

Comprehensive School Improvement Plan

(In cooperation with Federal Title funding)



School: Wilson Elementary
Academic Year: 2024-2025

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Beaver Dam Unified School District

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District Title I Coordinator

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Schoolwide Coordinators

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Needs Assessment

Annually, a building leadership team studies data from multiple sources and includes historical trends, subgroup analysis, and cohorts of students. School Success Plans in line with the district's focus areas are written based on this data analysis. These also align to long-term goals. Data includes, but is not limited to, screeners in math and literacy (i-Ready Diagnostic & Growth Monitoring), ACT Aspire, ACT, Forward, academic grades, survey data, and demographic data. Information analyzed at this planning event in conjunction with monthly data analysis at building leadership meetings, community and school stakeholder input opportunities, and parent input meetings, is used to determine goals and improvement plans. Goals have been made in both Mathematics and Literacy. Other areas of concern may also have goals for improvement.

Building level planning meetings ensure that we are regularly evaluating the students considered most at risk, prioritizing support for those students. This ensures that we have an on-going plan to look at recent relevant data, making informed decisions.

Mathematics	
Data Summary: Although we did not reach our overall goal of 68% students proficient in math according to 2024 spring i-Ready, there was certainly growth in the 23-24 school year. We ended the year with 64% of our students proficient in math, up 11% from last year and just 4% shy of meeting our goal. We specifically focused on our 4th and 5th grade cohorts and students two or more grade levels below reaching their stretch growth. <ul style="list-style-type: none">- 4th Grade Cohort:- One out of three students two or more grade levels below met their stretch growth in math. One of the two that didn't meet was on a modified day and rarely engaged in academic instruction due to behavioral circumstances.- 10/11 4th grade students met their typical growth in math. Again, interestingly, the one that didn't make typical growth was a student that already came in at grade level.	Goal: <ul style="list-style-type: none">- On the Spring 2025 i-Ready Math diagnostic, we will achieve at least 69% (from 64%) of students being proficient overall.

<ul style="list-style-type: none"> - 5th Grade Cohort: - One out of six students two or more grade levels below met their stretch growth. Three of those six that didn't were all at 93% progress towards meeting their stretch, so very close. - According to overall schoolwide i-Ready data from spring of 2024 and our 23-24 Forward data, the domains of measurement and data and geometry are areas of need. We do believe this is partially due to this content being taught later in the year and lack of spiral in our current instruction and curricular resources. 	
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Literacy	
<p>Data Summary:</p> <p>Our overall goal for 23-24 year was met according to spring 2024 i-Ready data. We ended the year with 69% of our students proficient. This is a 9% increase from 22-23. We specifically focused on our 4th and 5th grade cohorts and students two or more grade levels below reaching their stretch growth.</p> <ul style="list-style-type: none"> - 4th Grade Cohort: - All four students in 4th grade that were two or more grade levels below met and exceeded their stretch growth. - For the remaining students, all but two met and exceeded their typical. One of the two that didn't meet was on a modified day and rarely engaged in academic instruction due to behavioral circumstances. - 5th Grade Cohort: - Two out of eight 5th grade students two or more below grade levels met their stretch growth. Another two students were within 5 points of meeting their stretch growth. Twelve out of seventeen students met their typical growth. Interestingly, three out of the five that didn't meet their typical 	<p>Goal:</p> <ul style="list-style-type: none"> - On the Spring 2025 i-Ready ELA diagnostic, we will achieve at least 74% (from 69%) of students being proficient overall.

<p>were students already at or above grade level.</p> <ul style="list-style-type: none"> - According to overall schoolwide i-Ready data from spring of 2024 and our 23-24 Forward data, the domains of vocabulary and overall comprehension are areas of need. We saw a slight increase in the domain of comprehension after this being a focus of ours last year but we need to continue with additional PD in this area. Our Forward ELA data shows that we have a need for improvement in writing vs. reading. 	
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Schoolwide Reform Strategies

Data analysis, goals, and action plans are used to inform the work we do each year. While certain high-quality practices are embedded, there are new focus areas for improvement that we utilize until these practices or systems are institutionalized.

Overarching strategies for improvement include:

- Development, implementation, and monitoring of district comprehensive literacy and mathematics achievement improvement goals/plans. This includes strategies for ensuring all students receive the instruction that they need for closing of gaps, meeting learning goals, and enrichment.
- Identification of universal, mathematics, and literacy practices identified as high leverage and expected to be implemented across the district.
- Monthly team meetings reviewing needs of students in
 - Mathematics
 - Literacy
 - Student Social/Emotional/Behavioral
- Professional Development time
- Professional learning focused staff meetings
- Interventionists utilized to improve student performance and instruction.
- Skill specific intervention or re-teaching groups based on needed skills of a group or individual.

Specific Strategies for Improvement	
Mathematics	Literacy
Wilson staff will continue to engage in <i>Building Thinking Classrooms</i> book review to incorporate best instructional strategies for	Wilson staff will continue to refine their instructional strategies as it relates to explicit vocabulary and comprehension instructional

math instruction. Additionally, we will engage in some vertical alignment work on our math Essential Standards for K-5.	strategies with professional development around the book <i>Shifting the Balance</i> . This book also supports instructional strategies that support Science of Reading. We will also continue our focus around interactive writing which includes professional development we already received last year with Cesa 6.
Spiral for math content: All teachers will incorporate a spiral review for their content into their daily math block. This will be a warm up activity or exit ticket. Teachers will review student work and circle back to support students as needed during small group instruction.	Wilson teachers will demonstrate explicitly planned vocabulary instruction during large group and small group instruction. Lessons will be observed by Mrs. Jansma during walkthroughs.
Student goal setting: Students will set goals for math and reading with their teacher. This supports our students with their self-efficacy and encourages them to get motivated around their learning. Teachers will use grade level learning ladders to support students with seeing their overall scope and sequence of learning and what specific skills they need to practice to climb towards proficiency.	Student goal setting: Students will set goals for math and reading with their teacher. This supports our students with their self-efficacy and encourages them to get motivated around their learning. Teachers will use grade level learning ladders to support students with seeing their overall scope and sequence of learning and what specific skills they need to practice to climb towards proficiency.

Effective Employees

Employee positions are posted on WECAN for a comprehensive search of the best staff to meet our needs. Each candidate's materials are reviewed and top candidates in the pool are invited for interviews. Licensure, background, and experiences all factor into decision making. The District Administrator is the final evaluator of offering positions. Emergency licensure of any type is only utilized when other alternatives are not available. When this occurs, every effort is made to assist the candidate in becoming highly qualified.

Paraprofessionals also follow hiring requirements that include holding a HS Diploma and 1) have obtained an associate degree, 2) have two years post-secondary education, or 3) have taken and passed one of the required assessments.

For this school year, all of our certified teachers hold licensure for the areas in which they teach.

For this school year, all of our paraprofessionals meet the highly qualified distinction to serve in a Title I schoolwide program.

Highly Quality Professional Development

The following are strategies and practices in place for professional development:

- Professional development time is reserved on the calendar and is a part of a professional development plan.
- Professional development by staff trained in the particular area or outside qualified support is used to educate and collaborate in areas of need.
- Building meetings are utilized monthly with a professional learning focus.
- Common planning is used to facilitate Professional Learning Community discussions. Collaborative teams exist to analyze data, collaborate, and improve instruction.
- Principals and administrators act as instructional coaches to actively coach teachers in educational practices.
- Team meetings include collaboration around best practices.
- Title II funding is used to support needs determined in the needs analysis/continuous improvement process.

Specific Plans for High Quality Professional Development
<ul style="list-style-type: none">• Learning Academy- Summer PD for Teachers<ul style="list-style-type: none">◦ RTI/PLC Training from Solution Tree for Guiding Coalitions and Grade Level Leader Teams, specifically around collaboration and assessment.• Science of Reading professional development supported by Cesa 6• PD around the book Shifting the Balance• Math PD around the book Building Thinking Classrooms• Admin Academy- Summer PD/collaboration for Admin.• Admin Data Retreat• Ready Math training and ongoing support from Ready Math Team to review data and online resources• Number Worlds resource training• Fact Fluency Resource training

Strategies to Attract High Quality Teachers

The Beaver Dam Unified School District advertises positions on WECAN. The district also is willing to host student teachers and practicum students to build relationships with universities and potential educators. The district has a mentorship program in place for attraction and retention that includes licensure support. The school board uses comparable salaries to attract qualified staff.

Strategies to Increase Family Engagement

Monthly school newsletters, communication from teachers, conference nights, annual open house/family nights, and PTO activities are all practices used to engage families.

In addition to these events, the school works to create partnerships with parents through parent groups advising the work of the school and parent education opportunities to help link school efforts with family efforts at home. Such activities strive to go beyond involvement and toward engagement.

The following are specific plans to utilize family engagement to make an impact on student learning and performance of the school as a whole:

Parent Involvement Opportunities
<ul style="list-style-type: none"> • Twice yearly parent/teacher conferences • Monthly PTO meetings with administration and staff participation • Positive calls home to families to celebrate their child's success! • Problem Solving Team meetings- Invite and involve parents in this process as much as possible.

Parent Education Opportunities
<ul style="list-style-type: none"> • Monthly newsletters: <ul style="list-style-type: none"> ○ Add parent education resources/tips ○ SEL Tips/Updates ○ Parent Resource Center Information • Parent education will also occur during parent teacher conferences and family reading/math nights

Specific Plans to Increase Family Engagement
<ul style="list-style-type: none"> • Family Title I Reading Night per school and by district • Family Math Night

Parent Feedback and Input Opportunities to Provide Feedback for the Schoolwide Plan
<ul style="list-style-type: none"> • Parent survey sent out annually

Transition Plan

In order to assist students in transitioning from grade level to grade level the following occurs:

- Teachers provide detailed information to pass on to the future teacher regarding data and student needs.
- Summer courses are offered to assist transition, particularly where building transitions occur.
- Summer courses are offered in areas of academic need and enrichment.
- Students with high needs have transition meetings with new staff the student will be working with.

Academic Assessment

District and State assessments are administered in accordance with law and guidelines to ensure measurement of growth and that we are informing our own instruction. This is utilized in getting students additional support, our Rtl process, informing our professional development, and informing staffing needs. Local assessments include universal screening assessments (i-Ready, aimswebPLUS), 4K assessment and formative assessments. Teams meet to analyze the data and make informed decisions. Teams also analyze the data to improve student performance and instruction at the content or grade level.

Each school will notify the family of a student of their performance on state required assessments and other assessment or performance information necessary to inform the parent of the student's progress.

At-Risk Students

A District Rtl committee assists in developing interventions and supports needed for students. Rtl processes have also been identified and integrated at the school level. Locally, school teams meet monthly to evaluate specific student needs and measure progress in interventions or in the classroom. These meetings occur in Literacy, Mathematics, and Social/Emotional/Behavioral areas.

Coordination of Services

Title I & Title II planning starts with data analysis K-12 and are coordinated together in determining school success plans, professional development plans, and budgeting. Title I funds are primarily utilized to fund specialists in the area of literacy. This is a high area of need and one that we are implementing specific practices for improvement.

Title II funds are utilized to meet the needs of our staff around the established goals through professional development and retention of high-quality educators.

Plan for Monitoring and Revision

Wilson Elementary will ensure that this plan is regularly updated and revised with input from educators, paraprofessionals, families, and students (where applicable). The plan for regular monitoring and revision includes:

- The plan will be monitored via monthly SIT meetings, and possible revision to be done at semester depending on progress monitoring, we may make adjustments to parent educations and professional development as needed.

Relevant Policy Information

BDUSD SCHOOL BOARD POLICY:

2261 - TITLE I SERVICES

The Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Elementary and Secondary Education Act of 1965, as amended.

The District Administrator shall prepare and present to the Department of Public Instruction a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan. The District will periodically review and revise the plan, as necessary.

A. Assessment

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff that will assist in the diagnosis, teaching, and learning of the participating students.

B. Scope

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school, in Title I schools that qualify as schoolwide schools, and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The schoolwide program, for an entire school and/or a Targeted Assistance School shall include the components required by law as well as those agreed upon by participating staff and parents.

C. Participation

The Title I program shall be developed and evaluated in consultation with parents and professional staff members, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and other appropriate school personnel involved in its implementation.

Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1116 of the Act.

D. Supplement Not Supplant and Comparability of Services

Title I funds will be used only to supplement, not supplant, State, and local funds. The District will document its compliance with the supplement not supplant provisions by using a written methodology that ensures State and local funds are allocated to each school on the same basis, regardless of whether a school receives Title I funding.

The District Administrator shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. The determination of the comparability of services may exclude State and local funds expended for language instruction educational programs and the excess costs of providing services to children with disabilities as determined by the District. The determination of comparability of services will not take into account unpredictable changes in student enrollments or personnel assignments that occur after the beginning of a school year.

In order to achieve comparability of services, the District Administrator shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

E. Professional Development

Members of the professional staff participate in the design and implementation of staff development activities that:

1. involve parents in the training, when appropriate;
2. combine and consolidate other available Federal and District funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;
4. allocate part of the staff development to the following types of strategies:
 - a. performance-based student assessment
 - b. use of technology
 - c. working effectively with parents
 - d. early childhood education
 - e. meeting children's special needs
 - f. fostering gender-equitable education
5. provide opportunities for paraprofessionals to work toward certification as professional educators.

2261.02- TITLE I – PARENTS' RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the District Administrator shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents **shall** be provided:
 1. information on the level of achievement of their child(ren) on the required State academic assessments;
 2. timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

2261.01 - PARENT AND FAMILY MEMBER PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
 - 1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - 2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - 3. strategies to support successful school and family interactions;
- E. use the findings of the above-referenced evaluation to:
 - 1. design evidence-based strategies for more effective parental involvement; and,
 - 2. revise the parent and family member engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children) including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;

- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family member engagement policy (Policy 2261.01), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

The District Administrator must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
 - 1. timely information about the Title I program and the school's parent and family member engagement policy;
 - 2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
 - 3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.
- F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for

improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:

1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
 2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
 3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the District Administrator and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the District Administrator and building principals may also:

- A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
- B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
- C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- D. train parents to enhance the involvement of other parents;

- E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- F. adopt and implement model approaches to improving parental involvement in Title I programs;
- G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.