

Brickett Elementary School

School Improvement Plan June 2014

PIM/Data Team Members

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School Council Members

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EXECUTIVE SUMMARY

School Profile and Demographics

The Brickett Elementary School is comprised of a small, but transient urban school population. It is ranked twelfth in size out of Lynn's eighteen elementary schools and has a student population of approximately 302 students. Demographically the student population is 11.6% African American, 13.6% Asian, 47.7% Hispanic, 0.7% Native American, 17.2% White, and 9.3% multi-race non-Hispanic. The student population consists of 40.7% of students whose first language is not English 12.6% who are Limited English Proficient, 86.8% who are low income, and 9.6% who receive services from the Special Education Department. Overall, Brickett has a High Needs population of 89.1%. The following table compares Brickett's selected population statistics with those of the district and the state.

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Brickett	302	11.6	13.6	47.7	0.7	17.2	9.3	40.7	12.6	86.8	9.6	89.1
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

Brickett is a 1-5 Title I school with fourteen grade level classroom teachers and four teacher aides. There are two Reading teachers, two SPED teachers, and a part time ESL Specialist who provide pull-out and inclusion services. Although Brickett has a high population of high needs students (89.1%), the school only receives the services of a School Adjustment Counselor once a week. To support the needs of all students, SIOP, Retell, UDL strategies and best practices are incorporated into daily instruction. Brickett School continues to implement the RTI Three Tier Model for small group instruction in ELA in order to address the needs of all students. Brickett has also implemented small group instruction in math. This year, Brickett teachers have been focusing on strategies to increase student engagement in the classroom.

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	80.9	74.4	84.1	78.3	50	Improved Below Target	0	25
Math	74.5	73.1	78.8	78.4	75	On Target	25	25
Science	67.7	74.3	73.1	71.6	0	Declined	25	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	39.5	27.5	49.5	100	Above Target
Math	51	32.5	48.5	54	75	On Target

Accountability and Assistance Level- Level 3
Cumulative PPI (all students)- 64

The NCLB Report Card is attached.

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 eleven years. From 2003 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 2003 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
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
2012	12	6	31	35	55	45	2	14
2013	9	3	38	34	48	52	5	11

Grade3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	8	13	36	33	48	35	8	19
2013	16	20	43	38	38	27	4	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	2	4	20	34	58	40	20	22
2013	0	3	47	31	38	45	15	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	2	6	24	30	62	47	11	17
2013	4	6	26	28	66	51	4	15

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
2012	3	9	54	39	34	34	9	18
2013	11	9	30	44	54	32	5	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
2012	9	13	37	28	40	33	14	26
2013	19	15	32	33	35	31	14	20

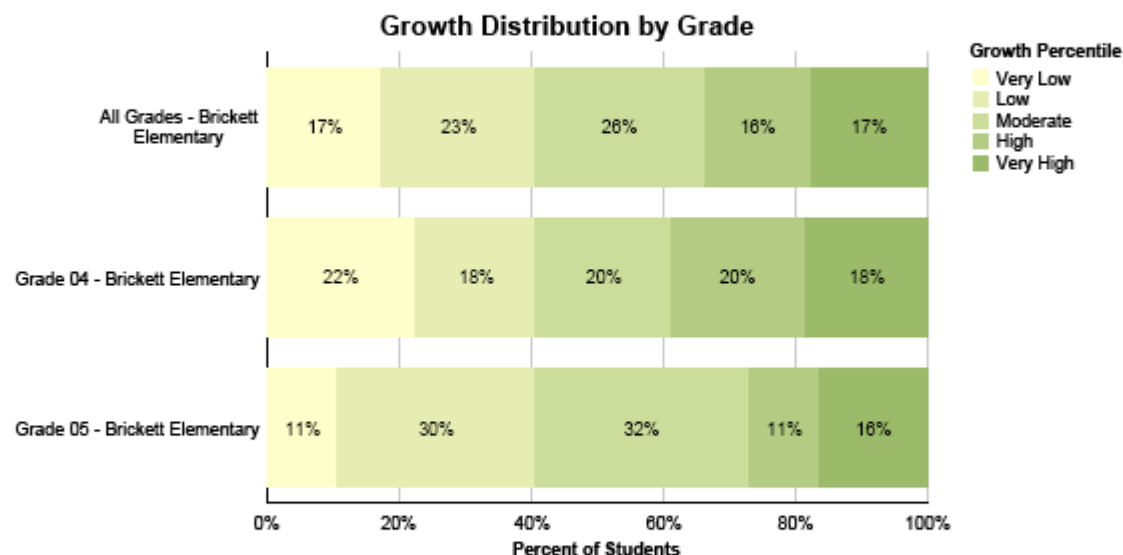
Student Growth Percentile by School and Grade

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.

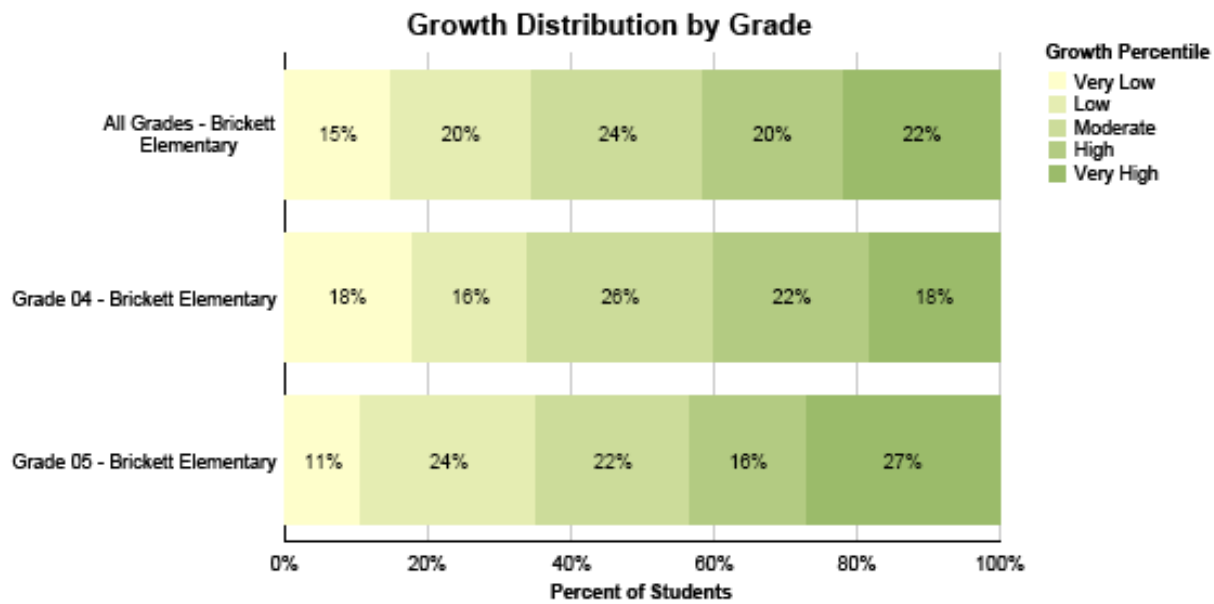


Spring 2013 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: English Language Arts



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Brickett Elementary	15	20	22	14	15	49.5	88	45	146
Grade 04 - Brickett Elementary	11	9	10	10	9	55.0	49	47	53
Grade 05 - Brickett Elementary	4	11	12	4	6	49.0	37	41	37



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Brickett Elementary	13	17	21	17	19	54.0	87	47	146
Grade 04 - Brickett Elementary	9	8	13	11	9	58.0	50	30	53
Grade 05 - Brickett Elementary	4	9	8	6	10	47.0	37	51	37

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 students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 and 2012-2013 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Grade K- Brickett

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	59	30	11	60	11	29	72	5	23	74	13	13	58	15	27
	Winter	75	11	14	73	16	11	72	16	12	94	3	3	79	14	7
	Spring	74	20	6	82	13	5	75	9	16	93	5	2	76	18	6

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Initial Sound Fluency	Fall	41	19	40	39	8	53	54	17	29	50	11	39	26	7	67
	Winter	39	42	19	24	60	16				85	7	8	68	17	15
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall															
	Winter	50	25	25	53	29	18	55	17	28	75	14	11	51	26	23
	Spring	80	17	3	90	7	3	67	22	11	88	9	3	67	14	19

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Words Fluency CLS	Fall															
	Winter	75	8	17	73	17	10	57	21	22	87	8	5	69	18	13
	Spring	71	11	18	87	10	3	67	24	9	85	15	0	74	23	3

Grade 1- Brickett

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall Winter Spring	88	12	0	63	30	7	67	24	9	77	16	7	81	13	6

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	66	28	6	63	30	7	86	6	8	54	28	18	76	14	10
	Winter	90	10	0	95	5	0	81	16	3	98	2				
	Spring	96	4	0	98	2	0				95	5				

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	76	14	10	57	34	9	67	19	14	61	18	21	63	31	6
	Winter	67	33	0	52	41	7	76	10	14	75	18	7	86	6	8
	Spring	75	21	4	89	9	2	59	12	29	80	4	16	78	10	12

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	75	25	0	68	27	5	71	24	5	82	18		76	10	14
	Spring	75	19	6	82	13	5	80	9	11	84	9	7	80	9	11

Grade 2- Brickett

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall Winter Spring	80	15	5	75	18	7	92	4	4	68	26	6	81	14	5

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	68	28	4	62	29	9	73	23	4	83	14	3	83	11	6
	Winter	67	24	9	73	16	11	79	17	4	83	11	6	69	13	18
	Spring	45	27	28	67	21	12	72	14	14	71	14	15	63	25	12

Grade 3- Brickett

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	55	35	10	49	33	18	67	27	6	55	37	8	76	8	16
	Winter	64	22	14	43	38	19	69	25	6	59	30	11	80	10	10
	Spring	64	24	12	61	35	4	57	35	8	50	40	10	69	21	10

Grade 4- Brickett

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	63	20	17	44	27	29	58	24	18	49	25	26
	Winter	64	12	24	57	26	17	64	17	19	61	21	18
	Spring	62	18	20	56	28	16	51	23	26	46	36	18

Grade 5- Brickett

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	81	9	10	65	12	23	74	13	13	51	21	28
	Winter	83	3	14	72	12	16	73	19	8	59	26	15
	Spring	65	19	16	76	4	20	70	22	8	60	20	20

Implementation Summary of Brickett’s 2013/2014 School Improvement Plan

The following chart gives the goals from Brickett’s SY 2013-2014 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 a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.	Teachers will participate in grade level groups to create lessons and authentic assessments that assess the Massachusetts Frameworks using a variety of assessment data.	Teachers met in grade level groups during common planning time on a bi-weekly basis to create authentic assessments.
	Teachers will model/ scaffold lessons in text structure incorporating the gradual release of responsibility model (Pearson and Gallagher).	Teachers inconsistently model/scaffold lessons in text structure and/or incorporate gradual release of responsibility.
	Teachers will provide instruction and require students to write routinely for a range of discipline-specific tasks, purposes and audiences.	Teachers at all grade levels routinely require students to write for a range of tasks, purposes and audiences.
	Teachers will continue to demonstrate/model and incorporate the district’s six reading comprehension strategies through instruction.	Teachers at all grade levels incorporate the district’s reading comprehension strategies into their instruction.
	New teachers will receive instructional support in demonstrating/modeling, and incorporating the six comprehension reading strategies.	While there was some support to new teachers, there was no structured or deliberate support given to new teachers.
	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.	A review of the five components of reading was not deliberately address with the teachers, however teachers are incorporating the five components of reading into whole and small group instruction.
	Teachers will work collaboratively with grade level support teams to plan Tier 2 and Tier 3 lessons.	Classroom teachers and support teachers work collaboratively, but it does not happen during common planning time. It is not structured or being done universally
	Teachers will incorporate written math fact review 2-3 times a week	Some classroom teachers are incorporating written math fact review, but it is not done universally.
	Teachers will participate in professional development focusing on methods to teach multi-step problems, short answer and open response questions.	Professional development was not provided on methods to teach multi-step problems, short answer and open response questions.
	Teachers will explicitly teach math vocabulary.	Teachers across all grade levels are explicitly teacher math vocabulary.

Reflection of Implementation Status 2013-2014

At the Brickett School, teachers continued to demonstrate/model the six reading comprehension strategies. Many teachers new to the school did not receive professional development on the reading strategies, but veteran teachers shared lesson plans. Teachers also continued to explicitly teach math vocabulary as well as incorporating math facts review into classroom routines.

In order to address those students at risk, small group reading and math instruction was implemented in classrooms. Tier Two and Tier 3 reading intervention continued to be implemented in classrooms based on students’ needs. Brickett teachers incorporated extensive progress monitoring to drive small group reading instruction. During Common Planning time, teachers used data and worked with support teachers to analyze student growth and plan small group instruction. In addition, Common Planning Time was used to allow teachers to create authentic assessments in both ELA and Math.

The district provided support to Brickett because of our Level 3 status. Modeling/curriculum instruction was provided to the teacher by both the district Math and ELA coaches. School Works offered observations, help define areas of strength and weakness and create an action plan for Brickett.

SY 2014-2015 School Improvement Plan

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

Therefore, the goal for this School Year 2014-2015 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.**

Data Analysis – Strengths and Weaknesses

The 2013 NCLB Report Card shows:

Weaknesses in ELA:

- Weakness in answering ELA written response in all genres.
- Weakness in comprehension of complex text.

Weaknesses in Math:

- Weakness in basic and complex math skills (number sense and word problems).
- Weakness in answering open response.

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 master basic and complex math skills.
- Students will improve their ability to answer ELA/Math short answer and open response questions.

Brickett School SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.		
Identified Student Weakness	<ul style="list-style-type: none"> • Students at the Brickett School are not proficient in providing written responses. • Students at the Brickett School lack proficiency in the understanding of complex texts. 		
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 grade level groups to create lessons and authentic assessments including Open Response questions at every grade level that assess the Massachusetts Frameworks using a variety of assessment data.</p> <p>Teachers will participate in professional development on Open Response instruction.</p> <p>Teachers will model/ scaffold lessons in text structure incorporating the gradual release of responsibility model (Pearson and Gallagher).</p> <p>Teachers will provide instruction and require students to write routinely for a range of discipline-specific tasks, purposes and audiences.</p>	<p>Sept 2014-June 2015</p> <p>May 2014 (with Mary Ann Sharpe)</p>	<p>Written Responses to Reading</p> <p>Supplemental Open Response Questions</p> <p>PD on Open Response</p> <p>Benchmark Comprehension</p> <p>Massachusetts Frameworks</p> <p>District assessments</p>	<p>Student work (open response)</p> <p>Agenda/Staff attendance of professional development.</p> <p>PD product (Open Response Questions)</p> <p>Benchmark lesson plans</p> <p>Plan books with detailed instructions.</p> <p>Informal observations /walkthroughs and formal evaluations</p> <p>Text Structure lesson plans</p>
<p>Teachers will continue to demonstrate/model and incorporate the district's six reading comprehension strategies through direct and small group instruction.</p> <p>New teachers will receive instructional support in demonstrating/modeling, and incorporating the six comprehension reading strategies.</p> <p>Teachers will receive professional development on student engagement (TPT)</p>	<p>Sept 2014-June 2015</p> <p>August 2014</p>	<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>Faculty Meetings/Teacher presentations</p> <p>Benchmark Comprehension</p> <p><u>Total Participation Techniques</u></p> <p>Instructional support for new teachers.</p>	<p>Agenda/Staff attendance of professional development.</p> <p>Strategy lesson plans.</p> <p>Plan books with detailed instructions.</p> <p>Agenda/Staff attendance of professional development</p> <p>Benchmark lesson plans</p> <p>Product from PD</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>	<p>Sept 2014-June 2015</p>	<p>Trophies –grade leveled readers & supplemental materials</p> <p>Anchor & Mentor texts</p> <p>Teacher created lessons, units & materials</p> <p>DIBELS Next K – 5</p> <p>Progress Monitoring</p>	<p>DIBELS Next scores K – 5</p> <p>Lesson plans, unit plans , plan books , planning tools</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>	<p>Sept 2014-June 2015</p>	<p>Common Planning Time</p>	<p>Plan Books</p> <p>Planning tools</p>

Brickett School SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.		
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 2014-June 2015	Teacher made review/ assessment sheets Computer Lab Time	Plan books Review/ assessment sheet Online math fact program Math Fact Challenge brackets to chart grade level winners
Teachers will participate in professional development focusing on direct instruction methods to teach multi-step problems, short answer and open response questions.	Sept 2014-June 2015	Funding Common Planning Time Massachusetts Frameworks District offered PD	District Assessments Teacher Created Assessments
Teachers will explicitly teach math vocabulary.	Sept 2013-June 2014	Math Word Walls or Anchor Charts	Walk-Throughs Plan Books

Parent and Community Involvement

Strategies: The following strategies will be implemented to encourage community and parent involvement throughout the school year:

- Provide 1-5 with Parent/ Student Handbooks / notices to keep parents informed
- Parent volunteers to run library/support teachers
- Publish Brickett monthly calendars to announce events
- Offer / provide translations of notices / handouts in primary languages
- Connect Ed to communicate with parents
- 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.
- Forsythe Dental
- Partnerships with Gordon College and North Shore Community College
- Publicize newsworthy school community events
- Invitations to musical events
- School wide Math Fair/Literacy Fair/Art Fair with ice cream social
- Pizza Dinner and Scholastic Book Fair/ Used book sale
- After school programs
- Pennies for Patients
- Box Tops for Education
- GE volunteers
- Partnership with REAL
- Author visit
- Uno's Pizza fundraiser/raffles
- School wide Open Houses

Activities	Who Responsible	Resources Needed	Timeline
PTO Planning Meetings	PTO members	Time, paper, toner	Sept. 2014 - June 2015 Monthly
School Council Meetings	Principal /PTO members / business partner	News, Paper, toner, translations	Sept. 2014 - June 2014 5
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. 2014 Feb. 2015 March 2015
Open House / Meet Teacher/ Conferences	Principal/ Teachers/ PTO	Sign-in sheets w/ Volunteer Sheets, Raffles	1) Sept. Orientation / Fall 2014 2) January / Winter 2015 3) May /Spring 2015
Veteran's Day, Winter Holidays, Memorial Day / Spring Concerts, Flag Day, Promotion Ceremony	Music Teacher / Staff	Notices	Winter 2014/Spring 2015
Guest Reader Day	Parent / Staff/ Community	Invitations, books, thank you cards	Spring 2015