

**Brockton Public Schools
Brockton, Massachusetts**

**ANGELO SCHOOL
TITLE I
SCHOOL
IMPROVEMENT
PLAN**

2009-2010

**Ryan T. Powers
Principal**

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MISSION STATEMENT of BROCKTON PUBLIC SCHOOLS

The mission of the Brockton Public Schools is to provide education of the highest quality that motivates all students to excel, meets their individual needs, and prepares them for the future.

MISSION STATEMENT of ANGELO SCHOOL

Ours is a multicultural school community dedicated to the realization of the full intellectual, physical, social and emotional potential of all students. We shall maintain a safe environment that nurtures respect, curiosity, dignity and self-worth of each individual.

VISION STATEMENT of ANGELO SCHOOL

As a highly qualified staff, in partnership with parents and the community, our vision is to provide a happy, caring and stimulating environment where children will recognize and achieve their fullest potential and leave with the skills and knowledge needed to be successful at the next level.

IV. SCHOOL COUNCIL ROSTER

This School Council has reviewed the school's budget including the professional development allocations.

Name and Position

Signature

Ryan T. Powers, Principal _____

Nancy Matos, teacher

Cheryl Dewey, teacher

Deanne Jaynes, parent

Sarah Hamm, parent

Michelle Pinto, parent

Kathie Paige, community

V. DESCRIPTIVE DATA

A. Demographics

	2006-2007	2007-2008	2008-2009
Male	347	375	397
Female	350	343	368
Total	697	718	765

Percent Enrollment

Race	2006-2007	2007-2008	2008-2009
African American	51.3	53.6	52.9
Asian	7.0	5.5	5.6
Hispanic	10.7	12.1	12.7
Native American	1.2	1.1	0.1
White	29.8	27.7	24.2

Percent Selected Populations

	2006-2007	2007-2008	2008-2009
First Language not English	34.1	27.7	35.7
Limited English Proficient	18.9	19.3	22.5
Low-income	80.4	78.8	76.7
Retentions	0	3	3
Special Education (total)	14.3	18.3	15.9
General Ed. Modified	6.5		
Up to 20% Separated	2.4	2.6	2.6
21-60% Separate	0	0	0
Substantially Separate	1.3	2.6	2.6

Average Class Size

	2006-2007	2007-2008	2008-2009
Kindergarten	21	22	22
First	20	20	20
Second	20	21	19
Third	19	21	19
Fourth	20	24	19
Fifth	24	23	24
Sixth	23	25	25

Academic Support Programs:

Title I
 Talented and Gifted Program
 Peer Leaders and Peer Mediation
 English Learning Program
 Inclusion Model Program
 Second Step School
 Steps To Respect Program

Student Enrichments Programs:

After School Programs
 Smart Start Extended Day Program
 Before and after school tutoring
 Band and chorus
 Family Involvement Activities
 Book Bag Program
 Awards ceremonies

B. Massachusetts Comprehensive Assessment System

GRADE 03 ENGLISH LANGUAGE ARTS	2006	2007	2008
ADVANCED	9	4	6
PROFICIENT	23	35	25
NEEDS IMPROVEMENT	51	43	44
WARNING	17	18	25
GRADE 03 MATHEMATICS	2006	2007	2008
ADVANCED	1	10	10
PROFICIENT	31	38	30
NEEDS IMPROVEMENT	31	27	32
WARNING	37	25	28
GRADE 04 ENGLISH LANGUAGE ARTS	2006	2007	2008
ADVANCED	9	10	13
PROFICIENT	31	49	39
NEEDS IMPROVEMENT	43	30	33
WARNING	17	11	15
GRADE 04 MATHEMATICS	2006	2007	2008
ADVANCED	23	37	33
PROFICIENT	18	19	21
NEEDS IMPROVEMENT	37	31	29
WARNING	22	13	18
GRADE 05 ENGLISH LANGUAGE ARTS	2006	2007	2008
ADVANCED	8	10	11
PROFICIENT	48	40	25
NEEDS IMPROVEMENT	36	40	44
WARNING	8	11	20
GRADE 05 MATHEMATICS	2006	2007	2008
ADVANCED	19	22	22
PROFICIENT	28	32	22
NEEDS IMPROVEMENT	35	31	27
WARNING	18	17	29
GRADE 05 SCIENCE AND TECHNOLOGY	2006	2007	2008
ADVANCED	18	9	7
PROFICIENT	38	32	19
NEEDS IMPROVEMENT	39	44	48
WARNING	6	17	25
GRADE 06 ENGLISH LANGUAGE ARTS	2006	2007	2008
ADVANCED	3	5	4
PROFICIENT	45	63	47
NEEDS IMPROVEMENT	40	28	37
WARNING	13	3	11
GRADE 06 MATHEMATICS	2006	2007	2008
ADVANCED	5	17	8
PROFICIENT	33	34	34
NEEDS IMPROVEMENT	26	31	32

Adequate Yearly Progress History											NCLB Accountability Status
		2000	2001	2002	2003	2004	2005	2006	2007	2008	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	Yes	No	Improvement Year 2
	All Subgroups	-	-	-	No	Yes	No	No	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status
	All Subgroups	-	-	-	No	Yes	Yes	Yes	Yes	No	

Louis F. Angelo School
 MCAS Results
 Performance Level Comparison

MCAS Tests of Spring 2006 Percent of Students at Each Performance Level										
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	School	State	School	State	School	State	School	State		
GRADE 03 - READING	9	18	23	40	51	34	17	8	87	71.0
GRADE 03 - MATHEMATICS	1	4	31	48	31	32	37	16	87	62.6
GRADE 04 - ENGLISH LANGUAGE ARTS	9	8	31	42	43	39	17	12	116	70.7
GRADE 04 - MATHEMATICS	23	15	18	25	37	45	22	15	116	70.7
GRADE 05 - ENGLISH LANGUAGE ARTS	8	15	48	44	36	31	8	9	107	80.4
GRADE 05 - MATHEMATICS	19	17	28	26	35	34	18	23	106	73.6
GRADE 05 - SCIENCE AND TECHNOLOGY	18	17	38	33	39	39	6	11	106	83.3
GRADE 06 - ENGLISH LANGUAGE ARTS	3	10	45	54	40	28	13	8	96	77.3
GRADE 06 - MATHEMATICS	5	17	33	29	26	29	35	25	96	63.0

MCAS Tests of Spring 2007 Percent of Students at Each Performance Level										
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	School	State	School	State	School	State	School	State		
GRADE 03 - READING	2	14	34	45	44	32	20	9	87	70.7
GRADE 03 - MATHEMATICS	10	19	36	41	28	24	26	16	87	71.3
GRADE 04 - ENGLISH LANGUAGE ARTS	10	10	48	46	29	34	14	10	103	79.4
GRADE 04 - MATHEMATICS	36	19	18	29	30	39	16	13	103	79.1
GRADE 05 - ENGLISH LANGUAGE ARTS	9	15	40	48	39	28	12	9	108	79.2
GRADE 05 - MATHEMATICS	21	19	31	32	30	31	19	18	108	75.2
GRADE 05 - SCIENCE AND TECHNOLOGY	8	14	31	37	43	37	19	12	108	70.6
GRADE 06 - ENGLISH LANGUAGE ARTS	5	9	63	58	28	25	4	7	82	87.5
GRADE 06 - MATHEMATICS	19	20	35	32	31	28	16	20	81	75.6
NOTE: Performance level percentages are not calculated if student group less than 10.										
Data Last Updated on October 3, 2007										

MCAS Test of Spring 2008 Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE		
GRADE 03 - READING	6	15	25	41	44	33	25	11	88	67.6
GRADE 03 - MATHEMATICS	10	25	30	36	32	25	28	14	88	69.6
GRADE 04 - ENGLISH LANGUAGE ARTS	13	8	39	41	33	39	15	13	119	77.5
GRADE 04 - MATHEMATICS	33	20	21	29	29	38	18	13	119	78.6
GRADE 05 - ELA	11	13	25	48	44	30	20	8	114	71.3
GRADE 05 - MATHEMATICS	22	22	22	30	27	30	29	17	114	71.9
GRADE 05 - SCIENCE AND TECHNOLOGY	7	17	19	33	48	38	25	12	114	64.9
GRADE 06 - ENGLISH LANGUAGE ARTS	4	15	47	52	37	24	11	8	97	80.9
GRADE 06 - MATHEMATICS	8	23	34	33	32	26	26	18	97	72.9

VI. RESULTS AND DISCUSSION

ATTAINMENT OF 2008 - 2009 GOALS

GOAL #1

Goal Statement: The Louis F. Angelo School will increase the percent of students who score in the proficient/advanced categories which will increase the combined CPI on the grade 3-6 ELA MCAS from 77.9 in 2007 to 85.4 in 2008

Degree of Attainment to Date.

The Louis F. Angelo School has not attained the above goal stated in the 2007-2008 school improvement plan. The combined CPI in grades 3-6 is 74.5. The Angelo School did not make AYP in 2008 in ELA.

GOAL #2

Goal Statement: The Louis F. Angelo School will increase the percent of students who score proficient/advanced in the proficient/advanced categories which will increase the combined CPI on the grade 3-6 Mathematics MCAS from 71.6 in 2007 to 76.5 in 2008.

Degree of Attainment to Date

The Louis F. Angelo School has not attained the above goal for the aggregate stated in the 2008-2009 school improvement plan. However, we did make it in one subgroup. The combined CPI in grades 3-6 is 73.6. The Angelo School did not make AYP in 2008 in Mathematics.

GOAL #3

Goal Statement: The Louis F. Angelo School will increase parental involvement in school sponsored events by 5%.

Degree of Attainment to Date:

Degree of Attainment to Date:

The number of family activities increased this year. We have another month of activities planned and will exceed our 5% increase goal. As of the end of May 4601 parents attended 40 parent involvement activities. We have planned additional parent activities in June.

ACTIVITIES BY THE MONTH

SEPTEMBER	OCTOBER
PTA Meeting Open House Kindergarten orientation Grade 1 orientation	PTA Meeting Bingo for Books Book Bag Program Family Health Night Skate Town
NOVEMBER	DECEMBER
PTA Meeting Title 1 Family Literacy Night Parent Conferences (94%) Book bag Program Veteran's Day Celebration Craft Night	Breakfast with Santa Awards Ceremony Holiday Crafts Holiday Concert Grade 2 play Holiday sing a long Title One Breakfast Curriculum Night
JANUARY	FEBRUARY
PTA Meeting Bingo for Books	Awards Ceremony Family Movie Night Black History Month museum
MARCH	APRIL
PTA Meeting Family Health Night MCAS & Pizza Night Family Movie Night	International Fair Parent Conferences (93%) Book Bag Program Literacy Night
MAY	JUNE*
PTA meeting Spring concert Family Dance MCAS and Pizza Night Book Talk	PTA meeting Angelo on the GO Grade 6 graduation Awards ceremony Kindergarten graduation Angelo "Idol" Flag Day Ceremony recognizing our volunteers Science Fair

*scheduled

VII. School Goals and Action Plan Aligned with Brockton Public Schools Roadmap Goals 2009-2010

School Performance Goals

English Language Arts: The Louis F. Angelo School will increase the CPI on the ELA MCAS from 74.5 on the 2008 MCAS test and to 78.75 on the 2009 MCAS test and 82.25 in 2010 MCAS test.

Math: The Louis F. Angelo School will increase the CPI on the Math MCAS from 73.6 on the 2008 MCAS test and to 78 on the 2009 MCAS and 81 on the 2010 MCAS test.

Brockton Public Schools Roadmap Goals

- Goal 1:** Set specific, measurable student performance goals at the district, school, and classroom level.
- Goal 2:** Insure that curriculum is aligned to state standards and instruction and that programs are implemented according to district standards.
- Goal 3:** Implement a comprehensive program of formative and summative assessments at all levels.
- Goal 4:** Develop a system of monitoring data related to student achievement that is aligned at the district school and classroom levels.
- Goal 5:** Build a culture that values regular use of data to make instructional, curriculum, resource, and planning decisions.

SCHOOL ACTION PLAN 2009-2010

Goal 1: Set specific, measurable student performance goals at the district, school, and classroom level.

School Improvement Objective:

1. Help teachers develop student performance goals for groups of students and individual students

Improvement Objectives:

1. Teachers will use differentiated instruction to meet the needs of all students.
2. Teachers will use data to drive their instruction and improve student achievement.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Provide teachers with MCAS data from prior year	Administrators Teachers ILT	Local funds	October, 2009	Formative assessments MCAS Planbooks SME
Develop SMART goals for entire class and at risk students	Administrators Teachers ILT	Local funds	October, 2009	Formative assessments Benchmarks MCAS SME
Complete ISSPs for at risk students	Administrators Teachers ILT	Local funds	October, 2009	Formative assessments Benchmarks MCAS SME
Develop grade level lessons to address MCAS weaknesses to be delivered in a carousel manner from class to class.	Administrators Teachers ILT	Local funds	December, 2009	Formative assessments Benchmarks MCAS SME
Students will participate in MCAS simulations	Administrators Teachers ILT	Local Funds	January, February, March 2010	MCAS MCAS simulations

Students will participate in book talks, information circles and Read Alouds/Think Alouds.	Administrators Teachers ILT	Local funds	October 2009-March 2010	Plan books Benchmarks
Students will be assessed using a common tool developed by grade levels to show mastery on identifying the basic facts and main ideas in a text and using them as the basis for interpretation.	Administrators Teachers ILT	Local funds	September 2009-June 2010	Plan books Benchmarks MCAS
Students will be assessed with a common tool developed at grade level meetings for mastery in targeted measurement weaknesses.	Administrators Teachers ILT	Local funds	September 2009-June 2010	Plan books Benchmarks MCAS
Grade level lesson planning and assessments will be developed.	Administrators Teachers ILT	Local funds	3 rd Wednesday of each month September 2009-June 2010	Staff feed back Compilation of improved math lessons. MCAS benchmarks
Math focus groups-Math skills centers based on benchmark testing	Administrators Teachers ILT	Local funds	3 rd Wednesday of each month September 2009-June 2010	Staff feed back Skills based math centers

SCHOOL ACTION PLAN 2009-2010

Goal 2: Insure that curriculum is aligned to state standards and instruction and that programs are implemented according to district standards.

School Improvement Objective:

1. Teachers will engage in common planning of standards-based units.

Improvement Objectives:

- 6. Teachers will increase and improve instructional strategies resulting in improved student achievement.
- 2. Teachers will develop common formative assessments.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Use monthly grade level data meetings and curriculum meetings for common planning time	Administration ILT Teachers	Local funds	October, 2009-June 2010	Formative assessments Benchmarks MCAS SME
Teachers will participate in book club based upon the text, <u>Improving Student Learning One teacher at a Time.</u>	Administrators ILT Teachers	Local funds	October, 2009–May 2010	Formative assessments Benchmarks MCAS SME
Increased number of staff will be trained in ELL strategies	Administrators ILT Teachers Bilingual department	Local funds	September, 2009- June, 2010	ELL professional development training schedule
Develop grade level lessons to address MCAS weaknesses to be delivered in a carousel manner from class to class.	Administrators Teachers ILT	Local funds	September, 2009- January, 2010	Formative assessments Benchmarks MCAS SME
August kick-off workshop to work collaboratively on school goals	Administrators Teachers ILT	Local funds	August, 2009	Formative assessments Benchmarks MCAS SME

SCHOOL ACTION PLAN 2009-2010

Goal 3: Implement a comprehensive program of formative and summative assessments at all levels.

School Improvement Objective:

1. Require teachers to create common classroom assessments (other than the district unit tests)

Improvement Objectives:

1. Students will improve their multiple choice test taking strategies.
2. Students will improve open response questions average scores from 2 towards 3.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Use common planning time to collaborate on grade level assessments	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Formative assessments Benchmarks MCAS SME
Use common planning time to look at student work and create grade level rubrics	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Formative assessments MCAS Benchmarks Rubrics
Carousel MCAS weakness in a five week rotation	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Formative assessments MCAS Planbooks SME
Mock long comp, Math and ELA MCAS simulations	Administrators ILT Teachers	Local funds	January 2010-March 2010	MCAS Plan books Benchmarks
Use common planning time to develop grade level open response questions	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Formative assessments MCAS Benchmarks
MCAS momentum contest	Administrators	Local funds	January, 2010 – May, 2010	MCAS

SCHOOL ACTION PLAN 2009-2010

Goal 4: Develop a system of monitoring data related to student achievement that is aligned at the district, school and classroom levels.

School Improvement Objectives:

1. Develop school “dashboards” aligned with the district dashboard
2. Monitor the implementation of programs and standards-based instruction
3. Hold data meetings with grade/department teams
4. Meet with individual teachers regarding student achievement data

Improvement Objectives:

1. Teachers will use common rubrics to improve student achievement.
2. Teachers will use data collected for dashboards to target and improve instruction

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Develop grade level dashboards at monthly data meetings	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Beginning, middle and end of the year assessments Benchmarks MCAS
Meet individually with teachers on their SMART goals	Administrators Teachers	Local funds	October, 2009 and June 2010	End of the year assessments SMART goals Benchmarks
Monthly grade level data meetings	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Benchmarks DRAs DIBELS formative assessments
Use walk through tool	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Benchmarks DRAs DIBELS Plan books

Develop school-wide walk-through team	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Benchmarks, DRAs, DIBELS, formative assessments
Develop protocol for student objectives	Administrators ILT Teachers	Local funds	October, 2009 – June 2010	Benchmarks, DRAs, DIBELS, formative assessments

SCHOOL ACTION PLAN 2009-2010

Goal 5: Build a culture that values regular use of data to make instructional, curriculum, resource, and planning decisions.

School Improvement Objectives:

1. Establish requirements for the use of meetings and common planning time for data analysis and reflection.
2. Develop a coordinated plan for professional development for administrators and teachers on using data effectively to improve achievement
3. Implement requirements for the use of meetings and common planning time for data analysis and reflection
4. Select, develop and disseminate tools for analyzing data
5. Implement requirements for the use of meetings and common planning time for data analysis and reflection
6. Assist staff in using tools for analyzing data, including
7. Require teachers to review achievement data with students

Improvement Objectives:

1. Teachers will use data to target instruction to improve student achievement.
2. Teachers look at student work to create common grade level rubrics

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Monthly data grade level meetings to reassess student progress	Administration ILT Teachers	Local funds	September 2009- June 2010	Data imported to grade level dashboards
Update dashboards and discuss instructional strategies	Administration ILT Teachers	Local funds	September 2009 – June 2010	Improved student achievement on DRAs, MCAS, Benchmarks, DIBELS
Review expectations from walk-through tool during data meetings	Administration ILT Teachers	Local funds	September 2009 – June 2010	Improved student achievement on DRAs, MCAS, Benchmarks, DIBELS
Create T-Charts to promote social skills	Administration ILT Teachers	Local funds	September 2009 – June 2010	Reduced students sent to the office for lack of cooperation or disrespect
Each grade’s data board reflects changes in data collected.	Administration ILT Teachers	Local Funds	September 2009 – June 2010	Data boards Dashboards Benchmarks

Angelo School Parent Involvement Goal

Goal # 6 To increase parental involvement in school sponsored activities.

Objective(s): To increase parental involvement at school sponsored activities by 5%.

2009-2010 ANGELO SCHOOL PARENT INVOLVEMENT ACTION PLAN

Activities	Who is responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. A Parent Survey was distributed in June 2008 and activities requested were reviewed for implementation. A continuous review of this survey will occur and suggested activities will continue to be implemented.	Principal, PAC/PTA, School Council, Parent Liaison	PTA	September, 2009 – June, 2010	Surveys collected
2. An Open house will be held in September to encourage involvement.	Principal	PTA	September 2009	Attendance
3. A First Grade Orientation will take place to welcome parents to the Angelo community.	Principal, First Grade Staff, Parent Liaison, Title I	PTA	September 2009	Attendance
4. A Kindergarten Orientation will take place to welcome parents to the Angelo community.	Principal, Kindergarten staff, Parent Liaison Title I	PTA	September 2009	Attendance
5. Family school activities will be planned throughout the year, during the day, and evenings.	Principal, PTA, Parent Liaison, Title I	Local funds, Title I	September 2009 – June 2010	Parent feedback and attendance

6. A School and Homework Contract will be signed by students, teachers and parents.	Principal, PTA and Parent Liaison, Superintendent	Local funds	September 2009	Number responding
7. Good News post cards sent home quarterly to at least 4 students from each classroom.	Principal Title 1 Teachers	Title 1	October 2009 – June 2010	Parent feedback
8. A Monthly Newsletter will continue to be published requesting parental response.	Parent Liaison	School supplies	October 2009- June 2010	Parent responses
9. Voice Mail including Homework Hotline will continue to keep lines of communication open.	Principal and staff	School Voicemail system	September, 2009-June 2010	Parent feedback
10. All staff will be encouraged to invite parents to volunteer in their class to help with at least one major project per year i.e. Book Bag Programs.	Teachers, Parent Liaison, Title I	Local budget, Title I	September, 2009 – June, 2010	Parent feedback Attendance

TITLE I PARENT INVOLVEMENT ACTION PLAN

Goal: Build a school environment that values and provides for regular inclusion of parents and family members in opportunities to support and improve student achievement.

School Improvement Objective(s): Teachers will:

1. Implement requirements established by the No Child Left Behind legislation.
2. Use results from data analysis and individual school reflection to develop coordinated parent learning and training opportunities to improve student achievement.
3. Develop and disseminate information and materials for parents to better understand school protocols and student data.
4. Assist with efforts to improve student achievement through parent involvement.
5. Review achievement data with parents and students.

Student Improvement Objectives: Students will:

1. Participate in family learning opportunities both in school and at home.
2. Gain greater confidence and motivation to learn as a result of sustained family support.
3. Achieve at higher levels.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. Technical Support – Title I will assist all identified schools in meeting the requirements of NCLB parent involvement and the unique challenges identified at each building.	Title I Coordinator Karen McCarthy Title I Parent Education Specialist Lisa Zolga Building Principals, Title I Teachers, Building Staff	Title I US DOE publications Tri-folds from Title I District notifications	Sept. 2009 – Aug. 2010	Title I Parent Program Survey Results
2. Title I Annual Meeting/Family Breakfast -	Title I Parent Education	Title I	Sept. 2009 – Nov. 2010	Written Parent Evaluations

<p>Each Title I building will conduct an Annual Parent Meeting. At that time, parents will learn about the myriad of requirements established under NCLB, school specific goals for improvement and tips for supporting learning at home.</p> <p>Each meeting will include opportunities for parents to have input regarding program planning, implementation and review.</p>	<p>Specialist Lisa Zolga</p> <p>Food Service Director</p> <p>Building Administration</p> <p>Leadership Team</p> <p>Title I Teachers</p>	<p>School Improvement Plans</p> <p>SES Notices</p>		<p>Attendance Records</p>
<p>3. Title I Family Book Bag Program – Reading at home helps children reach higher levels of academic achievement.</p> <p>School improvement plans, needs assessments, MA Curriculum Frameworks are the basis for the selection of books and activities provided for home use.</p>	<p>Title I Parent Education</p> <p>Specialist Lisa Zolga</p> <p>Title I Staff</p> <p>Classroom Teachers</p>	<p>Title I</p> <p>Class sets of books of all genres in a variety of levels</p> <p>Book specific activities and materials</p>	<p>Sept. 2009 - June 2010</p>	<p>Parent Permission Letters</p> <p>Attendance Sheets</p> <p>Family Evaluations</p> <p>Completed Home Activities</p>
<p>4. Recipes For Success Workshops – Using current practices and classroom strategies, parents and children participate in cross-curriculum learning activities.</p> <p>Materials to complete activities will be provided for home reinforcement/practice.</p>	<p>Title I Parent Education</p> <p>Specialist Lisa Zolga</p> <p>Title I Staff</p> <p>Building Staff</p>	<p>Title I</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Evaluations</p> <p>Attendance Sheets</p>
<p>5. Book Talk – Parents and children read a chapter book at home. After reading, they gather at school to have an open conversation about the book.</p> <p>Text connections, retellings and responses to literature are just some of the topics that are covered.</p>	<p>Title I Parent Education</p> <p>Specialist Lisa Zolga</p> <p>Title I Teachers</p> <p>Classroom Teachers</p> <p>Parents</p>	<p>Title I</p> <p>Class sets of books</p>	<p>Oct. 2009 - June 2010</p>	<p>Attendance Sheets</p> <p>Parent and Student Evaluations</p>
<p>6. Math, Muffins, Moms and Dads – These</p>	<p>Title I Parent Education</p>	<p>Title I</p>	<p>Oct. 2009 – June 2010</p>	<p>Evaluations</p>

parent workshops focus on math skills introduced to students in grades K-3. Parents are given time to practice strategies taught and used as part of the math curriculum.	Specialist Lisa Zolga Building IRS Title I Staff	Math Investigations games and materials		Attendance Sheets
7. Bingo for Books – This parent/child activity serves as an avenue to meet the requirements of the NCLB/Title I legislation and provide parent training in areas of student weakness identified in the individual school improvement plan. Each evening a specific reading and math strategy will be introduced and practiced.	Title I Parent Education Specialist Lisa Zolga Building Staff and Parent Volunteers Parent Liaisons	Title I Books across all grade levels in a variety of genres	Sept. 2009 – Aug. 2010	Attendance Sheets Evaluations
8. Parent Meetings - Title I Teachers will plan, organize and conduct two parent meetings each year (Fall and Spring). Each meeting will address topics specific to student achievement and school improvement.	Title I Teachers	Title I	Oct. 2009 – June 2010	Scheduled Meetings Attendance Sheets Parent Evaluations
9. Outreach – Ongoing communication is vital to student achievement and needed to build a positive school culture. Through the use of a variety of contact methods Title I makes a minimum of two home connections per week.	Title I Teachers	Title I Postcards, newsletters, NCR – Notes to Parents	Oct. 2009 – May 2010	Outreach Logs Attendance at Parent Conferences
10. Good News Post Cards – Focusing on the positive helps to build a strong school culture. All parents, even the “unreachable” can be part of the school community and kept informed through personal correspondence. Title I teachers receive four postcards per month. All other teachers in Title I buildings are provided two postcards per month.	Title I Coordinator Katie Shea Title I Parent Education Specialist Lisa Zolga Title I Teachers Building Staff	Title I Postcards Stamps	Sept. 2009 - June 2010	Number of postcards sent Parent and child reactions and comments

<p>11. Recipes for Success – Distributed monthly in English, Spanish, Portuguese and French Creole to all children (K-4), this newsletter builds a parent’s capacity to support learning in all curricula areas within the home.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Bilingual Coordinator Jose Pinheiro</p> <p>Parent Information Specialist Jane Feroli</p> <p>Parent Liaisons</p>	<p>Title I</p> <p>Bilingual Department</p> <p>Parent Information Center</p> <p>Monthly Prizes</p> <p>Resources for Educators</p>	<p>Sept. 2009 - June 2010</p>	<p>Sign-off Sheets and Responses to Two-Way Communication Forms</p>
<p>12. Title I Web Page – Access to school and valuable parent information is available 24/7 through the Title I web page. Parents can get the “Tip of the Day”, obtain information by “Asking the Experts”, and even “attend” school events through photos and write-ups of Title I parent/child activities.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Kathy Ettinger Webmaster</p>	<p>Title I</p> <p>Local Funds</p> <p>The Parent Institute</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Number of hits on the web page</p>
<p>13. Parents Make the Difference Newsletter – Each month four articles which address social and academic development are provided in English and Spanish for distribution to all Title I teachers. Teachers are encouraged to add a personal touch by writing a comment that is specific to their students.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p>	<p>Title I</p> <p>The Parent Institute</p>	<p>Sept. 2009 – June 2010</p>	<p>Parent Responses</p> <p>Percentage of teachers adding comments</p>
<p>14. Reading Connection Newsletter – This newsletter supports reading development at home. The primary and intermediate editions are provided to all principals and Title I Teachers in English and Spanish. In addition, they are posted on the Title I web page.</p>	<p>Title I Teachers</p> <p>Title I Parent Education Specialist Lisa Zolga</p> <p>Elementary Principals</p> <p>Kathy Ettinger, Webmaster</p>	<p>Title I</p> <p>Resources for Educators</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Parent Responses</p> <p>Number of newsletters sent home</p>

<p>15. Theme Literature Nights – Parents and children will come together to enjoy and explore a variety of genres! Family activities will address skills in the curriculum frameworks and those identified in the school improvement plan.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p> <p>Building Staff</p> <p>Parent Liaisons</p>	<p>Title I</p> <p>Books and materials to accompany activities</p>	<p>Sept. 2009 - July 2010</p>	<p>Attendance Sheets</p> <p>Evaluations</p>
<p>16. Family Game Nights – Games can teach important skills and strategies that are contained in the curriculum frameworks. These events will bring parents and children together to learn in a fun way.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Building Staff</p> <p>Parent Liaisons</p>	<p>Title I</p> <p>Variety of board games and materials housed at Central Office</p>	<p>Oct. 2009 - May 2010</p>	<p>Attendance Sheets</p> <p>Evaluations</p>
<p>17. Parent & Child Activity Calendars – Calendars with daily at-home activities to support learning are sent home. English and Spanish copies are distributed.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p>	<p>Title I</p> <p>Special Incentives</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Percentage of signed and returned calendars</p>

IX. Appendix

A. Title I Components

1. Ongoing Professional Development

BROCKTON PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PLAN

The Education Reform Act of 1993 directs the State Board of Education and the Commissioner of Education to establish an annual statewide plan for professional development. In addition to the statewide plan for professional development, the Education Reform Act requires school districts to develop annual professional development plans.

The goal of the Professional Development Plan for the Brockton Public Schools is to insure high standards, high expectations and high achievement for all by providing meaningful, ongoing opportunities with a broad range of activities appropriate to the varied needs of individuals, schools and the district as a whole.

In order to address school and district goals, the amended recertification regulations require educators to align their Individual Professional Development Plans with school and district improvement goals. Additionally, except for those who received standard certification between 10/1/94 through 6/17/99, educators are required to obtain supervisor approval and endorsement indicating that 80% of the professional development points are consistent with the educational needs of the school and/or district.

Teacher recertification is achieved through the completion of eligible professional development programs and activities designed to support and increase student learning. Under the new regulations, educators will need to earn professional development points (PDPs) that are relevant and meaningful to their teaching or administrative duties.

The Brockton School Department has been designated as an approved Professional Development Provider by the Department of Education. As a provider, the system will offer professional development opportunities to assist all professional staff in meeting recertification requirements. Professional Development Points will be issued for appropriate activities. Guidelines for receiving PDPs, a listing of some of the offerings for the school year, and specific information on registering for each offering are annually distributed to teachers and posted on the web page.

The Professional Development Plan of the Brockton Public Schools provides for a wide variety of opportunities for professional growth, which will:

- Align professional development activities with the educational goals of the school district, the school, and the individual educator.

- Promote excellence in teaching and learning in all areas of the curriculum.
- Provide access for all students to challenging, engaging educational experiences which prepare them for the future.
- Create a learning environment that reflects understanding, acceptance and appreciation of all cultures and learning styles.
- Enhance an individual’s ability to perform as an educator.
- Include training for other members of the school community.
- Reflect the Massachusetts Curriculum Frameworks.

High quality professional development should include:

- Integration of the Massachusetts Curriculum Frameworks.
- Support of the goals of the district, the school and the individual educator.
- Opportunities for reflection and processing.
- Collegiality and collaboration across and within professional roles and responsibilities.
- Expansion of educators’ knowledge of subject matter.
- Incorporation of research-based strategies for teaching, learning, and assessment.
- Discipline-specific and interdisciplinary approaches to teaching, learning and assessment that reflect increased student achievement.
- Teachers in activities regarding assessments so they can provide information on, and improve the achievement of individual students and the overall instructional program.
- Participant involvement in the design, implementation and evaluation of professional development programs and activities.
- Encouragement of and support for experimentation and risk taking.
- Follow-up that focuses on the application of professional development to the improvement of student learning.
- Opportunities for training for members of the school community, classroom paraprofessionals and others.
- Strategies for reaching out to and involving families and the community.
- Support of school improvement plans.

2. Strategies to attract High-Quality, Highly Qualified Teachers

The Brockton Public Schools makes every effort to attract and recruit highly qualified teachers for all of the Brockton Educational Programs.

Some of the strategies that are used by the Human Resource Department of the Brockton Public School System are the following:

- We place advertisements for available positions in the Boston Globe, South Shore Enterprise, Patriot Ledger and cultural specific and diverse newspapers
- The Brockton School Department sends representatives to the educational job fairs that are held through out the New England Region. Examples of such events are:
 - Massachusetts Educational Recruitment Consortium (M.E.R.C.)
 - Rhode Island Consortium for Educators (R.I.C.E.)

- New England Minority Network (NEMNET)
- New England Association for Employment in Education (NEAEE)
- Job Fairs held at Boston College, University of Massachusetts at Amherst, and Bridgewater State College
- The Brockton School Department also uses national teacher employment web sites for job postings.
- Campus interviews are also conducted at Bridgewater State College, Wheelock College, Lesley University, University of Massachusetts and Providence College. Certified candidates are invited to interview with principals and other administrators involved in the hiring process where openings exist.
- Available positions are also posted in national trade papers e.g., Education Week.
- Anticipated openings are posted and updated regularly on the Brockton Public Schools web page.

3. Transitions from Preschool to Kindergarten and from Kindergarten to Grade One

Preschool to Kindergarten

The Preschool to Kindergarten Transition form is used in the Brockton Public Schools preschool classes, the Head Start Program and in all community childcare centers for their students entering the Brockton Public Schools kindergarten. During the 2002-2003 school year the use of this form was extended to the community family childcare homes. Once the forms are completed they are returned to the Early Childhood Coordinator. The Early Childhood Coordinator is responsible for getting the transition forms to the appropriate kindergarten.

Kindergarten to Grade 1

In the 2007-2008 school year, the Kindergarten to Grade One Transition Form is used on a system-wide basis and in all community kindergarten programs. The Early Childhood Coordinator is responsible for getting the transition forms to the appropriate grade one school.

School Readiness Committee (SRC)

The School Readiness Committee includes some of the members of the Early Childhood Curriculum Committee as well as: preschool, kindergarten and grade one parents; a representative from the Brockton Community Partnership for Children Council; and representatives from the following: the Head Start Program a private preschool, a private kindergarten, an after school program, a School Council, and a Bay State Readers grant representative. The School Readiness Committee will meet five times this year to work on the following initiatives:

- Collaboration and communication between and among the various early childhood community programs.
- Family involvement activities.
- Transition from preschool to kindergarten and from kindergarten to grade one.

Early Childhood Articulation Committee

The Early Childhood Articulation Committee is established for the purpose of discussing a variety of curriculum issues in the area of preschool, kindergarten and grade one. Representatives from the three grade levels will meet to focus on continuity of curriculum, best practices in early childhood and transitions. Members from community preschool, kindergarten and grade one programs are invited to join this committee.

Other Transitional Services

Transitioning and planning is a whole school, family, student and community endeavor. The Brockton Public Schools has a coordinated program that focuses on improving the academic achievement and level of functioning of students and families.

Students are transitioned from grade to grade, school to school, in the community and to communities outside of Brockton. The Parent Information Center is responsible for planning and organizing orientations that assist students and families as they go from elementary to junior high school, from junior high school to high school and from high school to beyond.

The Guidance Department and School Adjustment Counselors have established procedures and logs which aid in the seamless transition of students and families. There are strong ties and working bonds with community organizations, thus enabling students and families access to needed academic, social and related services.

4. Coordination/Integration of Federal, State and Local Services and Programs

The Brockton Public Schools uses multiple funding sources to provide services and programs throughout all schools in the district.

The district has established pupil to teacher ratios at specific grade span splits. Classroom and content teachers are then assigned to each school to support the established pupil to teacher ratio. Each school is provided with local funds to purchase instructional materials and supplies. The allocation for these expenses is based on the per pupil enrollment of each school.

The Brockton School District also provides to each school a Challenge for Change Grant. Local funding for these building-specific professional development activities is allocated through the superintendent's office.

Additional services and programs are provided to every elementary school in Brockton through the following Federal Grants:

- **Title I Part A** - Direct Instruction Model and Computer labs, Lab Managers/Data Specialists, Reading Resource Teachers and Math Coaches
- **Title II Part A** - Improving Educator Quality, Teacher Mentoring Program, Educational Leadership, Professional Development Activities, Instructional Resource Specialists, Math Coaches
- **Title II** - Enhancing Education Through Technology
- **Title IV** - Safe and Drug Free Schools (Violence Prevention, Drug Awareness, Second Steps and Nutrition Education)
- **Title V** - Innovative Programs
- **Title X** - McKinney-Vento (Education of Homeless Children)

- **I.D.E.A.** - Special Education Grant

Other Federal Grant programs that provide services to specific schools are:

- 21st Century Community Learning Centers
- Title III Bilingual Education
- Perkins Occupational Education Grant
- Smaller Learning Communities
- Comprehensive School Reform Grants

The state also provides support through the following grants:

- Academic Support
- Community Service Learning
- Enhanced School Health Services
- Early Childhood Grant
- Integrated Tech Models
- Kindergarten Transition
- Math/Science Partnerships
- Summer Success



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