



Creekside Elementary School

School Performance Plan 2019-2020

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 10, 2019 Pamela Connor, Principal, SAO staff

School Performance Plan (SIP) Due: September 27, 2019

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

Special Education Review: April 25, 2019

Other:

Anticipated Date of Completion: June 12, 2019

School Leadership Meetings: (Include times and dates) **10/17, 11/13, 12/11, 1/15, 2/12, 3/11, 4/8, 5/13, 8/10-8/13**

School Data Team Meetings: (Include times and dates) **10/17, 11/13, 12/11, 1/15, 2/12, 3/11, 4/8, 5/13, 8/10-8/13**

Staff Meetings: (Include times and dates) **8:15am; 9/25, 10/23, 11/27, 12/18, 1/22, 2/26, 3/25, 4/22, 5/27**

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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<p>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</p>			
<p>Goal 1: During the 2019-2020 school year, CES students will make measurable academic progress by reducing the failure rate by 10% in the areas of mathematics and reading.</p>			
<p>Goal 2: (Required): At the conclusion of the 2019-2020 school year, the number of disciplinary referrals will be reduced by at least 10% with the implementation of Tier 1/2/3 interventions.</p>			
<p>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.</p>			
<p>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.</p>			
<p>Essential Action 1c (Title I Only): <i>Schoolwide Plan Component 1:</i> Complete a comprehensive needs assessment that includes staff, parents, stakeholders and community in the process. <i>Schoolwide Plan Component 4:</i> 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.</p>			
Strategies	Timeline	Person(s) Responsible	Status update by the Principal; Evidence of Progress / Completion
<p>Common Assessments and Table of Specifications:</p> <ol style="list-style-type: none"> Teachers will continue to utilize the table of specifications on the common assessments created in math and reading when creating assessment in Performance Matters. Data will be utilized to remediate and identify students to include students with disabilities in need of support prior to benchmark testing. <p>Schoolwide Component 4</p> <ol style="list-style-type: none"> Monitor and provide additional supports to special education students. Schoolwide Component 4 	<p>November 2019- Review of Table of Specifications December 2019 January 2020 February 2020 March 2020 April 2020 (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>4. The leadership/data team and community stakeholders will meet monthly to discuss grade level and school wide data to focus remediation and acceleration on student progress in the areas of reading and math. Schoolwide Component 1</p>			
<p>Instructional Monitoring 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) - Schoolwide Component 1</p> <p>Monitoring will focus on remediation and acceleration of students in the area of math and reading. Schoolwide Component 4</p> <p>Based on students' mastery of Concept of Word with students in grades K/1 as well as PALS Quick Checks, additional support will be provided during instructional time and during before/after school tutoring for students in grades K-2.</p>	<p>Ongoing</p>	<p>Administrators, Title 1 teachers, Academic Coach and Teachers (3-5) Leadership and Data Team Gifted Resource Teacher</p>	
<p>Reduction of Referrals To continue to implement PBIS as a school wide discipline program and move into Tier 2 of PBIS. Schoolwide Component 4</p>	<p>Ongoing</p>	<p>Administration PBIS Committee, Designated Tier 2 staff</p>	

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		SPS Behavioral Specialist	
To review and restructure the current ISS model to provide students focus task on replacement behaviors. Schoolwide Component 4	Ongoing	Administration SPS Behavior Therapist	
To provide teachers in grades PK-5 and resource teachers monthly support from the behavior specialist for identified students who are in need of tier 2 and 3 interventions. Schoolwide Component 4	Monthly meetings – every third Wednesday during grade level planning	Academic Coach, Behavior Specialist, Teachers (SPED, General Education and Resource Teachers), paraprofessionals	
To provide the bus drivers at CES with support for the implementation of PBIS specific to the bus in order to reduce the number of bus referrals. Schoolwide Component 4	Ongoing	Administration PBIS Team Transportation	
Data Usage (Include status from last review): Emerging			
Addressing the Needs of At Risk Students and Teachers (Academic, Behavior & Attendance) (Include status from last review):Emerging			
<p>2018-2019 SOL Data PALS Benchmark Data STAR Data A.R. Diagnostic Reports Attendance Reports</p>			
Budget Implications(Title I only):			
<ul style="list-style-type: none"> ● Leadership/Data Team Meetings- 			

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<p>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).</p>			
<p>Goal 1: During the 2019-2020 school year, CES students will make measurable academic progress by reducing the failure rate by 10% in the areas of mathematics and reading.</p>			
<p>Goal 2:</p>			
<p>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): <i>Schoolwide Component 2:</i> Describe schoolwide strategies that provide opportunities for all children including subgroups to meet challenging state academic standards, including evaluation for effectiveness. <i>Schoolwide Component 4:</i> Include strategies to improve students' skills outside the academic subject areas (i.e. counseling, mentoring services, mental health, specialized services).</p>			
Strategies	Timeline	Person(s) Responsible	Status update by the Principal; Evidence of Progress / Completion
<p>Ensure compliance with Components of Balanced Literacy with emphasis on small group instruction, guided reading lesson plans, word study, data collection and usage. Schoolwide Component 2</p>	Ongoing	Administration Academic Coach, Title 1 teachers, All teachers and paraprofessionals	
<p>To implement and monitor PALS quick checks for specific student reading interventions related to phonemic awareness. Schoolwide Component 2</p>	Ongoing	Administration Academic Coach, Title 1 teachers, All teachers and	

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		paraprofessionals (PK-5)	
To monitor the planning and implementation of PALS COW; specifically in grades K/1 to ensure a foundation for Early Literacy. Schoolwide Component 2	October/November 2019- teacher and paraprofessional training, Ongoing	Administration Academic Coach, Title 1 teachers, All teachers and paraprofessionals (PK-5)	
Continue to ensure alignment of the Written, Taught and Tested Curriculum through the implementation of the newly created walkthrough form. Schoolwide Component 2	Ongoing	Administration Academic Coach, Title 1 teachers, Teachers (PK-5)	
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. Schoolwide Component 2 Provide opportunities for Math/Reading acceleration/enrichment. Schoolwide Component 2	Ongoing	Principal, Assistant Principal, Academic Coach Gifted Resource teacher	

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<p>Students will engage in STEM activities throughout the school year to ensure the connection of Math, Science, and Engineering. Schoolwide Component 2</p>	<p>Monthly</p>	<p>Principal, Assistant Principal, Academic Coach STEM Committee</p>	
<p>Identified students will be provided support for behavioral concerns through PBIS, Western Tidewater Services Board, the district behavior specialist and through the school day treatment agency. Schoolwide Component 4</p>	<p>Ongoing monthly meetings during grade level planning</p>	<p>Administration, Schoolwide PBIS Team, Guidance Counselor, SPS Behavior Specialist, TDT agency, Western Tidewater Case Manager</p>	

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Required: Complete and monitor the attached comprehensive discipline plan that identifies goals, persons responsible and timelines.	October 2018	Principal	
Written, Taught, and Tested (Include status from last review): 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.			
Focus Area(s) Interventions (English and Mathematics Standards) (Include status from last review): Priority			
Budget Implications(Title I only): <ul style="list-style-type: none"> ● Before/After School Remediation- ● Brain Pop -School License for 765 students January 2020-December 2020 ● Reading A-Z/RAZKIDS 22 Licenses January 2020-December 2020 ● IXL- Grade 3 ● Family Engagement Activities/Books- Books purchased on various reading levels to be distributed to students at Family Engagement Nights throughout the school year- ● Materials and Supplies for hands on reading and math strategies shared with parents at Family Engagement Nights- ● Scholastic News for 5th Grade students- 			
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 2019-2020 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:			

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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; Evidence of Progress / Completion
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	
Continue to monitor compliance through PSSE reports (Unfinalized documents, meeting results, placement, etc.)	Weekly	Administration SPED teachers SPED Coach	
<p>The leadership/data will meet monthly to disaggregate data and determine professional development needs of the staff.</p> <p>Schoolwide Component 3</p> <p>Disaggregation of data will determine students who are in need of before/after school remediation in the areas of reading and math to provide reinforcement through</p>	Ongoing	Administration, Academic Coach, Title 1 ,teachers Teachers	

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Balanced Literacy, Number Talks, Guided Math, etc. Schoolwide Component 3			
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 include research based strategies and to ensure alignment of the written, taught and tested curriculum. Schoolwide Component 3	Ongoing	Administration	
The administrative team will meet weekly to identify Glows and Grows for focus social and academic areas.	Bi-weekly meetings	Administration Academic Coach	
VAAP Review		Administrator Special Education Supervisor	
The school will provide family engagement opportunities to assist with transitioning from Pre-K to Kindergarten and fifth grade to middle school. Schoolwide Component 4	May/June 2020	Administration, Guidance Counselor, Teachers, Title 1, Academic Coach, Early Childhood Commission, Middle Staff	
Budget Implications(Title I only): <ul style="list-style-type: none"> ● Leadership Summer Committee ● Leadership/Data Team Meetings- ● Children's' Engineering Conference ● Children's Engineering Conference- meals reimbursement 			

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- Children’s Engineering Conference- travel reimbursement
- Children’s Engineering Conference- lodging reimbursement
- VSRA- registration
- Before/After School Remediation

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 2019-2020 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
- Verylessie Little- Assistant Principal
- Leticia Rouse- Academic Coach
- Joy Porter- early start teacher
- Jessica Larsen- 1st grade teacher
- Alison Eley- 2nd grade teacher
- Jennifer Townley- 3rd grade teacher
- Keri Dudley- 4th grade teacher

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<ul style="list-style-type: none"> ● Brittany Johnson- SPED ● Rene Joe- 4th grade teacher ● Kathleen Miller-5th grade teacher ● Jenna Powder-5th grade teacher ● Amanda Giarratano-5th grade teacher ● Stacey Edwards- SPED teacher ● Fredia Cason-Title 1 teacher ● Penny Napier- Title 1 teacher ● Michelle Chance- Parent ● Tonya Swindell- Parent 			
Strategies:	Timeline	Person(s) Responsible	Status update by the Principal; Evidence of Progress / Completion
Provide a safe and nurturing environment for students, staff, and parents.	Ongoing	Administration PBIS Team Teachers,Staff	
Budget Implications(Title I only): <ul style="list-style-type: none"> ● Printing for Family Engagement activities throughout the school year ● Family Engagement Activities/Books- Books purchased on various reading levels to be distributed to students at Family Engagement Nights throughout the school year ● Materials and Supplies for hands on reading and math strategies shared with parents at Family Engagement Nights ● Food for Family Engagement Nights 			
Communication to Internal and External stakeholders (Include status from last review): Emerging			
Faculty Interviews (Safety & Climate) (Include status from last review): Sustain			
Student Interviews (Safety & Climate) (Include status from last review):Sustain			

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Indicator # 5 (Professional Development):			
Indicator Description: 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.			
Academic SMART Goal (Optional):			
Essential Action 5: Plan and provide professional development activities related to differentiated instruction and develop a plan for systematic monitoring.			
Essential Action 5a: 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.			
Strategy:	Timeline	Person(s) Responsible	Status update by the Principal; Evidence of Progress / Completion
<p>Focus areas based on review of Spring 2019 SOL data and observations to include:</p> <ul style="list-style-type: none"> * Review of Balanced literacy and components to be included * Focus on Guided Math * Review of Best Practices * Training for Use of Table of Specifications * Continued PBIS training * Co-Teaching Focus in Inclusion Settings * Vertical Planning * Use of PALS quick checks and Concept of Word * Continued implementation of STEM strategies <p>Schoolwide Component 4</p>	Ongoing	All school stakeholders	
Required: Complete and Monitor the Attached Professional	September, 2016	Principal	



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Plan			
Budget Implications(Title I only): <ul style="list-style-type: none">● Leadership Summer Committee● Children's' Engineering Conference● Children's Engineering Conference- meals reimbursement● Children's Engineering Conference- travel reimbursement● Children's Engineering Conference- lodging reimbursement● VSRA- teachers' registration			
Professional Development is aligned to School Improvement efforts (Include status from last review): Sustain			
Academic Review Required Strategy: The <i>School Professional Development Evaluation Tool</i> status: _____ <i>Implementation.</i>			

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Professional Development Plan - Schoolwide Component 4

Professional Development	Presenter	Date	Activity	Status	Estimated Cost (Title I only)
<u>Implementing PALS Quick Checks and Concept of Word</u>	Title 1 teachers, Academic Coach	After PALS testing is complete, ongoing	Teacher will review the importance of utilizing PALS data to drive instruction and to use PALS quick checks to focus instruction.	October/November PD Ongoing PD	\$0.00
<u>STAR DATA</u>	Leticia Rouse, Title 1 teachers, Administration	Grade level planning	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.		\$0.00
<u>Continued Focus on STEM</u>	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		\$0.00

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			the year to gain STEM knowledge and activities to integrate in their classroom. Staff (1-2) will attend the Children's Engineering Conference in 2020.		
<u>Co-Teaching in the Inclusion Setting</u>	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
<u>Diffusing Difficult Behaviors</u>	Crystal Fields	August 2019 and every 3 rd Wednesday	All staff will attend and take part in a PD opportunity focused on diffusing student difficult behaviors.	Initial PD in August, follow up sessions will be planned every third Wednesday of each month.	\$0.00
<u>Continuation of Guided-Reading Lesson Plan</u>	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
<u>Implementing Guided-Math</u>	Academic Coach	Ongoing	*Teachers will examine		\$0.00

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<p>Purpose/Benefit and models.</p> <p>How to manage to math block to include guided-math?</p> <p>Meaningful Guided-Math Work Stations using benchmark data.</p> <p>Reflection and Troubleshooting</p>	<p>Supervisor and Specialist of Math</p>		<p>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.</p>		
<p><u>Continued Support for AR- reading</u></p>	<p>Academic Coach Title 1 teachers AR Committee</p>	<p>Ongoing</p>	<p>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.</p>	<p>October 2019</p>	<p>\$0.00</p>
<p><u>Virginia State Reading Conference</u></p>	<p>Designated Teachers</p>		<p>1-2 teachers will attend the state reading conference</p>	<p>March 2019</p>	

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<u>Children's Engineering Conference</u>	Designated Teachers		1-2 teachers will attend the Virginia Children's Conference	February 2019	Registration (2) Meals (3 days for 2) Lodging (1 room for 2) \$304.11 Travel (reimbursement for 1)
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School Discipline Plan- Schoolwide Component 4

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	<u>August 2019</u> Staff refresher session during preservice. <u>September 2019-June 2020</u> Specific training offered by SPS's behavior specialist to focus on diffusing difficult behaviors
Goal 2: To implement PBIS- Tier 2 as a school wide discipline program.			
Strategy	Person Responsible	Timeline	Status Update

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Staff will be trained to share the next step in PBIS for CES- Tier 2.	PBIS Team, Principal, Assistant Principal, Tier 2 Team	January 2020	
Goal 3: To effectively Implement Suffolk Public Schools Code of Conduct.			
Strategy	Person Responsible	Timeline	Status Update
Provide teachers with an understanding of the new Code of Conduct and the CES flowchart that shows implementation.	Administration, PBIS Team	Ongoing	<u>August 2019</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 2019-2020

Training/Event	Description of the training/event and education of parents	Food	Materials	Date	Estimated Cost
Title I Orientation	<p>The Title I Teachers and Principal will present at the PTA meeting to parents/guardians of all students:</p> <ul style="list-style-type: none"> • Overview of the Title I program • School Report Card <p>Answer questions parents/guardians have about the program</p>			10/1/19 6:00 p.m.	
Trunk or Treat/Literacy Night Cancelled	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.			10/31/19 6:00 p.m. Cancelled	
STEM Night	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.			11/7/19 5:00 p.m.	
Elf on the Shelf Reading Night	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.			12/3/19 5:00 p.m.	
Family Fitness Night	Families will participate in various fitness activities. At each fitness station, families will see how fitness activities can be used to promote			1/23/20	



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	learning of academic content skills. Students will receive a free book and a homework pass for attending.			6:00 p.m.	
Escape Room /Breakout Night	Families will participate in physical adventure games in which they will solve a series of puzzles & riddles using clues, hints, and strategies to escape the Reading or Math rooms.			2/27/20 6:00 p.m.	
Mystery Dinner				3/17/20 6:00 p.m.	
Tailgating at the Creek	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.			4/7/20 5:00 p.m.	
Math Night at Food Lion	Families will participate in an age appropriate scavenger hunt activities at one of two Food Lions (Rt.17 Bridge Road and or Hampton Roads Pkwy).			5/14/20 6:00 p.m.	