

**Brockton Public Schools
Brockton, Massachusetts**

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

**Principal
Brian P. Rogan**

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MISSION STATEMENT of BROCKTON PUBLIC SCHOOLS

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

VISION STATEMENT of SCHOOL

Every child at the John F. Kennedy School will be proficient in reading and mathematics at the end of grade five. Progress will be measured using multiple assessments including but not limited to MCAS.

The John F. Kennedy School provides a welcoming atmosphere where students, teachers and staff share common goals of developing responsible citizens and achieving academic excellence.

“Once a Kennedy Kid, always a Kennedy Kid.”

IV. SCHOOL COUNCIL ROSTER

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

Name and Position

Signature

Brian P. Rogan, Principal	_____
Susan O'Connell, Teacher	_____
Jami Milnamow, Teacher	_____
Denise Gillis, Nurse	_____
Maureen Donaruma, Teacher	_____
David Green, Parent	_____
Michelle Hassan, Parent	_____
Darrellyn Jordan, Parent	_____
Lisa Landerholm, Parent	_____
Lisa Marshall, Parent	_____
Jennifer Sprague, Parent	_____
Lisa Sheehan, Parent	_____

V. DESCRIPTIVE DATA

A. Demographics

John F. Kennedy School

Enrollment by Gender

	2006-2007	2007-2008	2008-2009
Male	264	300	301
Female	243	254	258
Total	507	554	559

Enrollment by Race/Ethnicity

Race	2006-2007	2007-2008	2008-2009
African American	39.6 %	47%	42.8%
Asian	5.9 %	6%	5.4%
Hispanic	8.3 %	9%	10.4%
Native American	.04 %	<1%	<1%
White	44 %	37%	38.1%
Native Hawaiian, Pacific Is.	.02%	<1%	<1%
Multi-Race, Non-Hispanic	1.7%	2%	2.9%

Selected Populations

	2006-2007	2007-2008	2008-2009
First Language not English	26.8 %	20%	30.6%
Limited English Proficient	16.6%	15%	21.1%
Low-income	56%	62.6%	58.1%
Retentions	2.5 %	<1%	<1%
Special Education (total)	10.7 %	10.4%	9.8%
General Ed Modified	2 %	0	0
Up to 20% Separate	5%	7%	7%
21-60% Separate	1%	0	0
Substantially Separate	2%	9%	9%

Average Class Size

	2006-2007	2007-2008	2008-2009
Kindergarten	19	21	22
First	18	22	20
Second	18	20	24
Third	18	20	24
Fourth	20	28	27
Fifth	17	26	26
Sixth	NA	3	4

Academic Support Programs:

- Title I
- Sheltered English Immersion Gr. K - 5
- Peer Leaders and Peer Mediation
- Jewish Coalition for Literacy Volunteers
- Science Showcase
- *Second Step* School
- After School Academic Support (Century 21 Program)
- Read 180

Student Enrichment Programs:

- After School Enrichment Classes
- Kennedy School Chorus
- Instrumental Band Program
- Smart Start Extended Day Program

B. John F Kennedy - 2008 Adequate Yearly Progress (AYP) Data

District: [Brockton \(00440000\)](#)
School: [John F Kennedy \(00440017\)](#)
School Title I Status: Title I School (SW)
NCLB School Choice Required: Yes
Supplemental Educational Services Required: Offered

Summary Data | [Detailed Data](#)

2008 AYP Data – Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Corrective Action	Moderate	No Change
MATHEMATICS	No Status	Moderate	On Target

C. 2008-2009 NCLB Report Card and Massachusetts Comprehensive Assessment System (MCAS) Results

1. John F Kennedy (00440017)

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 Website: <http://www.brocktonpublicschools.com>

B. Overview:

This report card contains information required by the federal No Child Left Behind Act (NCLB) for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

C. Enrollment and Educator Data (as of October 1, 2008)

A highly qualified teacher is defined as a teacher holding a Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrating subject matter competency in the areas they teach). Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (Notes: Charter schools are not required to hire licensed teachers; self-contained classroom courses have been weighted to reflect the core academic courses within them.) For more information, please visit: <http://www.doe.mass.edu/nclb/hq/>. State educator data totals include all public school districts in Massachusetts except for the Norwood Public Schools.

High Poverty Schools are schools in the top quartile of poverty in the State. Low Poverty Schools are in the bottom quartile of poverty in the State.

Enrollment - 2008-09			
	School	District	State
Total Count	559	15,312	958,910
Race/Ethnicity (%)			
African American or Black	42.8	49.5	8.2
Asian	5.4	2.5	5.1

Educator Data - 2008-09

	School	District	State
Total # of Teachers	34.5	1,107.1	70,132.3
Percentage of Teachers Licensed in Teaching Assignment	100.0	94.2	96.5

Hispanic or Latino	10.4	13.6	14.3
Multi-race, Non-Hispanic	2.9	2.9	2.0
Native American	0.4	0.7	0.3
Native Hawaiian or Pacific Islander	0.2	0.2	0.1
White	38.1	30.6	69.9
Gender (%)			
Male	53.8	51.4	51.4
Female	46.2	48.6	48.6
Selected Populations (%)			
Limited English Proficiency	21.1	16.6	5.9
Low-Income	58.1	68.8	30.7
Special Education	9.8	14.2	17.1
First Language Not English	30.6	31.7	15.4

Grades Offered:	K, 01, 02, 03, 04, 05, 06
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Total Number of Classes in Core Academic Areas	138	3,699	278,712
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	90.7	96.5
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	9.3	3.5
Student/Teacher Ratio	16.2 to 1	13.8 to 1	13.6 to 1

D. 2007 Massachusetts and Nationwide NAEP Results by Student Group Average Scaled Scores and Percents of Students at Each Achievement Level

NAEP, or the National Assessment of Educational Progress, is often called the "Nation's Report Card." It is the only measure of student achievement in the United States that allows you to compare the performance of students in Massachusetts with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a small sample of students across Massachusetts, not the population of Massachusetts students. For more information, please visit <http://www.doe.mass.edu/mcas/naep/faq.html>.

The following symbols are used to denote the NAEP achievement levels: A for Advanced, P+ for Proficient and above, B+ for Basic and above, BB for Below Basic. The symbol "#" means that the estimated number of students rounds to zero.

GRADE LEVEL 4 - READING

Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	236	16	49	81	19	100	220	7	32	66	34	100
Stud. w/ Disab	213	6	23	54	46	14	190	2	13	36	64	10
LEP/FLEP	205	3	15	50	50	4	188	1	7	30	70	9
African American/Black	211	2	19	57	43	8	203	2	14	46	54	17
Asian/Pacific Islander	241	20	58	87	13	6	231	14	45	76	24	5
Hispanic/Latino	209	2	18	55	45	10	204	3	17	49	51	20
White	241	19	56	87	13	75	230	10	42	77	23	56
Low-Income	214	4	22	60	40	26	205	2	17	50	50	45

GRADE LEVEL 4 - MATHEMATICS

Student Group	Massachusetts					National Public						
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	252	11	58	93	7	100	239	5	39	81	19	100
Stud. w/ Disab	238	4	33	83	17	14	220	2	19	60	40	11
LEP/FLEP	230	2	24	74	26	6	217	1	13	56	44	10
African American/Black	232	2	26	75	25	7	222	1	15	63	37	17
Asian/Pacific Islander	259	21	66	95	5	6	254	16	59	91	9	5
Hispanic/Latino	231	2	23	77	23	11	227	1	22	69	31	21
White	257	12	65	97	3	75	248	8	51	91	9	55
Low-Income	237	3	32	83	17	27	227	1	22	70	30	46

GRADE LEVEL 8 - READING

Student Group	Massachusetts					National Public					
	Avg. Scaled	% of Stud. at Each Perf. Level					Avg. Scaled	% of Stud. at Each Perf. Level			

	Score	A	P+	B+	BB	% Assessed	Score	A	P+	B+	BB	% Assessed
All Students	273	4	43	84	16	100	261	2	29	73	27	100
Stud. w/ Disab	246	1	13	55	45	13	226	#	7	34	66	9
LEP/FLEP	232	#	4	40	60	2	222	#	4	29	71	6
African American/Black	253	1	17	65	35	8	244	#	12	54	46	17
Asian/Pacific Islander	281	6	54	89	11	5	269	5	40	79	21	5
Hispanic/Latino	251	1	15	63	37	9	246	1	14	57	43	18
White	278	5	49	89	11	76	270	3	38	83	17	58
Low-Income	256	1	20	69	31	26	247	1	15	58	42	40

GRADE LEVEL 8 - MATHEMATICS												
Student Group	Massachusetts						National Public					
	Avg. Scaled Score	% of Stud. at Each Perf. Level					Avg. Scaled Score	% of Stud. at Each Perf. Level				
		A	P+	B+	BB	% Assessed		A	P+	B+	BB	% Assessed
All Students	298	15	51	85	15	100	280	7	31	70	30	100
Stud. w/ Disab	271	2	18	62	38	9	246	1	8	33	67	9
LEP/FLEP	251	3	16	33	67	3	245	1	6	30	70	6
African American/Black	264	1	13	54	46	8	259	1	11	47	53	17
Asian/Pacific Islander	315	28	74	94	6	5	296	17	49	82	18	5
Hispanic/Latino	270	5	19	59	41	10	264	2	15	54	46	19
White	305	17	58	91	9	75	290	9	41	81	19	58
Low-Income	275	4	25	65	35	26	265	2	15	55	45	41

E. 2007 Massachusetts NAEP Results

Participation Rates for Students with Disabilities and for Limited English Proficient Students

The NAEP program has always endeavored to assess all students selected for testing. In all NAEP schools, accommodations are provided as necessary for students with disabilities and/or English language learners. School staff who are familiar with these students are asked a series of questions to help them decide whether each student should participate in the assessment and whether the student needs accommodations.

Grade/Subject	# in Sample	% of Sample – Students	% of Sample – Limited	% of Students Excluded
---------------	-------------	------------------------	-----------------------	------------------------

		with Disabilities	English Proficient	from Original Sample
Grade 4 Reading	4,200	14	4	6
Grade 4 Mathematics	4,200	14	6	5
Grade 8 Reading	3,600	13	2	7
Grade 8 Mathematics	3,600	9	3	9

**F. John F Kennedy:
2008 Adequate Yearly Progress (AYP) Data**

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Corrective Action	Moderate	No Change
MATHEMATICS	No Status	Moderate	On Target

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2008
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet 92% attendance (G1-8) or 60% graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2007	Met Target	Actual	
Aggregate	Yes	100	No	77.0	No	-0.5	Yes	96.1	No
Lim. English Prof.	Yes	100	No	70.7	Yes	6.3	Yes	97.4	Yes
Special Education	-	-	-	64.2	-	-	-	-	-
Low Income	Yes	99	No	74.3	No	1.0	Yes	96.1	No
Afr. Amer./Black	Yes	99	No	70.7	Yes	2.5	Yes	96.5	Yes
Asian or Pacif. Isl.	-	-	-	78.8	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-

White	Yes	100	No	81.8	No	-2.3	Yes	95.7	No
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	100	No	75.8	Yes	1.7	Yes	96.1	Yes
Lim. English Prof.	Yes	100	Yes	76.6	Yes	8.4	Yes	97.4	Yes
Special Education	-	-	-	59.9	-	-	-	-	-
Low Income	Yes	100	No	73.4	Yes	4.5	Yes	96.1	Yes
Afr. Amer./Black	Yes	100	No	66.3	Yes	3.5	Yes	96.5	Yes
Asian or Pacif. Isl.	-	-	-	81.3	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	Yes	83.3	Yes	0.7	Yes	95.7	Yes

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

1. John F Kennedy: AYP Data Detail

ENGLISH LANGUAGE ARTS																
Student Group	(A) Participation				(B) Performance				(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (85.4)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target		
Aggregate	269	268	100	Yes	255	77.0	No	77.5	3.2	78.2-83.2	No	96.1	-0.1	Yes	No	
Lim. English Prof.	55	55	100	Yes	47	70.7	No	64.4	5.1	65.0-74.0	Yes	97.4	0.5	Yes	Yes	
Special Education	40	39	-	-	37	64.2	-	-	-	-	-	-	-	-	-	

Low Income	154	153	99	Yes	140	74.3	No	73.3	3.8	74.6-79.6	No	96.1	-0.2	Yes	No
Afr. Amer./Black	117	116	99	Yes	105	70.7	No	68.2	4.5	70.2-75.2	Yes	96.5	-0.3	Yes	Yes
Asian or Pacif. Isl.	21	21	-	-	20	78.8	-	-	-	-	-	-	-	-	-
Hispanic	20	20	-	-	19	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	106	106	100	Yes	106	81.8	No	84.1	2.3	84.1-88.9	No	95.7	-0.2	Yes	No

MATHEMATICS

Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	271	271	100	Yes	256	75.8	No	74.1	3.7	75.3-80.3	Yes	96.1	-0.1	Yes	Yes
Lim. English Prof.	56	56	100	Yes	47	76.6	Yes	68.2	4.5	68.2-77.2	Yes	97.4	0.5	Yes	Yes
Special Education	40	40	-	-	38	59.9	-	-	-	-	-	-	-	-	-
Low Income	155	155	100	Yes	141	73.4	No	68.9	4.4	70.8-75.8	Yes	96.1	-0.2	Yes	Yes
Afr. Amer./Black	118	118	100	Yes	106	66.3	No	62.8	5.3	65.6-70.6	Yes	96.5	-0.3	Yes	Yes
Asian or Pacif. Isl.	21	21	-	-	20	81.3	-	-	-	-	-	-	-	-	-
Hispanic	20	20	-	-	19	-	-	-	-	-	-	-	-	-	-
Native American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	107	107	100	Yes	106	83.3	Yes	82.6	2.5	82.6-87.6	Yes	95.7	-0.2	Yes	Yes

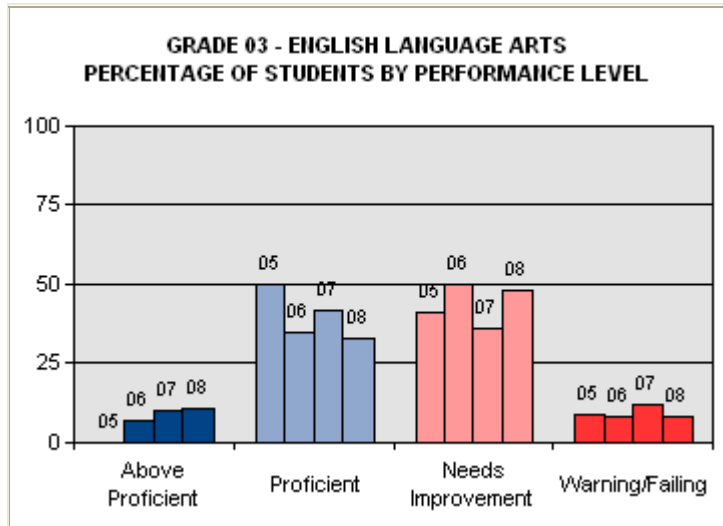
Adequate Yearly Progress History											NCLB Accountability Status
	2000	2001	2002	2003	2004	2005	2006	2007	2008		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Corrective Action
	All Subgroups	-	-	-	Yes	No	Yes	No	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No Status
	All Subgroups	-	-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

G. 2008 MCAS Results by Subgroup by Grade then Subject

* NOTE: First-year LEP students are not included in performance level or CPI results. However, first-year LEP students who took the MEPA test are counted as ELA participants; in addition, first-year LEP students who are present for Mathematics/Science are counted as Mathematics/Science participants. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

GRADE LEVEL 3 - READING																					
Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	10	91	0	0	70	30	47.5	186	99	1	7	34	58	49.7	12,108	99	3	20	42	36	63.7
LEP/FLEP	19	100	5	11	79	5	71.1	249	99	2	15	49	33	56.1	6,989	99	4	22	44	30	62.3
Low-Income	50	98	4	30	60	6	76.5	797	100	4	25	47	24	66.6	22,285	99	5	27	46	23	68.5
African American/Black	37	97	0	32	59	8	73.6	553	100	4	24	47	25	66.0	5,540	99	6	27	45	23	68.2
Asian	7	-	-	-	-	-	-	29	97	10	24	52	14	74.1	3,431	99	21	41	29	9	84.0
Hispanic/Latino	4	-	-	-	-	-	-	167	99	5	31	43	22	68.0	10,073	99	4	25	45	26	65.5
Native American	1	-	-	-	-	-	-	9	-	-	-	-	-	-	204	100	8	33	49	10	76.1
White	36	100	22	31	42	6	83.3	332	100	9	36	40	16	75.8	49,487	100	18	45	29	7	86.1
Other Subgroups																					
Male	52	98	6	29	58	8	76.0	554	99	4	25	46	25	66.1	36,022	99	12	40	34	14	79.6
Female	36	100	19	39	33	8	82.6	565	100	8	32	43	18	73.2	34,228	100	18	42	31	9	83.5
Title I	88	99	11	33	48	8	78.7	1,114	100	6	29	45	21	69.7	23,025	99	6	28	45	21	69.6
Non-Title I		-	-	-	-	-	-	5	-	-	-	-	-	-	47,225	100	20	47	27	7	87.4
Non-Low Income	38	100	21	37	32	11	81.6	322	100	10	37	39	15	77.3	47,965	100	20	47	27	6	87.6
LEP	18	100	6	6	83	6	69.4	222	99	1	13	50	36	53.4	5,028	98	2	18	45	35	57.7
FLEP	1	-	-	-	-	-	-	27	100	7	37	48	7	78.7	1,961	100	7	33	44	17	74.1
1st Yr LEP*		-	-	-	-	-	-	22	100	-	-	-	-	-	461	91	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	5	-	-	-	-	-	-

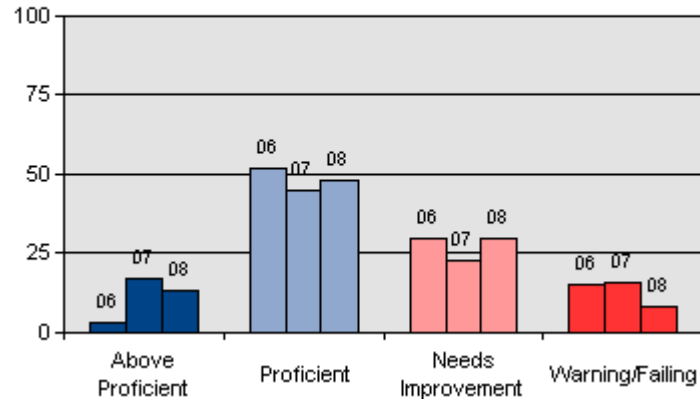
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	1	-	-	-	-	-	-	69	97	9	42	42	7	82.2
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	28	100	4	32	46	18	74.1	1,446	99	15	39	34	12	80.8
All Students																					
2008	88	99	11	33	48	8	78.7	1,119	100	6	29	45	21	69.7	70,284	100	15	41	33	11	81.5
2007	83	100	10	42	36	12	77.1	1,132	100	7	32	44	16	72.5	71,311	100	14	45	32	9	83.5



GRADE LEVEL 3 - MATHEMATICS																					
Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	P+	P	NI	W		#	%	P+	P	NI	W		#	%	P+	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	11	100	0	9	36	55	50.0	188	100	4	12	29	55	56.5	12,132	99	7	22	30	41	63.6
LEP/FLEP	19	100	5	42	53	0	78.9	251	100	9	31	29	31	65.5	7,024	99	12	28	30	30	67.0
Low-Income	51	100	2	53	35	10	79.9	800	100	10	34	33	24	71.9	22,319	100	11	30	32	27	69.5
African American/Black	38	100	8	45	37	11	77.0	555	100	10	31	32	27	70.2	5,542	100	10	27	33	30	66.7

Asian	7	-	-	-	-	-	-	30	97	27	47	20	7	88.3	3,443	100	37	36	19	9	87.8
Hispanic/Latino	4	-	-	-	-	-	-	166	100	10	40	33	17	76.8	10,108	99	11	28	31	30	67.3
Native American	1	-	-	-	-	-	-	9	-	-	-	-	-	-	202	100	16	34	33	17	75.9
White	36	100	22	47	25	6	88.2	335	100	21	36	28	15	80.7	49,538	100	28	39	23	10	85.7
Other Subgroups																					
Male	53	100	11	45	36	8	80.7	558	100	12	33	31	24	72.7	36,092	100	24	36	25	15	81.2
Female	36	100	17	53	22	8	86.1	566	100	16	36	30	18	77.1	34,264	100	25	37	25	13	81.9
Title I	89	100	13	48	30	8	82.9	1,119	100	14	35	31	21	75.0	23,042	100	13	31	32	25	70.7
Non-Title I		-	-	-	-	-	-	5	-	-	-	-	-	-	47,314	100	30	39	21	9	86.8
Non-Low Income	38	100	29	42	24	5	86.8	324	100	23	37	25	15	82.3	48,037	100	31	39	21	9	87.1
LEP	18	100	6	44	50	0	80.6	224	100	6	30	30	33	63.5	5,064	99	8	26	32	34	63.1
FLEP	1	-	-	-	-	-	-	27	100	33	33	19	15	82.4	1,960	100	20	34	26	20	77.0
1st Yr LEP*		-	-	-	-	-	-	24	100	-	-	-	-	-	529	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	1	-	-	-	-	-	-	71	97	21	35	25	18	79.2
Multi-race - Non-Hispanic/Latino	3	-	-	-	-	-	-	28	100	11	39	29	21	76.8	1,452	99	25	32	26	17	80.0
All Students																					
2008	89	100	13	48	30	8	82.9	1,124	100	14	35	31	21	74.9	70,393	100	25	36	25	14	81.5
2007	83	100	17	45	23	16	79.5	1,128	100	11	34	28	26	70.5	71,323	100	19	41	24	16	80.3

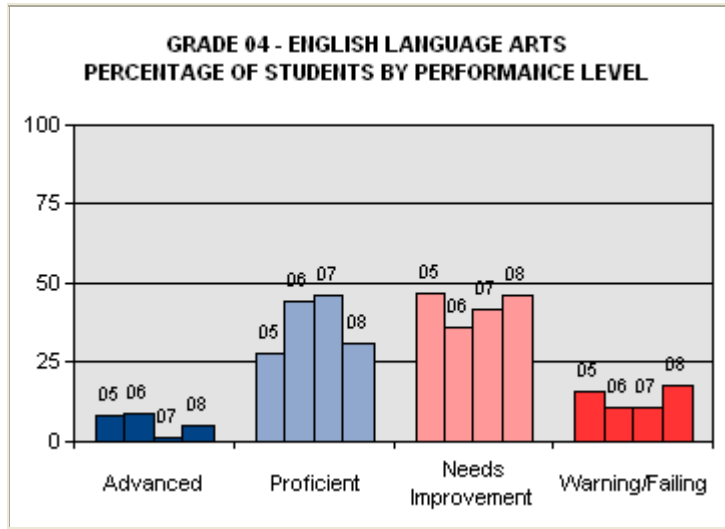
**GRADE 03 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	9	-	-	-	-	-	-	197	100	1	6	32	61	44.4	13,134	99	1	13	44	42	56.9
LEP/FLEP	15	100	7	27	33	33	68.3	207	98	0	14	51	35	52.4	6,269	99	1	17	48	33	57.4
Low-Income	41	100	2	27	44	27	68.9	777	100	2	23	49	26	63.1	22,338	99	2	24	49	25	63.9
African American/Black	33	100	3	12	52	33	60.6	523	99	2	23	49	26	62.4	5,583	99	2	23	50	25	63.1
Asian	6	-	-	-	-	-	-	36	100	6	47	31	17	77.8	3,495	99	13	43	34	10	80.8
Hispanic/Latino	8	-	-	-	-	-	-	149	99	2	26	46	26	64.8	9,716	99	2	21	48	29	61.3
Native American		-	-	-	-	-	-	6	-	-	-	-	-	-	190	99	2	31	51	16	70.5
White	33	100	9	39	45	6	80.3	380	100	6	33	47	14	72.6	50,670	100	10	46	36	9	82.2
Other Subgroups																					

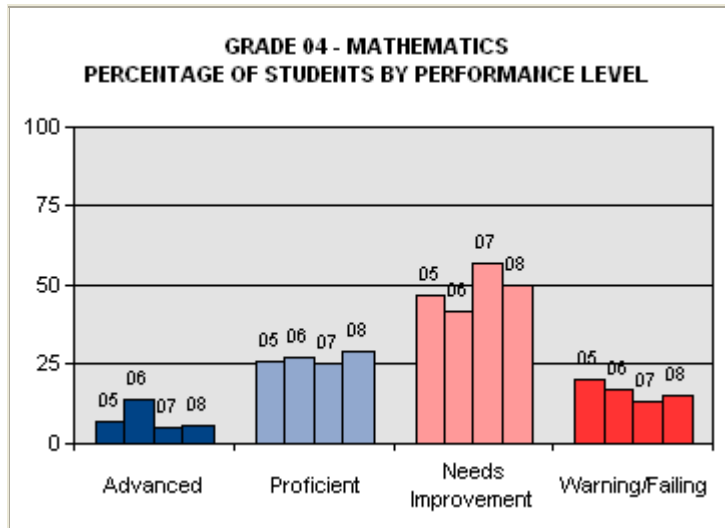
Male	39	100	5	21	49	26	65.4	588	100	2	22	50	26	62.2	36,579	99	5	37	42	16	74.4
Female	41	100	5	41	44	10	79.3	533	100	5	35	45	16	72.1	34,563	100	11	44	35	10	81.1
Title I	80	100	5	31	46	18	72.5	1,118	100	3	28	47	21	67.0	22,692	99	2	25	50	23	64.8
Non-Title I		-	-	-	-	-	-	3	-	-	-	-	-	-	48,450	99	11	48	33	8	83.6
Non-Low Income	39	100	8	36	49	8	76.3	344	100	6	40	43	11	75.5	48,804	100	11	48	34	7	83.9
LEP	11	100	0	18	36	45	59.1	175	98	0	10	51	39	49.3	4,093	98	1	11	47	42	50.7
FLEP	4	-	-	-	-	-	-	32	100	3	31	53	13	69.5	2,176	100	3	30	51	16	70.0
1st Yr LEP*	1	-	-	-	-	-	-	26	85	-	-	-	-	-	456	91	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	14	100	0	43	43	14	71.4
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	1	-	-	-	-	-	-	72	99	10	40	40	10	81.3
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	26	100	4	35	42	19	73.1	1,416	100	6	43	37	13	77.1
All Students																					
2008	80	100	5	31	46	18	72.5	1,121	100	3	28	47	21	66.9	71,162	99	8	41	39	13	77.6
2007	76	100	1	46	42	11	75.7	1,106	100	3	36	46	16	72.3	70,517	100	10	46	34	10	81.2



GRADE LEVEL 4 - MATHEMATICS

Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	9	-	-	-	-	-	-	197	99	2	8	45	45	53.3	13,214	99	4	14	44	39	59.9
LEP/FLEP	15	100	0	33	40	27	70.0	207	100	6	15	50	29	59.9	6,318	100	9	19	44	29	62.8
Low-Income	41	100	2	34	41	22	72.6	777	100	11	21	46	22	67.9	22,447	100	8	21	47	24	66.0
African American/Black	33	100	0	12	52	36	58.3	524	100	10	18	48	24	64.9	5,608	100	7	19	48	26	63.5
Asian	6	-	-	-	-	-	-	36	100	31	33	31	6	86.8	3,507	100	38	28	26	7	86.1
Hispanic/Latino	8	-	-	-	-	-	-	149	100	13	22	45	20	68.3	9,779	100	8	20	45	27	64.1
Native American		-	-	-	-	-	-	6	-	-	-	-	-	-	193	99	11	27	47	16	72.3
White	33	100	9	42	48	0	84.8	379	100	21	29	38	12	78.6	50,848	100	23	33	36	9	81.9
Other Subgroups																					
Male	39	100	5	31	49	15	73.7	589	100	14	22	45	19	70.6	36,750	100	19	29	38	14	77.6
Female	41	100	7	27	51	15	73.2	532	100	16	23	42	18	71.7	34,672	100	21	30	38	12	78.6
Title I	80	100	6	29	50	15	73.4	1,118	100	15	23	44	19	71.2	22,799	100	9	22	47	22	67.0
Non-Title I		-	-	-	-	-	-	3	-	-	-	-	-	-	48,623	100	25	33	33	8	83.3
Non-Low Income	39	100	10	23	59	8	74.4	344	100	24	28	38	11	78.5	48,975	100	25	33	34	8	83.6
LEP	11	100	0	9	55	36	59.1	175	100	5	12	52	31	57.0	4,140	100	5	14	45	35	57.0
FLEP	4	-	-	-	-	-	-	32	100	16	34	38	13	75.8	2,178	100	16	27	41	16	73.9
1st Yr LEP*	1	-	-	-	-	-	-	29	97	-	-	-	-	-	502	99	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	14	100	0	57	29	14	76.8
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	1	-	-	-	-	-	-	73	100	23	25	38	14	78.8
Multi-race - Non-Hispanic/Latino		-	-	-	-	-	-	26	100	19	31	38	12	81.7	1,414	100	21	27	38	14	77.0

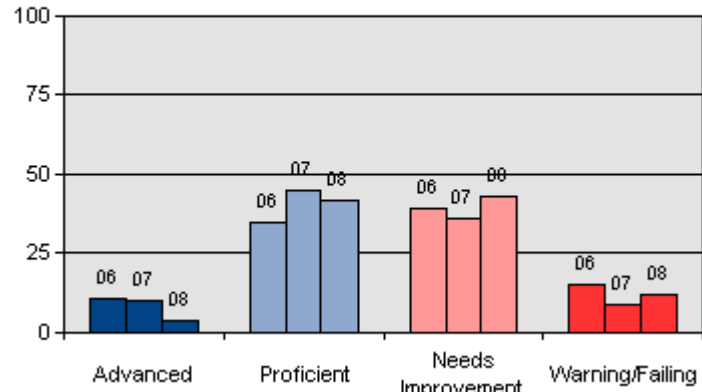
All Students																					
2008	80	100	6	29	50	15	73.4	1,121	100	15	23	44	19	71.1	71,450	100	20	29	38	13	78.1
2007	76	100	5	25	57	13	69.4	1,108	100	11	22	47	19	68.7	70,645	100	19	29	39	13	77.0



GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	15	100	0	13	53	33	76.7	201	100	0	7	48	45	54.4	13,403	99	2	21	47	30	64.6
LEP/FLEP	13	100	8	38	31	23	73.1	147	99	1	14	52	34	53.2	5,670	99	3	23	47	26	62.9
Low-Income	47	100	4	34	47	15	75.5	785	100	3	29	48	20	68.0	21,857	99	4	33	46	18	71.2
African American/Black	33	100	0	33	52	15	75.8	539	100	2	29	48	20	68.2	5,522	99	4	33	46	17	71.1
Asian	6	-	-	-	-	-	-	23	100	4	61	26	9	83.7	3,366	100	22	46	25	7	87.0
Hispanic/Latino	7	-	-	-	-	-	-	154	100	1	25	53	21	64.6	9,293	99	3	29	47	21	67.5
Native American		-	-	-	-	-	-	12	100	0	25	50	25	60.4	207	100	3	41	44	12	76.6

White	37	100	8	49	32	11	81.8	367	100	10	40	39	11	79.7	50,775	100	16	53	26	5	88.1
Other Subgroups																					
Male	49	100	4	29	47	20	73.0	579	100	3	30	44	23	68.4	36,352	99	10	47	33	10	82.0
Female	35	100	3	60	37	0	86.4	543	100	7	36	46	11	75.7	34,271	100	17	48	28	7	85.8
Title I	84	100	4	42	43	12	78.6	1,111	100	5	33	45	17	72.1	20,618	99	5	34	45	16	71.8
Non-Title I		-	-	-	-	-	-	11	100	9	18	27	45	54.5	50,005	100	17	54	24	5	88.8
Non-Low Income	37	100	3	51	38	8	82.4	337	100	10	42	38	10	81.0	48,766	100	18	54	24	4	89.5
LEP	8	-	-	-	-	-	-	96	99	1	6	44	49	44.5	3,265	98	1	14	47	38	53.9
FLEP	5	-	-	-	-	-	-	51	100	0	27	67	6	69.6	2,405	100	6	36	47	11	75.2
1st Yr LEP*	4	-	-	-	-	-	-	31	97	-	-	-	-	-	458	92	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	1	-	-	-	-	-	-	68	99	12	51	31	6	86.0
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	26	100	8	42	38	12	79.8	1,392	100	14	48	30	9	84.2
All Students																					
2008	84	100	4	42	43	12	78.6	1,122	100	5	33	45	17	71.9	70,644	100	13	48	30	8	83.9
2007	78	100	10	45	36	9	79.8	1,201	100	5	36	42	16	73.5	71,320	100	15	48	28	9	84.6

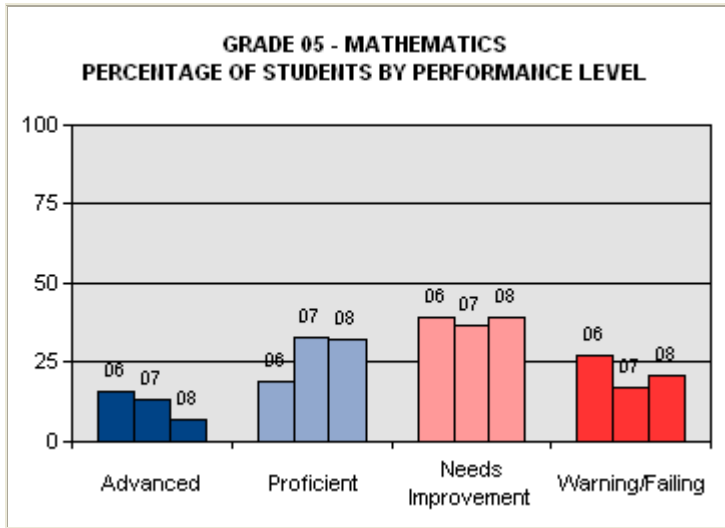
**GRADE 05 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



GRADE LEVEL 5 - MATHEMATICS

Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W	#	%	A	P	NI	W	#	%	A	P	NI	W	CPI		
AYP Subgroups																					
Stud. w/ Disab	15	100	0	20	27	53	61.7	202	100	1	10	30	58	50.0	13,394	99	4	14	33	49	54.3
LEP/FLEP	13	100	8	46	46	0	80.8	147	100	4	15	35	46	51.4	5,695	99	9	19	34	38	57.7
Low-Income	47	100	4	26	47	23	66.0	786	100	9	23	39	30	63.6	21,904	100	8	22	37	32	61.9
African American/Black	33	100	0	27	36	36	59.8	541	100	9	23	37	31	62.1	5,522	100	8	20	39	33	60.4
Asian	6	-	-	-	-	-	-	24	100	29	38	25	8	82.3	3,367	100	42	29	20	9	86.5
Hispanic/Latino	7	-	-	-	-	-	-	153	100	8	22	35	36	60.8	9,328	99	7	20	37	37	58.1
Native American		-	-	-	-	-	-	12	100	8	17	50	25	58.3	209	100	12	22	39	27	66.3
White	37	100	14	35	38	14	77.0	367	100	17	33	33	17	76.7	50,833	100	26	33	29	13	80.7
Other Subgroups																					

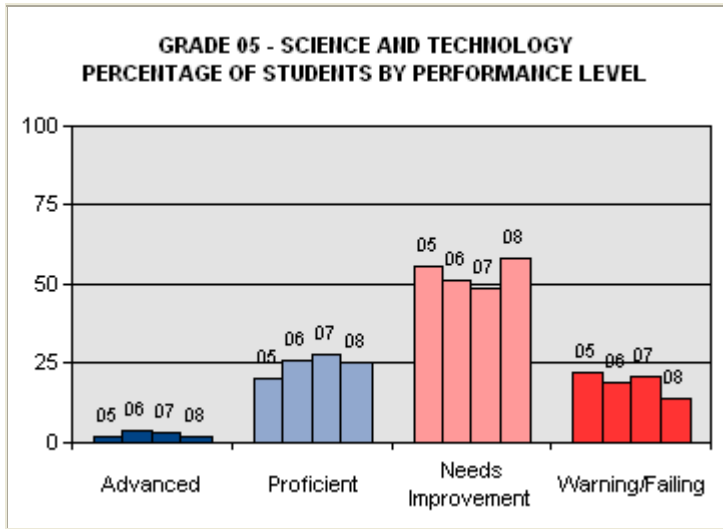
Male	49	100	6	29	43	22	68.9	581	100	12	24	35	28	66.8	36,411	100	23	30	30	18	76.3
Female	35	100	9	37	34	20	70.7	543	100	11	29	35	25	67.8	34,311	100	22	30	31	17	76.2
Title I	84	100	7	32	39	21	69.6	1,113	100	12	27	36	26	67.6	20,650	100	10	23	37	30	63.1
Non-Title I		-	-	-	-	-	-	11	100	18	0	9	73	38.6	50,072	100	27	33	28	12	81.7
Non-Low Income	37	100	11	41	30	19	74.3	338	100	19	34	28	19	75.8	48,818	100	29	33	27	11	82.7
LEP	8	-	-	-	-	-	-	96	100	2	9	31	57	44.0	3,294	99	5	14	31	50	49.5
FLEP	5	-	-	-	-	-	-	51	100	8	25	41	25	65.2	2,401	99	14	26	37	23	69.0
1st Yr LEP*	4	-	-	-	-	-	-	36	100	-	-	-	-	-	522	100	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	1	-	-	-	-	-	-	68	99	21	37	31	12	83.1
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	26	100	8	35	35	23	73.1	1,395	100	23	30	28	20	75.8
All Students																					
2008	84	100	7	32	39	21	69.6	1,124	100	12	26	35	27	67.3	70,748	100	22	30	30	17	76.2
2007	78	100	13	33	37	17	72.8	1,200	100	12	26	36	26	67.3	71,352	100	19	32	31	18	75.7



GRADE LEVEL 5 – SCIENCE AND TECHNOLOGY/ENGINEERING

Student Group	School							District							State						
	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI	Stud. Incl	AYP Part	% of Stud. at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	15	100	0	20	53	27	76.7	201	99	1	7	41	51	52.1	13,369	99	4	17	45	33	61.9
LEP/FLEP	13	100	8	23	54	15	69.2	146	99	1	5	42	52	42.1	5,686	99	3	13	46	38	53.1
Low-Income	46	98	2	20	61	17	67.9	783	100	1	13	52	34	54.1	21,873	99	4	19	50	26	61.6
African American/Black	32	97	0	25	53	22	69.5	538	99	1	12	52	36	53.4	5,515	100	3	16	50	31	57.8
Asian	6	-	-	-	-	-	-	24	100	13	25	50	13	72.9	3,363	100	25	31	34	10	80.4
Hispanic/Latino	7	-	-	-	-	-	-	153	100	0	9	59	32	51.6	9,315	99	4	15	50	31	57.4
Native American		-	-	-	-	-	-	12	100	0	25	33	42	52.1	209	100	6	28	49	17	69.6
White	37	100	5	30	54	11	73.0	367	100	7	25	49	19	67.6	50,800	100	20	38	35	7	83.3
Other Subgroups																					
Male	48	98	2	31	44	23	71.4	578	99	3	19	47	31	59.2	36,377	100	17	34	37	12	78.6
Female	35	100	3	17	77	3	69.3	543	100	3	14	56	27	57.7	34,286	100	16	32	39	13	76.5
Title I	83	99	2	25	58	14	70.5	1,111	100	3	17	52	29	58.6	20,634	100	5	20	50	25	61.8
Non-Title I		-	-	-	-	-	-	10	91	10	20	0	70	45.0	50,029	100	22	38	33	7	84.1
Non-Low Income	37	100	3	32	54	11	73.6	338	100	7	26	49	18	68.6	48,790	100	22	39	32	6	84.8
LEP	8	-	-	-	-	-	-	95	99	1	2	33	64	36.1	3,289	99	1	8	41	50	45.8
FLEP	5	-	-	-	-	-	-	51	100	0	12	59	29	53.4	2,397	99	5	20	54	22	63.0
1st Yr LEP*	4	-	-	-	-	-	-	37	100	-	-	-	-	-	521	98	-	-	-	-	-
Migrant		-	-	-	-	-	-		-	-	-	-	-	-	4	-	-	-	-	-	-
Native Hawaiian/ Pacific Islander		-	-	-	-	-	-	1	-	-	-	-	-	-	68	99	22	34	32	12	81.6
Multi-race - Non-Hispanic/Latino	1	-	-	-	-	-	-	26	100	0	27	50	23	65.4	1,393	100	17	33	37	13	77.7

All Students																					
2008	83	99	2	25	58	14	70.5	1,121	100	3	17	51	29	58.5	70,689	100	17	33	38	12	77.6
2007	78	100	3	28	49	21	67.0	1,198	100	3	19	49	29	60.7	71,338	100	14	37	37	12	78.9



H. About the Data

1. Enrollment and Educator Data

Notes:

The "Total # of Teachers" is displayed as the full-time equivalency count of teachers rounded to one place after the decimal.

"Social Studies" is not a core academic subject area as defined by NCLB. However, in Massachusetts it is understood that there are teachers licensed in social studies who may be teaching other core subject areas such as "geography, civics/government, or economics" under the social studies license. For this reason, districts are advised that teachers teaching under a social studies license must be highly qualified in the NCLB-defined core subject

areas they are teaching.

2. **Student Groups (as of October 1, 2008)**

African American or Black: A person having origins in any of the black racial groups of Africa.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

First Language Not English: A student whose first language learned or used by the parent/guardian with the child is not English.

Formerly Limited English Proficient (FLEP): A student who has transitioned out of LEP status during the current school year or within the past two school years.

Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Limited English Proficient (LEP): A student whose first language is a language other than English who is unable to perform ordinary classroom work in English.

Low Income: An indication of whether a student is eligible for free or reduced price lunch; or the student receives Transitional Aid to Families benefits; or the student is eligible for food stamps.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Multi-race, Non-Hispanic: A person selecting more than one racial category and non-Hispanic.

Native American: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Special Education: A student with disabilities who has an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

Title I: Student receives Title I services.

White: A person having origins in any of the original peoples of Europe, the Middle East, or

North Africa.

3. **MCAS Data (Spring 2008 Results)**

MCAS performance levels include Above Proficient (P+) in grade 3; Advanced (A) in grades 4-8 and 10; Proficient (P) in grades 3-8 and 10; Needs Improvement (NI) in grades 3-8 and 10; Warning (W) in grades 3-8; and Failing (F) in grade 10.

Above Proficient: Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

Advanced: Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

Proficient: Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement: Students demonstrate a partial understanding of subject matter and solve some simple problems.

Warning/Failing: Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

4. **Accountability Data (2008)**

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in English language arts and mathematics by the year 2014. AYP determinations are issued yearly based on the performance of all students and for student subgroups to monitor the interim progress toward attainment of those goals. For more information on AYP, please see <http://www.doe.mass.edu/sda/ayp/>.

Accountability Status Labels

II1/2-S: Identified for Improvement - Subgroups only (Year 1 or 2)

II1/2-A: Identified for Improvement (Year 1 or 2)

CA-S: Identified for Corrective Action - Subgroups only

CA-A: Identified for Corrective Action

RST1/2-S: Identified for Restructuring - Subgroups only (Year 1 or 2)

RST1/2: Identified for Restructuring (Year 1 or 2)
UR: Under Review

For more information on the No Child Left Behind Act, please visit
<http://www.doe.mass.edu/nclb/parents.html>.

For a detailed profile of Massachusetts, please visit the
<http://profiles.doe.mass.edu/profiles/general.aspx?orgcode=00000000>.

For more information on any of the terms used in this report card, please visit
<http://profiles.doe.mass.edu/help/data.aspx>.

D. Executive Summary

The Kennedy School is a diverse school with more than 550 students and 55 staff. Administrators, staff, families, community members and students are committed to excellence. High standards and expectations are the norm at the Kennedy School. The following highlight the efforts of all stakeholders towards maintaining quality education in a safe and nurturing environment.

- One of 8 Massachusetts' schools chosen to participate in the *Bay State Readers Initiative (BSRI)*-charter cohort
- Ongoing staff development in early literacy, assessment and data interpretation
- Bi-monthly grade level and articulation meetings, "Data Meetings"
- Cross-curriculum instruction
- Primary looping classes
- Trimester Benchmark testing using DIBELS and EduSoft
- Title One and reading workshops for families
- Peer mediation and *Second Step Violence Prevention* programs that are practiced by students, teachers and families
- Active School Improvement Council
- Supportive and active parents and families (e.g. quarterly fundraisers, parent volunteers for special events, sponsor field trips)
- Successful After-School Enrichment programs
- *Read 180* Reading Intervention Program
- Quarterly Reading Incentives
- Peer Leadership Program
- Data collection that informs instruction: DIBELS, GRADE, Aimsweb, Edusoft

Because of the high expectations and standards for students and staff, the Kennedy School continues to evolve We are committed to excellence.

VI. RESULTS AND DISCUSSION

ATTAINMENT OF 2008 - 2009 GOALS

GOAL #1

Set measurable student performance goals at the district, school, and classroom level.

Degree of Attainment to Date

The following strategies have been implemented to improve student scores.

1. Bi-monthly, 90 minute grade level teachers meetings have been held. The grade level committees were comprised of classroom teachers as well as the Instructional Leadership Team members, SPED teachers, Title I teachers. Consultants for Bay State Readers Initiative assisted in data review and meeting facilitation.
2. Grade level teams reviewed data for weaknesses and strengths in curriculum, to assist in setting measurable student performance goals.
3. Adjustments to the curriculum and instruction were made based upon the analysis of data and the individual needs of students.
4. Grades K- 5 implemented flexible groups based upon assessments and analysis of data. Areas of concerns were addressed areas while at the same time enrichment groups were created for those students who had mastered the skill areas.
5. Reading was taught using the three tier model, to assist performance goals set for students.
6. DIBELS and Grade were used to inform teachers of the type of instruction needed for individual students and to assist in goal setting.
7. SME computer lab sessions addressed individual, small group, and large group needs for third and fourth grade students. The Computer Lab manager worked closely with classroom teachers to meet individual students' needs.
8. Interventionist teachers/paraprofessionals were in place for each grade level.
9. The Kennedy School continued to adopt and is being further trained in Response to Intervention (RTI).
10. The Kennedy School special education pre-referral system is based upon RTI and the Instructional Support Team continued to support this goal.
11. Instructional Support Team met weekly.

GOAL #2

The John F. Kennedy School will 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 John F. Kennedy School did make sufficient gains to provide that student leaning centers are differentiated and provided staff with professional development to assist this objective.

- Reading Specialists adapted 6 + 1 Writing Traits Compositions building guidelines.
- Staff collaborated at Learning Community opportunities to review literacy and mathematics data.
- Staff participated in Professional development activities to assist with implementation.
- Staff assessed student needs and adjusted instruction and curriculum.

GOAL # 3

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

Degree of Attainment to Date:

Progress monitoring review of DIBELS and AIMSWEB, as well as Scott- Foresman Unit Benchmark Tests and Investigations Math Unit Tests at the Kennedy School was ongoing by the Kennedy Instructional Leadership team. BSRI Support staff assisted with this effort.

GOAL # 4

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

Degree of Attainment to Date:

Data Meetings and review of student work and performance was ongoing. Leadership Team helped staff with development of Case Load Organizers.

GOAL # 5

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

Degree of Attainment to Date:

With the assistance of BSRI leadership and the Kennedy School Leadership Team, staff are becoming more skilled with their reflection and analysis of data during meeting opportunities.

GOAL #6

Goal Statement: The Kennedy School will provide an environment that is safe both physically and emotionally.

Degree of Attainment to Date: Attained.

1. Office referrals have decreased.
2. Numbers of individual student suspensions have been reduced.
3. Health and Wellness Recess initiatives were continued.
4. Peer Mediation and Peer Leaders programs were active.
5. A BPS Family Health Night was hosted at the Kennedy.

GOAL #7

Goal Statement: The Kennedy School will have monthly activities that will foster the home/school connection

Degree of Attainment to Date: Attained.

1. Monthly Parent Advisory Council meetings
2. Monthly School Council meetings held
3. Title I breakfasts for parents and students
4. PAC, Title I, and Kindergarten evening social activities
5. Monthly events calendar distributed.
6. Connect-Ed. communications
7. September Open House
8. Standards Based Report Card Informational Meeting for Parents

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

School Performance Goals

English Language Arts: The John F. Kennedy School will increase the percent of Proficient/Advanced students on the ELA MCAS from 77.5% of the total population in 2007 to 80.7% on the 2008 MCAS test and to 83.9% on the 2009 MCAS Test.

Math: The John F. Kennedy School will increase the percent of Proficient/Advanced students on the Math MCAS from 74.1% of the total population in 2007 to 77.8% on the 2008 MCAS test, and to 81.5% 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:

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

Student Improvement Objectives:

1. Students will achieve reading competency in kindergarten – grade 5. Reading competency will be determined using Massachusetts’ Competency Standards.
2. Students will achieve mathematics competency in kindergarten – grade 5. Mathematics competency will be determined using National Competency Norms.
3. Students reading below competency standards will close the achievement gap towards competency by the end of their current grade.
4. Students who are mathematically below competency standards will close the achievement gap towards competency by the end of their current grade.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Administer DIBELS fall benchmark tests	RRS, Title I, SPED, Classroom Teachers	DIBELS test booklets and materials	Completed by September 30, 2009	DIBELS Massachusetts’ Competency Standards (See DIBELS/CBM Interpretation Guide)
Administer GRADE	RRS, Title I, SPED, Classroom Teachers	GRADE test booklets	Fall (September ’09) Spring (May ’10)	AIMS Web Growth Table >50% is low risk.
Administer MAZE	RRS, paraprofessionals	MAZE test booklets	Fall (September ’09) Winter (January ’10) Spring (May ’10)	Stanine 7 or above is a researched based predictor of proficiency on MCAS.
Administer Math CBM	RRS, Classroom Teachers	CBM-AimsWeb Math Tests	Fall (September ’09) Winter (January ’10) Spring (May ’10)	CBM National Competency Standards (See DIBELS/CBM Interpretation Guide)
Kennedy Computer Lab	Computer Lab Specialist, Classroom (gr.3-4) Teachers	Computer Lab with SME and Study Island Software.	September ’09-June ’10.	Monthly lab reports. Student success is grade level performance or above in reading and

				math.
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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.

Student Improvement Objectives:

1. Students will correctly use standard English conventions in their writing.
2. Students will work independently in learning centers that are differentiated.
3. Students will correctly use mathematic algorithms.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
<i>John Collins & 6 + 1 Writing Traits Compositions</i>	RRS, IRS, Title I, MSN, Classroom Teachers	<i>Collins</i> writing folders, <i>6 + 1</i> teachers' editions and/or Scott Foresman <i>Reading Street</i>	Monthly-September '09-June '10	Rubrics outlined in <i>6 + 1 Writing Traits</i> , <i>John Collins' FCA's</i> , MCAS writing rubrics
Teachers will collaborate at grade level meetings to create and maintain learning centers that compliment, extend and challenge the students in reading and math.	RRS, IRS, Title I, MSN, Classroom Teachers, Principal.	Massachusetts' <i>Curriculum Frameworks</i> , <i>Scott-Foresman Reading Street</i> , <i>Investigations</i>	September '09-April '10	Planbooks, grade level meeting minutes, classroom observations, student work.
Teachers will collaborate to review current mathematics building curriculum for standards alignment. Teachers will identify areas of need that BPS curriculum does not address and	RRS, IRS, Title I, MSN, Classroom Teachers, Principal, Literacy Consultant	Massachusetts' Curriculum Frameworks, BPS mathematics programs' scope and sequence.	September '09 – April '10	Planbooks, grade level meeting minutes, classroom observations, student work, teacher assessment, <i>Scott-Foresman</i> , <i>Investigations</i> , <i>ADD</i> , <i>Every Day Counts</i> assessment data.

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.

Student Improvement Objectives:

1. Students will achieve reading competency in Kindergarten – Grade 5. Reading competency will be determined using Massachusetts’ Competency Standards.
2. Students will achieve mathematics competency in Kindergarten – Grade 5. Mathematics competency will be determined using National Competency Norms.
3. Students reading below competency standards will close the achievement gap towards competency by the end of their current grade.
4. Students who are mathematically below competency standards will close the achievement gap towards competency by the end of their current grade.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
DIBELS Progress Monitoring	RRS, MSN, Title I, Classroom teachers.	DIBELS Booklets	September '09 – June '10. (weekly, biweekly, monthly.)	DIBELS Progress Monitoring Booklets submitted to the principal and RRS monthly for review. Data Meeting reviews. Gain Scores Interpretation Guide.,
AIMSWEB Progress Monitoring in CBM for Mathematics	IRS, Classroom Teachers, Paraprofessionals	AIMSWEB CBM Tests	September '09 – June '09 (weekly, biweekly, monthly)	AIMSWEB CBM Progress Monitoring Booklets submitted to the principal and IRS monthly for review. Data meeting reviews.
Scott-Foresman Unit Benchmark Tests Administered	RRS, MSN, Title I, Classroom Teachers	Scott-Foresman Unit Benchmark Tests	September '09 – June '10	Test results submitted to RRS. Test results submitted to BPS Director of reading.

<i>Investigations</i> Math Unit Tests administered	IRS, MSN, Classroom Teachers	<i>Investigations</i> Math Unit Benchmark Teats	September '09 – June '10	Test results submitted to IRS. Test results submitted to BPS Director of Mathematics
SME and Study Island Computer Lab Reports for Reading and Math Achievement administered.	Computer Lab Manager, Classroom teachers	Computer lab and programs	September '09 – June '10	Test results submitted to classroom teachers, IRS and principal monthly and quarterly.
<i>EduSoft</i> tests for Reading and Mathematics developed by grade level teams and administered.	Computer Lab Manager, Classroom teachers	<i>EduSoft</i> BPS developed tests.	September '09 – June '10	Tests and test results submitted to classroom teachers and Instructional Leadership Team for review. Results discussed at data meetings and instruction is adjusted to meet students' needs.

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. Monitor school “dashboards” aligned with the district dashboard Key Indicators
2. Monitor the implementation of programs and standards-based instruction
3. Hold data meetings with grade level teams
4. Meet with individual teachers regarding their achievement data

Student Improvement Objectives:

1. Decrease percentage of students in “at risk” category on DIEBELS at the end of Grade 2.
2. Increase percentage of Grade 3 students showing mastery on a test of computation and basic math facts.
3. Increase percentage of Grade 4 students Proficient or Advanced on MCAS ELA
4. Work towards increase of percentage of Grade 6 students Proficient on unit tests on fractions, decimals and percents.
 - By end of Grade 3, students should be proficient with the addition and subtraction of whole numbers.
 - By the end of Grade 5, students should be proficient with multiplication and division of whole numbers.
 - By the end of Grade 4, students should be able to identify and represent fractions and decimals, and compare them on a number line or with other common representations of fractions and decimals.
By the end of Grade 5, students should be proficient with comparing fractions and decimals and common percents, and with the addition and subtraction of fractions and decimals.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Bi-monthly data meetings	Principal, Assistant Principal, RRS, IRS, BSRI consultants, teachers	Local CFC funds and/or BSRI funding for substitute teachers	September '09 – June '10	Data Meeting scripts, review of student work and performance on formative assessments.
Monthly grade level meetings	Principal, Assistant Principal, RRS, IRS, classroom teachers.	Local CFC funds	September '09 – June '10	Data meeting scripts, review of student work and performance on formative assessments.

Weekly Instructional Support Team (IST) Meetings	Principal, Assistant Principal, RRS, IRS, MSN, SAC, Nurse, Speech/Language Pathologist, teachers	None – within building.	September '09 – June '10	Meeting minutes, Case Manager reports, Interventionists groups input, SPED referrals

SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objectives:

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

Student Improvement Objectives:

1. Students will achieve reading competency in Kindergarten – Grade 5. Reading competency will be determined using Massachusetts’ Competency Standards.
2. Students will achieve math competency in Kindergarten – Grade 5. Mathematics competency will be determined using National Competency Norms.
3. Students reading below competency standards will close the achievement gap towards competency by the end of their current grade.
4. Students who are mathematically below competency standards will close the achievement gap towards competency by the end of their current grade.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Bi-monthly Data Meetings	Principal, Assistant Principal, RRS, IRS, MSN, Title I, Classroom teachers, BSRI Consultant.	Local CFC funds and/or BSRI funds for substitute teachers	September '09 – June '10	Data meeting Scripts, review of student work and performance on formative assessments. Class student intervention sheets.
Benchmark Data Meetings	Principal, Assistant Principal, RRS, IRS, MSN, Title I, Classroom teachers, BSRI Consultant, Paraprofessionals, MTA	Local CFC funds and/or BSRI funds for substitute teachers.	October, January and May	Data meeting scripts, review of student work and performance on formative assessments. Teacher case load organizer sheets.

Instructional Support Team (IST) Meetings	Principal, Assistant Principal, RRS, IRS, MSN, SAC, Nurse, Speech/Language Pathologist, Teachers	None	Weekly Meetings – September '09 – June '10	Meeting minutes, Case Manager reports, Interventions groups, SPED referrals.
Sense of Urgency Grade Data Meetings	Principal, Assistant Principal, RRS, IRS, MSN, Title One, Teachers	BSRI Funds	December '09	Meeting minutes and Agenda
Monthly Grade Level Meetings	Principal, Assistant Principal, RRS, IRS, MSN, Teachers.	Local CFC Funds and/or BSRI funds.	September '09 – June '10	Meeting Agenda and minutes.

VI. School Climate and Home - School Connection Goal

ACTION PLAN

Goal # 6:

The Kennedy School will provide an environment that is both physically and emotionally safe. The Kennedy School will promote activities that will foster the home-school connection, to assist in promoting a welcoming environment.

Needs Assessment:

“Students have the right to mental and physical safety, protection of property, environment and self.” (Brockton Public Schools Discipline Code)

Research has shown the strong home school partnerships foster higher student achievement.

Objectives:

- 1.) To keep students on task and reduce office referrals.
- 2.) To continue the Peer Mediation Program for students in Grades 4 and 5.
- 3.) To continue the Peer Leadership Program utilizing students in Grades 4 and 5.
- 4.) To continue to increase student activity and wellness
- 5.) To provide opportunities for parents to be actively involved in their child’s education at home, school and within the community.
- 6.) To meet the standards for parent involvement established by *No Child Left Behind Legislation*.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Continue school wide Assertive Discipline Program and track office referrals.	Principal, Assistant Principal, school wide staff.	Within School	Sept. '09 – June '10	Classroom plans. Office referral data base.
Continue Peer Mediation Program for Grade 4 and 5.	Principal, Peer mediation coaches	BPS Wellness Dept. Funding	Sept. '09 – June '10	Student Mediation sessions, Coaches report, reduction in office referrals.
Continue Peer Leadership Program with Grades 4 & 5	Principal, Peer Leader coaches	BPS Wellness Dept. Funding	Oct. '09 – June '09	Leadership activities and area charitable projects.

Active participation in recess and daily physical activity. Investigation of "School Walk Wednesday" program.	Administration, teachers, staff and parents	Local funds and Central Support	Sept. '09 – June '09	Grade level recess plans, observation, and increase of activity choices.
Back to School Open House	Administration, teachers and staff.	Within school	September 2009	Parent participation and feedback.
Kennedy Monthly Calendar & News and Notes	Administration	Local Budget	Sept. '09 – June '09	Publication of calendar each month.
Plan and implement monthly family activities	Administration, RRS, IRS, Parent Liaison, Title I teachers	Local Budget	Sept. '09 – June '09	Ongoing family activities, attendance sheets and activity feedback surveys.

IX. Appendix

A. Title I Components

1. Ongoing Professional Development

THE PROFESSIONAL DEVELOPMENT PLAN FOR THE BROCKTON PUBLIC SCHOOLS

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

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

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

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

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

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

- ◆ align professional development activities with the educational goals of the school district, the school, and the individual educator
- ◆ promote excellence in teaching and learning in all areas of the curriculum
- ◆ provide access for all students to challenging, engaging educational experiences which prepare them for the future
- ◆ create a learning environment that reflects understanding, acceptance and appreciation of all cultures and learning styles
- ◆ enhance an individual's ability to perform as an educator
- ◆ include training for other members of the school community
- ◆ reflect the Massachusetts Curriculum Frameworks.

High quality professional development should include

- ◆ integration of the Massachusetts Curriculum Frameworks
- ◆ support of the goals of the district, the school and the individual educator
- ◆ opportunities for reflection and processing
- ◆ collegiality and collaboration across and within professional roles and responsibilities
- ◆ expansion of educators' knowledge of subject matter
- ◆ incorporation of research-based strategies for teaching, learning, and assessment
- ◆ discipline-specific and interdisciplinary approaches to teaching, learning and assessment that reflect increased student achievement
- ◆ participant involvement in the design, implementation and evaluation of professional development programs and activities
- ◆ encouragement of and support for experimentation and risk taking
- ◆ follow-up that focuses on the application of professional development to the improvement of student learning
- ◆ opportunities for training for members of the school community, classroom paraprofessionals and others
- ◆ strategies for reaching out to and involving families and the community
- ◆ support of school improvement plans.

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

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

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

- We place advertisements for available positions in the Boston Globe, South Shore Enterprise, Patriot Ledger and cultural specific and diverse newspapers.
- The Brockton School Department sends representatives to the educational job fairs that are held through out the New England Region. Examples of such events are:
 - Massachusetts Educational Recruitment Consortium (M.E.R.C.)
 - Rhode Island Consortium for Educators (R.I.C.E.)
 - New England Minority Network (NEMNET)
 - New England Association for Employment in Education (NEAEE)
 - Job Fairs held at Boston College, University of Massachusetts at Amherst, and Bridgewater State College
- The Brockton School Department also uses national teacher employment web sites for job postings
- Campus interviews are also conducted at Bridgewater State College, Wheelock College, Lesley University, University of Massachusetts and Providence College. Certified candidates are invited to interview with principals and other administrators involved in the hiring process where openings exist.
- Available positions are also posted in national trade papers e.g. Education Week

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

Preschool to Kindergarten

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

Kindergarten to Grade 1

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

School Readiness Committee (SRC)

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

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

Early Childhood Articulation Committee

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

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

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

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

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

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

Title I Part A Direct Instruction Model and Computer labs, lab managers and IRS positions

Title II Part A Improving Educator Quality Classroom-size Reduction, Teacher Mentoring Program, Educational Leadership and Professional Development Activities

Title II Enhancing Education Through Technology

Title IV Safe and Drug Free Schools (Violence Prevention, Drug Awareness, Second Steps and Nutrition Education

Title V Innovative Programs

Title X McKinney-Vento (Education of Homeless Children)

I.D.E.A. Special Education Grant

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

21st Century Grant

Title III Bilingual Education

Perkins Occupational Education Grant

Smaller Learning Communities

Comprehensive School Reform Grants

Title I SINI Grants

Title I Achievement Grants

The state also provides support through the following grants:

MCAS Support Programs - All schools

Massachusetts Classroom-size Reduction Grant - Elementary Schools

Summer Success

Community Service Learning

Enhanced School Health Services

Early Childhood Grant

5. 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:

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
<p>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.</p>	<p>Title I Coordinator Karen McCarthy</p> <p>Title I Parent Education Specialist Lisa Zolga</p> <p>Building Principals, Title I Teachers, Building Staff</p>	<p>Title I</p> <p>US DOE publications</p> <p>Tri-folds from Title I</p> <p>District notifications</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Title I Parent Program Survey Results</p>

<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</p> <p>Building IRS</p> <p>Title I Staff</p>	<p>Title I</p> <p>Math Investigations games and materials</p>	<p>Oct. 2009 – June 2010</p>	<p>Evaluations</p> <p>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</p> <p>Building Staff and Parent Volunteers</p> <p>Parent Liaisons</p>	<p>Title I</p> <p>Books across all grade levels in a variety of genres</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Attendance Sheets</p> <p>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</p> <p>Attendance Sheets</p> <p>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</p> <p>Postcards, newsletters, NCR – Notes to Parents</p>	<p>Oct. 2009 – May 2010</p>	<p>Outreach Logs</p> <p>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</p>	<p>Title I Coordinator Katie Shea</p> <p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p>	<p>Title I</p> <p>Postcards</p> <p>Stamps</p>	<p>Sept. 2009 - June 2010</p>	<p>Number of postcards sent</p> <p>Parent and child reactions and comments</p>

two postcards per month.	Building Staff			
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.	Title I Parent Education Specialist Lisa Zolga Bilingual Coordinator Jose Pinheiro Parent Information Specialist Jane Feroli Parent Liaisons	Title I Bilingual Department Parent Information Center Monthly Prizes Resources for Educators	Sept. 2009 - June 2010	Sign-off Sheets and Responses to Two-Way Communication Forms
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.	Title I Parent Education Specialist Lisa Zolga Kathy Ettinger Webmaster	Title I Local Funds The Parent Institute	Sept. 2009 – Aug. 2010	Number of hits on the web page
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.	Title I Parent Education Specialist Lisa Zolga Title I Teachers	Title I The Parent Institute	Sept. 2009 – June 2010	Parent Responses Percentage of teachers adding comments
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.	Title I Teachers Title I Parent Education Specialist Lisa Zolga Elementary Principals	Title I Resources for Educators	Sept. 2009 – Aug. 2010	Parent Responses Number of newsletters sent home

	Kathy Ettinger, Webmaster			
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.	Title I Parent Education Specialist Lisa Zolga Title I Teachers Building Staff Parent Liaisons	Title I Books and materials to accompany activities	Sept. 2009 - July 2010	Attendance Sheets Evaluations
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.	Title I Parent Education Specialist Lisa Zolga Building Staff Parent Liaisons	Title I Variety of board games and materials housed at Central Office	Oct. 2009 - May 2010	Attendance Sheets Evaluations
17. Parent & Child Activity Calendars – Calendars with daily at-home activities to support learning are sent home. English and Spanish copies are distributed.	Title I Parent Education Specialist Lisa Zolga Title I Teachers	Title I Special Incentives	Sept. 2009 – Aug. 2010	Percentage of signed and returned calendars

