41	66	30	4	55	33	12	70	25	5

Grade 4- Sewell-Anderson

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	47	23	30	67	21	12	33	31	36
	Winter	42	30	28	73	21	6	51	27	22
	Spring	53	22	25	73	17	10	56	32	12

Grade 5- Sewell-Anderson

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	63	22	15	57	17	26	73	7	20
	Winter	82	7	11	55	23	22	70	16	14
	Spring	71	22	7	55	21	24	73	17	10

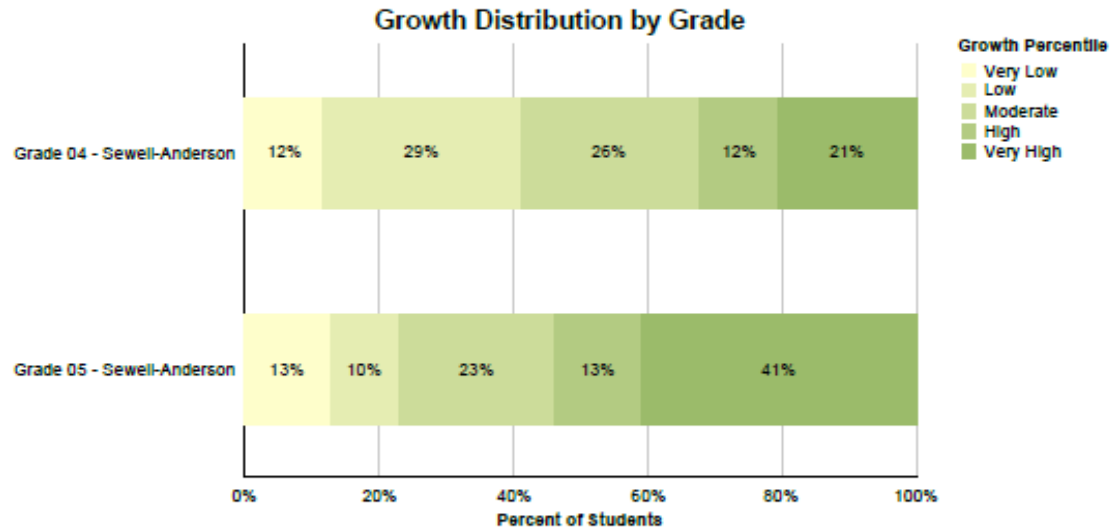
Student Growth Percentile by School and Grade

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.



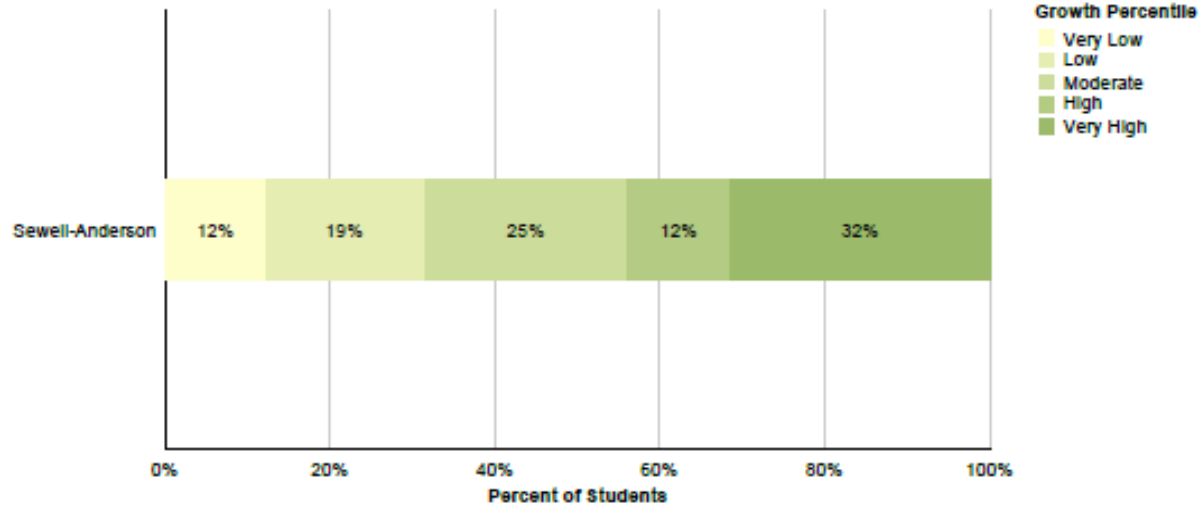
Spring 2012 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: English Language Arts



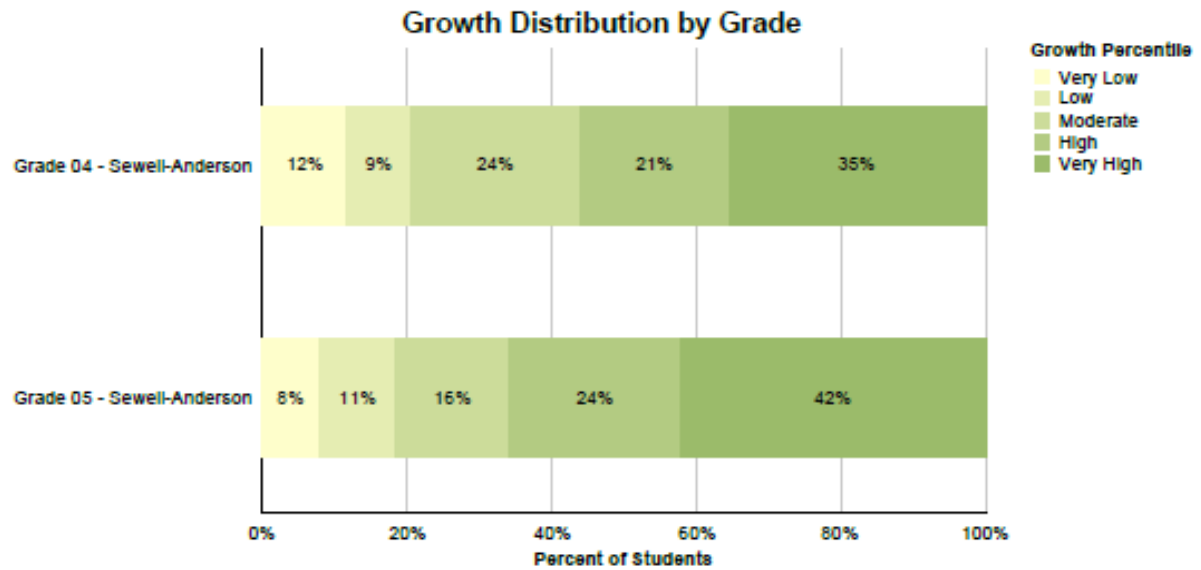
	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Sewell-Anderson	4	10	9	4	7	45.0	34	38	47
Grade 05 - Sewell-Anderson	5	4	9	5	16	64.0	39	60	43

Growth Distribution by School
 All Grades



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)
Sewell-Anderson	9	14	18	9	23	54.0	73	48	136

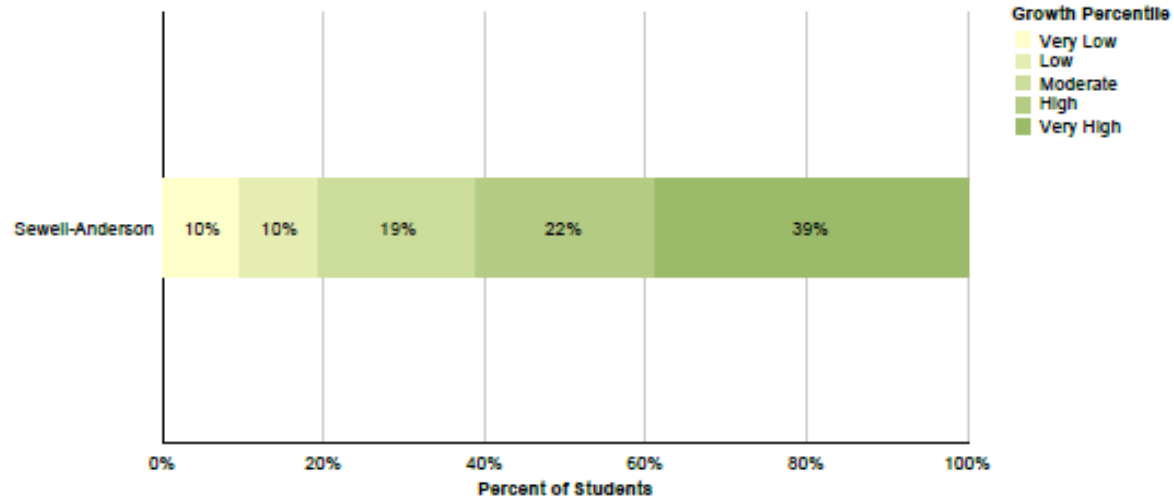


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Sewell-Anderson	4	3	8	7	12	66.0	34	32	47
Grade 05 - Sewell-Anderson	3	4	6	9	16	71.0	38	58	43

Growth Distribution by School

All Grades



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)
Sewell-Anderson	7	7	14	16	28	68.0	72	49	136

Implementation Summary of 2012-2013

The following chart gives the goals from Sewell-Anderson’s SY 2012-2013 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.	All teachers will read and discuss at grade level meetings vocabulary themes from the Intervention Book by Isabel Beck and implement these strategies in the classroom.	Teachers have met monthly to read and discuss the strategies from the text and have reported how they have used these strategies in their classrooms.
	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.
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.	Teachers have incorporated skills stated from the common core frameworks into their classroom lessons. The skills have changed slightly from those stated from Debbie Miller’s book <u>Reading with Meaning</u> .
	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.

Measurable Goals	Strategies	Implementation Status
2. To improve reading comprehension in order to meet the state target for AYP in ELA	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 have used assessments that were created from their PLC 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 non-fiction selections and model strategies for analyzing strategies for understanding non-fiction texts.	With the implementation of the common core, teachers have had a greater opportunity to expose students to elements found in non-fiction.
	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.
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 do a four square activity for review and a ticket to leave for all math lessons.	Teachers have used the four square activity to review previously learned concepts and to activate students prior knowledge of current lessons with success.
	Teachers will progress and monitor students fluency with math facts.	Teachers have tracked student's progress in building math fluency and tracking their progress.

Sewell-Anderson SY 2013-2014 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 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 two 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 improve number sense skills by computing fluently and making reasonable estimates.

Sewell-Anderson 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.
Identified Student Weakness	Students do not <ul style="list-style-type: none"> • Use reading strategies effectively. • Apply grade level vocabulary.
Student Learning Objective	Students will apply reading comprehension strategies in answering open response questions effectively using grade appropriate vocabulary.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
All teachers will model new content based vocabulary using a variety of strategies.	Sept. 2013-June 2014	SMART boards Bulletin boards models	Observation/Walk Through
Every classroom will have an interactive math word/ picture wall that is utilized during math instruction	Sept. 2013-June 2014	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. 2013-June 2014	Staff development and opportunities to observe peers. Mentoring	Schedules and lesson plans

Sewell-Anderson 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.
Identified Student Weakness	Students lack the ability to demonstrate and apply knowledge of <ul style="list-style-type: none"> • Math facts. • Math vocabulary. • Open response and short answer strategies.
Student Learning Objective	Students will develop and demonstrate mathematical fluency in all activities.

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. 2013-2014	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. 2013-2014	Teacher designed exercises and Problem of the day binder.	Sample of student's work.
Teachers will progress monitor students' fluency in math facts.	Sept. 2013-2014	Teacher designed assessments	Progress chart of student gains.
Teachers will model specific strategies for answering open-ended questions	Sept, 2013-2014	Samples of open-ended questions	Sample of student's work and appropriate grade level rubrics,

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
- **Barnes and Noble fundraiser;** to promote school/ home support of the importance of reading daily
- **ATTP;** to promote parental involvement
- **Multicultural celebration;** to recognize and celebrate diversity
- **Basketball rally;**
- **Drama club**