



# Creekside Elementary School

## School Performance Plan 2018-2019

**Accreditation Status: Fully Accredited**

**Area(s) Warned:**

**Content Not Meeting Accreditation:**

**Subgroups Not Meeting State Accreditation: Students with Disabilities**

**Other Areas of Concern: ESSA sub groups – students with disabilities and Caucasian**

**Other Areas of Focus: Related Division Goal(s): *Align Indicators with School Board Goals***

- Improve Student Achievement and Close the Academic Achievement Gaps
- Provide a Safe and Nurturing Environment
- Provide Strong Leadership for Effective And Efficient Operations
- Advance Academic Achievement through Enhanced Instructional Skills, Gained by Professional Development
- Strengthen Collaboration with Stakeholders and Increase parent & Community Satisfaction

**Important Dates:**

**Initial Principal - Directors Meeting: October 8, 2018 September, 2018** Pamela Connor, Stenette Byrd III, Principal, SAO staff

**School Performance Plan (SIP) Due: September 28, 2018**

**School Performance Review Date (s):** (See School Performance Review Schedule)

**Special Education Review:**

**Other:**

**Anticipated Date of Completion: June 13, 2019**

**School Leadership Meetings:** (Include times and dates) **10/22, 11/20, 12/18, 1/16, 2/13, 3/20, 4/10, 5/ 8, 6/5, 8/12-8/15**

**School Data Team Meetings:** (Include times and dates) **10/22, 11/20, 12/18, 1/16, 2/13, 3/20, 4/10, 5/ 8, 6/5, 8/12-8/15**

**Staff Meetings:** (Include times and dates) **Times vary from 8:15am or 4:15pm; 9/20, 10//10, 11/14, 1/9,2/20, 3/13, 4/3, May TBD**

School and Division School Improvement Domains: Data, Student Support/Instruction, Monitoring/Leadership, Professional Development, and Stakeholder / Community

**Indicator # 1 (Data):**

**Indicator Description:** The school will use an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. The leadership/data teams will meet monthly to analyze

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data and target areas of focus based on grade level and school wide data. The team will set dates for vertical planning based on data. Additionally, the team will discuss and provide appropriate professional development

**Goal 1:** During the 2018-2019 school year, CES students will make measurable academic progress by reducing the failure rate by 10% in the areas of mathematics and reading.

**Goal 2: (Required):** At the conclusion of the 2018-2019 school year the number of disciplinary referrals will be reduced by at least 10%

**Essential Action 1a:** Review data to determine appropriateness of instructional intervention of students' instructional needs. Systematically evaluate the degree to which improvement strategies are positively affecting student achievement.

**Essential Action 1b:** Review data to determine appropriateness of interventions to address student behavioral needs. Systematically evaluate the degree to which strategies are positively affecting student behaviors.

**Essential Action 1c (Title I Only):** *Schoolwide Plan Component 1:* Complete a comprehensive needs assessment that includes staff, parents, stakeholders and community in the process. ***Schoolwide Plan Component 4:*** The needs assessment is to specifically address students in danger of not meeting state standards, prevention of problem behavior and provide early intervening services for all students including Special Needs and English Learners.

Strategies	Timeline	Person(s) Responsible	Status update by the Principal-Mid-Year Review
<p><b>Common Assessments and Table of Specifications:</b></p> <ol style="list-style-type: none"> <li>Teachers will continue to utilize the table of specifications on the common assessments created in math and reading.</li> <li>Data will be utilized to remediate and identify students in need of support prior to benchmark testing.</li> <li>Monitor and provide additional supports to special education students.</li> <li>The leadership/data team will meet monthly to discuss grade level and school wide detail to focus remediation and acceleration on student progress.</li> </ol>	<p>November 2018- Review of Table of Specifications December 2018 January 2019 February 2019 March 2019 April 2019 (Grade level planning)</p>	<p>Academic Coach and Teachers (3-5.) Leadership and Data Team Title 1 teachers Gifted Resource Teacher</p>	

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<p><b>Instructional Monitoring</b> Create a system of monitoring, teacher implementation and usage of data to drive instructional practices and decisions made in the teaching of Reading and Math (i.e.-Quick Checks Data, PALs, Star Instructional Planning Resources, IXL, Number Talks, Math Facts in a Flash)</p> <p>Monitoring will focus on remediation and acceleration of students.</p>	Ongoing	Administrators, Academic Coach and Teachers (3-5- ) Leadership and Data Team Gifted Resource Teacher	
<p><b>Test of Phonological Awareness (TOPA)- Kindergarten</b> 1) Administered to all kindergarten students in September. 2) Data used for differentiation of instruction and to identify students at risk of not meeting PALs fall benchmark.</p>	September/ October	Academic Coach, Title I Staff and Kindergarten teachers	
<p><b>Reduction of Referrals</b> To continue to implement PBIS as a school wide discipline program and move into Tier 2 of PBIS.</p>	Ongoing	Administration PBIS Committee SPS Behavioral Specialist	
<p>To review and restructure the current ISS model.</p>	Ongoing	Administration SPS Behavior Therapist	
<p>To train the bus drivers at CES on the implementation of PBIS specific to the bus in order to reduce the number of bus referrals.</p>	Ongoing	Administration PBIS Team Transportation	
<p><b>Data Usage (Include status from last review): Emerging</b></p>			



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**Addressing the Needs of At Risk Students and Teachers (Academic, Behavior & Attendance) (Include status from last review):Emerging**

**2017-2018 SOL Data**

**PAL's**

**Benchmark Data**

**STAR Data**

**A.R. Diagnostic Reports**

**Attendance Reports**

**Budget Implications(Title I only):**

- **Leadership/Data Team Meetings- (13 staff/10 meetings/1 hour each = \$3432.00)**
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## **Indicator # 2 (Student Support/Instruction):**

**Indicator Description:** The school will use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and provided to students as well as the frequency and duration of Tier 2 and Tier 3 interventions).

**Goal 1:** During the 2018-2019 school year, CES students will make measurable academic progress by reducing the failure rate by 10% in the areas of mathematics and reading.

**Goal 2:**

**Essential Action 2a:** Analyze lesson and assessment to ensure congruence with state learning standards among the written curriculum, taught curriculum, and assessed curriculum

**Essential Action 2b:** Provide differentiated instruction based on student needs.

**Essential Action 2c (Title I Only): *Schoolwide Component 2:*** Describe schoolwide strategies that provide opportunities for all children including subgroups to meet challenging state academic standards, including evaluation for effectiveness. *Schoolwide Component 4:* Include strategies to improve students' skills outside the academic subject areas (i.e. counseling, mentoring services, mental health, specialized services).

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Strategies	Timeline	Person(s) Responsible	Status update by the Principal-Mid-Year Review
Ensure compliance with Components of Balanced Literacy with emphasis on small group instruction, guided reading lesson plans, word study, data collection and usage	Ongoing	Administration Academic Coach, Title 1 teachers, All teachers and paraprofessionals	
To implement and monitor PALS quick checks for specific student reading interventions related to phonemic awareness.	Ongoing	Administration Academic Coach, Title 1 teachers, All teachers and paraprofessionals (PK-5)	
Continue to ensure alignment of the Written, Taught and Tested Curriculum	Ongoing	Administration Academic Coach, Title 1 teachers, All teachers and paraprofessionals	
Provide opportunities for Reading and Math intervention of students not meeting benchmark targets (Balanced Literacy/Guided-Math/Brain Pop/Reading A-Z, IXL, RAZKIDS) through classroom differentiation and through before/after school remediation.  Provide opportunities for Math/Reading acceleration/enrichment.	Ongoing	Principal, Assistant Principal, Academic Coach Gifted Resource teacher	

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Students will engage in STEM activities throughout the school year to ensure the connection of Math, Science, and Engineering.	Monthly	Principal, Assistant Principal, Academic Coach STEM Committee	
<b>Required:</b> Complete and monitor the attached comprehensive discipline plan that identifies goals, persons responsible and timelines.	October 2018	Principal	
<p><b>Written, Taught, and Tested (Include status from last review):</b>          The <i>School Lesson Plan Evaluation Tool</i> status: _____ Implementation.          The <i>School Lesson Observation Development Evaluation Tool</i> status: _____ Implementation.          The <i>School Assessment Alignment and Basic Components Evaluation Tool</i> status: _____ Implementation.</p>			
<p><b>Focus Area(s) Interventions (English and Mathematics Standards) (Include status from last review): Priority</b></p>			
<p><b>Budget Implications(Title I only):</b></p> <ul style="list-style-type: none"> <li>● Before/After School Remediation- (8 teachers/30 days/2 hours each day)- \$12,672.00</li> <li>● Brain Pop -School License for 765 students January 2019-December 2019-\$2,395.00</li> <li>● Reading A-Z/RAZKIDS 22 Licenses January 2019-December 2019; Reading A-Z 12 additional licenses January 2019-December 2019-\$4375.00</li> <li>● IXL- Grade 3 100 student licenses at \$5.50 each for January 2019-December 2019- \$5,500.00</li> <li>● 2- Chromebooks with management support for AR support and community outreach support- \$444.00</li> <li>● Family Engagement Activities/Books- Books purchased on various reading levels to be distributed to students at Family Engagement Nights throughout the school year- \$2,607.10</li> <li>● Materials and Supplies for hands on reading and math strategies shared with parents at Family Engagement Nights- \$1,000.00</li> <li>● Scholastic News for 5th Grade students- 130 students at \$3.45 each subscription- \$493.35</li> <li>● VA SOL Social Studies Resource Books for 1st Grade- 9 books at \$7.50 each- \$82.50</li> </ul>			

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## Indicator # 3 (Monitoring/Leadership): Comprehensive Academic Plan:

**Indicator Description:** The school will use a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

**Goal 1:** During the 2018-2019 school year, CES students will make measurable academic progress by reducing the failure rate by 10% in the areas of mathematics and reading

### Goal 2:

**Essential Action 3a** Establish and implement a system for monitoring instructional practices to ensure maximum utilization of classroom time, and to provide written feedback to teachers in the areas of curriculum alignment, student engagement, differentiation of instruction, and appropriate assessments,

**Essential Action 3b:** Ensure ongoing quality feedback is given to teachers to enhance instruction. Provide guidance to teachers regarding expectations for monitoring the written, taught, and tested curriculum to include Title 1 and Special Education.

**Essential Action 3c:** Provide feedback to teachers on implementing the written, taught, and tested curriculum. The administration should provide feedback to lesson plans prior to the lessons being taught for both alignment and pacing to include Title 1 and Special Education.

**Essential Action 3d:** Ensure that there is a process for monitoring inclusion binders, VAAP portfolios, IEP’s and eligibility timelines to maintain compliance with special education regulations.

**Essential Action 3e (Title I Only): Schoolwide Component 3:** Include scientifically research-based strategies or activities the school leadership team will use to strengthen and enrich the academic program and how the strategies will be evaluated (i.e. extended day, integrating reading and math in content areas).

**Schoolwide Component 4:** Include strategies for assisting children in the transition from pre-school to kindergarten and elementary to middle school.

Strategies/ Cost Associated	Timeline	Person(s) Responsible	Status update by the Principal-Mid-Year Review
Special Education portfolios will be monitored and feedback given each nine weeks by administration to ensure compliance.	Each nine weeks	Administration SPED teachers SPED Coach	
The leadership/data will meet monthly to disaggregate data and professional development needs of the staff.  Disaggregation of data will determine students who are in need of	Ongoing	Administration, Academic Coach, Title 1	

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before/after school remediation in the areas of reading and math.		,teachers Teachers	
IEPs are submitted to the SPED Coach and Assistant Principal for review prior to IEP meeting date.	Ongoing	Administration SPED teachers SPED Coach	
Administration will conduct walkthroughs and formal observations based on district guidelines to provide ongoing and effective feedback to ensure alignment of the written, taught and tested curriculum.	Ongoing	Administration	
The administrative team meets weekly to identify Glows and Grows for focus social and academic areas.	Friday meetings	Administration Academic Coach	
VAAP Review		Administrator Special Education Supervisor	Creekside Elementary has 4 students that will be participating in the VAAP assessment this school year. All 4 VAAP binders were available for review. However, they were all missing the VAAP participation criteria form, Affidavits, and work samples. It is recommended that the LEA review the VAAP binders at least once per 9 weeks.
<b>Budget Implications(Title I only):</b>			



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- Leadership Summer Committee (10 people/4 days/4 hours each day)- \$4224.00
- Leadership/Data Team Meetings- (13 staff/10 meetings/1 hour each = \$3432.00)
- Children's Engineering Conference- 2 teachers' registration- \$460.00
- Children's Engineering Conference- 2 teachers' meals for 3 days- \$240.00
- Children's Engineering Conference- 1 teacher travel reimbursement- \$304.11
- Children's Engineering Conference- 1 teacher lodging reimbursement- \$280.00
- VSRA- 3 teachers' registration-\$675.00
- Before/After School Remediation- (8 teachers/30 days/2 hours each day)- \$12,672.00

**IEP Monitoring and Compliance (Include status from End of Year Checkout):Priority**

**Quality Feedback to Staff (Include status from last review): Emerging**

**Academic Review Required Strategy:**

The *School Leadership Basic Components Evaluation Tool* status: *Functional Implementation*.

## **Indicator # 4 (Stakeholder and Community - All Surveys are addressed in this area)**

**Indicator Description:** Programs that engage and support family members will be provided.

**Goal 1:** During the 2018-2019 school year, CES students will make measurable academic progress by reducing the failure rate by 10% in the areas of mathematics and reading.

**Goal 2:**

**Essential Action 4:** Seek input from staff, students, community members, and other stakeholders in developing and implementing processes as well as in making implementation decisions.

**Essential Action 4a (Title I Only): Schoolwide Plan Component 1:** Include list of staff, parents, stakeholders and community members who participated in developing the School Performance Plan and the school's Parent and Family Engagement Plan.

Participants include:

- Tara Outland- Principal
- Candace Myrick- Assistant Principal
- Leticia Rouse- Academic Coach
- Joy Porter- early start teacher

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- Janice Parham- 1st grade teacher
- Alison Eley- 2nd grade teacher
- Jennifer Townley- 3rd grade teacher
- Wendy Boyd- 4th grade teacher
- Kathleen Miller-5th grade teacher
- Amanda Giarratano-5th grade teacher
- Stacey Edwards- SPED teacher
- Fredia Cason-Title 1 teacher
- Penny Napier- Title 1 teacher

Strategies:	Timeline	Person(s) Responsible	Status update by the Principal-Mid-Year Review
Provide a safe and nurturing environment for students, staff, and parents.	Ongoing	Administration PBIS Team Teachers,Staff	
<b>Budget Implications(Title I only):</b> <ul style="list-style-type: none"> <li>● <b>Printing for Family Engagement activities throughout the school year- \$298.92</b></li> <li>● <b>2- Chromebooks with management support for AR support and community outreach support- \$444.00</b></li> <li>● <b>Family Engagement Activities/Books- Books purchased on various reading levels to be distributed to students at Family Engagement Nights throughout the school year- \$2,607.10</b></li> <li>● <b>Materials and Supplies for hands on reading and math strategies shared with parents at Family Engagement Nights- \$1,000.00</b></li> <li>● <b>Food for Family Engagement Nights- \$800.00</b></li> </ul>			
<b>Communication to Internal and External stakeholders (Include status from last review): Emerging</b>			
<b>Faculty Interviews (Safety &amp; Climate) (Include status from last review): Sustain</b>			
<b>Student Interviews (Safety &amp; Climate) (Include status from last review):Sustain</b>			

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<b>Indicator # 5 (Professional Development):</b>			
<b>Indicator Description:</b> Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.			
<b>Academic SMART Goal (Optional):</b>			
<b>Essential Action 5:</b> Plan and provide professional development activities related to differentiated instruction and develop a plan for systematic monitoring.			
<b>Essential Action 5a:</b> Include professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects. ( <i>Addresses Title I Schoolwide Plan Component 4</i> ): Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects.			
<b>Strategy:</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Status update by the Principal-Mid-Year Review</b>
<b>Focus areas based on review of Spring 2018 SOL data and observations to include:</b> <ul style="list-style-type: none"> <li>* Review of Balanced literacy and components to be included</li> <li>* Focus on Guided Math</li> <li>* Review of Best Practices</li> <li>* Training for Use of Table of Specifications</li> <li>* Continued PBIS training</li> <li>* Co-Teaching Focus in Inclusion Settings</li> <li>* Vertical Planning</li> <li>* Use of PALS quick checks</li> <li>* Continued implementation of STEM strategies</li> </ul>	Ongoing	All school stakeholders	
<b>Required:</b> Complete and Monitor the Attached Professional Plan	September, 2016	Principal	

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**Budget Implications(Title I only):**

- Leadership Summer Committee (10 people/4 days/4 hours each day)- \$4224.00
- Children's Engineering Conference- 2 teachers' registration- \$460.00
- Children's Engineering Conference- 2 teachers' meals for 3 days- \$240.00
- Children's Engineering Conference- 1 teacher travel reimbursement- \$304.11
- Children's Engineering Conference- 1 teacher lodging reimbursement- \$280.00
- VSRA- 3 teachers' registration-\$675.00

Professional Development is aligned to School Improvement efforts (Include status from last review): Sustain

**Academic Review Required Strategy:**

The *School Professional Development Evaluation Tool* status: \_\_\_\_\_ Implementation.

## Professional Development Plan

Professional Development	Presenter	Date	Activity	Status	Estimated Cost (Title I only)
<u>Implementing PALS Quick Checks</u>	Title 1 teachers, Academic Coach	After PALS testing is	Teacher will review the importance of utilizing	November PD	\$0.00

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		complete, ongoing	PALS data to drive instruction and to use PALS quick checks to focus instruction.		
<b><u>STAR DATA</u></b>	Leticia Rouse, Latoysa McGriff, Wendy Boyd	October, January, March	After having several troubleshooting sessions with Renaissance, the STAR team at CES will share the features of STAR data and how to implement to drive instruction.	<u>November 16-</u> Instructional Planning  <u>December 10-</u> Monitoring Mastery with Assessed Data  <u>February 15-</u> Connecting Benchmarks	\$0.00
<b><u>Continued Focus on STEM</u></b>	STEM Committee	Monthly PD and Make and Takes for teachers	A STEM committee was developed this year to focus on math and science integration. Teachers will have the opportunity to participate in hands on make/take workshops throughout the year to gain STEM		\$0.00

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			<p>knowledge and activities to integrate in their classroom.</p> <p>Additionally, staff who attended the CODE VA conference in the summer of 2018 will provide additional PD to the staff of CES.</p> <p>Staff (2) will attend the Children's Engineering Conference in 2019.</p>		
<b><u>Co-Teaching in the Inclusion Setting</u></b>	Assistant Principal, Principal, TTAC	TBA	The inclusion core teachers and their partner special education teachers will review and discuss authentic and effective co-teaching.		\$0.00
<b><u>Diffusing Difficult Behaviors</u></b>	Candace Myrick, Joel Tise	October 2018	After attending a 2-day PBIS conference and after discussing specifics with	Initial PD in October, follow up sessions will be planned	\$0.00

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			SPS Behavior Specialist, staff will attend and take part in a PD opportunity focused on diffusing student difficult behaviors.	throughout the school year.	
<b><u>Continuation of Guided-Reading Lesson Plan</u></b>	Title 1 teachers, Academic Coach	Ongoing	*Teachers will review the components of Balanced Literacy and use of the guided reading lesson plan to continue implementation		\$0.00
<b><u>Implementing Guided-Math Purpose/Benefit and models.</u></b>  <b>How to manage to math block to include guided-math?</b>  <b>Meaningful Guided-Math Work</b>	Academic Coach Supervisor and Specialist of Math	Ongoing	*Teachers will examine models of guided-math, utilize benchmark data to identify skills for guided-math, * Teachers will be given time to create and organize guided-math stations.		\$0.00

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Stations using benchmark data.  Reflection and Troubleshooting					
<b><u>Continued Support for AR- math and reading</u></b>	Academic Coach  Title 1 teachers	Ongoing	Pop Up opportunities will occur throughout the school year to address the AR at risk report. Teacher will be trained on how to utilize the reports to assist with reduction of at risk students.	October 2018	\$0.00
<b><u>Virginia State Reading Conference</u></b>			3 teachers will attend the state reading conference	March 2019	\$675.00
<b><u>Children's Engineering Conference</u></b>			2 teachers will attend the Virginia Children's Conference	February 2019	\$460.00 registration (2) \$240.00 Meals (3 days for 2) \$280.00 Lodging (1 room for 2) \$304.11 Travel (reimbursement for 1)



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## School Discipline Plan

Goal 1: To continue to implement PBIS as a school wide discipline program.			
Strategy	Person Responsible	Timeline	Status Update
Staff will continue to effectively implement PBIS schoolwide to move from Tier 1 to Tier 2.	Administration PBIS Team	Ongoing	<p><b>August 2018</b> Staff refresher session during preservice.</p> <p><b>September 2018</b> Training at the bus drivers' meeting.</p> <p><b>September 2018</b> PBIS Conference in Williamsburg- Myrick and Tise attended.</p>
Goal 2: To implement PBIS- Tier 2 as a school wide discipline program.			
Strategy	Person Responsible	Timeline	Status Update
Staff will be trained to share the next step in PBIS for CES.	PBIS Team, Principal, Assistant Principal	January 2019	
Goal 3: To effectively Implement Suffolk Public Schools Code of Conduct.			
Strategy	Person Responsible	Timeline	Status Update



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Provide teachers with an understanding of the new Code of Conduct and the CES flowchart that shows implementation.	Administration, PBIS Team	Ongoing	<u><b>August 2018</b></u> Staff training took place during pre-service to address how to write a referral and how referrals would be acted on based on the Code of Conduct.
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## Title I Parent and Family Engagement Planning Document 2018-2019

Training/Event	Description of the training/event and education of parents	Food	Materials	Date	Estimated Cost
<b>Title I</b>	The Title I Teachers and Principal will present at			Tuesday	\$0.00

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<b>Orientation</b>	<p>the PTA meeting to parents/guardians of all students:</p> <ul style="list-style-type: none"> <li>• Overview of the Title I program</li> <li>• School Report Card</li> </ul> <p>Answer questions parents/guardians have about the program</p>			10/2/18  <b>6:00 p.m.</b>	
<b>Trunk or Treat/Literacy Night</b>	<p>Believers Church (business partner) will be distributing Scholastic Books to our trick or treaters; CES will be creating a reading strategy bookmark for students to receive with their books. There will be a bookmark for grades K-2 and one for 3-5. Staff will share with parents how to utilize the bookmark.</p>			Wednesday 10/31/18  <b>6:00 p.m.</b>	\$0.00
<b>Bag of Tricks Night</b>	<p>Parents will receive a bag of materials provided by the teachers to create a “bag of tricks” for reading and math. Students will receive a free book and a homework pass for attending.</p>			Thursday 11/15/18  <b>6:00 p.m.</b>	\$100.00 Food \$434.51 Books
<b>Elf on the Shelf Reading Night</b>	<p>Parents will receive tips and reading strategies. Parents and students will read books together. Students can take Accelerated Reading (AR) quizzes. Students will receive a free book and a homework pass for attending.</p>			Tuesday 12/11/18  <b>6:00 p.m.</b>	\$100.00 Food \$434.52 Books \$200.00 Materials
<b>Tailgating at the Creek</b>	<p>Families will participate in various games, such as corn hole and toss across. At each game, families will see how games can be used for learning. Students will receive a free book and a homework pass for attending.</p>			Thursday 1/17/19  <b>6:00 p.m.</b>	\$100.00 Food \$434.51 Books \$200.00 Materials
<b>Escape Room /Breakout Night</b>	<p>Families will participate in physical adventure games in which they will solve a series of puzzles &amp; riddles using clues, hints, and strategies to escape the Reading or Math rooms.</p>			Thursday 2/21/19  <b>6:00 p.m.</b>	\$100.00 Food \$434.52 Books \$200.00 Materials

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<b>Math Night at Food Lion</b>	Families will participate in an age appropriate scavenger hunt activities at one of two Food Lions (Rt.17 or Hampton Roads Pkwy).			3/12/19 or 3/14/19 ??? <b>6:00 p.m.</b>	\$100.00 Materials
<b>Family Fitness Night</b>	Families will participate in varies fitness activities. At each fitness station, families will see how fitness activities can be used to promote learning of academic content skills. Students will receive a free book and a homework pass for attending.			Tuesday 4/9/19  <b>6:00 p.m.</b>	\$300.00 Food \$434.52 Books \$100.00 Materials
<b>STEM Night</b>	Parents and students will participate in STEM (Science Technology Engineering and Math) activities. Students will receive a free book and a homework pass for attending.			Thursday 5/14/19  <b>6:00 p.m.</b>	\$100.00 Food \$434.52 Books \$200.00 Materials

Date Submitted: September 2018