

**Brockton Public Schools  
Brockton, Massachusetts**

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

**Carol A. McGrath  
Principal**

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### **III. MISSION 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.

#### **Brockton Public Schools Vision Statement**

The vision of the Brockton Public Schools is to create a dynamic learning environment, which is the focus and pride of our community. All individuals shall have the opportunity to become lifelong learners and active contributors to our global society.

#### **MISSION STATEMENT of OSCAR F. RAYMOND SCHOOL**

We, the Raymond School Community, are committed to:

- providing a positive and safe learning environment
- expecting and maintaining high expectations for all students so that they may achieve to their full potential
- encouraging respect, responsibility and civic pride

#### **VISION STATEMENT of OSCAR F. RAYMOND SCHOOL**

Students of the Raymond School will be proficient in reading and mathematics at the end of grade 7, as measured using multiple assessments, including but not limited to the Massachusetts Comprehensive Assessment System.

## IV. RAYMOND SCHOOL COUNCIL ROSTER

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

Name and Position

Signature

**Carol McGrath**

**Principal**

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**Jennifer Massaro**

**Parent/CoChair**

\_\_\_\_\_

**Karin Haynes**

**Teacher**

\_\_\_\_\_

**Patricia Dupuy**

**Teacher**

\_\_\_\_\_

**Michelle Person**

**Parent**

\_\_\_\_\_

**Linda Logan**

**Community Member**

\_\_\_\_\_

A.

## V. DESCRIPTIVE DATA

### Oscar F. Raymond School Student Demographics

#### Enrollment by Gender

	2006-2007	2007-2008	2008-2009
Male	344	397	453
Female	352	371	440
<b>Total</b>	696	768	883

#### Enrollment by Race/Ethnicity

Race	2006-2007	2007-2008	2008-2009
African American	58.9	59.5	62.5
Asian	2.2	.3	2.5
Hispanic	11.5	9.6	9.7
Native American	.4	.2	.5
White	25.4	21.7	20.1

#### Selected Populations

	2006-2007	2007-2008	2008-2009
First Language not English	19.4	23.6	38.1
Limited English Proficient	10	17	28.9
Low-income	79.3	77	79.3
Retentions	1.3	1	1
Special Education (total)	26	20	
General Ed Modified	17	15.8	17.9
Up to 20% Separate	5.6	5	
21-60% Separate			
Substantially Separate	3.3	2.9	3.1

#### Average Class Size

	2006-2007	2007-2008	2008-2009
Kindergarten	21	21	24
First	19	20	23
Second	17	17	23
Third	19	16	22
Fourth	19	18	22
Fifth	21	22	26
Sixth	21	24	25

#### Academic Support Programs:

- Title I
- Leaps In Literacy Program
- Bay State Reading Institute
- Math and Reading Intervention Programs
- Read 180
- Second Step School
- ESL support

#### Student Enrichments Programs:

- After School Programs
- Peer Leaders and Peer Mediation
- Raymond School Chorus
- Instrumental Band Program
- Intramural Sports
- Smart Start Extended Day Program
- Reading is Fundamental

B.

**Oscar F. Raymond School  
MCAS Results**

<b>GRADE 03 ENGLISH LANGUAGE ARTS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	5	9	1
PROFICIENT	32	22	20
NEEDS IMPROVEMENT	47	49	44
WARNING	15	20	35
<b>GRADE 03 MATHEMATICS</b>			
ADVANCED	3	11	7
PROFICIENT	42	32	31
NEEDS IMPROVEMENT	34	34	33
WARNING	22	23	29
<b>GRADE 04 ENGLISH LANGUAGE ARTS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	2	1	0
PROFICIENT	29	27	13
NEEDS IMPROVEMENT	51	45	59
WARNING	18	27	28
<b>GRADE 04 MATHEMATICS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	1	3	3
PROFICIENT	19	13	24
NEEDS IMPROVEMENT	63	57	48
WARNING	17	27	24
<b>GRADE 05 ENGLISH LANGUAGE ARTS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	4	5	3
PROFICIENT	39	38	35
NEEDS IMPROVEMENT	40	38	43
WARNING	17	19	18
<b>GRADE 05 MATHEMATICS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	5	6	7
PROFICIENT	19	23	31
NEEDS IMPROVEMENT	39	41	33
WARNING	36	29	30
<b>GRADE 05 SCIENCE AND TECHNOLOGY</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	3	0	1
PROFICIENT	25	12	14
NEEDS IMPROVEMENT	54	49	51
WARNING	18	39	34
<b>GRADE 6 ENGLISH LANGUAGE ARTS</b>			

<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	0	1	0
PROFICIENT	43	45	50
NEEDS IMPROVEMENT	40	34	33
WARNING	17	19	17
<b>GRADE 06 MATHEMATICS</b>			
<b>PERFORMANCE LEVEL</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	5	5	11
PROFICIENT	14	25	24
NEEDS IMPROVEMENT	27	31	33
WARNING	53	39	33

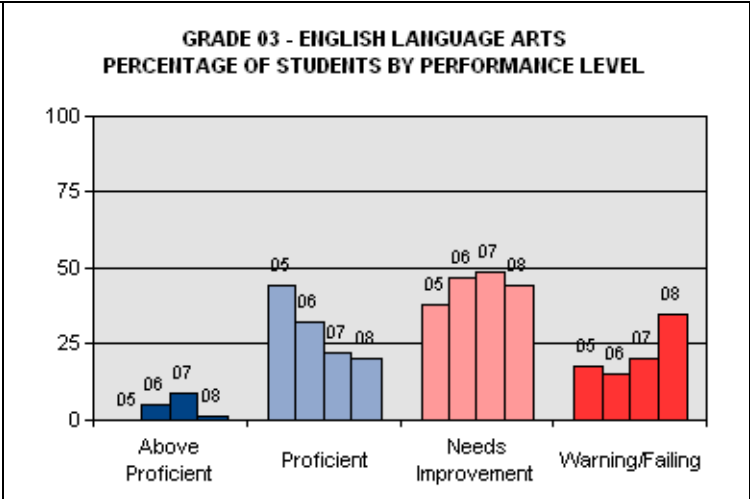
### Adequate Yearly Progress History

		<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>English Language Arts</b>		No	No	No
		No	No	No
<b>Math</b>		No	No	No
		No	No	No

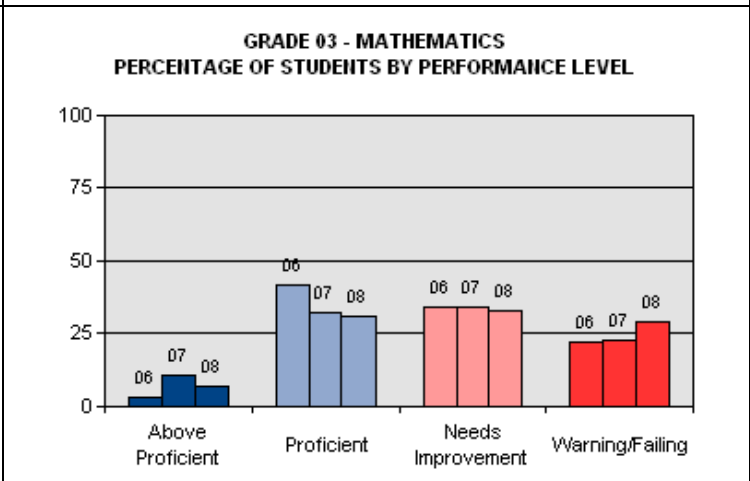
C.

## Oscar F. Raymond School MCAS Results Performance Level Comparison

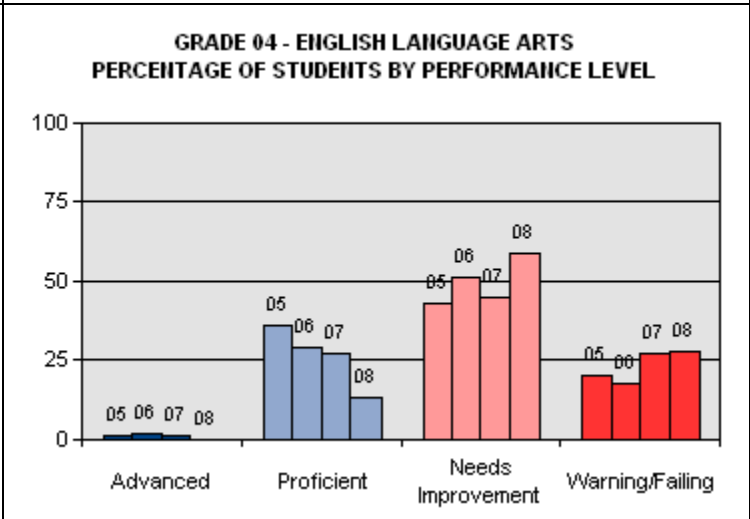
GRADE 3 - READING			
PERFORMANCE LEVEL	2006	2007	2008
ABOVE PROFICIENT	5	9	1
PROFICIENT	32	22	20
NEEDS IMPROVEMENT	47	49	44
FAILING	15	20	35



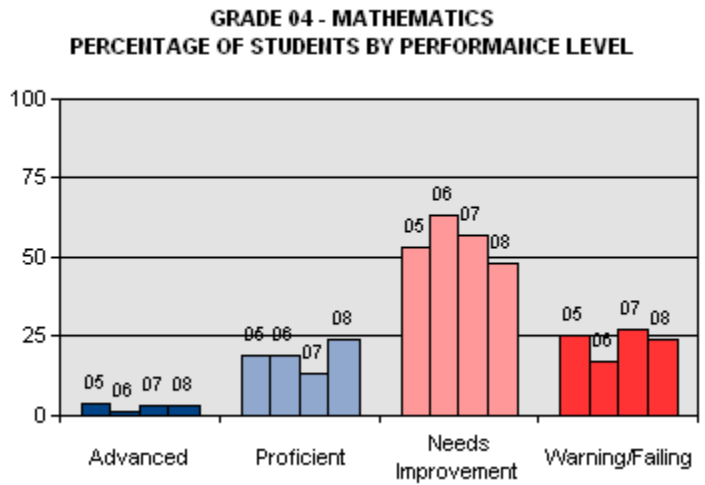
GRADE 03 - MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ABOVE PROFICIENT	3	11	7
PROFICIENT	42	32	31
NEEDS IMPROVEMENT	34	34	44
FAILING	22	32	35



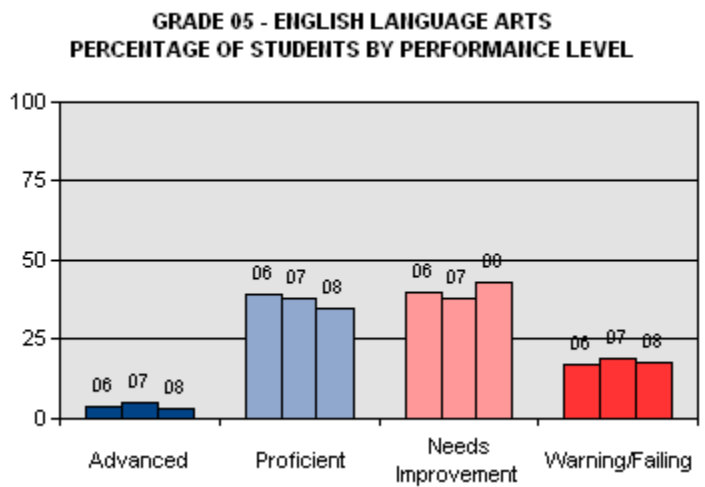
GRADE 4 - ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	2	1	0
PROFICIENT	29	27	13
NEEDS IMPROVEMENT	51	45	59
FAILING	18	27	28



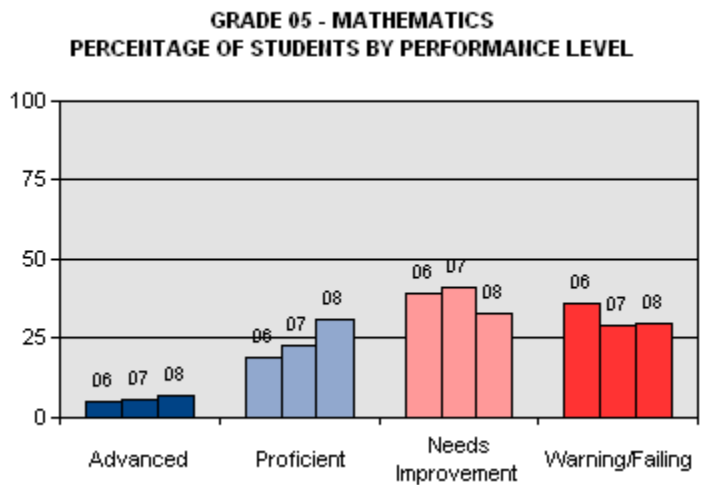
GRADE 4 - MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	1	3	3
PROFICIENT	19	13	24
NEEDS IMPROVEMENT	63	57	48
FAILING	17	27	24



GRADE 05 - ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	4	5	3
PROFICIENT	39	38	35
NEEDS IMPROVEMENT	40	38	43
FAILING	17	19	18



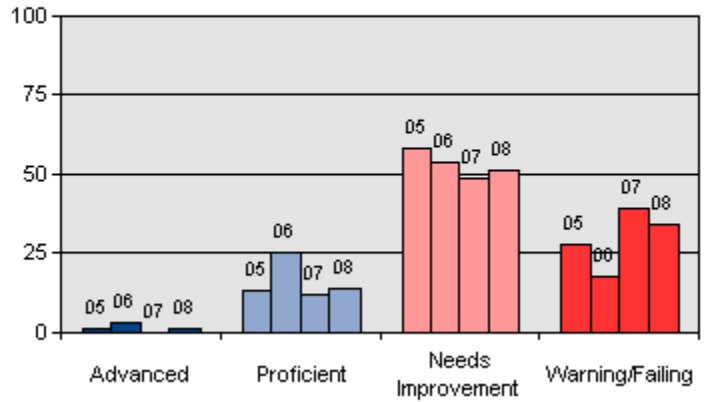
GRADE 05 - MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	5	6	7
PROFICIENT	19	23	31
NEEDS IMPROVEMENT	39	41	33
FAILING	36	29	30



**GRADE 05 - SCIENCE AND TECHNOLOGY**

PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	0	1	0	9
PROFICIENT	9	19	9	17
NEEDS IMPROVEMENT	51	44	59	46
FAILING	40	36	31	28

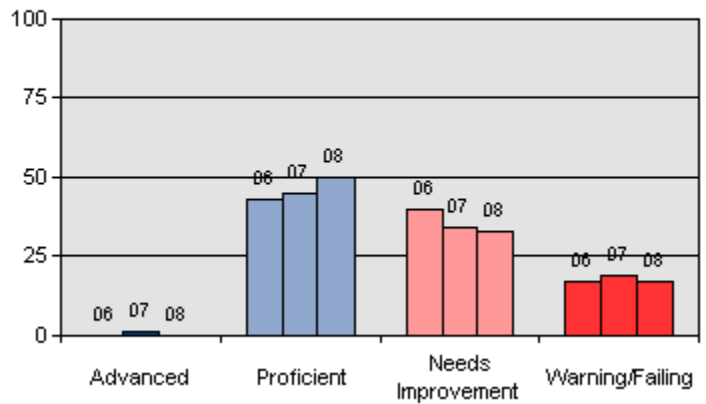
**GRADE 05 - SCIENCE AND TECHNOLOGY  
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE 06 - ENGLISH LANGUAGE ARTS**

PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	0	1	0
PROFICIENT	43	45	50
NEEDS IMPROVEMENT	40	34	33
FAILING	17	19	17

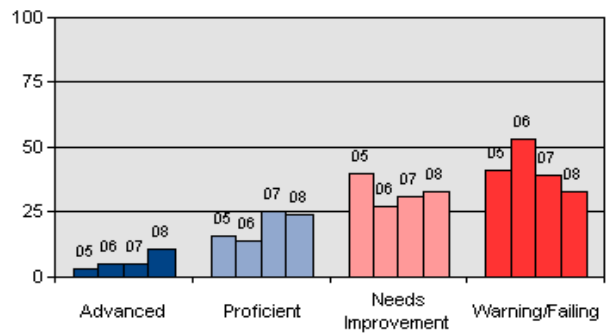
**GRADE 06 - ENGLISH LANGUAGE ARTS  
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**GRADE 06 - MATHEMATICS**

PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	5	5	11
PROFICIENT	14	25	24
NEEDS IMPROVEMENT	27	31	33
FAILING	53	39	33

**GRADE 06 - MATHEMATICS  
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**MCAS Test of Spring 2006**

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 03 - READING	NA	NA	36	58	40	34	7	7	83
GRADE 04 - ENGLISH LANGUAGE ARTS	2	8	28	42	47	39	13	10	90
GRADE 04 - MATHEMATICS	1	15	21	25	56	45	12	13	90
GRADE 05 - ENGLISH LANGUAGE ARTS	3		35		33		10		81
GRADE 05 - MATHEMATICS	4		20		32		25		81
GRADE 05 - SCIENCE AND TECHNOLOGY	2	17	24	33	43	39	11	9	80
GRADE 06 - ENGLISH LANGUAGE ARTS	0		39		34		7		80
GRADE 06 - MATHEMATICS	4	17	18	29	23	29	36	24	81

**MCAS Test of Spring 2007**

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 03 - READING	9	14	22	45	49	32	20	9	100
GRADE 03 - MATHEMATICS	11	19	32	41	34	24	23	16	100
GRADE 04 - ENGLISH LANGUAGE ARTS	1	10	27	46	45	34	27	10	100
GRADE 04 - MATHEMATICS	3	19	13	29	57	39	27	13	100
GRADE 05 - ENGLISH LANGUAGE ARTS	5	15	38	48	38	28	19	9	100
GRADE 05 - MATHEMATICS	6	19	23	32	41	31	29	18	99
GRADE 05 - SCIENCE AND TECHNOLOGY	0	14	12	37	49	37	39	12	100
GRADE 06 - ENGLISH LANGUAGE ARTS	1	9	45	58	34	25	19	7	99
GRADE 06 - MATHEMATICS	5	20	25	32	31	28	39	20	100

**MCAS Test of Spring 2008**

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 03 - READING	1	14	20	41	44	33	35	11	100
GRADE 03- MATHEMATICS	7	25	31	36	33	25	29	14	100
GRADE 04 - ENGLISH LANGUAGE ARTS	0	8	13	41	59	39	28	13	100
GRADE 04 - MATHEMATICS	3	20	24	28	48	38	24	13	98
GRADE 05 - ENGLISH LANGUAGE ARTS	3	13	35	48	43	30	18	8	99
GRADE 05 - MATHEMATICS	7	22	31	30	33	30	30	17	101
GRADE 05 - SCIENCE AND TECHNOLOGY	1	17	14	33	51	38	34	12	100
GRADE 06 - ENGLISH LANGUAGE ARTS	0	15	50	52	33	24	17	8	100
GRADE 06 - MATHEMATICS	11	23	24	33	33	26	33	18	101

## **VI. Executive Summary**

The Raymond School has spent the past year working diligently to meet the needs of every student in our school. We have been fortunate to be a part of the Bay State Reading Institute this past year. Through this initiative our staff has received invaluable professional development training that focused on the essential components of the guided reading process, administering of assessments, data collection and analysis, QAR questioning techniques, and differentiated instruction. Along with this comprehensive professional development, our building RRSs and Principal have been assigned a BSRI “coach” to help guide and support as we implement the myriad of strategies and classroom instructional practices into the Raymond School classrooms.

As our demographic breakdown shows, the Raymond School has a very diverse population. The Raymond School has Cape Verdean Creole - Sheltered English Immersion classes (SEI) in Grades 1-5. As shown by the demographic breakdown, 38.1% of our students are Second Language Learners and 28.9% are considered Limited English Proficient students. This past year we had three regular education classes in the primary grades and two regular education classes in the intermediate grade where the teachers have been trained in second language acquisition including SIOP. We have also had a licensed ESL teacher who services second language students in the regular education classes. The ESL teacher services LEP students two or three days a week and also works closely with the classroom teachers to assist students in their learning. We also have here at the Raymond School the Emotionally Disabled students in Grade 4, 5 and 6.

Our goal is to ensure that every child becomes proficient in reading and mathematics for their grade level. To best serve the needs of each student and to help ensure that our students strive to reach their highest levels of academic achievement, we have placed a significant amount of emphasis on data collection and analysis of student assessments. The Instructional Leadership Team along with our literacy coaches from BSRI, have held monthly grade level meetings with classroom teachers to discuss assessment data, focusing on school-wide, grade, class, and individual levels. These data meetings were held during the school day and after school.

Our Challenge for Change grant money was used in part to fund the hiring of substitute teachers to provide classroom coverage for our meetings during the day. These monthly data meetings have allowed our teachers to work with the ILT to place and monitor the students’ progress in flexible intervention groups working with the Literacy intervention programs provided by the SF Reading Street Program along with ERI, Project Read, Read 180, and appropriate math interventions. In addition to Edusoft Benchmark Assessments, BSRI assessments such as GRADE, MAZE and DIBELS, continue to be utilized throughout the year to assess students current levels of early literacy skills as well as to identify students who may need additional instructional support and to monitor progress toward instructional goals.

To strengthen the Mathematical skills of our students, a sixty-minute block of time is dedicated to the Investigations Program for grades K-5 and to the Connected Math Program for grades 6 and 7. These standards-based mathematical programs are enhanced by the use of the Every Day Counts/Calendar program and daily computation drills to extend the daily mathematics instruction by an additional forty minutes. The implementation and data collection of the AIMS Web math assessments has been used to target math instruction. Each student also participated in the SME

computer program at least two times a week for fifteen minutes sessions in their classrooms. Students in grades K-6 also visit the SME Computer Lab each week for thirty five minutes of math and reading instruction.

## VII. RESULTS AND DISCUSSION

### ATTAINMENT OF 2008 - 2009 GOALS

#### GOAL #1

**Goal Statement:** The Raymond School will increase the CPI on the ELA MCAS from 68.2 in 2007 to 72.5 on the 2008 MCAS test, and to 76.4 on the 2009 MCAS.

**Degree of Attainment to Date:** Based on the combined Grades 3-6 2008 MCAS ELA tests, the Raymond School's baseline CPI of 67.6 fell shy of making adequate yearly progress (AYP) as defined by the No Child Left Behind law. Data for the 2009 MCAS ELA test is not yet available.

#### GOAL #2

**Goal Statement:** The Raymond School will increase the CPI on the Math MCAS from 72.6 in 2007 to 76.5 on the 2008 MCAS and to 80.4 on the 2009 MCAS.

**Degree of Attainment to Date:** Based on the combined Grades 3-6 2008 MCAS Mathematics tests, the Raymond School's baseline CPI of 67.4 has not allowed us to attain adequate yearly progress (AYP) as defined by the No Child Left Behind law. Data for the 2009 MCAS ELA test is not yet available.

#### Goal # 3

**Goal Statement:** To strengthen our home-school connection that will support and lead to increased student achievement. To provide a variety of family involvement activities designed to increase the number of parents involved in the education of their children. To promote a trauma-sensitive school culture that addresses the needs of individual students.

**Degree of Attainment to Date:** The Raymond School held many family involvement activities in the 2008-2009 school year. As a result, we are proud to report increased attendance at both parent conferences this year and at our family involvement activities. The Raymond School will continue to promote and maintain a trauma-sensitive culture.

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

### **School Performance Goals**

**English Language Arts:** The Raymond School will increase the CPI on the ELA MCAS from 67.6 in 2008 to 73.0 on the 2009 MCAS test, and to 78.4 on the 2010 MCAS.

**Math:** The Raymond School will increase the CPI on the Math MCAS from 67.4 in 2008 to 72.8 on the 2009 MCAS test, and to 78.2 on the 2010 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.
- Goal 6:** Utilize the *Intensifying Instruction Grid* in order to increase the amount of assessment informed instruction.

**SCHOOL ACTION PLAN 2009-2010**

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

**School Improvement Objective:**

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

**Student Improvement Objectives:**

- Teachers will use assessment data to inform instruction and to create intervention groups.
- All students, whole class and subgroups, will achieve the class target.
- Students will articulate what they are learning and why it is important.
- Students will articulate the way(s) in which the goals will be measured/assessed.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Provide teachers with MCAS data from prior year	ILT	Local funds	Sept. – Oct.	DAN (Data Analysis Notebook)
Develop class target for whole class and subgroups using formative assessments	ILT, Lab Manager, classroom teachers	Local funds	Sept. – June	Edusoft benchmarks, ELA and Math unit benchmark tests, SME reports, DIBELS, AIMS web, MAZE and GRADE data
Complete ISSP's for at-risk students	ILT, classroom teachers	Local funds	Annually in October and in January for K students	Updated ISSP's
Continue to write measurable performance objectives and follow district best practices	ILT, classroom teachers	Local funds	Sept. – June	Classroom observations, Central Office walk-throughs

IRS, RRSs, Title 1 and MSN teachers will use intervention materials with at-risk groups.	ILT, Title 1, MSN Teachers, classroom teachers	Local funds	5. Sept. - June	Observations, planbooks
Use the IST process to set individual student goals for intervention services	IST Team members and SPED Staff	Local funds	Sept. 2009– June 2010	Planbooks IST goals and interventions

**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:**

- Teachers will engage in common planning of standards-based units.
- Teachers will use differentiated instruction to meet the needs of all students in language arts and math.

**Student Improvement Objectives:**

Students will increase their scores on open response questions in reading and math by .5 point.

Students will be able to articulate scoring criteria from the open response rubrics.

Students will collaborate on student-to-student interactive activities.

Students will work in small groups and independently on classroom activities.

Students will use technology to accomplish the performance goal(s).

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Adhere to pacing charts in Math and ELA	ILT and classroom teachers	Local funds	Sept. – June	Edusoft reports, plan books
Ensure vertical articulation of curriculum and instruction	ILT and classroom teachers	Local funds	Oct. – May	Staff and grade level meeting agendas, meeting minutes
Continue open response initiative in grades 3-5	ILT and classroom teachers	Local funds	Sept. – June	Exemplars
Continue to hold grade level discussions that focus on current research related to best practices in instruction	IRS/RRS, classroom teachers	Local funds	Oct. – May	Meeting agendas and minutes, attendance sheet
Provide professional development in Differentiated Instruction	Consultant, ILT, and classroom teachers	BSRI monies	November, 2009	Sign in sheet, plan books

**SCHOOL ACTION PLAN 2009-2010**

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

**School Improvement Objective:**

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

**Student Improvement Objectives:**

- Students will increase their scores on the ELA and Mathematics simulations by 10%.
- Special education students will increase their scores on modified unit tests by 10%.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Meet in grade levels to time collaborate on assessments	ILT, Teachers	Local funds	September - June	Grade level meetings Meeting Minutes Agendas
Create and administer Math and ELA simulations aligned with Edusoft	IRS, RRS, classroom teachers	Local funds	October, January and April	Edusoft reports
Modify unit tests to accommodate special education students	RRS & IRS	Local funds	October – June	Modified tests, 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:**

- Monitor the implementation of programs and standards-based instruction.
- Hold data meetings with grade/department teams.
- Meet with individual teachers regarding their achievement data.

**Student Improvement Objectives:**

- Students will improve their performance on standards based assessment.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Monitor the implementation of programs and standards based instruction using the school walk-through guide	Building Administrators	Local funds	Sept. – June	Monitoring checklist
ILT meetings to analyze student data	ILT	Local funds	August – May	IRS/RRS calendars
Grade level data meetings to impact instructional planning	ILT and classroom teachers	Local funds and BSRI monies.	Sept. – May	Data Analysis Notebook, data boards
Individual teacher data meetings to impact instructional planning	ILT and classroom teachers	Local funds	Oct. – May	Data Analysis/Instructional Plans
Data review meetings	ILT	Local funds and BSRI monies.	Oct. – May	Minutes of meeting

**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:**

- Establish requirements for the use of meetings and common planning time for data analysis and reflection.
- Implement requirements for the use of meetings and common planning time for data analysis and reflection.
- Select, develop and disseminate tools for analyzing data.
- Assist staff in using tools for analyzing data.
- Require teachers to review achievement data with students.

**Student Improvement Objectives:**

- Students are actively engaged in the lesson and respond positively to feedback from teachers and peers.
- Students will confer with teachers individually concerning their test data.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Provide time for data analysis and reflection to create instructional plans during grade level meetings and staff meetings	Principal	Local funds	Sept. – June	Agendas, sign in sheets, Data Analysis/Instructional Plan
Continue to assist staff in using data effectively to modify instruction and improve achievement	ILT, Lab Manager	Local funds	Sept. – June	Training and meeting agendas
Continue to train newer teachers in all curriculum initiatives and assessment strategies	ILT, Lab Manager	Local funds	Sept. – June	Training and meeting agendas, plan books
Require teachers to review MCAS scores, DIBELS, GRADE, MAZE, SME	ILT, Lab Manager, and classroom teachers	Local funds	Sept. – June	Plan books and meeting agendas

reports, unit test results and Edusoft data with students				
School Review Meetings	ILT and Executive Team	Local funds	December and March	Meeting minutes

**Goal 6:** Utilize the *Intensifying Instruction Grid* in order to increase the amount of assessment informed instruction.

**School Improvement Objective:**

- Establish requirements for the use of the *Intensifying Instruction Grid* for data analysis and grouping purposes.
- Implement requirements for the use of the *Intensifying Instruction Grid* for data analysis and grouping purposes.
- Assist staff in using the *Intensifying Instruction Grid* for analyzing data.

**Student Improvement Objectives:**

- Students will collaborate on student-to-student interactive activities.
- Students will work in small groups and independently on classroom activities.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Data meetings	ILT and classroom teachers	Local funds	October, December, January, March and June	Agendas, meeting notes, plan books, completed grids

## IX. Raymond School Parent Involvement Goal

### ACTION PLAN

**Goal Statement:** Increase parental involvement at the Raymond School. Provide opportunities for parents to be actively involved in the education of their children at home, in school, and within the community.

**Needs Assessment:** Parental involvement is a powerful influence on a student's achievement. The Raymond School recognizes this and will work to develop a strong home-school connection which will foster higher student achievement.

**Objective(s):** Increase parental involvement at school functions by 10%.

Activity	Department(s) / Person(s) responsible	Resource(s) / Funding Source	Timeline	Measures of Implementation
Schoolwide Open House	ILT, Classroom Teachers, Support Staff	Local Budget	Sept. '09	Attendance sheets
Parent-Teacher Association Meetings (first Wednesday of each month)	PTA President, Administrators	PTA	Sept. – June	Number of participants, minutes of meetings
School Improvement Council meetings (second Tuesday of each month)	Members of SIC: Principal, Teachers, Parents, Community Representatives	Local Budget	Sept. – June	Meeting agenda and minutes
11. <b>Positive contacts</b> made to the home each week in the form of notes, phone calls, post cards, or 1 on 1 chat.	Title I Teachers and Classroom Teachers	Title I	Sept. – June	Title I Dept. Head Outreach Logs

<p>12. A minimum of <b>two parent meetings</b> per year conducted by Title I Teachers to address the needs of parents, school improvement goals, and/or to build the parents capacity as communicators, supporters, teachers, learners, and decision makers</p>	<p>Title I Teachers</p>	<p>Title I</p>	<p>Sept. – June</p>	<p>Title I Dept. Head Attendance sheets Parent Evaluations</p>
<p>13. Michele Logan Family Center will plan a fall and spring family night that will complement the reading and math goals for the year.</p>	<p>Michele Logan Family Center</p>	<p>Michele Logan Family Center</p>	<p>Sept. – June</p>	<p>Attendance sheets from the events.</p>

# **X. 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***

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

#### ***School Readiness Committee (SRC)***

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

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

#### Early Childhood Articulation Committee

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

## **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:

21<sup>st</sup> 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

## 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
1. <b>Technical Support</b> – Title I will assist all identified schools in meeting the requirements of NCLB parent involvement and the unique challenges identified at each building.	Title I Coordinator Karen McCarthy  Title I Parent Education Specialist Lisa Zolga  Building Principals, Title I Teachers, Building Staff	Title I  US DOE publications  Tri-folds from Title I  District notifications	Sept. 2009 – Aug. 2010	Title I Parent Program Survey Results

<p><b>2. Title I Annual Meeting/Family Breakfast</b> - Each Title I building will conduct an Annual Parent Meeting. At that time, parents will learn about the myriad of requirements established under NCLB, school specific goals for improvement and tips for supporting learning at home.</p> <p>Each meeting will include opportunities for parents to have input regarding program planning, implementation and review.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Food Service Director</p> <p>Building Administration</p> <p>Leadership Team</p> <p>Title I Teachers</p>	<p>Title I</p> <p>School Improvement Plans</p> <p>SES Notices</p>	<p>Sept. 2009 – Nov. 2010</p>	<p>Written Parent Evaluations</p> <p>Attendance Records</p>
<p><b>3. Title I Family Book Bag Program</b> – Reading at home helps children reach higher levels of academic achievement.</p> <p>School improvement plans, needs assessments, MA Curriculum Frameworks are the basis for the selection of books and activities provided for home use.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Staff</p> <p>Classroom Teachers</p>	<p>Title I</p> <p>Class sets of books of all genres in a variety of levels</p> <p>Book specific activities and materials</p>	<p>Sept. 2009 - June 2010</p>	<p>Parent Permission Letters</p> <p>Attendance Sheets</p> <p>Family Evaluations</p> <p>Completed Home Activities</p>
<p><b>4. Recipes For Success Workshops</b> – Using current practices and classroom strategies, parents and children participate in cross-curriculum learning activities.</p> <p>Materials to complete activities will be provided for home reinforcement/practice.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Staff</p> <p>Building Staff</p>	<p>Title I</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Evaluations</p> <p>Attendance Sheets</p>
<p><b>5. Book Talk</b> – Parents and children read a chapter book at home. After reading, they gather at school to have an open conversation about the book.</p> <p>Text connections, retellings and responses to literature are just some of the topics that are covered.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p> <p>Classroom Teachers</p> <p>Parents</p>	<p>Title I</p> <p>Class sets of books</p>	<p>Oct. 2009 - June 2010</p>	<p>Attendance Sheets</p> <p>Parent and Student Evaluations</p>

<p>6. <b>Math, Muffins, Moms and Dads</b> – These parent workshops focus on math skills introduced to students in grades K-3. Parents are given time to practice strategies taught and used as part of the math curriculum.</p>	<p>Title I Parent Education Specialist Lisa Zolga</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. <b>Bingo for Books</b> – This parent/child activity serves as an avenue to meet the requirements of the NCLB/Title I legislation and provide parent training in areas of student weakness identified in the individual school improvement plan.</p> <p>Each evening a specific reading and math strategy will be introduced and practiced.</p>	<p>Title I Parent Education Specialist Lisa Zolga</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. <b>Parent Meetings</b> - Title I Teachers will plan, organize and conduct two parent meetings each year (Fall and Spring).</p> <p>Each meeting will address topics specific to student achievement and school improvement.</p>	<p>Title I Teachers</p>	<p>Title I</p>	<p>Oct. 2009 – June 2010</p>	<p>Scheduled Meetings</p> <p>Attendance Sheets</p> <p>Parent Evaluations</p>
<p>9. <b>Outreach</b> – Ongoing communication is vital to student achievement and needed to build a positive school culture.</p> <p>Through the use of a variety of contact methods Title I makes a minimum of two home connections per week.</p>	<p>Title I Teachers</p>	<p>Title I</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. <b>Good News Post Cards</b> – Focusing on the positive helps to build a strong school culture. All parents, even the “unreachable” can be part of the school community and kept informed through personal correspondence.</p> <p>Title I teachers receive four postcards per month. All other teachers in Title I buildings are provided two postcards per month.</p>	<p>Title I Coordinator Katie Shea</p> <p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p> <p>Building Staff</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>

11. <b>Recipes for Success</b> – Distributed monthly in English, Spanish, Portuguese and French Creole to all children (K-4), this newsletter builds a parent’s capacity to support learning in all curricula areas within the home.	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. <b>Title I Web Page</b> – Access to school and valuable parent information is available 24/7 through the Title I web page. Parents can get the “Tip of the Day”, obtain information by “Asking the Experts”, and even “attend” school events through photos and write-ups of Title I parent/child activities.	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. <b>Parents Make the Difference Newsletter</b> – Each month four articles which address social and academic development are provided in English and Spanish for distribution to all Title I teachers. Teachers are encouraged to add a personal touch by writing a comment that is specific to their students.	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. <b>Reading Connection Newsletter</b> – This newsletter supports reading development at home. The primary and intermediate editions are provided to all principals and Title I Teachers in English and Spanish. In addition, they are posted on the Title I web page.	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. <b>Theme Literature Nights</b> – Parents and children will come together to enjoy and explore a variety of genres! Family activities will address skills in the curriculum frameworks and those identified in the school improvement plan.	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. <b>Family Game Nights</b> – Games can teach important skills and strategies that are contained in the curriculum frameworks. These events will bring parents and children together to learn in a fun way.	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. <b>Parent &amp; Child Activity Calendars</b> – Calendars with daily at-home activities to support learning are sent home. English and Spanish copies are distributed.	Title I Parent Education Specialist Lisa Zolga Title I Teachers	Title I  Special Incentives	Sept. 2009 – Aug. 2010	Percentage of signed and returned calendars
17. <b>Parent &amp; Child Activity Calendars</b> – Calendars with daily at-home activities to support learning are sent home. English and Spanish copies are distributed.	Title I Parent Education Specialist Lisa Zolga Title I Teachers	Title I  Special Incentives	Sept. 2009 – Aug. 2010	Percentage of signed and returned calendars

<b>18. Math and ELA Family Nights</b>	ILT	Local funds	Oct 2009-May 2010	Attendance Sheets
<b>19. Holiday Pancake Breakfast</b>	PTA and Principal	PTA funds	December, 2009	Sign up Sheets

# J. School Council Minutes

Tuesday, October 8, 2008 – 10:30 a.m.

## Minutes

Carol McGrath called the meeting to order at 10:30 a.m.

**Welcome and Introductions:** Mrs. McGrath introduced this year's council members.

Carol McGrath: Principal

Pattie Dupuy and Karin Haynes: Teachers

Jennifer Massaro and Michelle Person: Parents

Linda Logan: Community Member

**In attendance:** Pattie Dupuy, Karin Haynes, Linda Logan, Jenn Massaro, Michelle Person and Carol McGrath

**Meeting Schedule:** The council will meet in the conference room on a monthly basis, with the exception of December. Meetings will be held on the second Tuesday of the month at 10:30 .m.

**Election of Secretary:** Michelle Person will be the council's secretary.

**Role of Council:** The role of the School Improvement Council was reviewed. The council assists in adopting goals for the school, identifying the educational needs of the students, reviewing the school's annual budget and providing input into the school improvement plan.

**School Improvement Plan:** Mrs. McGrath reviewed the goals contained in the School Improvement Plan. She explained that the plan is correlated with the district roadmap. Data analysis is the basis for all decisions.

### **PTA/School-wide Events**

Mrs. McGrath reviewed plans for the upcoming "Family Fall Festival" that will be held on Saturday, October 18 from 10:00-1:00 p.m. This event will consist of games, activities, music, etc. and will be free of charge for all to attend. She also discussed the plan for holding our Student of the Month celebrations.

**New Business:** Mrs. McGrath proudly reports that the Raymond School has been chosen to be a part of the Bay State Reading Institute this year. Through this initiative staff will receive invaluable professional development training that focuses on the essential components of the guided reading process, the administering of assessments, data collection and analysis, QAR questioning techniques, and differentiated instruction. Along with this comprehensive professional development, building RRSs and Principal have been assigned a BSRI "coach" to help guide and support as they implement the myriad of strategies and classroom instructional practices into the Raymond School classrooms.

The meeting adjourned at 11:30 a.m.

**Tuesday, November 11, 2008**

**Minutes**

Carol McGrath called the meeting to order at 10:30 a.m.

***In attendance:*** Pattie Dupuy, Karin Haynes, Linda Logan, Jenn Massaro, Michelle Person and Carol McGrath

***Approval of minutes:*** The minutes of the October 8, 2008 meeting were reviewed and approved.

***MCAS Results:*** Mrs. McGrath shared the 2008 MCAS results for all grade levels 3-6. At a recent staff meeting each grade level reviewed the results, identified weaknesses and created an action plan to address those areas.

***AYP Status:*** Mrs. McGrath reported that the Raymond School did not attain adequate yearly progress status.

***Family Fun Festival:*** Staff members report that this family involvement activity was a huge success! Over 100 Raymond School families and 30 staff members came to this first ever event and a great time was had by all!

***Bay State Reading Institute:*** The school has just finished up their first round of “DIBEL Benchmarking” and have met in grade level teams to analyze this data and target individual student instruction. From this data analysis - intervention groups were formed so that the needs of each student will be met.

***PTA/School-wide Events***

Mrs. McGrath reviewed plans for the following upcoming events.

- Parent/Teacher conferences
- T-shirt Sale
- Bake Sale
- Student of the Month Celebration
- Parental Involvement – Turkey Decorating Contest” to be held this month
- Annual “Holiday Pancake Breakfast will be held on Saturday, December 20, 2008 from 9:00 - 11:00 a.m.

***New Business:*** No items were brought forward.

The meeting adjourned at 11:30 a.m.

**Tuesday, January 13, 2009**

**Minutes**

Carol McGrath called the meeting to order at 10:30 a.m.

***In attendance:*** Karin Haynes, Linda Logan, Jenn Massaro, Michelle Person and Carol McGrath

***Approval of minutes:*** The minutes of the November 11, 2008 meeting were reviewed and approved.

***PTA/School-wide Events:***

February calendar of upcoming events was reviewed and discussed

- Leaps in Literacy Family Night
- Fire Safety presentation to Grades 1 & 3
- Student of the Month Celebration
- Earth Balloon visit - February 27<sup>th</sup> for grades 4, 5 & 6
- Saturday, Feb. 28th - Pancake breakfast with Storyteller - 9:30-11:00 a.m.
- Parental Involvement – “Snowman Decorating Contest” to be held next month

***School Improvement Plan:***

- ELA Goal – Gr. 4 has completed an MCAS simulated long write and will “shut down” and complete a final one in March.
- MCAS Weekly Homework Folders update – Students are given a weekly MCAS ELA passage to complete by Wednesday. Teachers “review and grade” on Wednesday and Thursday and turn in folders to the IL Team on Friday. IL Team reviews and monitors progress each week.

***Grade Level Data Meetings:*** The ILT met with grade level to review data. Some changes were made to instructional groupings based on this data analysis.

***New Business:*** MCAS Rally - Our annual MCAS Rally will be held on Friday, March 20<sup>th</sup> in the large gym. Grade 3-6 classrooms will each share their own MCAS chant, rap or dance.

The meeting adjourned at 11:30 a.m.

**Tuesday, February 10, 2009**

**Minutes**

Carol McGrath called the meeting to order at 10:30 a.m.

***In attendance:*** Pattie Dupuy, Karin Haynes, Linda Logan, Jenn Massaro, Michelle Person and Carol McGrath

***Approval of minutes:*** The minutes of the January 13, 2009 meeting were reviewed and approved.

***PTA/School-wide Events:***

March calendar of upcoming events was reviewed and discussed

- Dr. Seuss Celebration - week of March 2<sup>nd</sup>
- Saturday, March 14<sup>th</sup> - Staff will attend a “Creating a Trauma-Sensitive Culture” workshop
- MCAS Pep Rally - March 20<sup>th</sup>
- Student of the Month Celebration

***Grade Level Data Meetings:*** The ILT met with grade level to review data. Some changes were made to instructional groupings based on this data analysis.

***New Business:*** No items were brought forward.

The meeting adjourned at 11:30 a.m.

**Tuesday, March 10, 2009**

**Minutes**

Carol McGrath called the meeting to order at 10:30 a.m.

***In attendance:*** Pattie Dupuy, Karin Haynes, Linda Logan, Jenn Massaro and Carol McGrath

***Approval of minutes:*** The minutes of the February 10, 2009 meeting were reviewed and approved.

***PTA/School-wide Events:***

April calendar of upcoming events was reviewed and discussed

- MCAS Testing
- Student of the Month Celebration
- April 1 - Big Ryan the Storyteller will perform for K & 1 classes
- April 16 & 17 - Parent/Teacher Conferences
- Muffins with Mom/Grandma activity

***AIMS Web Tests:*** We will be monitoring the math progress of our students using a computer based measure. Using the measure, students needing additional support will be identified and interventions will be scheduled by our IRS and Computer Lab Manager.

***Student Information Management System change:*** Raymond staff members were trained in the use of the new management system, Infinite Campus. The new user-friendly system will allow staff to quickly access various reports.

***Grade Level Data Meetings:*** The ILT met with grade level to review data. Some changes were made to instructional groupings based on this data analysis.

***New Business:*** Reading Incentive - the ILT has come up an "Ice Cream for Reading" incentive activity. Students in Grades K-6 will be asked to read independently or with an adult for 15 minutes per night and record this on a reading log. Reading logs must be signed by parents and turned in each Monday. Students who participate will record their total weekly minutes read on an ice cream "scoop" and add their scoop to the classroom ice cream cone which will be displayed outside of each pod. All participants will participate in a "Make Your Own Ice Cream Sundae" celebration on Friday, April 30, 2009.

The meeting adjourned at 11:30 a.m.

**Tuesday, April 14, 2009**

**Minutes**

Carol McGrath called the meeting to order at 10:30 a.m.

***In attendance:*** Pattie Dupuy, Karin Haynes, Linda Logan, Jenn Massaro, Michelle Person and Carol McGrath

***Approval of minutes:*** The minutes of the March 10, 2009 meeting were reviewed and approved.

***PTA/School-wide Events:***

April calendar of upcoming events was reviewed and discussed

- MCAS Testing
- Peer Leader “Spirit Days”
- Parent/Teacher Conferences
- Student of the Month Celebration

***School Improvement Plan:***

- MCAS Testing plans were reviewed and discussed. Plans for May’s testing were also discussed.
- Parental Involvement – Muffins with Mom/Grandma on the 16<sup>th</sup>
- Directions for reviewing and updating a new SIP were distributed and discussed.

***New Business:*** No items were brought forward.

The meeting adjourned at 11:30 a.m.

**Tuesday, May 12, 2009**

**Minutes**

Carol McGrath called the meeting to order at 10:30 a.m.

***In attendance:*** Pattie Dupuy, Karin Haynes, Jenn Massaro and Carol McGrath

***Approval of minutes:*** The minutes of the April 14, 2009 meeting were reviewed and approved.

***PTA/School-wide Events:***

April calendar of upcoming events was reviewed and discussed

- Student of the Month Celebration
- Gr. 5 Mother's Day Workshop
- MCAS Testing
- K-2 Bullying Prevention Puppet Show
- Bingo for Books Family Night

***Grade Level Data Meetings:*** The ILT met with grade level to review data. Some changes were made to instructional groupings based on this data analysis.

***New Business:*** No items were brought forward.

The meeting adjourned at 11:30 a.m.