

**Brockton Public Schools
Brockton, Massachusetts**

**ARNONE
ELEMENTARY
TITLE I
SCHOOLWIDE
IMPROVEMENT
PLAN
2009-2010**

**Colleen Proudler
Principal**

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III. MISSION AND VISION STATEMENTS

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 the ARNONE SCHOOL

With a core belief that all children can learn, the mission of the Arnone School is to maintain high expectations for students to reach their potential in academic and social growth.

VISION STATEMENT of the ARNONE SCHOOL

At the Arnone School all students, by the end of grade 5, will be proficient or above in all content areas as measured by district summative assessments.

Students will also be able to demonstrate appropriate conduct and social interaction skills.

IV. SCHOOL COUNCIL ROSTER

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

Name and Position

Signature

Violet LeMar, _____
Acting Principal

Lawrence Kilroy _____
Teacher

Cathy Duford _____
Teacher

Jennifer Lange _____
Teacher

Dawn Blye _____
Parent

Sandra Piantoni _____
Community Representative

DESCRIPTIVE DATA

A. Demographics

Enrollment by Gender

	2006 – 2007	2007 – 2008	2008 – 2009
Male	359	357	246
Female	353	363	229
Total	712	720	475

Enrollment by Race/Ethnicity

Race	2006 – 2007	2007 – 2008	2008 – 2009
African American	34.4	40.2	44.8
Asian	1.4	1.8	2.1
Hispanic	39.2	32.5	24.2
Native American	1.4	1.3	0.4
White	23.6	22.1	25.4

Selected Populations

	2006 – 2007	2007 – 2008	2008 – 2009
First Language not English	32.7	30.1	44.4
Limited English Proficient	31.6	24.7	32.6
Low-income	66.2	66.4	71.4
Retentions	0.8	0.5	0.6
Special Education (total)	12.6	9.9	7.7
General Ed. Modified	8.0	9.7	6.5
Up to 20% Separate	4.6	0.2	1.2
21-60% Separate	0	0	0
Substantially Separate	0	0	0

Average Class Size (Including SEI)

	2006 – 2007	2007 – 2008	2008 – 2009
Kindergarten	20	19	NA
First	18	20	24
Second	17	16	23
Third	15	16	24
Fourth	20	21	22
Fifth	23	23	24
Sixth	21	19	25

Academic Support Programs:

- Title I
- Read 180
- Moderate Specials Needs Support
- Various Intervention Programs

Student Enrichments Programs:

- After School Programs
- Smart Start Extended Day Program
- Chorus
- Instrumental Band Program
- Intramural Sports

B. MCAS Results – Arnone School

GRADE 03 ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2006	2007	2008
PROFICIENT	59	44	34
NEEDS IMPROVEMENT	39	41	47.5
WARNING	8	15	18.5
GRADE 03 MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
PROFICIENT	46	42	45.2
NEEDS IMPROVEMENT	38	27	36.5
WARNING	16	30	18.3
GRADE 04 ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	11	2	2.7
PROFICIENT	34	34	38.4
NEEDS IMPROVEMENT	48	53	45.5
WARNING	16	11	13.4
GRADE 04 MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	18	14	23.2
PROFICIENT	24	25	23.2
NEEDS IMPROVEMENT	49	38	40.2
WARNING	18	23	13.4
GRADE 05 ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	9	4	8
PROFICIENT	37	44	32
NEEDS IMPROVEMENT	35	40	46
WARNING	19	12	14
GRADE 05 MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	15	12	9
PROFICIENT	18	21	24
NEEDS IMPROVEMENT	25	38	36
WARNING	43	28	31
GRADE 05 SCIENCE AND TECHNOLOGY			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	2	4	8
PROFICIENT	21	27	23
NEEDS IMPROVEMENT	45	52	51
WARNING	28	17	19
GRADE 06 ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	1	0	6
PROFICIENT	34	46	45
NEEDS IMPROVEMENT	51	42	38
WARNING	13	12	11
GRADE 06 MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	0	1	1
PROFICIENT	4	12	19
NEEDS IMPROVEMENT	31	46	40
WARNING	34	41	40

VI. RESULTS AND DISCUSSION

ATTAINMENT OF 2008 - 2009 GOALS

GOAL #1

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

Degree of Attainment to Date: The district has provided the lead in establishing a number of avenues for teachers and the leadership team to monitor student performance, and adjust instruction accordingly. DIBELS data, Reading Street Benchmark Test results, Brockton Benchmark assessments, Investigations and CMP Unit tests, and CBM progress monitoring in reading and math provide much material for us to analyze and upon which to act. Criteria and/or norms are provided with these assessments, for grade expectations and to recognize ongoing progress or need. Monthly, grade-level meetings (Common Planning Time) offer opportunities for collegial collaboration on these issues, from both classroom and grade perspectives.

The implementation of IST has further put a “spotlight” on those children who have not yet met established goals, with a team approach to implement accepted interventions, and carefully monitor determined goals.

Our Student Improvement Objective honed in on increasing MCAS Open Response scores, from 2007 to 2008. Specifically, we aimed for 10% growth in both ELA and Math Open Response scores, in the aggregate, as well as by the disaggregated subgroups identified by the Department of Elementary and Secondary Education. Six of the eight subgroups pertained to the Arnone demographics: African American / Black, Hispanic, White, Low Income (Free Lunch), Special Education and Limited English Proficiency.

Instructional strategies in this important area of demonstrating comprehension have been a key focus at the Arnone for a few years, and there are signs of significant growth. In several instances, our subgroups matched or exceeded the aggregate state scores for all students in their grade!

We were delighted to find that grade 4 aggregate ELA Open Response scores increased a dramatic 22 points! Using abbreviations of the above designations, (AF), (HIS), (LEP) and (FREE) met or exceeded our objective target. The (WH) and (SPED) students also improved their scores. Grade 4 Math Open Responses increased by two points.

Likewise, grade 6 showed significant increases in ELA Open Response scores, and while smaller, gains in math were made. Interestingly, both (AF) and (FREE) matched ELA aggregate state averages, while (WH) bested the state averages by three points.

Grades 3 and 5 did not increase their aggregate Open Response scores, but several subgroups did show growth. For grade 3, in ELA, (LEP) increased, and in Math (AF), (WH), (SPED) and (LEP) increased, with three of the four groups exceeding state average scores. In grade 5, the ELA (SPED) scores met the target gain, with increases also shown in the (WH) and (LEP) groups. In grade 5 Math, (WH) exceeded the target gain.

Unfortunately, but by necessity, these statistics reflect the MCAS data prior to the development or implementation of the '08 – '09 School Improvement Plan. However, as stated earlier, the focus on Open Response writing as a means of showing comprehension and writing as a skill itself, have been foci of attention for several years. We anticipate that the growth will continue to expand. During the period of time that this data represents, the Arnone was quite evenly represented by the

three major racial subgroups. While progress must still be made, it is reassuring that all six subgroups were represented in the academic growth.

GOAL #2

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

Degree of Attainment to Date:

The amount of district-directed assessments increased this year, including the addition of grade 3 DIBELS, and administering CBM math computation benchmarks and progress monitoring. The IST process also requires an enhanced focus on monitoring the progress of individual student needs. Within grade-level teams, where possible, students' needs were identified and they joined targeted, small instruction groups for reading, as well as math intervention groups having been started.

The Student Improvement Objective of having 70% of the students scoring 65% or higher on each Investigations or CMP Unit test was closely matched. Due to the District banding of Edusoft data, the 60 – 69% cut-point skewed the data somewhat, from our original objective. Within the given parameters we exactly achieved the target! However, our ELA objective of having 70% of the students score “on level” in the reading comprehension portion of the Reading Street Benchmark assessments was too ambitious for this past year. The Edusoft criteria for “on level” attainment is 80%, which proved too high for the majority of our students. However, the *average* unit test score in reading comprehension was in the 70's % for grades two and five, somewhat less for grades three, four and six.

GOAL #3

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

Degree of Attainment to Date:

Teachers create common classroom assessments, both from data results and from collaborative discussions in Common Planning Time. In addition to reading and math, grade level teams have developed common writing prompts once per term, to analyze students' writing and to share and review successful strategies.

The Student Improvement Objectives were the same for goals two-five, and are reviewed in Goal Attainment #2.

GOAL #4

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

Degree of Attainment to Date:

The Arnone staff completed grade-level dashboards at the conclusion of the '07-'08 school year. We have been tracking the progress of students throughout the year, via Edusoft, for both Reading and Math assessments. DIBELS scores were monitored on the "board" format of tracking students – familiar in the district, and via Test Wiz. In-school charts and graphs were developed to further follow the progress of individual students in a variety of assessments, interventions and services. The IST process also has additional monitoring components.

Several staff meetings were devoted exclusively to data analysis, with further elaboration under goal 5. There were also 90 minute monthly grade-level Common Planning Time sessions, in which data was discussed. Members of the ILT met regularly with teachers for individual consultation, on request or when needed.

The Student Improvement Objectives were the same for goals two-five, and are reviewed in Goal Attainment #2.

GOAL #5

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

Degree of Attainment to Date:

Several school data meetings were held with the entire staff this year. The Arnone's practice of holding one monthly, two-hour staff meeting after school, vs. two, one hour meetings, allows time to study issues and data with increased depth. For example, the fall meeting provided baseline data analysis, reflection and initial planning to target instruction. Our winter school-wide project was entitled, "Intensifying Instruction" and focused on thinking "outside the box" to use our staff and material resources to maximize student achievement. The monthly, 90 minute grade-level team meetings provided further opportunities to discuss progress monitoring and to make instructional modifications. Professional Development with new Curriculum-Based Measurements (CBMs) occurred during this time. Many teachers also took advantage of the wide variety of Professional Development opportunities provided by the district. These measures allowed for increased information in conferencing with students.

The Student Improvement Objectives were the same for goals two-five, and are reviewed in Goal Attainment #2.

GOAL #6

Goal Statement: To strengthen a positive school climate.

Degree of Attainment to Date:

The Arnone School has made a concerted effort to improve student attendance by rewarding those who come to school each day, on time. Teachers continue to give out weekly acknowledgements to students with perfect attendance and monthly certificates are given as a

reward. The SAC's and administration meet regularly to discuss student attendance and families are contacted when attendance concerns arise.

There is also an effort made to decrease the number of students who are referred to the office for disciplinary reasons. The Arnone School is a Responsive Classroom school. Teachers work with their students on community building throughout the year to enable positive conflict resolutions as well as to help teachers maintain consistency in their classrooms. Logical Consequences for poor decision making is encouraged to enable students to see the correlations between their own actions and the disposition that follows. Individual behavior plans are written when necessary and the SAC's work directly with classroom teacher to ensure that they are being followed and updated as needed.

In addition to the attendance and the classroom management focus, the Arnone School is focused on making connections with the families. Teacher plan various activities in their classrooms where parents/guardians are invited to attend and participate. The yearly open house is well attended and our Good Citizen Breakfast celebrations are attended by many members of our student's families.

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

School Performance Goals

English Language Arts: The Arnone School will increase the ELA CPI for all students from 72.8 to 77.33.

Math: The Arnone School will increase the Math CPI for all students from 67.00 to 72.50.

Brockton Public Schools Roadmap Goals

Goal 1: Develop measurable student performance goals.

Goal 2: Align, review, and regularly refine written curriculum.

Goal 3: Use best practices in standards-based instruction.

Goal 4: Implement and use results of formative assessment.

Goal 5: Monitor student performance and program implementation.

SCHOOL ACTION PLAN 2009-2010

Goal 1: Develop measurable student performance goals.

School Improvement Objective:

1. Annual district performance targets
2. School grade-level performance targets
3. Classroom performance targets

Student Improvement Objectives:

1. Students in grades one – five will maintain progress on their aim line goals in the Oral Reading Fluency subtest of DIBELS
2. Seventy percent of students in grades one - five will score within the 70 – 79.9% performance band or above, on the AIMSWEB math assessments.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teachers will understand district performance targets.	ILT Teaching staff	N / A	Sept. '09	Discussion Instruction observation
Grade level performance targets will be set at CPT, reflecting district targets.	ILT Teaching staff	N / A	Sept. '09 – May '10	Written goals
Classroom performance targets will reflect grade level targets, given classroom population and needs.	ILT Teaching staff	N / A	Sept. '09 – May '10	Written goals Instruction observation
Grades four and five will participate in DIBELS ORF, with staff training as needed.	ILT Teaching staff	N / A	Sept. '09 – May '10	Data

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Goal 2: Align, review, and regularly refine written curriculum.

School Improvement Objective:

1. Curriculum committees for each subject area.
2. K-5 standards-based report cards
3. Common instructional units

Student Improvement Objectives:

1. Students in grades one – five will maintain progress on their aim line goals in the Oral Reading Fluency subtest of DIBELS
2. Seventy percent of students in grades one - five will score within the 70 – 79.9% performance band or above, on the AIMSWEB math assessments.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Develop and implement regularly scheduled committee meetings to align, review and refine written curriculum in reading and math.	ILT Teaching staff	N/A	October '09 – May '10	Written reports, with classroom observation and plan book evidence of implementation
Review and clarify std.-based report cards with staff.	ILT	N/A	Sept. '09	Teacher feedback
Conduct a parent evening (e.g. open house) to explain the implementation of std.-based report cards.	ILT Teaching staff	CFC funds	Sept. '09	Parent attendance and feedback
Develop instructional units based on grade-level formative assessment results to target areas in need of improvement.	Grade level teams	N/A	Oct. '09 – May '10	Student achievement growth

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Goal 3: Use best practices in standards-based instruction.

School Improvement Objective:

1. Lessons based on clear performance expectations
2. “Standards for Classroom Instruction” document
3. Changes in instruction based on assessment

Student Improvement Objectives:

1. Students in grades one – five will maintain progress on their aim line goals in the Oral Reading Fluency subtest of DIBELS
2. Seventy percent of students in grades one - five will score within the 70 – 79.9% performance band or above, on the AIMSWEB math assessments.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teaching staff will continue to post and use clearly stated content objectives for lessons.	ILT Teaching staff	N/A	Sept. '09 – June '10	Classroom observation Plan book review
Arnone roadmaps will guide curriculum focus and refinement.	ILT Teaching staff	N/A	Oct. '09 – May '10	Written product
CPT mtgs. will share and reflect on Best Practices, based on positive assessment and progress monitoring measures	Grade level teams	N/A	Oct. '09 – May '10	Meeting minutes Student academic growth

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Goal 4: Implement and use results of formative assessment.

School Improvement Objectives:

1. District interim testing program.
2. Common classroom assessments
3. Data meetings

Student Improvement Objectives:

1. Students in grades one – five will maintain progress on their aim line goals in the Oral Reading Fluency subtest of DIBELS
2. Seventy percent of students in grades one - five will score within the 70 – 79.9% performance band or above, on the AIMSWEB math assessments.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Progress monitoring via DIBELS, AIMSWEB and, when needed, the MAZE will be administered as district – directed.	ILT Teaching staff	N/A	Sept. '09 – June '10	Recorded data
Data meetings on Benchmark and progress monitoring measures will direct instructional modifications in reading and math.	ILT Teaching staff	N/A	Sept. '09 – June '10	Student progress
Results of common classroom assessments will help determine best practices for discussion and reflection.	Grade level teams	N/A	Sept. '09 – June '10	Meeting minutes

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Goal 5: Monitor student performance and program implementation.

School Improvement Objectives:

1. Classroom walkthroughs by district team
2. Rubrics to monitor data meetings
3. School reviews
4. District and school data dashboards

Student Improvement Objectives:

1. Students in grades one – five will maintain progress on their aim line goals in the Oral Reading Fluency subtest of DIBELS
2. Seventy percent of students in grades one - five will score within the 70 – 79.9% performance band or above, on the AIMSWEB math assessments.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
The objectives of classroom walkthroughs will be reviewed and reinforced at staff meetings.	ILT	N/A	Sept. '09 – June '10	Classroom observation Administrative evaluation
The ILT will develop rubrics to monitor data meetings	ILT	N/A	Sept. '09	Written product
Student data growth and reports on school initiatives will be maintained to assist with in-house school functioning and school reviews.	ILT Teaching staff	N/A	Sept. '09 – June '10	Data reports Written records of initiatives
District and school data dashboards will be prominently displayed and reviewed by staff, to guide decision-making.	ILT Teaching staff	N/A	Sept. '09 – June '10	Observation Student progress

VIII. School Climate and Citizenship Goal

ACTION PLAN

Goal: To strengthen a positive school climate.

Objectives:

1. Students will display positive behaviors throughout the school day.
2. Fewer students will be referred to the office and/or suspended from school.
3. Family activities will continue to be offered to maintain family involvement.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. Continuation of the district and school-wide code of conduct	All Arnone Staff members	School based resources	September '09 – June '10	Reduced office referrals and suspension levels
2. Continuation of attendance incentives	Guidance and Administration	School based resources PTA funds	September '09 – June '10	Decrease in student absenteeism as well as a decrease in the number of tardy students
3. Continuation of monthly Good Citizen recognition	Classroom teachers Administration	PTA funds	September '09 – June '10	School wide observation of positive behaviors and attitudes
4. Expansion of family/school activities to include more social and or holiday events	School Council and PTA	Grant funds PTA funds	September '09 – June '10	Number of family events offered and the response by parents (attendance at events)

