

**SUZANNE M. HENSELER QUIDNESSETT ELEMENTARY SCHOOL**

**SCHOOL IMPROVEMENT PLAN**

**2018 - 2019**

[SMH QES SIP]  
[Revised 8/14/18]

## **SCHOOL IMPROVEMENT TEAM MEMBERS**

Lisa Kilduff, parent  
Kerri Ouellette, parent  
Stephanie McKiernan, reading specialist  
Carolyn Johnston, principal  
Cindy Bowe, Family Center  
Lydia Hanhardt, Title I Coordinator  
Paula Schartner, Kindergarten teacher

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## **Suzanne M. Henseler Quidnessett Elementary School History and Profile**

Quidnessett is a Native American word meaning “at the small island.”

Quidnessett Elementary School opened its doors in September 1971, housing approximately 350 students in grades K-5. The school was built to help accept the growing numbers of families, many attached to the Quonset Naval Base, in the northern end of town.

Built as an “open loft” concept school, Quidnessett (and its sister school, Stony Lane), do not have enclosed classrooms typical of a traditional school. Quidnessett underwent an extensive addition in 1999-2000, allowing space for a full-size gymnasium and separate art and music rooms.

The school was renamed the Suzanne M. Henseler Quidnessett Elementary School in 2008 in honor of a longtime neighbor, public servant, and educational advocate.

Redistricting and reconfiguration over the last eight years have changed the demographics and the educational program at QES. For several years, it was the 4<sup>th</sup>/5<sup>th</sup> grade school serving the northern end of town. In the fall of 2010, SMH QES returned to its original K-5 model, welcoming many students who previously attended Davisville and Forest Park Elementary Schools.

### **Vision/ Mission Statement**

Quidnessett students are Respectable, Responsible and Reach for Excellence in all areas of their lives, always striving to be positive role models academically and socially.

### **2017 - 2018 School Profile**

**All of our faculty and staff are highly qualified. If you work in a Title I school, you must be highly qualified per RIDE. Please see RIDE’s website for further information about the highly qualified classification.**

- 271 students in grades K-5
- 174/271 = 64% free lunch
- 6/271 reduced lunch students - 6%
- Total free and reduced of the school 66%
- Demographic breakdown – Our student body is made up of the following percentages: 132/271 = 49% female, 139/271 = 51% male, 233/271 = 86% Caucasian, 65/271 = 24% Hispanic, 23/271 = 8% African American, 7/271 = 3% Native American, 2/271 0.007% Asian/ Pacific Island (Due to the fact that some families check more than one box, the numbers exceed 100%.)
- 15 full-time classroom teachers (3 kindergarten, 3 first grade, 2 second grade, 2 third grade, 2 fourth grade, 3 fifth grades)
- 21 Full/Part-time specialists
- 7 Teaching Assistants
- SMH QES is the only Schoolwide Title I school in the district. Fishing Cove is labeled as a target assisted Title I school.
- Support services include a Family Center offering family engagement opportunities, comprehensive academic support and enrichment programs before and after school

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- 76/271 = 28% of students are on PLP's (Personal Literacy Plans)
- **11% of students are receiving Resource service (Special Education)**
- **16% of students are receiving Speech services (Special Education)**
- **9% of students are receiving ELL services (English Language Learners), 3% qualify but are not currently receiving services or are on monitor**

#### **Assessment Data**

RICAS - "The RICAS assessments are aligned to the Common Core State Standards (CCSS). Instruction in our classrooms should continue to be aligned to these standards in English language arts and mathematics for all students." Rhode Dept. of Education Website June 2018 We administer RICAS in April to all third through fifth graders in ELA and in Mathematics.

Aimsweb – "Aimsweb is a benchmark and progress monitoring system which is based on direct, frequent and continuous student assessment. . ." (From the Aimsweb web site December 12, 2011) The Aimsweb Benchmark is administered three times per year at Quidnessett in September, January, and in May to all first grade and Kindergarten students. At present, Quidnessett is using Aimsweb for reading and mathematics skills. Aimsweb's web site allows a teacher to see which students are proficient and who are not proficient. The same web site suggests courses of action to assist in making the students proficient. The students are assessed in both mathematics and reading.

STAR Enterprise – Northwestern Evaluation Association – This computerized assessment is administered three times per year in the areas of reading and mathematics beginning in Grade One and continuing through Grade 10. (September, January, and May) It is known as a "Smart Test" because the assessment adjusts its difficulty level for each student as the student answers questions correctly/ incorrectly. At the end of the assessment, a print out is made available to the teacher to develop instruction and group students. For students who are in need of monitoring in the areas of reading and mathematics, the Quidnessett faculty may use STAR progress monitoring.

Reading levels – At Quidnessett, we find the "Just Right" reading levels by administering running records. Running records are records of oral reading. In these records, a student reads aloud to an adult. The teacher records the miscues, any self-corrections, rate, and any other notes to help inform his/ her instruction. Next the teacher asks comprehension questions. The running records are administered at least once per year for students who are determined to be reading on grade level. If a student has a Personal Literacy Plan, then they will be monitored more frequently. He/ She will have the running records administered at least three times per year (September, January, and May)

Data Team (function/outcomes) – Data Teams meet four times per year to look at the data that has been collected to determine instruction by grade level.

CFA – Common Formative Assessments – Teacher teams write CFAs to match curriculum for units as needed based upon training they have had over the last two years. The CFAs inform the teachers' instruction since they write the pre/post tests for the units. The teachers are able to flexibly group students based upon CFA data. Because the teachers administer the pretest, they receive specific information about what the students need to have taught. They are able to design the lessons needed for the unit and move quickly in some areas since the students demonstrated mastery of the skills/ strategies.

CBM – Curriculum Based Measured – Teacher teams write CBM to match curriculum for units as needed based upon training that they have had over the last two years. The CBMs inform the teachers' instruction since they write the pre/post tests for the units. The teachers are able to flexibly group students based upon CBM data. Because the teachers administer the pretest, they receive specific information about what the students need to have taught. They are able to design the lessons needed for the unit and move quickly in some areas since the students demonstrated mastery of the skills/ strategies.

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**ACTION PLAN: Literacy – 2017 - 2018 – Our curriculum includes the five areas of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). This year, we are targeting decoding and comprehension to achieve the target goal through the use of the Common Core Standards.**

**NEEDS STATEMENT:** According to September 2017 STAR results in grades 2 - 5, the classrooms will be working to increase proficiency in decoding and comprehension and responses to literacy through writing.

Each classroom will be working to show a growth of 52 SGP as shown on the Growth Report at the end of the school year.

According to September 2017 Aimsweb results in K - 1, the classrooms will be working to increase proficiency in decoding and comprehension since the scores indicate that the range from 56% to 73% proficiency.

**Target:** Quidnessett staff will focus instruction in reading in decoding/ comprehension.

**Results Statement:** Quidnessett students will demonstrate increased proficiency in reading. Quidnessett students will increase their proficiency as measured by STAR (grades 2- 5) and Aimsweb (K – 1).

<p><b>Changes in student learning behavior:</b> What will students do to reach the identified result? How will we know whether students are developing these behaviors?</p> <p>Students will: Demonstrate reading decoding at their instructional level.</p> <p>Demonstrate reading comprehension at their instructional level.</p> <p>Students may use web/computer-based programs such as (Lexia Core 5, Front Row, IXL and RAZ kids) to supplement instruction and provide review.</p>	<p><b>Changing Instruction:</b> What will teachers do to ensure students change their learning behaviors and attain the result?</p> <p>Teachers will: Instruct daily in small groups to meet decoding needs.</p> <p>Instruct daily in small groups to meet comprehension needs.</p> <p>Use push-in/pull out model to deliver daily supplemental literacy instruction in all grades through full-time Title I-funded specialists.</p> <p>Meet quarterly as part of Data Team to review student</p>	<p><b>Monitoring progress with time lines and adjustments:</b> How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?</p> <p>Using district wide assessments such as Aimsweb, NECAP Science, STAR, MCAs, Benchmarks, CFAs as appropriate per grade level</p> <p>Regular use of formal and informal progress monitoring assessments.</p> <p>Teachers will use data to inform data to inform instruction.</p>	<p><b>Collaboration and Support:</b> How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?</p> <p>On a regular basis Team Members will meet and discuss data (monthly or sooner).</p> <p>Common planning with teammates, Special Education staff, and Arts specialists, and/or principal. (Data Team)</p> <p>Faculty meetings 1X/month.</p> <p>Professional Development Days – initiatives as identified by staff, administrator, and district.</p>	<p><b>Resources, School and District:</b> How will the district and school leadership ensure that the school reaches the result?</p> <p>Provide adequate time in daily schedule for Direct Instruction blocks and integration of literacy specialist/resource teachers into the classroom. (We will strive to be sure that this is done during the school day.)</p> <p>Provide continued job-embedded professional development (Empowering Writers, Aimsweb, Foundations, MCAS,, STAR).</p> <p>Ensure that all teachers have instructional manuals and resources for their grade level.</p> <p>Provide display cases to showcase student work with feedback in cases,</p>	<p><b>Evaluation of Success/Reporting to Families and Community:</b> How will you know if the students reach the intended results? How will you inform the school community?</p> <p>Teachers and administration will communicate with colleagues and parents on a regular basis.</p> <p>Send home appropriate student work regularly. Additionally once per month strive to add a section that can foster home interaction.</p> <p>Monthly school newsletters</p>
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<p>Teachers will set monthly goals for students in ELA.</p> <p>Students will: Demonstrate an understanding of the writing process. The student will demonstrate an understanding of the connection between reading and writing</p>	<p>performance and adjust instruction accordingly.</p> <p>Word study instruction for example Foundations, Words Their Way, Word Study,, Cast a Spell, DOLCH</p> <p>Teachers will instruct in the writing process.</p>	<p>The classroom teachers will give to the principal a list of his/her guided reading/ strategy groups' levels and Aimsweb three times per quarter to show student progress. (Aimsweb Data for K – 1 appropriate assessments per level.)</p> <p>Kindergarten program will be monitored three times per year.</p> <p>Principal will monitor progress through the RI Evaluation System.</p> <p>Parents are able to monitor their student's progress through weekly memos/notes and report cards.</p> <p>Foundations Unit Tests K - 3 Word study unit tests in grades 4 - 5</p> <p>Monthly writing prompts 1 - 5; every other month for K beginning in January</p> <p>The RTI process will be initiated by the classroom teacher for students who display significant difficulty after eight weeks of Tier 1 interventions by the classroom teacher have been implemented, monitored and recorded.</p>	<p>Grade level and ad-hoc committees with principal.</p> <p>Common planning time with teammates 1X per week.</p> <p>Principal will monitor progress through the use of principal walk-throughs.</p> <p>Teacher/ Parent Form to express the preferred method of Home- School communication to be completed at Open House.</p> <p>Parents will be notified of any significant changes in academics or behavior through their preferred method of communication.</p> <p>Writing Scoring Sessions will occur at least twice per year for calibration. Common rubrics will be used to score. We will continue using the common rubrics. Exemplars will be developed by teams.</p>	<p>classrooms and library. (Updated monthly)</p> <p>Provide opportunities for representatives from each grade level, special education, other staff, parents, and specialists to participate on the SIT team.</p> <p>Provide opportunities for open, regular oral/ written communication between the SIT team and the staff to report out on progress.</p> <p>Common planning time with special education teachers and staff.</p> <p>Provide funding and subs for professional development through Title I and Title II.</p> <p>Strive to provide full time specialists and smaller class sizes based upon the uniqueness of QES' school population.</p> <p>Professional Library – Provide professional library for teachers to access materials.</p> <p>Continue to utilize LINKS volunteers and mentors to assist in the instructional program of the school.</p> <p>Ad hoc learning walks/ observations with district administration will inform about practices in other district elementary schools and identify areas for further professional development</p> <p>Ensure that all staff hold required state certification.</p>	<p>Open House, School Report Night and parent-teacher conferences.</p> <p>Send progress reports home according to the district schedule.</p> <p>Publicity in local media.</p> <p>Teachers and administrator will update school and teacher web pages.</p> <p>Parent workshops</p> <p>Family Workshop/ Community Engagements Breakfast</p> <p>Teacher web pages</p> <p>Video clips to inform parents</p>
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				After school programming for academics provided through Title I and McKinney Vento grants.	
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**ACTION PLAN: Numeracy (2017 - 2018)**

**NEEDS STATEMENT:** According to September 2017 STAR students in grades 2 – 5 have a range of proficiency across the areas of mathematics, especially in numbers and operations. Each classroom will be working to show a growth of 52 SGP as shown on the Growth Report at the end of the school year. According to September 2017 Aimsweb Math results K – 1 , the six classrooms show that the students are working between 72% - 77% proficiency in number and operations. Therefore, the teachers will increase the instruction in the area of numbers and operations.

**Results Statement:** Quidnessett students will demonstrate increased proficiency in mathematics across all four strands. Quidnessett students will increase their proficiency as measured by STAR (2 – 5) and Aimsweb Math (K – 1).

**Target:** Quidnessett staff will focus instruction in the areas of numbers and operations.

<p><b>Changes in student learning behavior:</b> What will students do to reach the identified result? How will we know whether students are developing these behaviors?</p> <p>Students will: Focus on number and operation instruction to develop conceptual understanding and reasoning skills for strategies with whole numbers, fractions and decimals for all four operations.</p> <p>Continue to be exposed to the four strands of mathematics by the end of the year.</p> <p>Learn problem solving strategies per quarter and use them as they apply to the four strands.</p> <p>Communicate appropriate mathematics vocabulary orally and in writing.</p> <p>Compute accurately.</p> <p>Use web/computer-based or paper based programs such as (Rocket Math, Xtramath ,IXL, Front Row and Dreambox, Math Magicians, Bridges ) to supplement instruction and provide review.</p>	<p><b>Changing Instruction:</b> What will teachers do to ensure students change their learning behaviors and attain the result?</p> <p>Teachers will: Teach the four strands of mathematics per district requirements.</p> <p>Teach in correct mathematics vocabulary with each concept.</p> <p>Instruct problem solving strategies</p> <p>Problem solving strategies will be scored by grade level expectations.</p> <p>Use of district wide exit slips and end of unit assessments to show growth</p> <p>Use push-in/ pull out model to deliver supplemental math instruction in all grades through full-time Title I specialists.</p> <p>Meet quarterly as part of Data Team to review student performance and adjust instruction accordingly.</p> <p>Teachers will... Use number talks to help students develop reasoning skills, conceptual understanding, an understanding of a variety of strategies including efficient</p>	<p><b>Monitoring progress with timelines and adjustments:</b> How will we measure progress towards the changes in learning behavior and teaching that we want? How will we keep the principal, parents and SIT informed and involved?</p> <p>Using district wide assessments such as Benchmarks, STAR, Unit Assessments, Aimsweb as appropriate per grade level</p> <p>Regular use of formal and informal progress monitoring assessments.</p> <p>Principal will monitor progress through the use of the RI Evaluation System.</p> <p>Teachers monitor progress through computer programs.</p> <p>Teachers inform students and parents about progress through report cards, notes, Aspen, progress reports, etc.</p> <p>The RTI process will be initiated by the classroom teacher for students who display significant difficulty after eight weeks of Tier 1 interventions by the classroom teacher have been implemented, monitored and recorded.</p> <p>Problem solvers will be administered on a monthly basis in grades 1 - 5; K will be every other month beginning in January.</p>	<p><b>Collaboration and Support:</b> How will we use the information we get from monitoring to improve our program? When will we discuss the progress we are making?</p> <p>On a regular basis Team Members will meet and discuss data (Data Team) (Quarterly)</p> <p>Common planning with teammates, Special Education staff, and Arts specialists, and/or principal. ( Monthly)</p> <p>Faculty meetings 1X/month.</p> <p>Professional Development Days – initiatives as identified by staff, administrator, and district.</p> <p>Grade level and ad-hoc committees with principal</p> <p>Common planning time with teammates 1X per week.</p> <p>Principal will monitor progress through the walk throughs.</p> <p>Parents will be notified of any significant changes.</p> <p>Teachers will share successful strategies and programs at faculty meetings. (ex. Zearn/ Math Advantage, Bridges)</p>	<p><b>Resources, School and District:</b> How will the district and school leadership ensure that the school reaches the result?</p> <p>Provide continued job-embedded professional development (We will strive to be sure that this is done during the school day.)</p> <p>Ensure that all have instructional manuals and resources for their grade level.</p> <p>Provide display cases to showcase student work with feedback in cases, classrooms and library. (Updated monthly)</p> <p>Provide opportunities for representatives from each grade level, special education, other staff, parents, and specialists to participate on the SIT team.</p> <p>Provide opportunities for open, regular oral/ written communication between the SIT team and the staff to report out on progress.</p> <p>Common planning time with special education teachers and staff.</p> <p>Provide funding and subs for professional development.</p> <p>Strive to provide full time specialists and smaller class sizes based upon the uniqueness of QES” school population.</p> <p>Professional Library – Provide professional library for teachers to access materials.</p>	<p><b>Evaluation of Success/Reporting to Families and Community:</b> How will you know if the students reach the intended results? How will you inform the school community?</p> <p>Teachers and administration will communicate with colleagues and parents on a regular basis.</p> <p>Send home appropriate student work regularly. Additionally once per month strive to add a section that can foster home interaction.</p> <p>Monthly school newsletters</p> <p>Open House, School Report Night and parent-teacher conferences.</p> <p>Send progress reports home according to the district schedule.</p> <p>Publicity in local media.</p> <p>Teachers and administrator will update school and teacher web pages.</p> <p>Parent workshops</p> <p>Family Workshop/ Community Engagements Breakfast</p> <p>Parents are able to view report cards .</p>
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<p>Teachers will set monthly goals for students in mathematics.</p> <p>Students will... Develop an understanding about the relationships between numbers, mental computation strategies and number sense through number talks with all operations.</p>	<p>strategies for all four operations.</p>			<p>Continue to utilize LINKS volunteer to assist in the instructional program of the school</p> <p>Ensure that all staff hold required state certification.</p> <p>Our goal is to ensure that all Kindergarten students have access to Dreambox.</p> <p>After school programming for academics provided through Title I and McKinney Vento grants.</p>	
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**ACTION PLAN: School Social Skills/Expectations and School Culture 2017 - 2018**

**NEEDS STATEMENT:** The percentage of students with office referrals varies throughout the school year. Through the instruction of the Three Rs, the Quidnessett staff would like to decrease the number of office referrals and increase the number of positive interactions school-wide. Studies show that, as the positive behavior increases, academic achievement also increases.

**Target:** To increase the amount and frequency of pro-social behavior in the school.

**Results Statement:** All students will behave in a responsible and respectful manner.

<b>Changes in student learning behavior:</b>	<b>Changing Instruction:</b>	<b>Monitoring progress with timelines and adjustments:</b>	<b>Collaboration and Support:</b>	<b>Resources, School and District:</b>	<b>Evaluation of Success/Reporting to Families and Community:</b>
<p>Students will be active participants in learning school-wide rules.</p> <p>Students will demonstrate the expected learning</p>	<p>Use of common language within the school.</p> <ul style="list-style-type: none"> <li>● Respect</li> <li>● Responsibility</li> <li>● Reach for Excellence</li> </ul> <p>Teach and model appropriate social interactions across school settings. Staff will continue to use 3R's (Responsibility, Respect, Reaching for Excellence) as basis for behavior plan.</p>	<p>SMH QES School Pledge is a part of the daily routine.</p> <p>The universal sign will be used by all teachers, paraprofessionals and students.</p>	<p>Additional training for paraprofessionals in appropriate behavior management/ CPI Training/ Playworks</p> <p>Second Step training for Psychologist and Social Worker</p>	<p>District Behavior specialist is available to SMH QES.</p> <p>District Behavioral teaching assistant available to SMH QES.</p> <p>District Clinical Psychologist is available.</p>	<p>Discussions regarding progress at SIT meetings and grade level meetings.</p> <p>Decrease number of suspensions</p> <p>Decrease number of discipline referrals</p> <p>Send home School Pledge and a copy of the universal signal and returned to school</p>

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<p>behaviors across all school settings.</p> <p>Students will learn and recite the daily pledge.</p> <p>Teachers and students will learn and use the universal sign. The universal sign (Give Me Five) reminds everyone that quiet is expected, eyes on the speaker, ears are on the speaker, and that the body is still.</p> <p>School wide lesson plans are being created and taught for expected behaviors in the areas outside of the classroom areas (i.e. hallways, bathrooms, cafeteria)</p> <p>When students need reflection upon unexpected behaviors, think sheets are completed with an adult to reteach expected behaviors.</p> <p>We will use the eight positives to one negative comment philosophy.</p>	<p>All staff will use common language of SMH QES School Pledge to set expectations for student behavior.</p> <p>Students will learn about online safety.</p> <p>Open Circle is taught to enhance our usage of the three R's across the school settings.</p> <p>Playworks will be utilized at to enhance social interactions on the playground.</p> <p>Second Step lessons will be delivered whole group by the social worker and/or the psychologist in the classroom to further enhance positive social interactions across school settings.</p> <p>School wide lesson plans are being created and taught consistently for expected behaviors in the areas outside of the classroom areas (i.e. hallways, bathrooms, cafeteria)</p> <p>We will use the eight positives to one negative comment philosophy.</p>	<p>Use first four weeks of school year to model and reinforce school rules and expectations. (We expect that the number of positive behavioral slips will decrease over the course of the school year as the students internalize the 3Rs.)</p> <p>Data collection will be done by the School Support Team.</p> <p>Behavioral referral sheets will be used to monitor behavior (We expect that the number of office referrals will decrease over the course of the school year as the students internalize the 3Rs.)</p> <p>Students will complete think sheets with an adult.</p> <p>Teachers are tracking student unexpected behaviors.</p> <p>Montly Positive Reward Ceremonies</p> <p>Websites will be used schoolwide to monitor progress.</p>	<p>Regular meeting of Behavior Team on a monthly basis</p> <p>Classroom DOJO training will be provided schoolwide by the Technology Lead Teacher.</p>	<p>School Psychologist and School Social Worker are available.</p> <p>Second Step Social Emotional Learning Curriculum will be implemented School wide.</p> <p>Open Circle wil continue to be implemented.</p> <p>District Behavioral Consultant as needed</p>	<p>Office Referral slips (behavior slips) will be sent home in sealed envelopes.</p> <p>Think sheets will be completed by the students as needed.</p>
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**ACTION PLAN: Parent and Family Engagement 2017 - 2018**

**NEEDS STATEMENT:** A meaningful, two-way partnership is essential between families and staff to improve academic achievement of students. Families continue to report wanting a welcome, safe school environment that includes the classrooms, office, cafeteria, before and after school activities, and organizations such as the PTO.

**Target:** The Quidnessett community (staff, parents, students, others) will join together to increase the number of families that regularly participate in school activities, seek information from school, and effectively support their children's education. All members of the community will behave in a responsible and respectful manner.

**Results statement:** As a result of increased family engagement, we expect to see an increased positive change in academics and social interactions in our students. All students will behave in a responsible and respectful manner.

<b>Changes in student/family learning behavior:</b>	<b>Changing Instruction:</b>	<b>Monitoring progress with timelines and adjustments:</b>	<b>Collaboration and Support:</b>	<b>Resources, School and District:</b>	<b>Evaluation of Success/Reporting to Families and Community:</b>
<p>Students and family regularly participate in meaningful family engagement opportunities across the curriculum (academics, technology, health, arts)</p> <p>Parents (and other family members) will feel confident and capable of supporting their child’s success in school.</p> <p>Outreach through:  Kickoff to Kindergarten  Open Houses  Aspen  Conferences  Emails  Newsletters  Websites  List servs  Field trip chaperones  Science Day during the day  Family Lunches  One of the after school offerings was done off site during the winter and spring sessions.</p> <p>Parents will be provided with an explanation of Title I to assist them in understanding the “Right to Know Teacher &amp; Para Qualifications”, rights to review policies/ plans and have input into Comprehensive Resource Plan (CRP).</p>	<p>School staff will provide training/workshops/parent sessions during the year based on specific topics identified by parents/staff.</p> <p>Staff will provide materials to support parent success: book bags, take home books, math games, and other educational supports, as appropriate.</p> <p>Teachers will utilize their own “Contact Sheet” at the beginning of the year to establish positive school/home relationship and identify ideal times/methods of communication.</p>	<p>Parent feedback</p> <p>Staff feedback</p> <p>Surveys</p> <p>Measurement of participation</p>	<p>All classroom teachers will be present at least one supplemental activity that encourages family presence.</p> <p>Family Engagement Planning Team will meet quarterly to plan and evaluate activities. (Family Center)</p> <p>Use National PTO/ PTA Standards for Parent Involvement as blueprint for best practices.</p> <p>Parents will support the school by assuring that their children are in school on time and stay all day.</p> <p>Kindergarten Orientation/District’s Kickoff to Kindergarten celebration</p> <p>Social Worker and Psychologist work with the families to obtain/maintain outside services.</p>	<p>The Family Center will provide coordination of lunch schedule, assist in assembling materials, and conduct outreach for sessions.</p> <p>Title I will support with materials and guidance on meeting requirements for parent involvement.</p> <p>Monthly Title I column in school newsletter.</p> <p>Parents will be informed of upcoming events and activities.</p>	<p>Measurement of participation by parents/families.</p> <p>Teachers and administrator will update school and teacher web pages.</p> <p>Improved outcomes in: academics and homework completion</p> <p>Increased communication through technology</p>

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