

**Brockton Public Schools
Brockton, Massachusetts**

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

**Márcia Andrade Serpa
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 HANCOCK SCHOOL

Our mission is to educate all students to high academic standards in an environment that cultivates character, fosters pro-social behavior and inspires the love of learning.

VISION STATEMENT of the HANCOCK SCHOOL

Our vision is for all students to become proficient in effective communication, critical reasoning and logical problem solving. We seek to meet the needs of all learners within a student-centered, data-driven learning community where we continually collect, analyze and act on student performance data to improve teaching and learning.

Hancock Elementary School Profile

2009 – 2010

Location

Hancock School, 125 Pearl Street, Brockton, MA 02301

Main telephone (508) 580-7252, Fax (508) 580-7079

Hours: 9:00 a.m. – 3:15 p.m.; Early dismissal 12:15 p.m.; **North Zone** Grades – Pre-K through 5

Building & Facilities

Built in 1963 (renovated 1970)

32 classrooms; cafetorium; library; art room; computer lab; full court gymnasium

Philosophy

The Hancock School engenders the respect, dignity and participation of all of our students. Our mission is to educate all students to high academic standards in an environment that cultivates character, fosters pro-social behavior and inspires a love of learning. As children realize their full potential and become productive citizens, not only schools, but families and the community at large benefit immeasurably. Crucial to our children's success is the partnership among schools, families and the community. We look forward to continuing a positive relationship with our school community as we work together to provide a strong foundation upon which our children can build the skills, knowledge and attitudes necessary for lifelong learning.

Our vision is for all students to become proficient in effective communication, critical reasoning and logical problem solving. We seek to meet the needs of all learners within a student-centered, data-driven learning community where we continually collect, analyze and act on student performance data to improve teaching and learning.

Executive Summary

We are dedicated to promoting the higher-order skills of critical thinking and analysis through inquiry-based learning.

Using a balanced literacy approach, the Hancock School's English Language Arts goal is to promote effective communication where students are engaged in activities that involve reading, writing, speaking and listening. Through the district-wide implementation of Scott Foresman Reading Street, teachers are provided with ongoing professional development in the use of small group differentiated instruction and formative assessments. Data is analyzed and instructional decisions are derived from bi-monthly grade level data meetings. Additionally, a newly designed Walk To Read / Walk To Compute model with consistent progress monitoring allows for immediate and specific interventions to accelerate reading development. These flexible groups utilize literacy closet materials and programs such as ERI, My Sidewalks, Early Success and Soar to Success which support and complement classroom reading instruction.

Furthermore, writing continues to be a focus to improve open response and long composition performance. Building upon previous professional development, teachers are implementing editing and revision

strategies in their daily writing instruction utilizing the Six Traits of Writing. In addition Scott Foresman open response questions are modeled by classroom teachers and incorporated into weekly lessons. Students' work is scored collaboratively in grade-level teams using the MCAS scoring guide. Students improve their writing through corrective feedback. Tier II vocabulary development, QAR strategies and open-ended questioning are integrated across the curriculum.

Using programs and activities based on the Massachusetts Mathematics Curriculum Frameworks, the Hancock School's Math goal is to improve the understanding of mathematical concepts so that students can apply mathematical principles to solve problems in their daily lives. The core programs, Investigations (Grades K-5), provide students with opportunities to explore mathematical ideas and principles so that they are able to communicate effectively, think critically and logically solve problems. Daily classroom instruction follows NCTM Principles and Standards including the use of concrete materials, problem solving strategies and collaboration with peers to promote conceptual learning.

Additionally, the Hancock School is focused on data driven instruction in mathematics. Utilizing item analysis reports and data from the AIMSWeb math CBM, teachers are able to target students' strengths and weaknesses. The IRS uses this data to identify students for Walk To Compute groups and focused instruction. Weekly progress monitoring allows these groups to be truly flexible. The IRS, Math Coach, MTA and classroom teachers meet with these small groups to provide systematic and strategic intervention to improve student achievement.

Ongoing data analysis continues to be an integral part of designing effective instruction to meet the needs of all students. As part of our 2007-2008 School Improvement Plan, the leadership team has established a system for purposeful data collection and analysis. Each teacher maintains an assessment binder that contains various formative and summative assessments. Moreover, through monthly data meetings, teachers have opportunities to collaborate within grade-level teams and with the leadership team to analyze this data and make instructional decisions to improve teaching and learning. In creating this collaborative culture of data-driven decision making, we move from broader aims to focused targeted instruction to increase student achievement.

Hancock School Student Demographics

Enrollment by Gender

	2006-2007	2007-2008	2008-2009
Male	312	323	340
Female	361	387	388
Total	673	710	728

Enrollment by Race/Ethnicity

Race	2006-2007	2007-2008	2008-2009
African American	42.2	40.2	38.2
Asian	4.0	5.4	5.4
Hispanic	8.3	8.7	7.6
Native American	0.7	0.7	1.0
White	44.8	45.0	46.8

Selected Populations

	2006-2007	2007-2008	2008-2009
First Language not English	12.3	15.8	18.6
Limited English Proficient	4.7	8.2	10.8
Low-income	58.3	60.6	52.6
Retentions	0.4	0.2	0.2
Special Education (total)	10.6	9.3	13.1
General Ed Modified	0	1.5	3.0
Up to 20% Separate	10.2	7.3	8.9
21-60% Separate	0.4	0.4	1.2
Substantially Separate	0	0	0

Average Class Size

	2006-2007	2007-2008	2008-2009
First	19.5	23	23
Second	19	18.5	21
Third	19.5	18.5	23
Fourth	18	23	21
Fifth	27	26	27
Sixth	26	27.5	25
Kindergarten	21	22	23

Student Enrichments Programs:

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

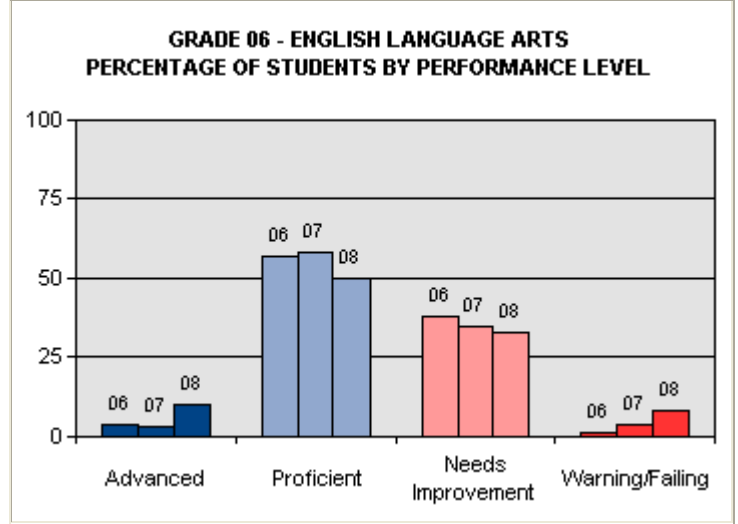
Academic Support Programs:

- Title I
- Second Step
- Walk To Red / Walk To Compute

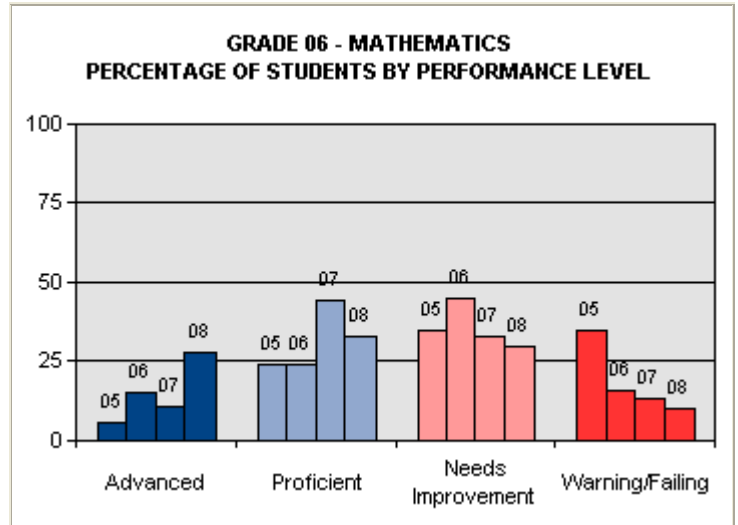
MCAS Annual Comparisons

GRADE 6

GRADE 06 - ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	4	3	10
PROFICIENT	57	58	50
NEEDS IMPROVEMENT	38	35	33
FAILING	1	4	8



GRADE 06 - MATHEMATICS				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	6	15	11	28
PROFICIENT	24	24	44	33
NEEDS IMPROVEMENT	35	45	33	30
FAILING	35	16	13	10

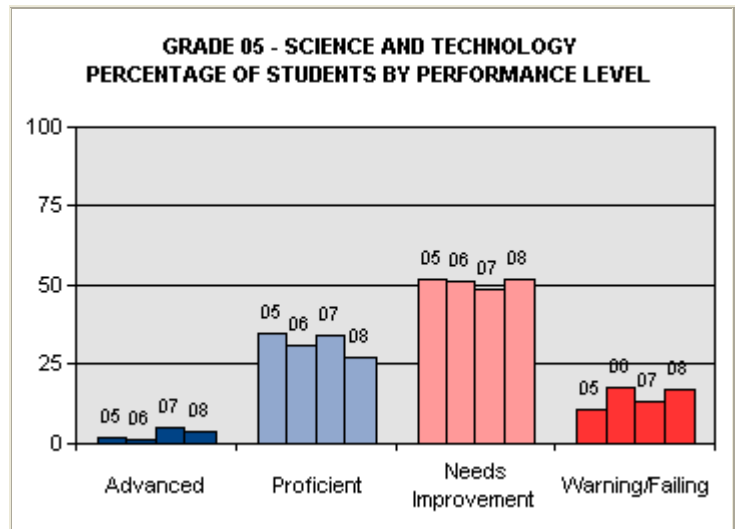
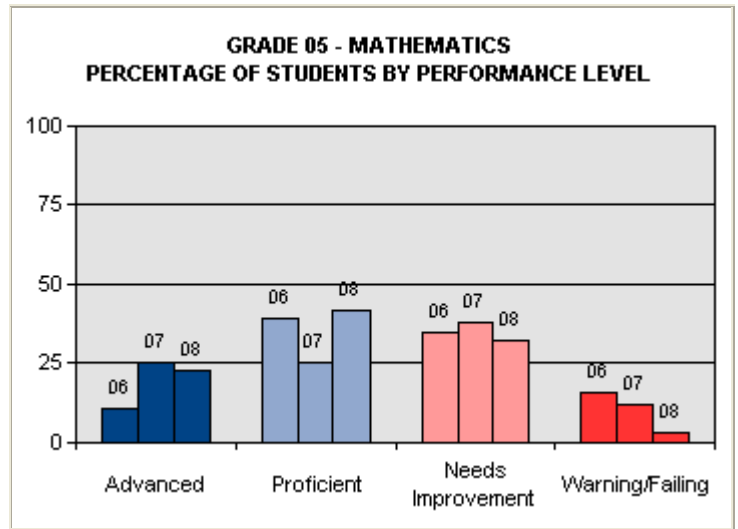
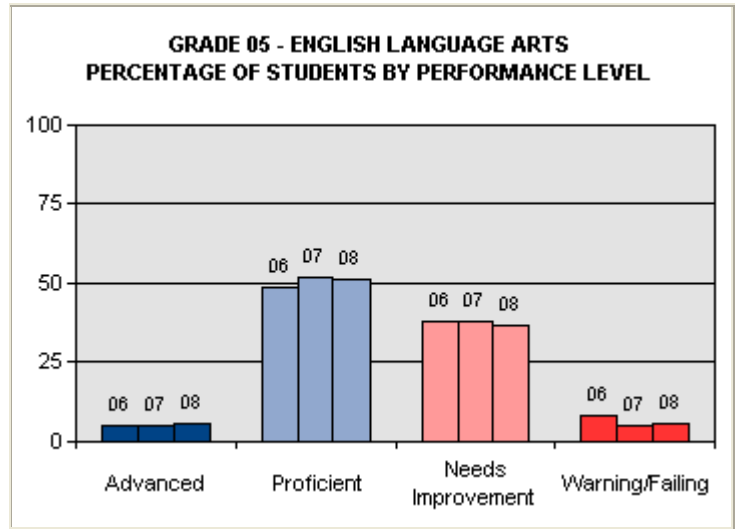


GRADE 5

GRADE 05 - ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	5	5	6
PROFICIENT	49	52	51
NEEDS IMPROVEMENT	38	38	37
FAILING	8	5	6

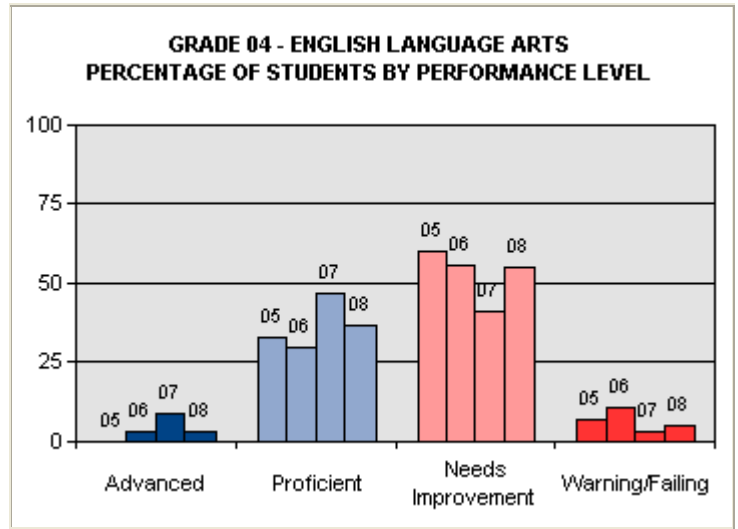
GRADE 05 - MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	11	25	23
PROFICIENT	39	25	42
NEEDS IMPROVEMENT	35	38	32
FAILING	16	12	3

GRADE 05 - SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	2	1	5	4
PROFICIENT	35	31	34	27
NEEDS IMPROVEMENT	52	51	49	52
FAILING	11	18	13	17

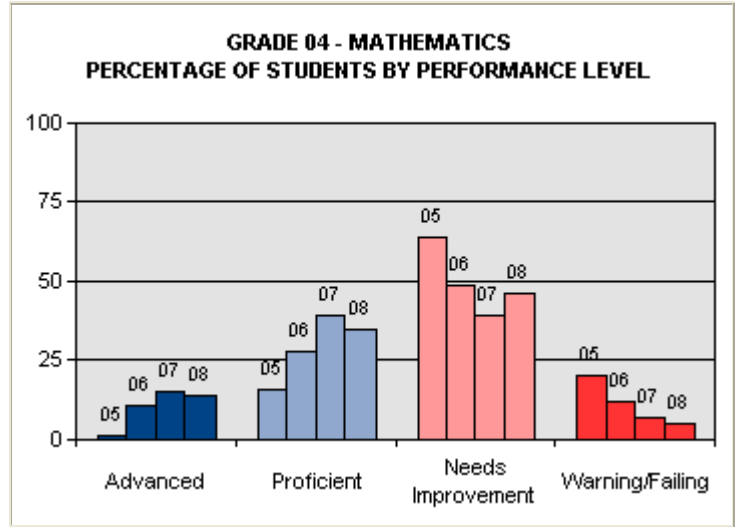


GRADE 4

GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	0	3	9	3
PROFICIENT	33	30	47	37
NEEDS IMPROVEMENT	60	56	41	55
FAILING	7	11	3	5



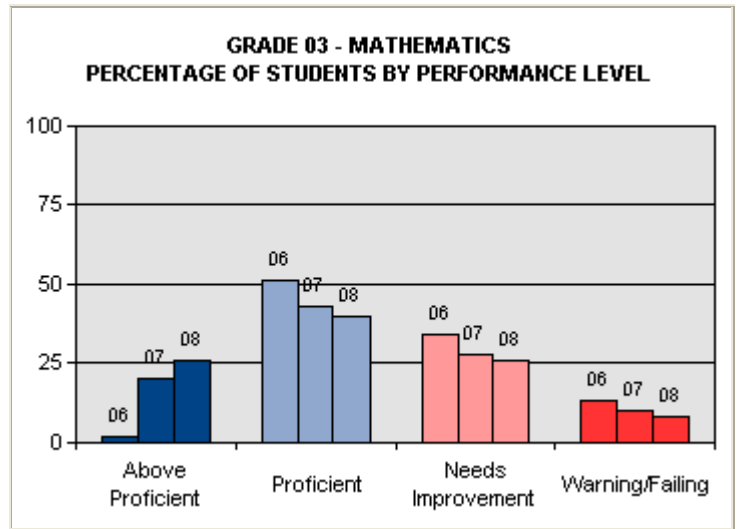
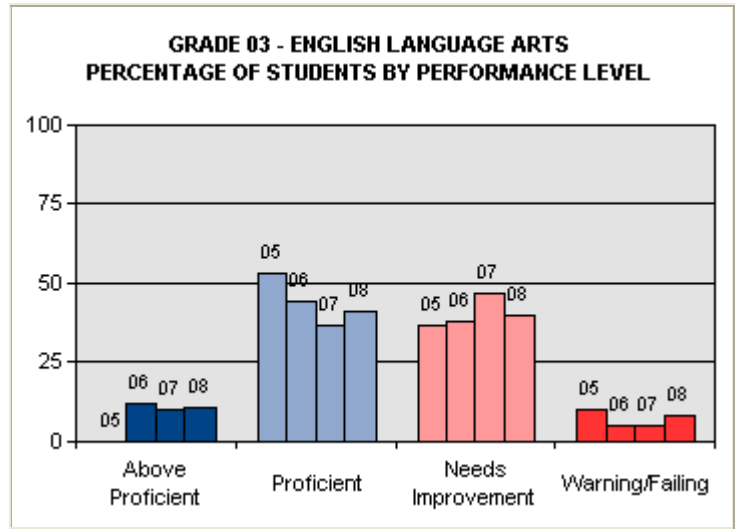
GRADE 04 - MATHEMATICS				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	1	11	15	14
PROFICIENT	16	28	39	35
NEEDS IMPROVEMENT	64	49	39	46
FAILING	20	12	7	5



GRADE 3

GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2005	2006	2007	2008
ABOVE PROFICIENT	NA	12	10	11
PROFICIENT	53	44	37	41
NEEDS IMPROVEMENT	37	38	47	40
FAILING	10	5	5	8

GRADE 03 - MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ABOVE PROFICIENT	2	20	26
PROFICIENT	51	43	40
NEEDS IMPROVEMENT	34	28	26
FAILING	13	10	8



VII. RESULTS AND DISCUSSION

ATTAINMENT OF 2007 - 2008 GOALS

GOAL #1

Goal Statement: The Hancock School Improvement Target in ELA was projected to increase from 82.7 to 85.4.

Degree of Attainment to Date: Based on 2008 MCAS results, the Hancock School earned a high performance rating in ELA but did not achieve AYP in the aggregate or in all sub-groups. The CPI achieved was 80.7. We have implemented a Reading and Math model extending our blocks to two hours to provide targeted intervention for students not scoring in the proficient range and enrichment for students who excel.

GOAL #2

Goal Statement: The Hancock School Improvement Target in Math was projected to increase from 79.6 to 82.5. We achieved a CPI of 83.0.

Degree of Attainment to Date: Based on 2008 MCAS results, the Hancock School is on target and earned a high performance rating in Math and achieved AYP in the aggregate and all sub-groups. We continue moving steadily toward increasing the number of students scoring high needs improvement, proficient and advanced.

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

School Performance Goals

English Language Arts: The Hancock School will increase the CPI on the ELA MCAS from 80.7 to 83.92 in 2009.

Math: The Hancock School will increase the CPI on the Math MCAS from 83.00 to 85.83 in 2009.

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. All students will demonstrate improvement in Reading competency in Pre K-5.
2. All students will demonstrate improvement in Math competency in Pre K-5.
3. Teachers will incorporate learning objectives in daily classroom instruction.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Use data gathered from all formative and summative assessments to determine and set grade, classroom and student goals.	Classroom teachers RRS IRS Title I MSN	DIBELS test booklets and materials	September, 09	September data meeting DIBELS Benchmark Goals
Use ongoing student performance data to determine achievement and set new classroom and student goals.	Classroom teachers RRS Title I MSN	DIBELS test booklets and materials	October, 09-May, 10	Monthly data meetings DIBELS Benchmark Goals
Utilizing all student performance data, students will be targeted for Tier III instruction within the Walk To Read and Walk To Compute models.	Classroom teachers Title I RRS IRS MTA	Sidewalks Early Success Soar to Success Literacy Closet materials Number Worlds	September, 09-June, 10	Plan books Monthly data meetings Reading data sheets Math data sheets

<p>Use EduSoft benchmark reports for Reading and Math to monitor proficiency on specific learning standards. Use information to determine and set grade, classroom and student goals.</p>	<p>Classroom teachers Data specialist IRS RRS</p>	<p>Edusoft benchmark reports</p>	<p>September, 09-June, 10</p>	<p>Reading and Math data sheets in assessment binders. Monthly data meetings</p>
<p>Utilizing all student performance data, students will be targeted for skills based groups addressing math learning standards.</p>	<p>Classroom teachers Data specialist IRS MTA</p>	<p>Math data sheets</p>	<p>October, 09-June, 10</p>	<p>Plan books Monthly data meetings Math data sheets</p>

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:

1. All students will demonstrate improvement in answering open response questions across the curriculum.
2. All students will improve topic development and use of standard English conventions in writing across the curriculum.
3. Teachers will use data to target instruction.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
John Collins and 6 + 1 Traits of Writing Compositions	Classroom teachers RRS IRS Title I MSN	Collins Writing folders Scott Foresman Reading Street Writing document from Reading Dept.	September, 09-June, 10	Writing folders collected at the end of each unit.
Teachers will collaborate at grade level meetings to share, analyze and score student work using rubrics.	Classroom teachers ILT MSN	Rubrics	November, 09-May, 10	Evaluated student work
Teachers will collaborate at grade level meetings to create and maintain learning centers complement, extend and challenge the students in Reading and Math.	Classroom teachers ILT	Curriculum Resources	October, 09-May, 10	Plan books Classroom observations
Teachers will meet the needs of all students based on the BPS 3 tier model of instruction within the Walk to Read and Walk to Compute model.	Classroom teachers ILT MTA MSN Title I Computer lab manager	Curriculum Resources BPS 3 Tier Model of Instruction document	September, 09-June, 10	Plan books Classroom observations

Teachers will work with IRS to review current Math curriculum for standards alignment and identify standards that require supplemental materials.	Classroom teachers IRS	Curriculum Resources Supplemental Math materials	October, 09-May, 10	Binders of supplemental Math materials
Teachers will integrate Science and Social Studies in Reading.	Classroom teachers IRS RRS	Reading Street materials Literacy Closet materials	September, 09-June, 10	Plan books Classroom observations

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. All students will demonstrate improvement in Reading competency in Pre K-5.
2. All students will demonstrate improvement in Math competency in Pre K-5.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Administer DIBELS benchmark test and progress monitoring in Grades 1,2,3,4 and 5.	Grade 1 and 2 classroom teachers RRS Title I MSN	DIBELS test booklets and materials	September, 09- June, 10	DIBELS Benchmark Goals Data meeting reviews
Frequent use of formative assessment to guide instruction.	Classroom teachers IRS RRS MSN	<i>25 Quick Formative Assessment for a Differentiated Classroom</i>	September, 09-June, 10	Data Meetings Teacher observations Grade Level Meetings
Administer DRA for all at-risk students in Grades 1-4.	Grades 1-4 classroom teachers RRS Title I MSN	DRA kit	September, 09-June, 10	Reading folders Monthly data meetings
Use ongoing Running Records to monitor progress.	Grades 1-3 classroom teachers RRS Title I	Curriculum Resources	September, 09-June, 10	Reading folders

Administer Fresh Reads in Grades 1-6 for each unit assessed to monitor oral reading fluency (WCPM).	Classroom teachers RRS	Curriculum Resources	September, 09-June, 10	Reading Street Fluency Benchmark Goals Fluency Graphs
Use SI Fresh Reads to progress monitor WCPM for at-risk students.	Classroom teachers RRS	Curriculum Resources	September, 09-June, 10	Monthly data meetings Fluency graphs
Administer fall Scott Foresman Reading Street Baseline Group Test in Grades 1-5.	Grades 1-5 classroom teachers RRS	Curriculum Resources	September, 09	Plan books September data meeting
Administer Scholastic Reading Inventory for students in Grade 5 three times a year in SME lab.	Computer lab manager RRS Grade 5 classroom teachers	Read 180 program	September, 09, January, 10 and May, 10	Lexile reports Monthly data meetings
Administer AIMSWEB Test of Early Numeracy to all Grade 1 students three times a year.	IRS MTA Grade 1 classroom teachers	AIMSWEB Test of Early Numeracy booklets	September, 09-June, 10	Data meeting reviews AIMSWEB Interpretation Guide
Administer Math CBM to students in Grades 2-5.	IRS Grades 2-5 classroom teachers	CBM tests	September, 09-June, 10	Monthly data meetings AIMSWEB Interpretation Guide
Administer Unit Tests in both Reading and Math.	Classroom teachers IRS RRS	Curriculum Resources	September, 09-June, 10	Monthly data meetings Edusoft reports

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 their achievement data

Improvement Objectives:

1. All students will demonstrate improvement in Reading competency in Pre K-5.
2. All students will demonstrate improvement in Math competency in Pre K-5.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Schedule Monthly Data meetings	ILT Classroom teachers	Assessment binders	September, 09-June, 10	Data meeting schedule
Individual data meetings	ILT Classroom teachers	Assessment binders	September, 09 and June, 10	Reading and Math data sheets
Common planning time	ILT Classroom teachers	Curriculum Resources	September, 09-June, 10	Curriculum product
Monthly grade level meetings	ILT Classroom teachers Title I	Curriculum Resources	September, 09-June, 10	Meeting notes
Instructional Support Team	ILT Classroom teachers Title I MSN	EPT referrals	September, 09-June, 10	IST minutes

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 and implement 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. Select, develop and disseminate tools for analyzing data.
4. Assist staff in using tools for analyzing data.
5. Require teachers to review achievement data with students.

Student Improvement Objectives:

1. All students will demonstrate improvement in Reading competency in Pre K-5.
2. All students will demonstrate improvement in Math competency in PreK-5.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Common planning time	ILT Classroom teachers	Curriculum Resources	September, 09-June, 10	Curriculum product
Monthly grade level meetings	ILT Classroom teachers Title I	Curriculum Resources	September, 09-June, 10	Meeting notes
Monthly data meetings	ILT Classroom teachers Title I MSN	Assessment binders	September, 09-June, 10	Data meeting notes. Review of student work and performance on formative assessments
Supporting English Language Learners in Math Class	ILT Classroom teachers MSN Title I	CFC funds	October, 09-March, 10	Plan books reflecting differentiated instruction.

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

<p>2. Title I Annual Meeting/Family Breakfast - 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>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 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 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 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 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. 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.</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. Parent Meetings - 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. Outreach – 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. 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.</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. 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>