

Brickett Elementary School

School Improvement Plan June 2012

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EXECUTIVE SUMMARY

School Profile and Demographics

The Brickett Elementary School is comprised of a small, but transient urban population. It is ranked twelfth in size out of Lynn's seventeen elementary schools and has a student population of approximately 320 students. Demographically the student population is 11.3% African American, 11.9% Asian, 44.7% Hispanic, 0.9% Native American, 21.6% White, and 9.7% multi-race non-Hispanic. The student population consists of 43.1% of students whose first language is not English 21.6% who are Limited English Proficient, 85% who are low income, and 5.6% who receive services from the Special Education Department. The following Table compares Brickett's selected population statistics with those of the district and the state.

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Brickett	320	11.3	11.9	44.7	0.9	21.6	9.7	43.1	21.6	85	5.6
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

Brickett is a K-5 Title I school with fifteen grade level classroom teachers and three teacher aides. There are two Reading teachers, two SPED teachers, and an ESL Specialist who provide pull-out and inclusion services. To support the needs of all students, SIOP strategies and best practices are incorporated into daily instruction. Brickett School has implemented the RTI Three Tier Model for small group instruction in ELA to address the needs of all students.

NCLB Status

Brickett has a Composite Performance Index (CPI) of 80.9 in ELA and a CPI of 74.5 in mathematics. Brickett did not make AYP in Math for the aggregate and sub-groups in 2011. The school did not make AYP in ELA for the aggregate or sub-groups in 2011. For ELA the NCLB Accountability Status is **Restructuring Year 1** with an Improvement Rating of **Declined**. For Math the NCLB Accountability Status is **No Status** with an Improvement Rating of **Declined**.

The AYP Report is attached as part of the NCLB Report Card.

MCAS Results

The following charts show the percentage of Brickett's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for the past nine years. From 2002 through 2005 open response results were not included in the scoring for the grade 3 reading test. As a result there was no Proficient + category reporting*. From 2006 forward, Proficient + results are reported. From 2002 through 2005, Grade 3 students did not take the Math MCAS, therefore, scores were not reported.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		63	49	33	43	5	8
2003	NA		49	46	45	43	6	11
2004	NA		56	51	39	40	5	9
2005	NA		52	49	43	40	5	11
2006	0	10	35	30	41	47	24	13
2007	9	6	42	35	29	28	20	25
2008	12	6	21	33	65	41	3	20
2009	5	5	38	32	54	44	3	19
2010	2	7	58	38	40	43	0	13
2011	2	6	55	41	40	41	2	12

Grade3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	0	2	57	32	37	37	6	29
2007	9	12	42	35	29	28	20	25
2008	12	16	41	35	41	28	6	21
2009	8	9	24	35	43	30	24	26
2010	24	13	49	36	24	32	2	19
2011	9	8	47	47	34	31	11	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	1	65	33	31	49	2	16
2003	7	3	56	35	28	46	9	17
2004	3	3	34	36	51	47	11	13
2005	3	4	50	32	43	47	5	17
2006	8	4	47	35	39	46	6	15
2007	5	3	49	35	36	44	10	18
2008	7	3	44	26	44	49	5	22
2009	11	4	53	28	26	44	11	23
2010	3	2	57	29	41	50	0	20
2011	0	3	36	30	54	46	10	22

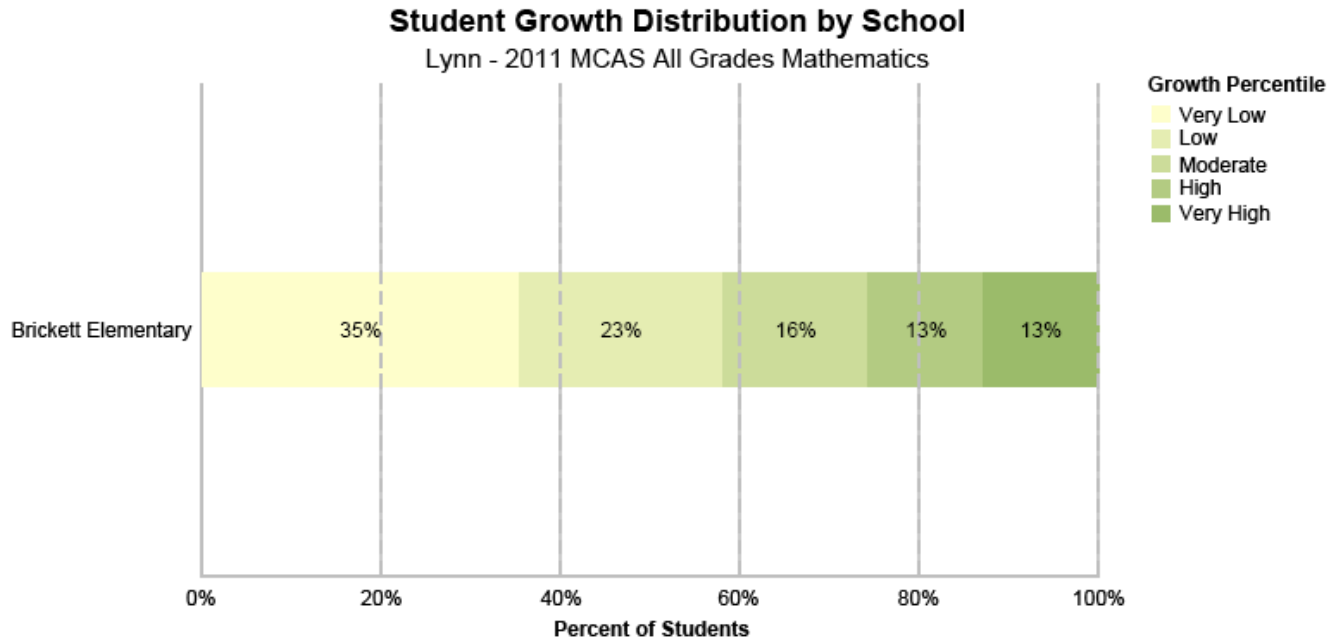
Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	12	5	47	19	37	46	4	31
2003	16	5	9	20	65	50	9	25
2004	9	6	17	22	60	54	14	18
2005	3	7	30	19	38	53	10	21
2006	0	8	19	19	75	52	6	20
2007	8	11	49	27	44	43	0	19
2008	8	10	48	24	40	44	5	22
2009	8	7	24	23	61	48	8	22
2010	8	9	24	26	65	48	3	17
2011	8	7	13	23	67	49	13	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	14	8	54	37	25	42	7	14
2007	13	6	59	46	28	35	0	12
2008	3	6	33	40	56	40	8	14
2009	15	6	58	36	27	40	0	18
2010	7	6	38	37	52	38	3	18
2011	17	7	54	44	29	34	0	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	11	9	36	23	39	35	14	33
2007	9	10	56	33	28	37	6	19
2008	8	13	28	25	56	37	8	25
2009	24	11	39	27	27	28	9	34
2010	7	12	31	24	45	37	17	27
2011	17	12	29	34	46	33	8	21

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model” describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student improved or declined relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart by School shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.



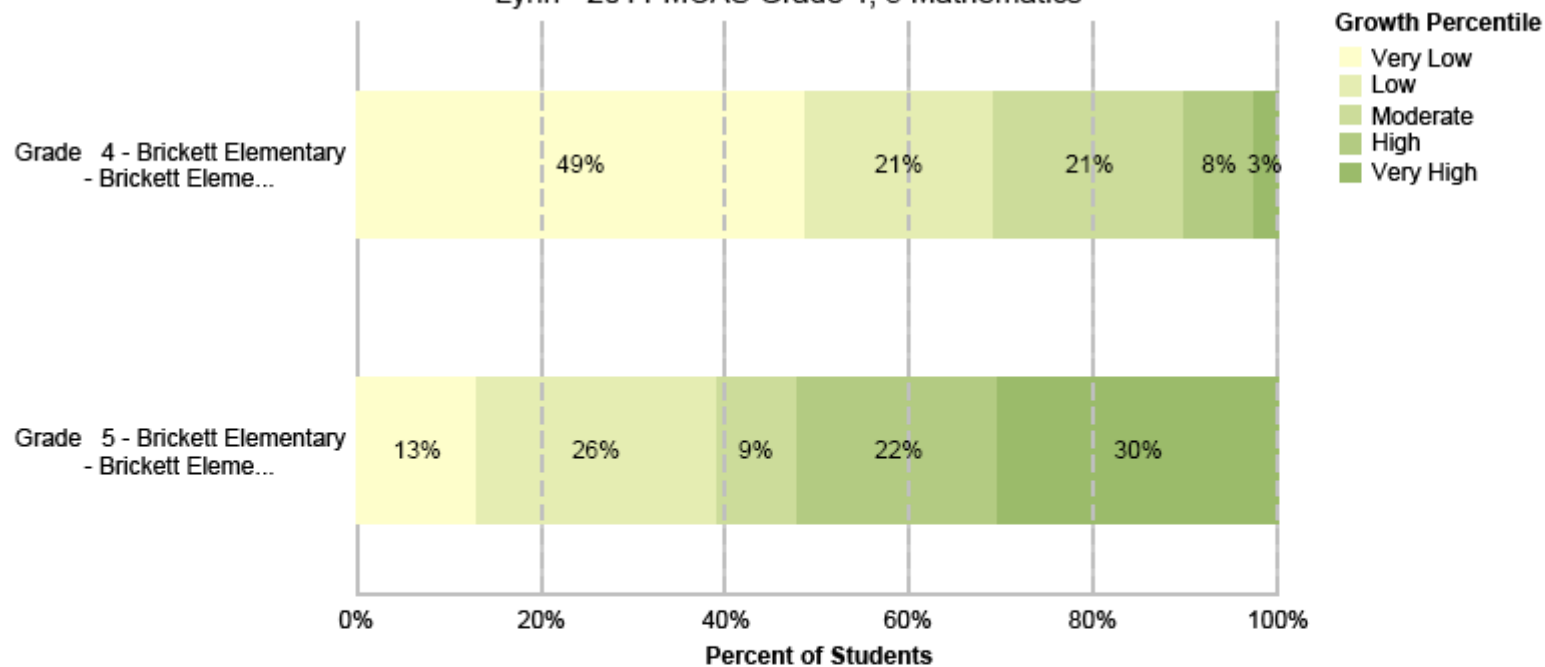
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Brickett Elementary	62	22	14	10	8	8	41%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 Mathematics

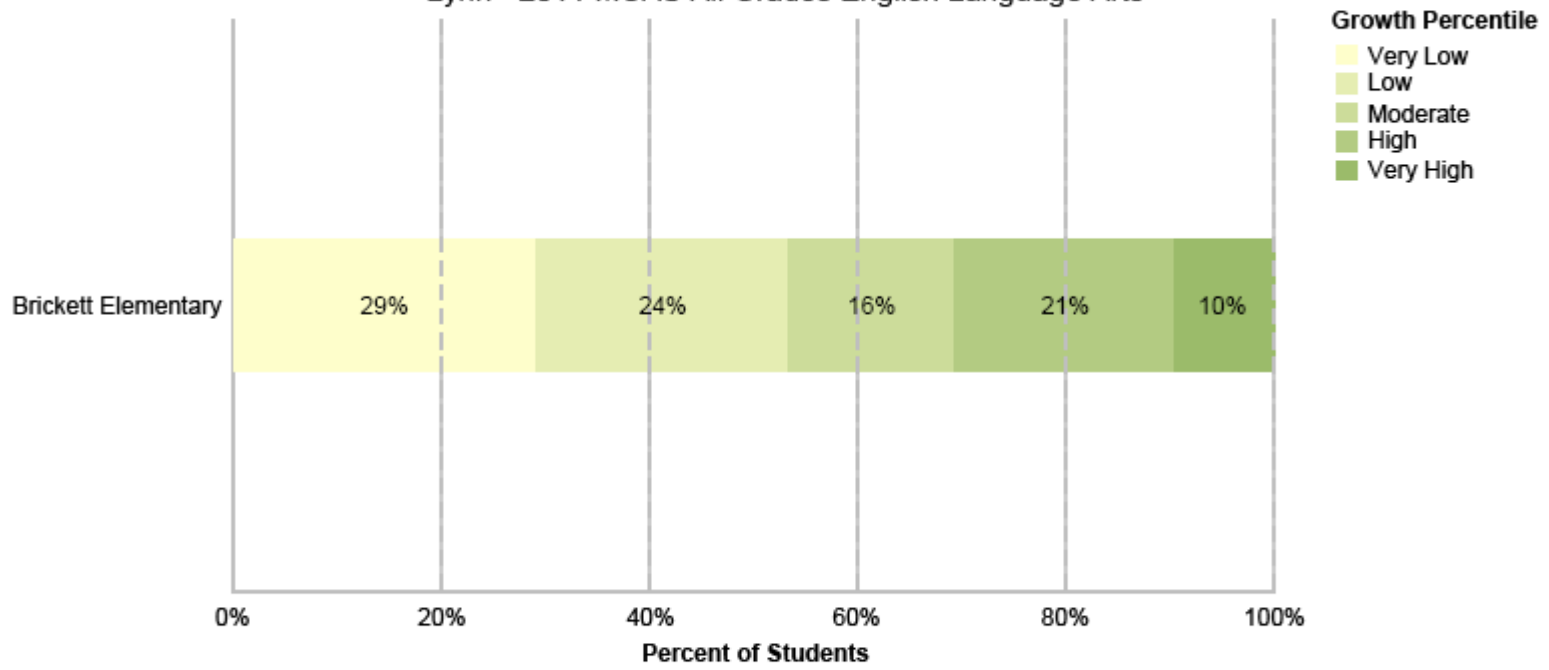


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Brickett Elementary - Brickett Elementary	39	19	8	8	3	1	21%
Grade 5 - Brickett Elementary - Brickett Elementary	23	3	6	2	5	7	46%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Growth Distribution by School
Lynn - 2011 MCAS All Grades English Language Arts



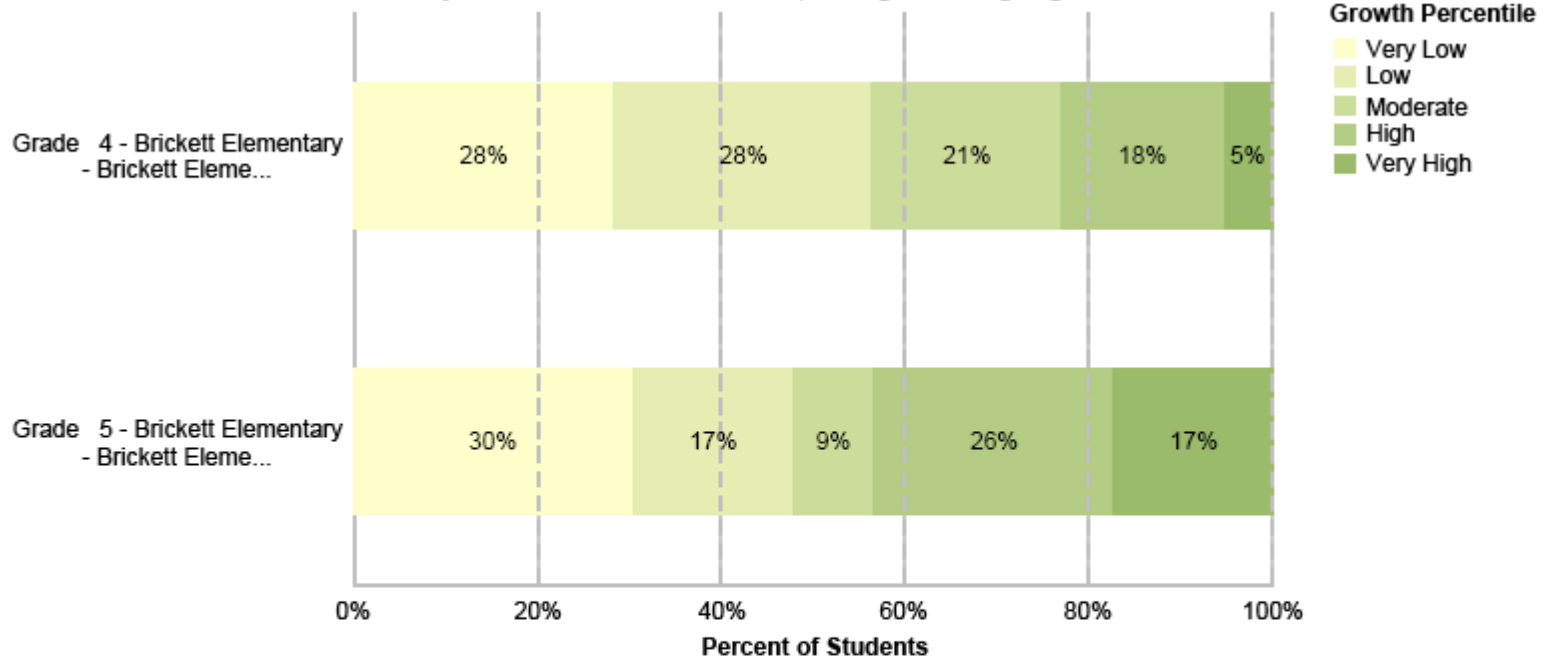
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Brickett Elementary	62	18	15	10	13	6	53%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 English Language Arts



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Brickett Elementary - Brickett Elementary	39	11	11	8	7	2	36%
Grade 5 - Brickett Elementary - Brickett Elementary	23	7	4	2	6	4	71%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grades three four and five.

The following charts show the percentage of the Brickett Elementary School students in each of the reporting categories-At Risk, Some Risk, Low Risk- for school years 2006-2007, 2007-2008, 2008-2009, 2009-2010, and 2010-2011.

Grade K- Brickett

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	32	5	62	32	23	44	59	30	11	60	11	29	72	5	23
	Winter	50	29	21	68	18	15	75	11	14	73	16	11	72	16	12
	Spring	62	24	14	85	13	3	74	20	6	82	13	5	75	9	16

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Initial Sound Fluency	Fall	32	30	38	32	23	44	41	19	40	39	8	53	54	17	29
	Winter	29	55	16	33	50	15	39	42	19	24	60	16			
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	NA														
	Winter	29	45	26	28	43	28	50	25	25	53	29	18	55	17	28
	Spring	57	21	0	70	25	5	80	17	3	90	7	3	67	22	11

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Words Fluency	Fall	NA														
	Winter	67	21	12	72	15	13	75	8	17	73	17	10	57	21	22
	Spring	95	2	2	80	15	5	71	11	18	87	10	3	67	24	9

DIBELS Results

Grade 1- Brickett

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	48	33	19	67	22	11	88	12	0	63	30	7	67	24	9
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	13	52	35	69	19	12	66	28	6	63	30	7	86	6	8
	Winter	81	12	8	95	3	2	90	10	0	95	5	0	81	16	3
	Spring	94	6	0	97	3	0	96	4	0	98	2	0			

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	27	33	40	80	6	14	76	14	10	57	34	9	67	19	14
	Winter	42	33	25	62	32	6	67	33	0	52	41	7	76	10	14
	Spring	54	43	4	80	19	2	75	21	4	89	9	2	59	12	29

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	NA														
	Winter	31	45	24	72	23	5	75	25	0	68	27	5	71	24	5
	Spring	41	33	26	73	23	3	75	19	6	82	13	5	80	9	11

DIBELS Results

Grade 2- Brickett

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	75	22	3	66	28	4	80	15	5	75	18	7	92	4	4
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	64	28	8	51	44	4	68	28	4	62	29	9	73	23	4
	Winter	77	14	9	66	25	9	67	24	9	73	16	11	79	17	4
	Spring	63	27	10	68	15	17	45	27	28	67	21	12	72	14	14

Grade 3- Brickett

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall				64	23	12	55	35	10	49	33	18	67	27	6
	Winter				59	30	11	64	22	14	43	38	19	69	25	6
	Spring				67	26	8	64	24	12	61	35	4	57	35	8

Grade 4- Brickett

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	63	20	17	44	27	29
	Winter	64	12	24	57	26	17
	Spring	62	18	20	56	28	16

Grade 5- Brickett

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	81	9	10	65	12	23
	Winter	83	3	14	72	12	16
	Spring	65	19	16	76	4	20

Implementation Summary of Brickett’s 2011/2012 School Improvement Plan

The following chart gives the goals from Brickett’s SY 2011-2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status
1. To achieve adequate growth in ELA in the aggregate and all sub groups.	Students will improve and demonstrate comprehension of literal and inferential reading passages.	<ul style="list-style-type: none"> * Teachers will utilize more complex, higher order thinking questions for reading comprehension by using literal and inferential questions with Bloom’s Taxonomy. * Teachers will incorporate the five components of reading, and text structure and the text features of nonfiction into their whole and small group instruction. * At the beginning of the school year teachers will participate in professional development reviewing the five components of reading.
	Students will receive direct instruction in the six reading comprehension strategies and in how to respond to short answer and open response questions.	<ul style="list-style-type: none"> * Teachers will continue to demonstrate/model and incorporate the district’s six reading comprehension strategies through instruction. * Throughout the school year, teachers will participate in professional development in instruction on how to teach short answer and open response answers to the standards.
	Students will receive “Standards” based instruction which will lead to mastery of the state standards.	<ul style="list-style-type: none"> *Teachers will receive ongoing support throughout the school year in how to write standards based objectives.
2. To achieve adequate growth in ELA and Math in the aggregate and all sub groups.	Students will improve the use and understanding of vocabulary in all content areas.	<ul style="list-style-type: none"> * Provide teachers with professional development in direct systematic vocabulary instruction. * Teachers will continue to create and maintain standards based vocabulary word walls.
3. To achieve adequate growth in Math in the aggregate and all sub groups.	Students will be able to solve multi-step problems.	<ul style="list-style-type: none"> * Teachers will instruct students how to answer a multi-step problem with the use of a unified problem solving plan (Houghton Mifflin) at least three times per week.
	Students will receive direct instruction in how to respond to short answer and open response questions.	<ul style="list-style-type: none"> *Teachers will receive direct instruction in teaching how to answer short answer and open response questions.

Reflection of Implementation Status 2011-2012

At the Brickett School, teachers continued to demonstrate/model the six reading comprehension strategies, focusing on one strategy at a time. Many teachers new to the school did not receive professional development on the reading strategies, but teachers shared lesson plans and evidence of student work at Common Planning Time. Overall, the implementation of teaching the six reading comprehension strategies reflects an improvement in student's reading comprehension.

In order to address those students at risk and boost those at some risk, Two Tier reading instruction was implemented in all classrooms and Three Tier reading instruction was implemented in some classrooms. Brickett teachers incorporated extensive progress monitoring to drive small group reading instruction. The Brickett staff used anchor charts and vocabulary activities during their whole and small group instruction to enhance vocabulary knowledge. Professional development was provided for Differentiated Instruction and the Three Tier Model through the Tower Grant.

Brickett School faced some obstacles during this school year. The school experienced changes in staffing both before and during the school year. The implementation of the Three Tier reading intervention and progress monitoring was challenging and time-consuming for the staff. The focus on data driven instruction was a priority and caused some aspects of our school improvement plan to become less of a priority. Professional development in instruction on how to teach strategies and procedure for responding to short answer and open response answers in ELA and Math was not provided.

SY 2012-2013 School Improvement Plan

As a result of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goals are:

- **To achieve adequate growth in ELA for the aggregate and all subgroups.**
- **To achieve adequate growth in Math for the aggregate and all subgroups.**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Brickett School had decrease in ELA (-5.1) and a decrease in Math (-5.5). The Composite Performance Index (CPI) for ELA was below the State improvement target of 87-92 with a CPI of 80.9. The Composite Performance Index (CPI) for Math was not within the State improvement target of 82.5-87.5 with a CPI of 74.5.

Weaknesses in ELA:

- Weakness in answering ELA written response in all genres
- Weakness in vocabulary in all genres

Weaknesses in Math:

- Weakness in basic and complex math skills.

Student Learning Objectives

The action plan that follows outlines the four student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

- Students will improve comprehension of literal and inferential reading passages and their written responses to questions based on those passages.
- Students will demonstrate an understanding of vocabulary in all content areas and will distinguish test taking vocabulary in comprehension questions.
- Students will master basic and complex math skills.
- Students will improve their ability to answer ELA/Math short answer and open response questions.

Brickett School SY 2012/2013 School Improvement Plan

Goal	To make adequate growth in ELA in the aggregate and all sub groups.		
Identified Student Weakness	Students at the Brickett school are not proficient in providing written responses.		
Student Learning Objective	Students will improve comprehension of literal and inferential reading passages and written responses.		
Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will participate in professional development addressing strategies and procedures for responding to short answer and open response questions</p> <p>Teachers will participate in professional development to provide standards based instruction utilizing the 2011 Massachusetts frameworks</p> <p>Teachers new to the building will participate in a book talk utilizing <i>What Every Elementary Teacher Needs to Know About Reading Tests</i> by Charles Fuhrken.</p> <p>Teachers will model/ scaffold lessons in text structure incorporating the gradual release of responsibility model (Pearson and Gallagher).</p>	Sept 2012-June 2013	<p>Written Responses to Reading</p> <p><u>What Every Elementary Teacher Needs to Know About Reading Tests</u></p> <p>Supplemental Open Response Questions</p>	<p>Agenda/Staff attendance of professional development.</p> <p>Text Structure lesson plans.</p> <p>Plan books with detailed instructions.</p> <p>Informal observations /walkthroughs and formal evaluations.</p> <p>Student work</p>
<p>Teachers will continue to demonstrate/model and incorporate the district’s six reading comprehension strategies through instruction. The focus will be on one strategy at a time per a grade level schedule.</p> <p>New teachers will receive instructional support in demonstrating/ modeling, and incorporating the six comprehension reading strategies.</p>	Sept 2012-June 2013	<p><u>Seven Keys to Comprehension</u>, <u>Reading with Meaning</u>, <u>Comprehension Connections</u>, <u>Assessing Comprehension</u> <u>Thinking Strategies</u></p> <p>Professional development for new teachers.</p> <p>Grade level schedule for focused strategies.</p>	<p>Agenda/Staff attendance of professional development.</p> <p>Strategy lesson plans.</p> <p>Plan books with detailed instructions.</p> <p>Informal observations /walkthroughs and formal evaluations.</p>
<p>Teachers will continue to incorporate the five components of reading into their whole and small group instruction and participate in a review of the five components of reading during staff meeting / common planning time.</p>	Sept 2012-June 2013	<p>Trophies –grade leveled readers & supplemental materials</p> <p>DIBELS Next K – 5</p> <p>Progress Monitoring</p>	<p>DIBELS Next scores K – 5</p> <p>Lesson plans / plan books / lesson template</p> <p>Informal observations /walkthroughs and formal evaluations.</p>
<p>Teachers will work collaboratively with grade level support teams to plan Tier 2 and Tier 3 lessons.</p>	Sept 2012-June 2013	<p>Common Planning Time</p> <p>Additional Prep Time</p>	<p>Plan Books</p> <p>Lesson Templates</p>

Goal	To make adequate growth in ELA in the aggregate and all sub groups.		
Identified Student Weakness	Students at the Brickett School lack a proficiency in vocabulary that negatively impacts their comprehension.		
Student Learning Objective	Students will demonstrate an understanding of vocabulary in content areas and will distinguish test taking vocabulary in comprehension and vocabulary based questions.		
Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will continue to create and maintain content area word walls and/ or vocabulary anchor charts.	Sept 2012-June 2013	Wall space, sentence strips, vocabulary cards, bulletin boards, chart paper	Walk-throughs and observation
Teachers will receive direct instruction and continuing support in how to teach students the ways to identify and understand the meaning of test taking and content area vocabulary.	Sept. 2012- June 2013	<u>What Every Elementary Teacher Needs to Know About Reading Tests</u> Text Structure Common planning time dedicated to continuing support in planning instruction.	Agenda/ staff attendance of professional development. Lesson plans Formal/ informal walk-throughs Student work / common planning time

Brickett School SY 2012/2013 School Improvement Plan

Goal	To make adequate growth in Math in the aggregate and all sub groups.		
Identified Student Weakness	Students at the Brickett School have not mastered basic or complex math skills.		
Student Learning Objective	Students will show mastery of basic and complex math skills in order to answer multi-step, short answer and open response questions.		
Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will incorporate written math fact review 2-3 times a week	Sept 2012-June 2013	Teacher made review/ assessment sheets	Plan books Review/ assessment sheet
Teachers will incorporate Calendar Math into daily routine.	Sept 2012-June 2013	Calendar Math Program Grades K – 5	Walk through Student Notebooks
Teachers will participate in professional development focusing on methods to teach multi-step problems, short answer and open response questions.	Sept 2012-June 2013	Funding Common Planning Time	District Assessments Teacher Created Assessments
Teachers will explicitly teach math vocabulary.	Sept 2012-June 2013	Grade Level vocabulary List Math Word Walls or Anchor Charts	Walk-Throughs

Parent and Community Involvement

Strategies: The following strategies to encourage community and parent involvement are used throughout the school year:

- Provide K-5 with Parent/ Student Handbooks / notices to keep parents informed
- Publish Brickett newsletters and monthly calendars to announce events
- Offer / provide translations of notices / handouts in primary languages
- Invite / encourage parents of varied ethnic backgrounds to become actively involved in PTO/ SIC
- Require that all parents, students & teachers read, sign and abide by the Brickett Title 1 Home / School Compacts
- Community Meetings for all grade levels to acknowledge the Character Building Program & the students that have demonstrated good character in their actions and words.
- Environmental Awareness Programs
- Forsythe Dental
- Partnerships with Gordon College and North Shore Community College
- Host parent book talks
- Publicize newsworthy school community events
- Invitations to musical events
- School wide Math Fair/Literacy Fair/Art Fair
- Pizza Dinner and Scholastic Book Fair
- After school programs

Activities	Who Responsible	Resources Needed	Timeline
PTO Planning Mtgs.	PTO members	Time, paper, toner	Sept. 2012 - June 2013 Monthly
SIC Mtgs.	Principal/PTO members / business partner	News, Paper, toner, translations	Sept. 2012 - June 2013
KDG. Orientation KDG. Gingerbread House Parent/ Student Activity Flag Day Program	Principal/ PTO/ Kindergarten Teacher / aide	Notices, fliers, Informational Packets	Sept. 2012, Dec. 2012, & June 2013
Annual Title 1 Mtg / Family Special Events: Scholastic Book Fair, ELA/Math/Art Nights, Enrichment Programs	Principal / Teachers/PTO Officers	Notices, Survey sheets Title 1 Checklist	Sept. - Oct. 2012 Feb. 2013 March 2013
Open House / Meet Teacher/ Conferences	Principal/Teachers,/PTO	Sign-in sheets w/ Volunteer Sheets, Raffles	1) Sept. Orientation / fall 2012 2) Nov. /Dec. / winter 2013 3) March / April /spring 2013
Veteran's Day, Winter Holidays, Memorial Day / Spring Concerts, Flag Day, Promotion Ceremony	Music Teacher / Staff	Notices	Winter 2012/Spring 2013
Guest Reader Day	Parent / Staff/Community	Invitations, books, thank you cards	Spring 2013