

**Brockton Public Schools  
Brockton, Massachusetts**

**Edgar B. Davis  
Community School  
K - 8**

**TITLE I  
SCHOOLWIDE  
IMPROVEMENT  
PLAN**

**2009 - 2010**

**Principal**

**Darlene M. Campbell**

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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 SCHOOL**

The Edgar B. Davis K – 8 Community School promotes its cultural, social, physical and academic diversity through a wide range of specialized programs, lessons, events, and activities. Staff and parents share the belief that our children are our most valuable resource and work together to address the needs of each student so that every child can succeed academically and socially. The school community aggressively promotes a positive sense of self worth, confidence and achievement.

**IV. SCHOOL COUNCIL ROSTER**

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

**Name and Position**

**Signature**

**Principal** \_\_\_\_\_  
*Principal*

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*Co-Chairperson*

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*Other Members*

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## V. DESCRIPTIVE DATA

### A. Demographics

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### CPI

School	Student Group	2009 ELA Baseline (2008 CPI)	2009 ELA Gain Target	2009 ELA Improvement Target	2009 Math Baseline (2008 CPI)	2009 Math Gain Target	2009 Math Improvement Target
Edgar B Davis	Af-Am	76	4	80	68.8	5.2	74
Edgar B Davis	White	87	2.17	89.17	83.7	2.72	86.42
Edgar B Davis	SPED	59.5	6.75	66.25	53.2	7.8	61
Edgar B Davis	LI	78.1	3.65	81.75	72.6	4.57	77.17
Edgar B Davis	Hispanic	78.6	3.57	82.17	73	4.5	77.5
Edgar B Davis	F/LEP	50.8	8.2	59	57.6	7.07	64.67
Edgar B Davis	All	80	3.33	83.33	74.3	4.28	78.58

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

### **School Performance Goals**

#### **Grades: 3 - 5**

**English Language Arts:** The Edgar B. Davis K- 8 Community School will increase the percent of Proficient/Advanced students on the ELA MCAS from 41.3 of the total grades 3, 4, 5 population in 2007 to 49.6 on the 2008 MCAS test and to 58.0 on the 2009 MCAS Test.

**Math:** The Edgar B. Davis K- 8 Community will increase the percent of Proficient/Advanced students on the Math MCAS from 35.6 of the total grades 3, 4, 5 population in 2007 to 44.8 on the 2008 MCAS test, and to 54.0 on the 2009 MCAS.

#### **Grades: 6 - 8**

**English Language Arts:** The Edgar B. Davis K- 8 Community School will increase the percent of Proficient/Advanced students on the ELA MCAS from 66.0 of the total grades 6, 7, 8 population in 2007 to 70.8 on the 2008 MCAS test and to 75.6 on the 2009 MCAS Test.

**Math:** The Edgar B. Davis K- 8 Community will increase the percent of Proficient/Advanced students on the Math MCAS from 44.5 of the total grades 6, 7, 8 population in 2007 to 52.4 on the 2008 MCAS test, and to 60.3 on the 2009 MCAS.

## **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:** Teachers will:

1. Develop student performance goals for groups of students and individual students.
2. Align goals and objectives to Massachusetts Frameworks in compliance to the Walkthrough Guide.
3. Use best practices in all content areas in compliance with the Walkthrough Guide.
4. Use mathematical emphases as part of best practices to realign strategies to accomplish objectives.
5. Communicate student mathematical progress between grade levels.
6. Reference objective before, during, and after the lesson.
7. Use CPI/AYP data to calculate CPI target for coming year.

**Student Improvement Objectives:** Students will:

- A. See and read kid-friendly, posted mathematical emphases/objectives and ELA objectives to better understand purpose and direction of lessons.
- B. Show purpose and sequence of their ideas in order to make their problem solving strategies coherent and logical.
- C. Articulate how the language goal will be assessed.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
1. Continue classroom kid-friendly objectives which include the performance, the conditions, and the criteria for specific lessons	1. Teachers, ILT, Administration	1. Frameworks, BPS curriculum	1. Each daily lesson	1. Posted frameworks/objectives, School Visit Walkthroughs
2. Continue posting and referring to objectives throughout lesson	2. Teachers	2. White board, starboards, overheads, work stations, charts	2. School year 2009 - 2010	2. Successful student articulation of objective, observation
3. Continue S.M.A.R.T.(Specific, Measurable, Attainable, Research specific, and Time	3. Teachers, Administration, ILT	3. Frameworks and BPS curriculum	3. School year 2009 – 2010	3. Observation, School Visit Walkthrough Guide, plan books

bound) goals				
4. Continue to use proficiency level data to calculate targets for aggregate and subgroups for coming year	4. Administration, ILT, Teachers	4. CPI/AYP data	4. Annually in October	4. Grade level meeting agenda
5. Use Key Indicators to determine Annual Performance Targets	5. Administration, ILT,	5. Assessment data	5. School year 2009 - 2010	5. DIBELS, AIMSWEB, GRADE, MAZE, MCAS scores, IAAT, Unit Benchmarks – ELA/Math

## SCHOOL ACTION PLAN 2009-2010

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

**School Improvement Objective:** Teachers will:

1. Sustain Read First initiatives
2. Identify Sheltered English Immersion, Integrated Sheltered English Immersion, and Former Limited English Proficiency students and provide additional support in oral language development using the English as a Second Language coach.
3. Use informational text to instruct students' nonfiction genre.
4. Continue using the Walk to Read strategy in Grade 2 and initiate program in Grade 3.
5. Continue use of literature circles, reciprocal teaching, and other comprehension techniques.
6. Instruct according to the Collins method integrating Empowering Writers and 6 + 1 Traits to improve students' writing skills.
7. Continue use of manipulatives to provide a concrete mathematical learning experience.
8. Use a variety of software and hardware to target objectives.
9. Continue to expand the math professional development library.
10. Provide Algebra classes for qualifying Grade 8 students.
11. Allow students to validate their written answers in oral discussions.
12. Model and give problem solving opportunities, including multiple step problems, for students to implement appropriate strategies.
13. Provide simulations using a variety of practice test materials.
14. Incorporate Everyday Counts and Arithmetic Developed Daily into each day's math lesson.
15. Model traditional algorithms.
16. Continue to provide opportunities for math fact practice.
17. Use Trans Math as a supplementary material in Grades 4, 5, and 6.
18. Use Trans Math as an intervention in Grades 7 and 8.
19. Use Head for Success as an intervention in Grades 1 – 5.
20. Encourage students to utilize higher level thinking skills through the processes of application, analysis, synthesis and evaluation.

**Student Improvement Objectives:** Students will:

- A. Utilize Grade 7 and 8 trade books aligned to the Massachusetts Framework.
- B. Understand and acquire new vocabulary and use it correctly in reading, through context, multiple meaning, synonyms, antonyms, homonyms, idioms and figurative phrases.
- C. Use prior knowledge and life experiences to make judgments, predictions, distinguish fact from opinion, use inference and draw conclusions.
- D. Understand both the structure and conventions of different genres and rely on this knowledge to better interpret the meaning of the text.
- E. Provide a clear purpose and sequence for their ideas in order to make their writing coherent, logical, and expressive.
- F. Continue to improve in organization, content, knowledge, paragraph development, level of detail, style, tone, word choice, and writing

proficiency.

G. Use knowledge of correct mechanical usage and sentence structure when writing and editing.

H. Use TAG (title, author, genre) to introduce responses to literature.

I. Demonstrate writing proficiency and content knowledge through the open response writing process

J. Analyze attributes and other features of two and three-dimensional shapes, and use them to solve problems.

K. Construct, draw conclusions from, and make predictions for various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

L. Select, use and explain appropriate strategies including make a list, guess and check, draw a picture, make a table, and sequencing to solve mathematical problems.

M. Use traditional algorithms as a strategy in problem solving.

N. Complete fact drills with 98% accuracy.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. Continued use of trade books to enhance reading program	1. Teacher, Title I, RRS, IRC Specialist	1. Trade books, literacy closet, Scott Foresman leveled materials	1. School year 2009 – 2010	1. Observation, plan books, student book logs
2. Continue utilizing best practices of district-wide curriculum	2. Administration, teachers, ILT	2. Walkthrough Guide	2. School year 2009 – 2010	2. Observation, plan books, School Visit Walk Through Guide, School Review
3. Continue to use appropriate math literacy books and I.R.C. resources in math class	3. Teachers, IRS, IRC Specialist	3. IRC Specialist, Local funds	3. School year 2009 – 2010	3. Library book log, inventory of books
4. Provide students with the opportunity to share their solutions and strategies using Ready, Set, Science questioning techniques	4. Teachers	4. BPS Curriculum	4. School year 2009 – 2010	4. Plan books, observations
5. Continue to encourage use of BPS writing curriculum	5. ILT, Teachers	5. Local funds	5. School year 2009 – 2010	5. Collection and review of Davis writing folders and district-wide articulation folders
6. Continue to use Everyday Counts practice book, ADD and RDD	6. Administration, IRS, Teachers	6. Everyday Counts, ADD and RDD materials	6. School year 2009 – 2010	6. Plan books, observations

7. Continue to implement MCAS vocabulary strategies and techniques	7. Teachers, ILT, Title I	7. Classroom resources	7. School year 2009 – 2010	7. Plan books, observations, grade level articulation assessments
8. Continued use of Isabel Beck’s Three Tier Vocabulary Model including 2.5 words	8. Teachers, ILT, Administration	8. Local Funds	8. School year 2009 – 2010	8. Plan books and John Collins writes
9. Continued use of McDougal/Little Anthology in Grade 7 and 8	9. Teachers	9. Program materials	9. School year 2009 - 2010	9. Plan books, observation
10. Continue to use technology (SME lab, supplemental Study Island support, Plato and the Read 180 intervention program to assess student needs and target student skill level	10. Teachers, lab manager	10. Licenses, software, and computer lab	10. School year 2009 – 2010	10. Biweekly cumulative performance reports, Davis Dashboards
11. Continue use of starboards, robots and Elmo’s	11. Teachers	11. Starboard software	11. School year 2009 – 2010	11. Plan books, observation, Walkthroughs
12. Implement Lexia and Scott Foresman Success Net	12. Lab manager, teachers	12. Licenses, computer lab, and software	12. School year 2009 – 2010	12. Student performance reports
13. Use manipulatives as an extension in numeracy centers or other choice time to develop number sense	13. Teachers	13. Program materials	13. School year 2009 – 2010	13. Plan books, observations
14. Continued use of Edusoft testing to target instruction at the students’ instructional level	14. Administration, teachers, IRS, Lab manager	14. Lab licenses, computer lab	14. School year 2009 – 2010	14. Biweekly generated SME lab reports, Davis Dashboards
15. Continue direct instruction of geometry development according to the grade level frameworks	15. Teachers, Instructional Resource Specialist	15. Program materials	15. Aligned to Investigations and CMP pacing charts	15. Assessment task scores, unit tests, plan books, observations

16. Continue direct instruction of the Data and Probability Strand, i.e. graphs, tables, and charts	16. Teachers, IRS	16. Program and supplemental materials	16. Aligned to Investigations and CMP pacing charts	16. Assessment task scores, unit test, plan books
17. Incorporate use of data charts across the curriculum	17. Teachers, IRS	17. Science and Social Science curriculum materials	17. During data analysis and graphing in Investigations and CMP	17. Assessment task scores, unit tests, plan books, observations
18. Continue use of frequent math fact drill in Grades 1-5	18. IRS, Teachers	18. Addition, Subtraction, Multiplication, Division flash cards	18. School year 2009 – 2010	18. Success in timed tests, results in participation of the Lunch with Lynch contest, Davis Dashboards
19. Daily practice of basic algorithms through the use of Everyday Counts in Grades K-6, Arithmetic Developed Daily in Grades K-8 and Trans Math in Grades 5-8	19. Teachers	19. Local funds	19. School year 2009 - 2010	19. Plan books, observations, assessments
20. Continue National History Day contest in Grade 8	20. Teacher, RRS	20. Local funds	20. School year 2009 – 2010	20. Presentation of exhibits
21. Continue Science Fair in Grade 7 and 8	21. Teacher, IRS	21. Local funds	21. School year 2009 – 2010	21. Presentation of experiments
22. Continue Geography Fair in Grade 7	22. Teachers, IRS	22. Local funds	22. School year 2009 – 2010	22. Science and Geography Fair Exhibits
23. Continue vertical articulation of curriculum and instruction in all subject areas	23. Administration, ILT, Teachers, Title I	23. Local funds	23. School year 2009 - 2010	23. Cross-level articulation and Teacher Targeted Cohorts
24. Use common planning time; data articulation meetings; Teacher Targeted Cohorts and workshops to share successes, strategies, provide mutual support, and communicate student progress	24. Administration, Teachers, ILT	24. CFC Grant	24. School year 2009 - 2010	24. Attendance record and agenda of scheduled meetings

**SCHOOL ACTION PLAN 2009-2010**

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

**School Improvement Objective:** Teachers will:

1. Create common classroom formative assessments using Edusoft
2. Create common mini-summative assessments using Edusoft.
3. Plan for district unit testing in ELA and Math at all grade levels, including Social Science and Science in Grades 6, 7 and 8.
4. Use common planning time, grade level meetings, Teacher Targeted Cohorts, data meetings and faculty meetings to collaborate on assessments.
5. Recognize that the Walkthrough Guide and BPS Key Indicators will be used to determine degree of compliance to program implementations.
6. Continue to implement programs and standards-based instruction.

**Student Improvement Objectives:** Students will:

- A. Distinguish between and use appropriate strategies for different test formats.
- B. Improve writing skills through individual conferencing concerning focused correction areas.
- C. Continue completing articulation folders in ELA, Math, Social Science, and Science in Grades 6, 7 and 8.
- D. Take responsibility for personal achievement. in conjunction with administrative conferencing.
- E. Continue following the appropriate MCAS rubric in answering weekly open response questions.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
1. Continue to create and administer formative and summative mini-final assessments to target areas of weakness and identify strengths	1. Teachers, Administration, ILT	1. Edusoft program	1. School year 2009 – 2010	1. Edusoft generated reports, compliance to Walk Through Guide
2. Continue articulation folders for Grades 6, 7 and 8 in all subjects	2. Teachers, ILT	2. District-wide open response prompts	2. April and May, 2010	2. Articulation rubric
3. Participate in writing conferences with the ILT	3. ILT, teachers	3. Writing folders	3. Three times a year	3. Collection and review of writing folders and RRS “action feedback form” sharing with teachers

4. Continue individual conferencing with students to review Fluid Folders that include MCAS scores, SME scores and report cards	4. Administration	4. Fluid folder, Davis Data Dashboard, report cards	4. Quarterly	4. Student efficacy demonstrated by continual progress
5. Continue Dolch sight-word challenge in Grades 1, 2, and 3	5. Title I, Teachers, ILT	5. Dolch computer generated word list and Challenge Boards	5. Biweekly	5. Successful completion of list displayed on graph with appropriate awards
6. According to the Key Indicator, use Read First fluid graphing system to monitor/conference GRADE test results and DIBELS	6. Teachers, Title I, ILT	6. Graph with stickers, assessments, Davis Data Dashboard	6. DIBELS – Bi-weekly GRADE – 3 times/year	6. Continual update of Davis Data Dashboard and Challenge Boards
7. Use Investigations, CMP, and AIMSWEB to assess student mastery and provide appropriate extensions through numeracy centers	7. Teachers, IRS	7. Program materials	7. School year 2009 – 2010	7. Assessment task scores, unit tests, plan books, observation, AIMSWEB
8. Continue to use MCAS anchor papers at least once per term to provide practice with self reflection	8. ILT, Teachers	8. MCAS anchor papers, local funds	8. School year 2009 – 2010	8. Plan books, observations
9. Continue administering Scott Foresman benchmark unit tests in Grades K – 6	9. Teachers, Administration, RRS	9. District Edusoft tests and Grade K and 1 analysis sheets	9. According to BPS pacing chart	9. Collection and review of tests by Administration
10. Continue administering Investigation unit tests in Grades K – 5	10. Teachers, Administration, IRS	10. District Edusoft tests and Grade K and 1 Davis spreadsheet	10. According to BPS pacing chart	10. Collection and review of tests by Administration
11. Continue administering the Connected Math Project unit tests in Grades 6, 7 and 8	11. Teachers, Administration, IRS	11. District Edusoft tests	11. According to BPS pacing chart	11. Collection and review of tests by Administration
12. In accordance with the Key Indicators, continue administering Grade 8	12. Teachers, IRS, Administration	12. Edusoft Algebra assessments	12. School year 2009 – 2010	12. Collection and review of tests by Administration

Algebra tests				
13. Continue common grade-wide open response questions in ELA and Math involving higher thinking skills	13. Administration, Teachers	13. MCAS archives	13. Weekly	13. Collected and reviewed by Administration
14. Continue use of the School Visit Walkthrough Guide	14. Administration	14. Massachusetts Frameworks	14. School year 2009 - 2010	14. Review and consultation with Administration
15. Continue to use Key Indicators as a BPS assessment tool for Grades K - 8	15. ILT and teachers	15. Key Indicator Performance Targets	15. School year 2009 - 2010	15. School Reviews

**SCHOOL ACTION PLAN 2008-2009**

**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:** Teachers will:

1. Monitor the implementation of programs and standards-based instruction.
2. Attend data meetings with grade/department teams as a means of improving student achievement.
3. Meet with ILT regarding their individual student achievement data.
4. Strive for student grade-level attainment in the SME lab in Grades 3 – 6, Read 180 program in Grade 4 – 8, and Study Island in Grades 7 and 8, Lexia and Success Net.
5. Create grade-level data-driven initiatives based on student needs.
6. Use differentiated instructional strategies i.e. literacy centers.
7. Provide numeracy centers which allow for differentiated opportunities.
8. Provide opportunities for students to feel confident and experience success through interventions, differentiated instruction and positive reinforcement.
9. Provide Response to Interventions according to the 3-Tier Model.
10. Initiate the Instructional Support Team to establish academic/behavior goals for at risk students.

**Student Improvement Objectives:** Students will:

- A. Utilize leveled readers for independent reading.
- B. Have access to intervention groups in ELA/Math.
- C. Participate in differentiated learning centers.
- D. Use a variety of Math strategies including invented and traditional algorithms.
- E. Receive Response to Intervention services using the in-class model of intervention.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
1. Continue implementation of academic enrichment block in Grades 7 and 8 to target instruction based on needs both to intervene and challenge	1. Administration, teachers, Trans Math tutor, lab manager	1. Local funds	1. School year 2009 – 2010	1. Observation, plan book, program assessment
2. Continue to use elements of differentiated instruction in the classroom through the use of	2. Teachers, ILT, Title I	2. Program materials and classroom resources	2. School year 2009 – 2010	2. Plan books, observation, grade level meetings discussions

targeted learning centers				
3. Continue intervention groups in Grades K - 8	3. IRS and teachers	3. Math World program and Head for Success	3. 3. School year 2009 – 2010	Assessment task scores and Edusoft assessments
4. Continue an accelerated Grade 7 Math class	4. Teacher, IRS	4. Grade 7 and 8 CMP materials	4. School year 2009 – 2010	4. Unit tests, plan books
5. Continue collection of data and implementation of classroom and individual Davis Data Dashboards in Grades K - 8	5. Teachers, ILT	5. Assessments, Local funds	5. Monthly	5. Data meetings, ISTs, parent teacher conferences, compliance to School Visit Walkthrough Guide and School Review
6. Continue referring to the dashboard as a relevant resource used in IST's, parent conferences and student conferences	6. Administration, Teachers, ILT	6. Dashboards	6. School year 2009 – 2010	6. IST's, parent conferences, student conferences
7. Survey students to determine language spoken at home	7. Administration, parent liaison	7. Survey form	7. September 2009 open house	7. List of ELL students by class
8. Continue Reading Developed Daily and Arithmetic Developed Daily	8. Teachers, Administration,	8. Local Funds	8. Every day of school year 2009 – 2010	8. Plan books, collection and review by administration
9. Continue use of RtI – ERI (Early Reading Intervention in Grade K), Sidewalks in Grades 1-3, Read 180 in Grades 3-8, and Lexia In Grades 1 – 7.	9. Teachers, Title I, RRS, MSNs	9. Program resources, Read 180 labs, technological materials	9. School year 2009-2010	9. Observation, Individual Student Profile Reports benchmarks
10. Continue Walk to Read in Grade 2 and initiate in Grade 3 including Guided Reading literacy centers	10. Teachers, Title I, RRS	10. Classroom resources	10. School year 2009 – 2010	10. Davis Data Dashboards, DIBELS, and GRADE test, journal writes
11. Soar to Success intervention	11. Teachers	11. Soar to Success kit	11. School year 2009–	11. Program assessment

continued in Grades 7 and 8			2010	tool
12 Continue use of full time English as a Second Language coach working with English Language Learners	12. English language coach	12. ESL component of the Scott Foresman program	12. School year 2009 – 2010	12. Language Assessment Team meetings
13. Continue to utilize Trans Math intervention coach in Grades 6, 7 and 8	13. IRS, Math coach, Math Coordinator	13. Local funds	13. School year 2009 – 2010	13. Observation, plan book, Davis Dash Boards
14. Community school academic interventions targeting instruction based on need for Grades 4,5, 6, 7 and 8 in ELA and Math	14. Community school staff	14. Twenty-first century funds	14. School year 2009 – 2010	14. Increase in MCAS scores
15. Continue servicing special needs students using an in class model	15. Moderate Special Needs Teachers	15. Program resources	15. School year 2009 - 2010	15. Plan books, observation, Individual Education Plans

**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:** Teachers will:

1. Be required to attend meetings and common planning time for data analysis and reflection across grade levels.
2. Attend 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, including protocols for data meetings, protocols for looking at student work, and guidelines for analyzing and using data according to Key Indicators and Walkthrough Guidelines.
5. Implement requirements for the use of meetings and common planning time for data analysis, reflection, and discussion of course of action.
6. Review achievement data with students.
7. Participate in district-wide trainings and consultant visits.
8. Engage in common planning of standards-based units.
9. Address essential skills as identified through data analysis and needed assessment strategies.

**Student Improvement Objectives:** Students will:

1. Practice pre-testing strategies to improve motivation, stamina and confidence.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. Continued training of Educational Support Professionals	1. ILT	1. Local funds	1. School year 2009 – 2010	1. PTPs, observation of classroom implementation
2. Provide professional development to all staff in the BPS Writing Program, Empowering Writers, and 6 +1 Traits of Writing	2. RRS, ELA Coordinator	2. Local Funds	2. School year 2009 – 2010	2. Attendance records
3. Continue to provide professional development	3. RRS	3. Title I funds and CFC funds	3. School year 2009 – 2010	3. Training attendance rosters, classroom

and implement comprehension and oral language strategies utilizing literature circles and reciprocal teaching				observation and plan books
4. Continued district-wide professional development	4. Central Services, ILT Administration	4. Consultants, central services	4. School year 2009 – 2010	4. PDPs, training schedule
5. Continue implementation of critical text/test management strategies	6. ILT, Teachers	6. Local funds	6. School year 2009 - 2010	6. Davis school calendar, Play by Play curriculum materials
6. Continued training of Kindergarten teachers in the NAEYC accreditation criteria	7. Central Services	7. Local funds	7. School year 2009 - 2010	7. Progress towards accreditation

**SCHOOL CLIMATE AND CITIZENSHIP GOAL ACTION PLAN 2009 -2010**

**Goal 5:** Create a Davis School climate that fosters school spirit, academic pride and teamwork

**School Improvement Objectives:** Teachers will:

1. Act as cooperating instructors to fulfill clinical practicum for Bridgewater State College student teachers.
2. Participate as required in the Brockton Public Schools mentoring program.
3. Provide motivational activities to improve the students' confidence and pride.

**School Improvement Objectives:** Students will:

1. Have the opportunity to participate in team-building activities.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
1. Continue implementation of motivational programs, i.e. Play by Play, Lunch with Lynch using critical text/test management strategies	1. Administration, ILT, Teachers	1. Grade-wide simulations using MCAS exemplars	1. School year 2009 - 2010	1. Improved results of simulations focusing on open response, short answer and long composition
2. Use common planning time, grade level meetings, individual teacher conferencing, and Teacher Targeted Cohorts to share successes, strategies and provide mutual support	2. Administration, ILT, Teachers	2. Local funding, CFC grant	2. School year 2009-2010	2. Attendance roster, meeting agendas, increased articulation among staff in compliance with the School Visit Walkthrough Guide
3. Continue as a Professional Development School affiliated with Bridgewater State College	3. Administration and on-site supervising professor	3. Cooperating teachers	3. School year 2009 - 2010	Evaluation by cooperating teacher and supervising professor of clinical program
4. Continue "Lights on For	4. Administration,	4. Music, after school	4. Holiday play and	4. Community

the Arts” to expand the arts and deliver services to enhance academics and develop teamwork	“Lights On” staff	practice time, playbooks, costumes, props	spring variety show	participation
5. Mentors and protégés will participate in the BPS mentoring program	5. Mentors, protégés, mentor manager, and administration	5. Local funds	5. School year 2009 - 2010	5. Mentor and protégé logs
6. Continue to celebrate school culture through MCAS Spirit Day, Day at the Davis, Field Day, Kindergarten Celebration, Middle School Banquet, Grade 8 Graduation, Musical concerts, Faculty banquet	6. Administration, staff	6. Fund raisers	6. School year 2009 - 2010	6. Attendance of faculty, students, and community participation

## **TITLE I PARENT INVOLVEMENT ACTION PLAN**

**Goal 7 :** 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. <b>Technical Support</b> – 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 Katie Shea  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

<p><b>2. Title I Annual Meeting/Family Breakfast</b> - 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>Title I Parent Education Specialist Lisa Zolga</p> <p>Food Service Director</p> <p>Building Administration</p> <p>Leadership Team</p> <p>Title I Teachers</p>	<p>Title I</p> <p>School Improvement Plans</p> <p>SES Notices</p>	<p>Sept. 2009 – Nov. 2009</p>	<p>Written Parent Evaluations</p> <p>Attendance Records</p>
<p><b>3. Title I Family Book Bag Program</b> – 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 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><b>4. Recipes For Success Workshops</b> – 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 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><b>5. Book Talk</b> – 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 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. <b>Math, Muffins, Moms and Dads</b> – These 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.</p>	<p>Title I Parent Education Specialist Lisa Zolga  Building IRS  Title I Staff</p>	<p>Title I  Math Investigations games and materials</p>	<p>Oct. 2009– June 2010</p>	<p>Evaluations  Attendance Sheets</p>
<p>7. <b>Bingo for Books</b> – 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.</p> <p>Each evening a specific reading and math strategy will be introduced and practiced.</p>	<p>Title I Parent Education Specialist Lisa Zolga  Building Staff and Parent Volunteers  Parent Liaisons</p>	<p>Title I  Books across all grade levels in a variety of genres</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Attendance Sheets  Evaluations</p>
<p>8. <b>Parent Meetings</b> - Title I Teachers will plan, organize and conduct two parent meetings each year (Fall and Spring).</p> <p>Each meeting will address topics specific to student achievement and school improvement.</p>	<p>Title I Teachers</p>	<p>Title I</p>	<p>Oct. 2009 – June 2010</p>	<p>Scheduled Meetings  Attendance Sheets  Parent Evaluations</p>
<p>9. <b>Outreach</b> – Ongoing communication is vital to student achievement and needed to build a positive school culture.</p> <p>Through the use of a variety of contact methods Title I makes a minimum of two home connections per week.</p>	<p>Title I Teachers</p>	<p>Title I  Postcards, newsletters, NCR – Notes to Parents</p>	<p>Oct. 2009 – May 2010</p>	<p>Outreach Logs  Attendance at Parent Conferences</p>
<p>10. <b>Good News Post Cards</b> – 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.</p> <p>Title I teachers receive four postcards per month. All other teachers in Title I buildings are provided two postcards per month.</p>	<p>Title I Coordinator Katie Shea  Title I Parent Education Specialist Lisa Zolga  Title I Teachers  Building Staff</p>	<p>Title I  Postcards  Stamps</p>	<p>Sept. 2009 - June 2010</p>	<p>Number of postcards sent  Parent and child reactions and comments</p>

<p>11. <b>Recipes for Success</b> – 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. <b>Title I Web Page</b> – 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. <b>Parents Make the Difference Newsletter</b> – 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. <b>Reading Connection Newsletter</b> – 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><b>15. Theme Literature Nights</b> – 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><b>16. Family Game Nights</b> – 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><b>17. Parent &amp; Child Activity Calendars</b> – 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>

# Parental Involvement

## 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:

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

### Student Improvement Objectives: Students will:

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

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. <b>Technical Support</b> – 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

<p><b>2. Title I Annual Meeting/Family Breakfast</b> - 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>Title I Parent Education Specialist Lisa Zolga</p> <p>Food Service Director</p> <p>Building Administration</p> <p>Leadership Team</p> <p>Title I Teachers</p>	<p>Title I</p> <p>School Improvement Plans</p> <p>SES Notices</p>	<p>Sept. 2009 – Nov. 2010</p>	<p>Written Parent Evaluations</p> <p>Attendance Records</p>
<p><b>3. Title I Family Book Bag Program</b> – 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 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><b>4. Recipes For Success Workshops</b> – 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 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><b>5. Book Talk</b> – 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 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. <b>Math, Muffins, Moms and Dads</b> – These 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.</p>	<p>Title I Parent Education Specialist Lisa Zolga  Building IRS  Title I Staff</p>	<p>Title I  Math Investigations games and materials</p>	<p>Oct. 2009 – June 2010</p>	<p>Evaluations  Attendance Sheets</p>
<p>7. <b>Bingo for Books</b> – 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.</p> <p>Each evening a specific reading and math strategy will be introduced and practiced.</p>	<p>Title I Parent Education Specialist Lisa Zolga  Building Staff and Parent Volunteers  Parent Liaisons</p>	<p>Title I  Books across all grade levels in a variety of genres</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Attendance Sheets  Evaluations</p>
<p>8. <b>Parent Meetings</b> - Title I Teachers will plan, organize and conduct two parent meetings each year (Fall and Spring).</p> <p>Each meeting will address topics specific to student achievement and school improvement.</p>	<p>Title I Teachers</p>	<p>Title I</p>	<p>Oct. 2009 – June 2010</p>	<p>Scheduled Meetings  Attendance Sheets  Parent Evaluations</p>
<p>9. <b>Outreach</b> – Ongoing communication is vital to student achievement and needed to build a positive school culture.</p> <p>Through the use of a variety of contact methods Title I makes a minimum of two home connections per week.</p>	<p>Title I Teachers</p>	<p>Title I  Postcards, newsletters, NCR – Notes to Parents</p>	<p>Oct. 2009 – May 2010</p>	<p>Outreach Logs  Attendance at Parent Conferences</p>
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<p>11. <b>Recipes for Success</b> – 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. <b>Title I Web Page</b> – 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. <b>Parents Make the Difference Newsletter</b> – 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>
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<p>15. <b>Theme Literature Nights</b> – 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. <b>Family Game Nights</b> – 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. <b>Parent &amp; Child Activity Calendars</b> – 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>