

Brickett Elementary School

School Improvement Plan June 2013

PIM/Data Team Members

Eileen P. Cole, Principal
Susan Caron, Grade 3 Teacher
Abbey Dion Grade 4 Teacher
Donna Whalen, Grade 5 Teacher
Diana Luciano Grade 5 Teacher
Renee Carrabba ESL Specialist
Anne Gaudet, Head Sped Teacher

School Council Members

Eileen P. Cole, Principal
Susan Caron, Teacher
Christine Mulcahy, Teacher
Christopher Tringale, Parent
John Lambiase, Parent
Mario Santa Cruz, Parent

EXECUTIVE SUMMARY

School Profile and Demographics

The Brickett Elementary School is comprised of a small, but transient urban school population. It is ranked eleventh in size out of Lynn's eighteen elementary schools and has a student population of approximately 351 students. Demographically the student population is 12.3% African American, 13.1% Asian, 45.6% Hispanic, 0.6% Native American, 19.4% White, and 9.1% multi-race non-Hispanic. The student population consists of 42.2% of students whose first language is not English 16.5% who are Limited English Proficient, 86.6% who are low income, and 8.8% 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	351	12.3	13.1	45.6	0.6	19.4	9.1	42.2	16.5	86.6	8.8
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	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 in order to address the needs of all students.

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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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 Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	80.9	82.5	74.4	0	Declined	25	0
Math	74.5	76.6	73.1	25	No Change	0	0
Science	67.7	70.4	74.3	100	Above Target	25	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	39.5	27.5	0	Below Target
Math	51	32.5	48.5	100	Above Target

Accountability and Assistance Level- Level 2
Cumulative PPI (all students)- 56

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 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
2012	12	6	31	35	55	45	2	14

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
2012	8	13	36	33	48	35	8	19

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
2012	2	4	20	34	58	40	20	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
2012	2	6	24	30	62	47	11	17

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

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

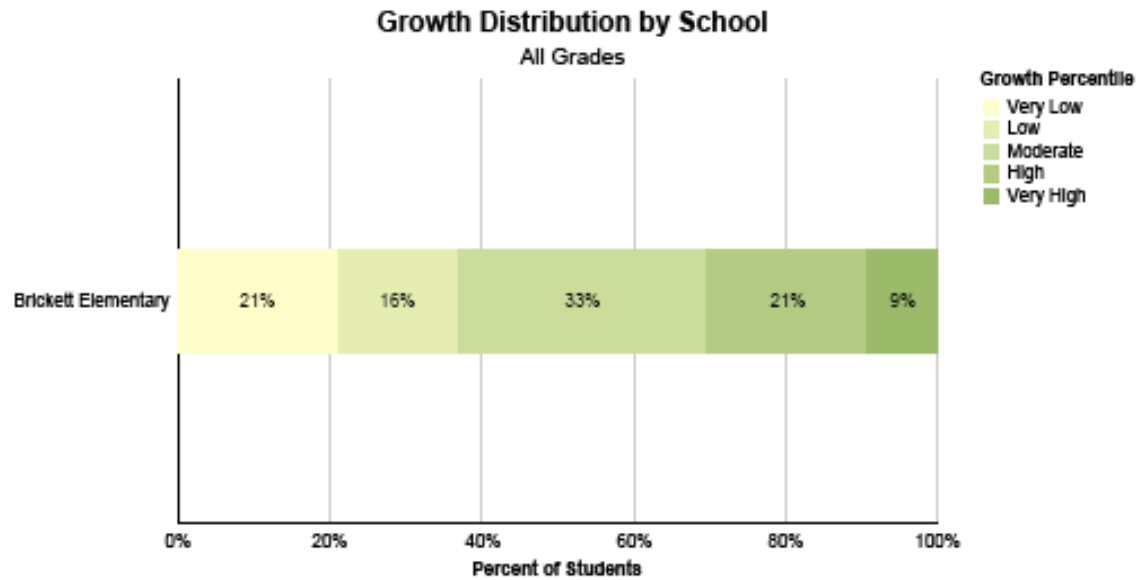
Student Growth Percentile by School and Grade

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.

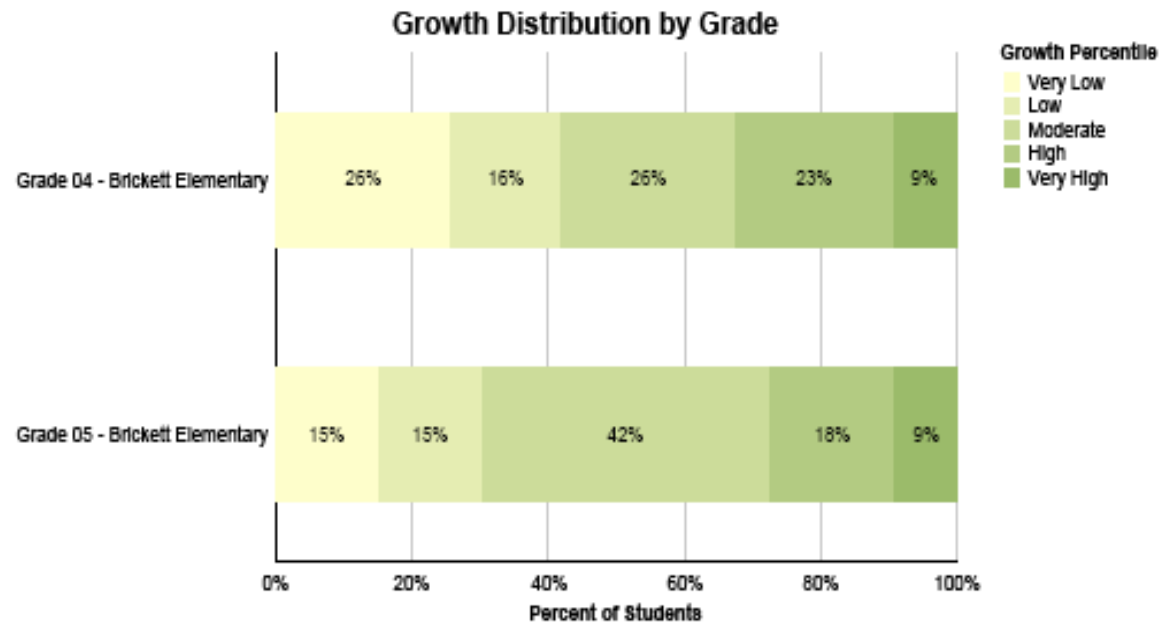


Spring 2012 MCAS School Growth Distribution Mathematics

District: Lynn
Subject: Mathematics

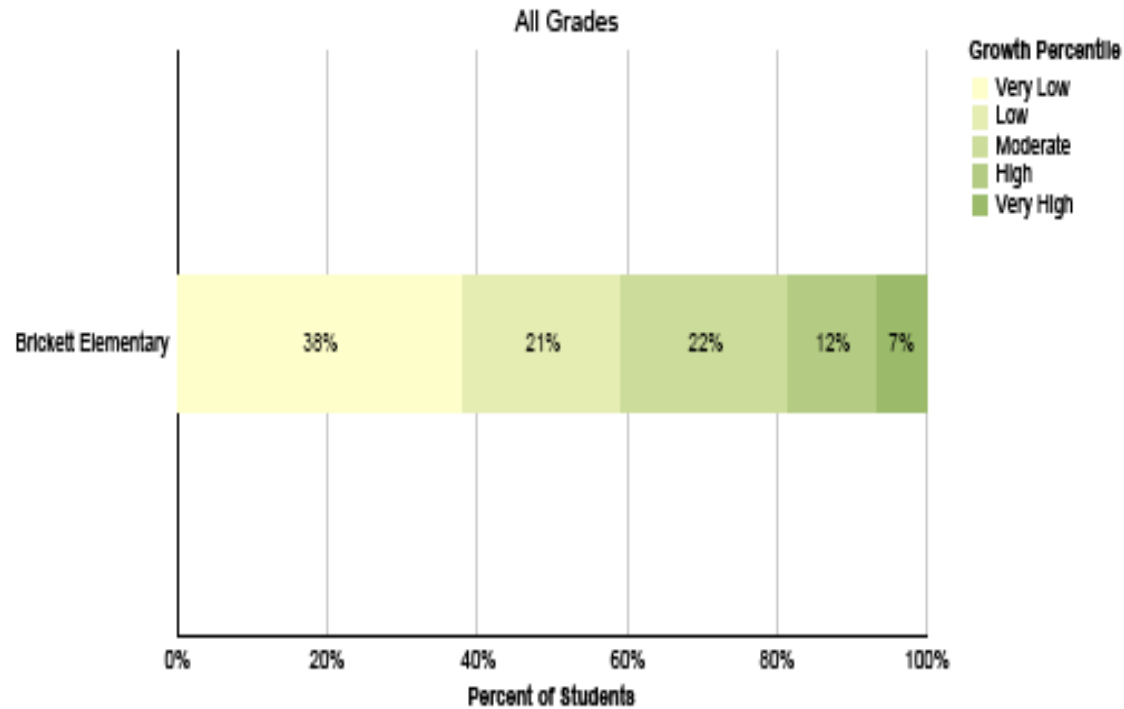


	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Brickett Elementary	16	12	25	16	7	48.5	76	38	130



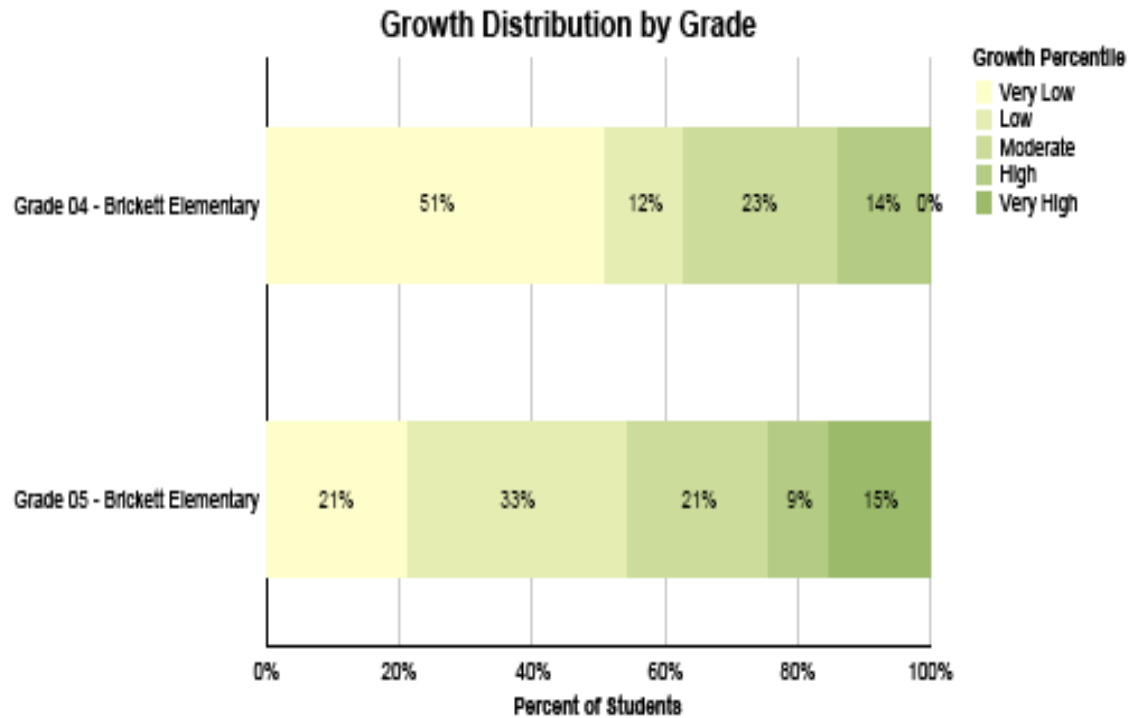
	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Brickett Elementary	11	7	11	10	4	46.0	43	27	45
Grade 05 - Brickett Elementary	5	5	14	6	3	51.0	33	46	35

Growth Distribution by School



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Brickett Elementary	29	16	17	9	5	27.5	76	40	129



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Brickett Elementary	22	5	10	6	0	18.0	43	22	45
Grade 05 - Brickett Elementary	7	11	7	3	5	37.0	33	57	35

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 2007-2008, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Grade K- Brickett

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter Naming Fluency	Fall	32	23	44	59	30	11	60	11	29	72	5	23	74	13	13
	Winter	68	18	15	75	11	14	73	16	11	72	16	12	94	3	3
	Spring	85	13	3	74	20	6	82	13	5	75	9	16	93	5	2

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Initial Sound Fluency	Fall	32	23	44	41	19	40	39	8	53	54	17	29	50	11	39
	Winter	33	50	15	39	42	19	24	60	16				85	7	8
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	28	43	28	50	25	25	53	29	18	55	17	28	75	14	11
	Winter	70	25	5	80	17	3	90	7	3	67	22	11	88	9	3
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Words Fluency	Fall	72	15	13	75	8	17	73	17	10	57	21	22	87	8	5
	Winter	80	15	5	71	11	18	87	10	3	67	24	9	85	15	
	Spring															

Grade 1- Brickett

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter Naming Fluency	Fall	67	22	11	88	12	0	63	30	7	67	24	9	77	16	7
	Winter															
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	69	19	12	66	28	6	63	30	7	86	6	8	54	28	18
	Winter	95	3	2	90	10	0	95	5	0	81	16	3	98	2	
	Spring	97	3	0	96	4	0	98	2	0				95	5	

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Word Fluency	Fall	80	6	14	76	14	10	57	34	9	67	19	14	61	18	21
	Winter	62	32	6	67	33	0	52	41	7	76	10	14	75	18	7
	Spring	80	19	2	75	21	4	89	9	2	59	12	29	80	4	16

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	72	23	5	75	25	0	68	27	5	71	24	5	82	18	
	Spring	73	23	3	75	19	6	82	13	5	80	9	11	84	9	7

Grade 2- Brickett

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Word Fluency	Fall	66	28	4	80	15	5	75	18	7	92	4	4	68	26	6
	Winter															
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	51	44	4	68	28	4	62	29	9	73	23	4	83	14	3
	Winter	66	25	9	67	24	9	73	16	11	79	17	4	83	11	6
	Spring	68	15	17	45	27	28	67	21	12	72	14	14	71	14	15

Grade 3- Brickett

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	64	23	12	55	35	10	49	33	18	67	27	6	55	37	8
	Winter	59	30	11	64	22	14	43	38	19	69	25	6	59	30	11
	Spring	67	26	8	64	24	12	61	35	4	57	35	8	50	40	10

Grade 4- Brickett

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

Grade 5- Brickett

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

Implementation Summary of Brickett's 2012/2013 School Improvement Plan

The following chart gives the goals from Brickett's SY 2012-2013 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.	Teachers will participate in professional development addressing strategies and procedures for responding to short answer and open response questions	*Teacher received direct instruction on procedures and strategies for responding to short answer and open response questions.
	Teachers will participate in professional development to provide standards based instruction utilizing the 2011 Massachusetts frameworks	* Teachers attended book talk on <u>Integrating Differentiated Instruction & Understanding by Design</u>
	Students will receive standards based instruction which will lead to mastery of the state standards.	*Teachers will receive ongoing support throughout the school year in how to write standards based lesson plans and 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.	* 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.	* Teachers will instruct students how to answer a multi-step problem at least three times per week.
	Students will receive direct instruction in how to respond to short answer and open response questions.	*Teachers received direct instruction on how to answer short answer and open response questions.

Reflection of Implementation Status 2012-2013

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 modeled instruction on the six reading comprehension strategies within the classrooms. Overall, we believe the implementation of teaching the six reading comprehension strategies will reflect an improvement in students' 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 classrooms based on students' needs. Brickett teachers incorporated extensive progress monitoring to drive small group reading instruction. Professional development was provided for differentiated instruction and understanding by design. As part of our action plan, teachers received professional development on strategies for answering short answer and open response questions in both ELA and Math.

Many new initiatives were implemented during this school year, which caused some aspects of our school improvement plan to become less of a priority. The implementation of the New Massachusetts Curriculum Frameworks was challenging. This year we became a professional learning community with Aborn School. This initiative enabled our teachers to collaborate with grade-level colleagues to develop and enhance standards based lesson plans.

SY 2012-2013 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 2013-2014 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 2012 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 2012/2013 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 that assess the Massachusetts Frameworks using a variety of assessment data.</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>	Sept 2013-June 2014	<p>Written Responses to Reading</p> <p>Supplemental Open Response Questions</p> <p>Massachusetts Frameworks</p> <p>District assessments</p> <p>School-wide writer's workshop</p>	<p>Student work (open response)</p> <p>Agenda/Staff attendance of professional development.</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 instruction.</p> <p>New teachers will receive instructional support in demonstrating/ modeling, and incorporating the six comprehension reading strategies.</p>	Sept 2013-June 2014	<p><u>Seven Keys to Comprehension, Reading with Meaning, Comprehension Connections, Assessing Comprehension Thinking Strategies</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>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 2013-June 2014	<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>	Sept 2013-June 2014	<p>Common Planning Time</p> <p>Additional Prep Time</p>	<p>Plan Books</p> <p>Planning tools</p>

Brickett School SY 2012/2013 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 2013-June 2014	Teacher made review/ assessment sheets Computer Lab Time	Plan books Review/ assessment sheet Xtra Math
Teachers will participate in professional development focusing on methods to teach multi-step problems, short answer and open response questions.	Sept 2013-June 2014	Funding Common Planning Time	District Assessments Teacher Created Assessments
Teachers will explicitly teach math vocabulary.	Sept 2013-June 2014	Grade Level vocabulary List 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 K-5 with Parent/ Student Handbooks / notices to keep parents informed
- 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.
- 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/ Used book sale
- After school programs
- Pasta for Patients
- Box Tops for Education
- GE volunteers for the Know Atom program
- Partnership with Centerboard/READ

Activities	Who Responsible	Resources Needed	Timeline
PTO Planning Meetings	PTO members	Time, paper, toner	Sept. 2013 - June 2014 Monthly
School Council Meetings	Principal /PTO members / business partner	News, Paper, toner, translations	Sept. 2013 - June 2014
Kindergarten Orientation Kindergarten Gingerbread House Parent/ Student Activity Kindergarten Flag Day Program	Principal/ PTO/ Kindergarten Teachers / aides	Notices, fliers, Informational Packets	Sept. 2013, Dec. 2013, & June 2014
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. 2013 Feb. 2014 March 2014
Open House / Meet Teacher/ Conferences	Principal/ Teachers/ PTO	Sign-in sheets w/ Volunteer Sheets, Raffles	1) Sept. Orientation / Fall 2013 2) Nov. /Dec. / Winter 2013 3) March / April /Spring 2014
Veteran's Day, Winter Holidays, Memorial Day / Spring Concerts, Flag Day, Promotion Ceremony	Music Teacher / Staff	Notices	Winter 2013/Spring 2014
Guest Reader Day	Parent / Staff/ Community	Invitations, books, thank you cards	Spring 2014