

Frank M. Sokolowski School

Moving from Good to Great

**School Improvement Plan
2016-2017**

Frank M. Sokolowski School

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School Site Council 2015-2016

Jeff Bryson, Principal
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Laura Hubert, Teacher

School Administration

Jeffrey Bryson-Principal
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School Improvement Planning and Instructional Leadership Team

Jeffrey Bryson – Principal	Joanne Zaharis – Math Coach	Maureen Lojko-Literacy Coach
Emily Flukes – Teacher	Julia Hajcdemos – Teacher	Emmie Katz – Teacher
Laura Hubert – Teacher	Debra Krinsky – Teacher	Katheryn Stewart – Teacher
Sherri Rosenthal – Teacher		

Description of the Strategic Planning Process

This School Improvement Plan (SIP) and Accelerated Improvement Plan (AIP) was developed with the help of the school site council, teachers, and administrators. The team collected and reflected upon data related to student achievement and demographics, classroom processes and supports, and school management and resources. Addition data was collected through a Community Needs Assessment. Surveys were sent to teachers, students, and parents and the results were reviewed and analyzed. In addition, Schoolworks conducted its annual review and the information gathered helped to inform our decision making regarding areas of critical need and next steps for improvement. The team met several times, with support from DSAC to analyze the data collected, formulate goals for the upcoming year, create a thematic goal, theory of action, strategic objectives and benchmarks. Using the Logic Model template the team was able to articulate problem statements, propose solutions, identify goals and resources, and articulated measures of change for student and teacher growth. Once completed the SIP and AIP was submitted to the Site Council for final review, recommendations, and approval. This plan supports district goals and complies with local, state, and federal mandates.

District Mission	
Chelsea Public Schools is a gateway school system that welcomes and educates ALL students and families.	
District Vision	
By June 30, 2021 Chelsea Public Schools will ensure diverse opportunities and pathways for ALL students to succeed in college, career, and life through our commitment to collaborative leadership, reflective practice, supportive classroom climate, purposeful and rigorous teaching and learning, and ongoing assessment to adjust our practice.	
District Thematic Goal	
<i>Design, implement, and monitor a comprehensive and coherent instructional system embedded in a safe and supportive learning environment across the school district.</i>	
District Theory of Action	
<i>In 2016-2017, if the Chelsea Public Schools educators strengthen Tier I instruction in each classroom through purposeful teaching that is: 1) student-centered; 2)teaching for understanding; 3)teaching for learner differences; 4)teaching from Standards to rigor and depth; 5) using assessment to inform instruction and 6) promoting the development of social-emotional skills then Chelsea Public Schools will have a comprehensive and coherent instructional system that will support student achievement and resiliency.</i>	
District Strategic Objective (to achieve Thematic Goal)	
<i>Strengthen Tier I Instruction</i>	
<table border="1" style="margin: auto;"> <tr> <td style="text-align: center;"> <i>Elements of Strong Instruction</i> <i>Student-Centered</i> <i>Teaching for Understanding</i> <i>Teaching for Learner Differences</i> <i>Teaching from Standards to Rigor & Depth</i> <i>Using Assessment to Inform Instruction</i> <i>Promoting the Development of Social-emotional Skills</i> </td> </tr> </table>	<i>Elements of Strong Instruction</i> <i>Student-Centered</i> <i>Teaching for Understanding</i> <i>Teaching for Learner Differences</i> <i>Teaching from Standards to Rigor & Depth</i> <i>Using Assessment to Inform Instruction</i> <i>Promoting the Development of Social-emotional Skills</i>
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District Strategic Initiative	
<ol style="list-style-type: none"> 1. Improve the rigor and daily effectiveness of standards-based lessons through the use of district identified instructional practices. 2. Create classroom climates and school environments that provide opportunities for students to grow in the areas of engagement, motivation, persistence and collaboration. 	

School Mission
Our Mission, Strive, Succeed, Soar, is meant to inspire all members of the school community to become lifelong learners. The Frank M. Sokolowski School is dedicated to becoming a school of academic excellence by creating a positive learning environment, upholding high standards, and strengthening our partnerships with parents.
School Vision
By June 2017, the Sokolowski School will be a learning community in which all students will be actively engaged in critical thinking and problem solving. All stakeholders will work collaboratively to ensure a safe supportive environment that provides high-quality instruction and creates lifelong learners. We will continually identify ways in which we can improve our practice to ensure student success.
Thematic Goal
Use a systematic approach to implementing instructional practices to consistently adapt and improve instruction in order to facilitate student learning.
Theory of Action
In 2017, if the Frank M. Sokolowski School uses a systematic approach to implementing instructional practices to consistently adapt and improve instruction in order to facilitate student learning.
Student Learning Goal Results 2015-2016
Student Learning Goals 2016-2017
Target Goal on State Assessments Move 10% of students from: Level 1 to Level 2 Level 2 to Level 3 Level 3 to Level 4 Level 4 to Level 5 Resulting in a total move of 40% of students
Strategic Initiatives
<ol style="list-style-type: none"> 1. Improve the rigor and daily effectiveness of standards-based lessons through purposeful task/text complexity. 2. Strengthen instructional model through strategically structured content blocks that maximize the use of adults and the use of diverse instructional practices that target annual growth and catch-up growth for all learners. 3. .Improve Common Core alignment and increase the collaborative culture by engaging in a system of peer observations and feedback rounds that focus on the elements of effective teaching and learning.

Benchmarks			
Strategic Objective	Strengthening student learning through a tiered system of support.		
Strategic Initiatives	Improve the rigor and daily effectiveness of standards-based lessons through purposeful task/text complexity.	Strengthen instructional model through strategically structured content blocks that maximize the use of adults and the use of diverse instructional practices that target annual growth and catch-up growth for all learners.	Improve Common Core alignment and increase the collaborative culture by engaging in a system of peer observations and feedback rounds that focus on the elements of effective teaching and learning.
SMART Goal	By the end of the 2016-2017 school year, 100% of teachers will strategically and effectively use purposeful task/text complexity.	By the end of the 2016-2017 school year, 100% of teachers will follow the Sokolowski Instructional Model structure for the content blocks.	By the end of the 2016-2017 school year, 100% of instructional staff will participate in peer observation and feedback rounds that strengthen their understanding and practice of the elements of effective teaching and learning.
Benchmark 1	By the end of the first quarter, teachers will show 100% Common Core alignment in their lesson.	By the end of the first twenty days of school, teachers follow the Read Together, Read to Grow, and Math block structures.	By the end of the first twenty days of school, teachers will know the expectations of Common Core alignment feedback on peer observation throughout the school year.
Benchmark 2	By the end of the second quarter, teachers will understand the relationship among the text, task, and student and provide feedback to students to get them to success.	By the end of the first quarter teachers (SPED, ELL, Title I), paras, and tutors will push in and pull out of the content blocks according to the structure.	By the end of the second quarter, 100% of all teachers will have participated in peer observation, giving feedback to their colleagues on the common core alignment of their observed lesson.
Benchmark 3	By the end of the third quarter, LASW through the lens of purposeful TTC and provide a tier system of support.	By the end of the third quarter, all staff will adhere to the lesson model and block structure and make necessary adjustment as a team.	By the end of the third quarter 100% of all teachers will have participated in peer observation, giving feedback to their colleagues on cognitive engagement and higher-order thinking.

Problem Statement: The school lacks a systemic approach to implementing instructional practices that meets the needs of the broadest range of learners.

1

4

5

6

3

2

Proposed Solutions	Strategies	Resources	Measures of Implementation (Outputs)	Measures of Change (Outcomes)		Goals (Desired Impact)
<i>What is our proposal for addressing the problem?</i>	<i>What are the specific means, methods, or approaches we will use to solve the problem(s) we identified?</i>	<i>What supports are available to the district or our schools to implement our strategies?</i>	<i>How will we know whether the strategies we described were implemented by the adults?</i>	<i>What intermediate and longer-term results do we expect to achieve as measured by changes in skills, knowledge, and behavior?</i>		<i>What are the sustained effects or consequences we expect to see over a multi-year period?</i>
				Adults	Students	
<p>We will increase the fidelity of implementation of our instructional model through strengthening its quality and alignment to the common core to reach the broadest range of learners.</p> <p>We will continue to strategically use purposeful Task/text Complexity emphasising feedback to students</p>	<p>Define the components of Literacy and Math blocks.</p> <p>Read Together Read to Grow Word Work Writing</p> <p>Establish defined structures and recommended activities for the B-M-E of the Math and ELA block.</p> <p>Develop consistent PLT meeting cycle for Planning/ Application and</p>	<p>District coordinators' participation in planning and supporting teacher development</p> <p>Partner: Jeanne Paratore, Boston University monthly PD and modeling support; Lexia Core 5, Achieve3000, Reading Inventory</p> <p>Greater Boston DSAC support through administrator development and school PD</p>	<p>PLT agendas and notes will show consistent implementation of lesson cycles.</p> <p>A revised rubric will be used for self-assessment, peer observation; areas in need of support will be identified at the start of each quarter. (staff)</p> <p>District Walkthroughs and Admin bi weekly Walkthroughs.</p> <p>Mastery Connect Data meeting and use of</p>	<p>All lessons will become common core aligned by the end of the first quarter.</p> <p>BME Activities/ structures during instructional blocks aligned to school expectation and used daily</p> <p>Instructional strategies for purposeful teaching will increase to a minimum of 75% to throughout the year based on</p>	<p>Students will be able to articulate and reflect on the objectives and purpose of each lesson.</p> <p>Student-centered learning will increase as students apply the strategies taught.</p> <p>Students can increasingly, productively struggle during task throughout the year. <i>(increased reading stamina)</i></p>	<p>100% of lesson being taught and observed will be common core aligned.</p> <p>100% of lessons being taught and observed will contain activities/ strategies during the B-M-E that promote student centered learning and Text/Task Complexity.</p> <p>100% of teachers provide students with written/oral</p>

	<p>LASW</p> <p>Revise school schedule to maximize instructional minutes through strategic placement of adults (ELL teachers, reading teachers, tutors, and paras in instructional blocks</p> <p>PD from district coordinators, DSAC, Boston university, and leads on text/task complexity, common core alignment, giving feedback, Literacy and math</p> <p>Teachers facilitate students' productive struggle to meet the need of each individual student.</p> <p>Before and after school tutoring.</p>	<p>SLT/DLT collaboration</p> <p>Chelsea Professional Learning Academy will provide ongoing modeling and PD on Text/Task Complexity</p> <p>Chelsea Online Learning Network will provide ongoing modeling and PD</p>	<p>PARCC data to inform instruction quarterly. (Admin & coaches)</p>	<p>walkthrough tallies</p> <p>All teachers will, build their capacity throughout the year, to know what success looks like on a given task at any entry point and provide students' oral and written, effective feedback to meet expectation.</p> <p>Common Core alignment and the use of feedback will increase to 100% throughout the year based on walkthrough tallies, observations, and LASWs.</p> <p>Through PD, modeling (<i>from Boston University literacy Dept</i>), and application, teachers will deepen their understanding of effective literacy instruction and and consistently apply strategies</p>	<p>Student performance will improve on the Benchmark Assessment quarterly.</p> <p>Student lexile levels will grow 20 to 40 points each quarter/ annually 100 to 175 points.</p>	<p>feedback and give opportunities to revise work.</p> <p>Achievement, for ELL students, will increase by 5% each quarter as measured by SRI and the Masteryconnect assessment.</p> <p>Ten Percent of students in each of the PARCC levels 1-4, will grow by one performance level..</p> <p>ACCESS SGP will be high growth.</p>
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Progress Monitoring

Planned Action	Frequency of Monitoring?			How will we progress monitor progress?	Who's responsible?
	W	M	Q		
Staff (teachers, coaches and administrators) will engage in continuous PLT cycle. <ol style="list-style-type: none"> 1. Planning 2. Reflection & Revising 3. LASW 	X			Agendas and minutes indicate alignment to PLT cycle and Protocols. Collaborative Planning document detailing TDQs for text complexity and strategies to facilitate productive struggle completed during Planning stage.	Teachers, coaches, Admin
A revised rubric will be used for self-assessment, peer observation; emphasizing common core alignment and evidence of feedback. Teacher receive critical feedback on instructional strategies and student performance by using informal observation tool and LASW sessions.		X		The current peer observation tool will be revised to included feedback on common core alignment and feedback to students. Teachers will log peer observations in school log form.	ILT Team
Admin will conduct learning walks/joint observations biweekly (quarterly District Learning Walk)	X			Admin will provide teachers with specific feedback based on school priorities and district walk-through tool. Teachers will receive feedback via TeachPoint and debriefs. Admin will review lesson plans looking for instruction/task alignment to CCSS	Administration
Provide professional development on Text/Task complexity, Effective feedback, Journeys, Common Core Alignment,		X		Teachers will receive PD from District, Partners(Boston University Literacy Dept.), and internally with GB DSAC support,	Admin, Coaches,
Admin monthly data meeting with CAO and DSAC.		X		Admin will compile all available data on a monthly basis and review it with partners. Admin will share data and conclusions with staff for necessary adjustments in practice.	Admin

Appendices

Data

- School Achievement Analysis
- Demographic Background
- Attendance
- Teacher Qualifications
- Community Needs Assessment

Program and Support Services

- Tiered Model of Instruction
- Special education
- English Language Learners Program
- Title I
- After School
- Procedures for Homeless/Mobile/Migratory Students
- Transition Plans
- Accommodations for Diverse Learners (DCAP)

Student Safety

- Student Outreach
- Safe and Drug Free Schools
- Anti-Bullying Policy

Parent Involvement

- Parent Involvement Plan
- Home-School Compact
- Parent Involvement Plan

Professional Development

- Chelsea Professional Learning Academy

DATA
State Assessments
PAARC

ELA CPI 2016	ELA CPI 2015		ELA SGP 2016	ELA SGP 2015		Math CPI 2016	Math CPI 2015		Math SGP 2016	Math SGP 2015
65	61		53	39		75.8	74.8		55	55

ELL and Former ELL

ELA CPI 2016	ELA CPI 2015		ELA SGP 2016	ELA SGP 2015		Math CPI 2016	Math CPI 2015		Math SGP 2016	Math SGP 2015
51.2	47.6		50.0	53.0		68.5	69.3		37	46

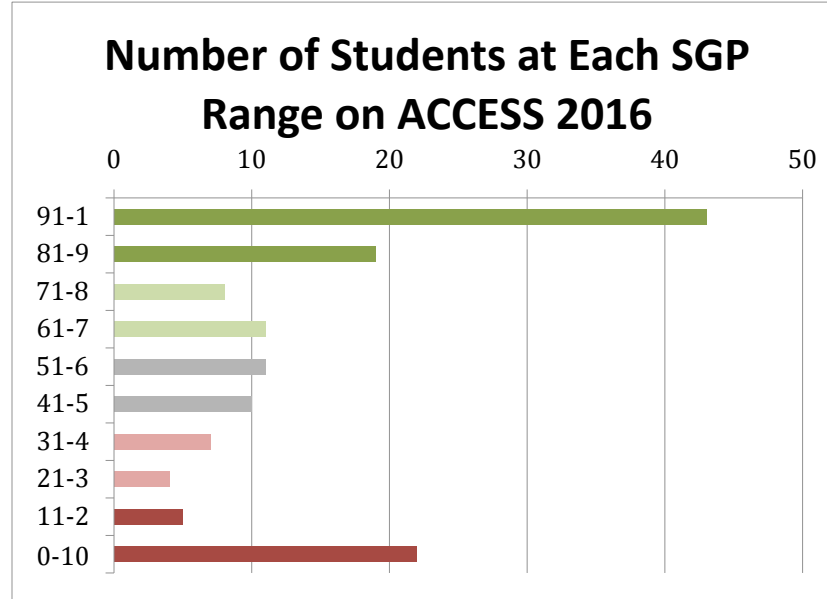
SGP Impact Rating

0 - 35	Low	
36-64	Moderate	
65- 100	High	

Students with Disabilities

Cohort information not reported due to number of students in cohort

ACCESS



Medium SGP=70

Demographic Background

Enrollment Data

Enrollment by Race/Ethnicity			
Race	% of School	% of District	% of State
African American	5.9	5.8	8.8
Asian	1.1	1.5	6.5
Hispanic	83.0	84.6	18.6
Native American	0.2	0.2	0.2
White	8.3	6.9	62.7
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	1.5	0.9	3.2

Enrollment by Gender			
	School	District	State
Male	306	3,321	488,472
Female	305	2,998	464,957
Total	611	6,319	953,429

Enrollment by Grade

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
<u>District</u>	276	528	641	637	560	568	401	389	385	413	492	447	310	268	4	6,319
Sokolowski	0	0	129	145	164	173	0	0	0	0	0	0	0	0	0	611

Selected Populations

	% of School	% of District	% of State
First Language Not English	73.0	79.6	19.0
English Language Learners	29.3	26.6	9.0
Economically Disadvantaged	54.7	49.5	27.4
Students with Disabilities	8.7	13.0	17.2
High Needs	74.1	71.8	43.5

Mobility Rate

21.4

Attendance Summary

2012-2013 95.7%

2013-2014 94.5%

2014-2015 94.6%

2015-2016 94.8%

Teacher Data

2012-2013 100% Teachers Licensed in Current Assignment

2013-2014 100% Teachers Licensed in Current Assignment

2014-2015 100% Teachers Licensed in Current Assignment

2015-2016 100% Teachers Licensed in Current Assignment

It is our goal that 100% of the teachers meet Highly Qualified Status. Outreach to perspective employees is accomplished through career fairs, internet sites, local universities, and networking. In addition a partnership exists with Teach for America to review and hire qualified candidates.

New teachers attend a three day orientation prior to the beginning of school year, and are assigned a building based mentor. The mentor and mentee meet routinely throughout the school year to discuss issues related to curriculum, instructional practices, classroom management, and organization. Teachers in their second year also have a mentor teacher and attend monthly meetings.

All teachers working in the Chelsea Public Schools are offered numerous and extensive professional development and tuition reimbursement opportunities. Workshops are offered throughout the year after school and at the June Professional Development Seminar. In addition, all teaching staff and administrators participate in Professional Learning Communities.

There are coaches and/or lead teachers assigned to every school. Coaches and lead teachers are available to assist teachers with curriculum, materials, instructional practice, data collection, and analysis.

Teachers have the opportunity to observe in another teachers classroom. Peer Observations provides an opportunity to observe a lesson, instructional strategy, transitions, management, or any aspect of teachers' interest of need.

Community Needs Assessment

Parent Survey

The overwhelming majority of parents who responded to the survey believe that the Sokolowski School has high expectations for all of its students; that they are satisfied with the education their child is receiving; and that the Sokolowski School teachers and administrators meet the learning needs of their child. The majority of parents believe that the Sokolowski School has clear and consistent rules and procedures, and that children feel safe and cared for at the Sokolowski School. The majority of parents are comfortable communicating with teachers and school staff, and feel that there are sufficient opportunities for parents to be involved in the education of their children at the Sokolowski School. The majority of parents who had to speak to school staff regarding a concern

or question this year felt that their concern or question was answered.

Although the majority of parents believe that there are sufficient opportunities for parents to be involved in the education of their children, there was an inconsistent response when parents were asked to check which school events they had attended this school year, the majority of parent respondents have attended at least one or more events.

The majority of parents report having access to internet at home, through one or more devices (computer, tablet, SmartPhone). It is important to note, however, that some families do not have Internet access at home.

Parents were asked how they preferred to receive information from the school. The majority of the parent respondents to this paper survey reported that they prefer to receive paper notices, with many also requesting phone calls and text messages.

Student Survey

Students in grades 1-4 were surveyed. The majority of students report that they like being in school, that they try to do their best every day, and that they are learning every day. Overall, students feel safe in school and feel that they can tell an adult when they have a problem. The majority of students feel that they know the school rules. Most students feel that their teachers help them learn and understand, and that they have friends in school.

Most students report completing their homework daily, and a smaller number report that someone at home checks their homework.

The majority of students report that they go on the Internet at home, although the devices used to go on the Internet range from computers and tablets to their own phone or a parent's phone.

When asked what they like about school and what would make school better, the majority of students named School Meeting, Red Triangle Awards, school events and celebrations, specialists, and favorite subjects, indicating an overall enjoyment of school and an enthusiastic school atmosphere.

Teachers

Teachers were asked to rate the relevance of the school-based professional development opportunities that have been offered over the past two years (and which they participated in). 100% of teacher respondents who participated in PD rated these topics as somewhat or

very relevant to them. 96% of teacher respondents who participated in rated these topics as somewhat or very relevant to them. The majority of teachers also rated each of these PD opportunities as somewhat or very effective.

96% of respondents have developed text-dependent questions independently and/or collaboratively on their own time; 81% of these have developed questions for more than five texts.

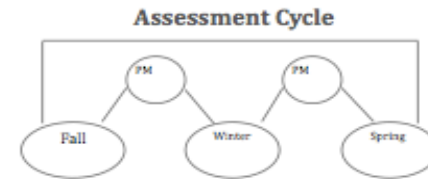
100% of teacher respondents who have ANet data reported that they reference it to group students, to identify areas/topics for reteaching, to choose units and resources for Tier I instruction, and for parent conferences.

Teachers were asked to rate how closely they aligned their instruction with the 5DP year-long plans. 80% of teachers reported that their ELA instruction was sometimes (70%) or completely (10%) aligned with the YLP. 100% of teachers reported that their math instruction was sometimes (21%) or completely (79%) aligned with the YLP.

100% of teachers who teach ELA and math report being somewhat or very comfortable with the standards.

Programs and Support Services

Sokolowski Tiered Literacy Instruction



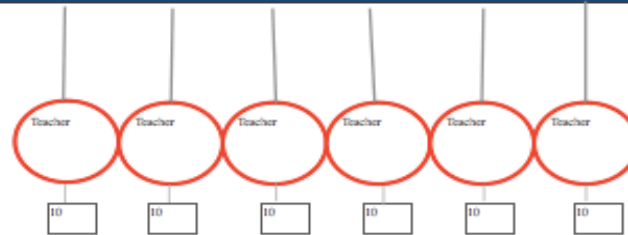
30 Min



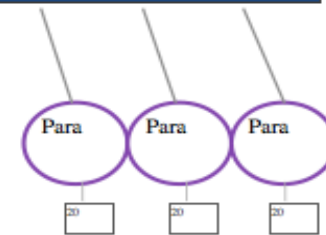
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DIEBLS



SRI
Mastery Connect



PARCC
Mastery Connect

Special Education Services

The Sokolowski School is considered an inclusion school, and services are provided in the regular classroom to the extent possible. Children may also receive instruction outside the classroom when it is determined that a quiet environment offering few distractions will advance a child's progress.

Currently, all special education students at the Sokolowski School are placed in inclusion classrooms. The district wide Functional Academics Program is located at the Sokolowski School and services students in grades 1-4. Students participating in this program are assigned to a regular education mainstream classroom for specialists, lunch, recess, and any academic content areas deemed appropriate. Based upon need, students receive speech and language, physical therapy, adapted physical education, and occupational therapy services.

The ultimate goal is to adequately prepare all students for academic success and to take the rigorous state mandated tests. Therefore, emphasis is placed on closing the achievement gap between special needs students and their regular education counterparts. Classroom teachers, Special Education teachers and support staff work together to provide the necessary modifications a student needs to ensure access to the regular education curriculum. As part of our Response to Intervention (RTI) a three tier model of instruction is in place at the Sokolowski School. As part of RTI, Special Education students participate in the Journey's reading program. This program boasts a strong phonemic awareness and systematic phonics program which will support and enhance early literacy skills for our special needs students. The DIBELS assessment, administered to all students in the Sokolowski School, will help to identify special education students who are struggling to acquire essential skills. Students who continue to score in the "at risk" range will receive intervention support targeted at the specific areas of weaknesses. Identified students will participate in programs such as Lexia, ECRI, Great Leaps, ERI, EIR, Readers Theater, and/or Project Read. Monthly progress monitoring tracks student progress to ensure students are making gains in their designated programs.

English Language Learners

Limited English Proficient students are assigned to two different programs, based upon need. Sheltered English Immersion classes and ESL support services. Sheltered Immersion classrooms service students who do not speak English well enough to access the curriculum in regular classrooms. The ELL program is structured in two levels; Sheltered Immersion I and II. Students who need further intensive English instruction after entering a level I classroom will receive another year in a level II classroom. Once

mainstreamed into regular education classrooms, students requiring additional support receive ESL services from certified support staff. In addition, to further support English Language Learners, all teachers in the Chelsea Public Schools receive intensive training in ESL strategies through RETELL training. The Sokolowski School houses the district-wide third and fourth grade Immersion program. All ELL students assigned to the Sokolowski School participate in all school and state mandated testing programs, including Mastery Connect, ACCESS, and PARCC.

Title I

Title I funds are used to support parent involvement activities, professional development of staff, consultants, and 2 reading/literacy teachers. The Title I staff oversees the school based, and district based assessments including the DIBELS Next and other informal assessments. Title I staff reviews data with classroom teachers to identify students who are “at risk”, plan intervention strategies, and provide remediation through Tier II and Tier III instruction. Title I teachers meet monthly with the Title I director and participate in all staff development provided at the school level. Title I funds are used to support parent involvement activities throughout the year.

After School/Before School/Summer School/Vacation School

The after-school and summer school programs help children who require additional academic support. Children are identified and encouraged to attend. The Chelsea School Department offers its students after-school, summer school, and vacation week school. Students who require additional academic support in literacy and math are encouraged to attend. At the Sokolowski School, small group Tier II and Tier III support is provided in literacy and math for “at risk” students in grades 1 through 4. Vacation School is offered during the February and April school vacation weeks. Fourth grade students attending the program receive extra support and preparations for the ELA and Math PARCC tests.

Procedures for Homeless/Migratory/Mobile Students

All New & Mobile Students: Within the first couple of weeks of entry into the district, new students are assessed in literacy, and math to determine skill levels. If necessary, students are assigned to the tiered level of support suitable for their needs. Office staff contacts the previous school requesting the student’s records. Records are reviewed by appropriate staff and changes are made to the students schedule as needed. Students entering with an IEP, receive services per the IEP. In order to ensure continuation of services an amendment to the IEP is promptly developed by the Team members. Non-English speaking, or limited English speaking students entering the district are screened and assessed at PIC by trained professionals to determine level of English proficiency and assigned

to the appropriate program. Students and parents receive a copy of the Student Handbook to ensure an understanding of the policies, procedures, and expectations for academic excellence and behavior in the Chelsea Public Schools.

Homeless Students: A homeless student can attend either the local school or continue in the school of origin, if this is in their best interest. The students have access to the same programs and services that are available to all Chelsea students including, but not limited to transportation to and from the school of origin, supplemental programs, special education services, school nutrition program, Title I services, school nurse services, before and after school, and summer enrichment programs. In determining the type of transportation to be offered, the homeless liaison for the Chelsea Public Schools will take into account the best interest of the student, the student's age, the distance to be traveled, access to public transportation, and the parent's circumstances.

Migratory Students: The Massachusetts Migrant Education Program provides supplemental educational opportunities to the children of migratory agricultural workers, migratory fisherman and out of school youth. The program's major components include regional Family Support Projects that provide migrant students with extended learning opportunities such as homework assistance and tutoring; educational programs for out of school youth; parent empowerment and family literacy services; student and family advocacy; outreach and recruitment services; and summer services that provide language development instruction and academic enrichment during a six week summer program. The District Mass Migrant Liaison is available to provide information and assistance for migrant students and families.

Transitions

Students entering at the beginning of the school year from the Early Learning Center are invited to an ice cream social prior to the start of the school year. They are given a tour of the building, meet their new teacher, tour their classroom, and locate their seat and their cubby. Since implementing this ice cream social we have noticed a considerable decrease in the amount of anxious behavior on the first day of school. In the spring principals from the Complex attend a parent coffee hour at the ELC to meet with parents and answer questions about our respective schools. Also in the spring, the parents of fourth grade students are invited to a coffee hour at the Complex to meet with and ask questions of the Principals of the three middle schools. The middle schools host an open house night for fourth grade students and their families. In addition, a group of middle school students speak at a special fourth grade assembly at the complex and answer questions about the three middle schools.

Accommodations for Diverse Learners (DCAP)

Purpose

General education is the door to learning through which all students are expected to enter; it is the goal of Chelsea Public Schools to make the general education environment the appropriate placement for all students. The plan encompasses efforts as follows:

- Analysis of diverse learning styles within the regular classroom;
- Accommodations to meet needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to regular education staff through professional development and collaboration.

Instructional Support Team (IST)

IST is a regular education initiative designed to allow teachers to receive support from professional peers when they have questions about a student's progress. Members of the IST include the Principal/Assistant Principal or designee, a regular education teacher, a special education teacher, guidance counselor, and other building personnel determined by the principal.

Parents may be invited to join IST meetings to participate in the process.

Instructional Support and Intervention Process

1. Any teacher, counselor, administrator, or other staff member who recognizes difficulties a student is experiencing may initiate a referral to IST. The goal of this referral is to initiate a process to develop accommodations/interventions that will allow the

student to be successful in the regular education setting. An “IST Referral Form” is completed by the referring professional and forwarded to the IST chair.

2. The IST is convened and the referred student’s teacher is included in the meeting. Discussion focuses on the needs and lack of progress demonstrated by the student. The IST process is one of confidentiality and respect. The IST acts in a collaborative and supportive manner. Instructional strategies are offered through a brainstorming format. Because of the varied expertise of the IST members, instructional strategies often reflect alternative methods of instruction not yet explored by the classroom teacher. A written plan for instructional support and intervention, including a summary of the discussion of the meeting(s) is completed.
3. Within 4 to 6 weeks, the IST reconvenes to assess the student’s progress. The classroom teacher keeps careful documentation of progress and presents the information. Thorough documentation is a critical component of this process.
4. After careful review of the documentation and teacher’s reports of the student’s progress, the IST determines if the student is demonstrating improved achievement.
 - ⌚ If improvement is demonstrated, the accommodations and strategies that have been implemented will continue as needed to sustain improvement.
 - ⌚ If improvement has not been demonstrated, the IST determines if a referral for additional assessments and/or interventions is recommended.
 - ⌚ If improvement has not been made and a disability is suspected, a referral for a special education evaluation is initiated. If student is found “not eligible” the IST should reassess and intervene.

DCAP General Overview

Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students’ learning needs.

New Teacher Training	Grade Level and Department Meetings	Individual Student Success Plans	Math Training
Mentoring Program	Coffee with the Principal	Data Analysis Training	Differentiated Instruction training
Professional Development Plans	Professional Learning Communities	Curriculum Committees	Professional Development Activities
Instructional Support Teams (IST)	Common Planning/Co-teaching	Literacy Training	

Support Services available to students through regular education, including services to address the needs of students whose behavior

may interfere with learning.

ELA and Math Coaches & Leads	Alternative Program (5-12)	School Adjustment Counselors	Technology Resources
Reading Specialists	Behavior Support Program (PK-4)	Individual and group Counseling	After School Programs
Reading and/or Math Workshop	School Psychologists	Guidance Counselors/ Career Counseling	REACH Program (7-10)

Encouragement of Parental Involvement in students' education.

School Councils	School Tours	Newsletters	Coffee with the Principal
Open Houses	Parent Conferences	Class/Grade Level Events/Activities	Special Education PAC
District Website	Parent Surveys	Monthly Calendars	

Curriculum/Instruction/Assessment Strategies (This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students)

Provide Multi-modal Presentations	Provide Individual Help in the Classroom	Offer Oral Testing	Provide Wait Time
Utilize Differentiated Instruction & Assignments	Arrange Small Group Instruction	Offer un-time testing	Provide Study Guides
Develop Alternative Assessments	Utilize Transition Cues	Develop Integrated curriculum Projects	Provide Strategies to Parents
Repeat or re-teach concepts with a different approach	Incorporate Incentives	Provide Visual Cues	Provide Manipulatives
Offer Peer Teaching/group Activities	Use Technology Assisted Instruction	Break Down Tasks into Manageable Steps	Provide home copies of reference tools/textbooks

Model Content Reading Strategies	Model Use of Graphic Organizers	Shorten Assignments	Provide ESL Supports
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Behavioral Intervention Strategies

Individual and Small Group Counseling	Use Charts & Graphs to Monitor Expectations	Experiment with Use of Space	Consult with School Psychologists, Social Workers, Special Needs Staff
Arrange Seating Accommodations	Adjust Classroom Management Strategies	Remove Distractions	Include Positive Reinforcements/incentives
Develop Behavior Plans	Facilitate Parent Support/Communication	Provide Strategies to Parents	

Organizational Strategies

Provide Daily Agenda	Use flexible Grouping	Use Cooperative learning strategies	Provide strategies to Parents
Implement a frequent Progress reporting System	Use Team Teaching	Co-plan by grade level teams	

Student Safety

Student Outreach

Social Worker: A full time social worker is assigned to the school to assist students and families in crisis. The social worker's responsibilities include reaching out to parents, forming student friendship groups, counseling students in crisis, assisting teachers with behavior management issues, overseeing attendance, facilitating the Red Triangle program, and supporting Open Circle classrooms.

Student Support Program: The Student Support Program (SSP) is geared to children with severe behavioral issues. This program, which is part of the regular school environment, is a short term placement designed to identify the supports and strategies necessary to enable a student to return to the mainstream setting.

Nursing Staff: A full time nurse is assigned to the school and is on hand to manage medical emergencies and to dispense doctor and parent authorized medication to students.

Student Mentoring Program: Recognizing the importance of compassionate adult involvement in student learning, teachers and administrators mentor students who are at risk academically, behaviorally, or socially. Members of the staff meet with students before or after school, during lunch, and at recess. They help students with homework, share successes as well as solve problems, and offer encouragement and advice. It has been our experience that making a large school seem smaller and less threatening helps many children feel secure and more ready to learn.

Safe and Drug Free Schools Program

Open Circle: Open Circle is a grade differentiated social and emotional learning program that works to help children become ethical people, contributing citizens, and successful learners. By implementing Open Circle we are fostering the development of relationships that support a safe, caring, and respectful learning community.

Crisis Prevention Institute: CPI assistance, which is available from ten members of the Sokolowski School, enable qualified teachers to respond to a student who is engaging in violent and unsafe behaviors. Two members of the Mary C. Burke Complex staff are trained as trainers and will coach all staff in de-escalation techniques.

Established Traditions: Creating traditions that establish expectations, acknowledge student efforts, reward student achievement, and model appropriate behavior builds a community of caring and competent individuals. Our Red Triangle program is one example of how we acknowledge students who consistently put forth their best effort and behave appropriately. This year, we will award well over 250 students Red Triangles in recognition of their exemplary conduct. At the bi-weekly school meetings of the Sokolowski School, students have the opportunity to “show off” newly acquired skills, and staff members have occasion to acknowledge student successes.

Student Discipline: The Sokolowski School is committed to raising student achievement within a safe and nurturing environment. Both adults and children can depend upon an affirming school atmosphere, and in particular, children can expect to work, learn, and grow in a protected setting. A system of awards and consequences is in place in all classrooms. The complex has a discipline policy articulated within its parent handbook. This handbook is distributed annually and parents sign a sheet indicating that they have read and support the policy. Although the school is generally regarded as a safe environment the goal is to increase these numbers to one hundred percent.

School Security: All visitors to the Mary C. Burke Complex must enter through the community entrance where they must sign in and out of the building. The community entrance is staffed by full time security personnel.

Anti-Bullying Policy

The Chelsea Public School System is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof. A copy of the complete anti-bullying policy is available in the school office and is included in the student handbook. The policy outlines expectations and procedures for reporting obligations, investigation procedures, determination, and disciplinary action. Acts of bullying and cyber-bullying are prohibited including:

(i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the

school district; or through the use of technology or an electronic device owned, leased or used by the school district and

(ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school. Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

Parent Involvement Plan

The Frank M. Sokolowski School, in consultation with the teachers, principals, program administrators, and parents of participating children, have developed and agreed upon this parent involvement policy.

The Sokolowski School welcomes the participation of parents in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of the Sokolowski School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's schools. The Sokolowski School strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. To the extent practicable, the Sokolowski School also provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1118 in a format and, to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.

The following policies are intended to specifically address parts A-F of section 1118 (a) of the No Child Left Behind Act of 2001:

- (A) It is the policy of the Sokolowski School to consult parents, teachers, principals, and program administrators of federally funded programs in the development and revision of the district's consolidated application for federal funds under section 1112 and in the process of school review and improvement under section 1116 of the No Child Left Behind Act of 2001. The process of school review includes timely publication and dissemination of the results of its annual progress report to parents, teachers, principals, and the school community. It is the intent of the Sokolowski School that parents of participating children understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents of children attending such schools are provided promptly with the following information:

An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency (Chelsea Public Schools) and the State educational agency (Massachusetts Department of Education) involved:

2016 Accountability Status

Level 3

The Accountability Levels at the four elementary schools in Chelsea is as follows:

Hooks	Level 1
Kelly	Level 2
Berkowitz	Level 3
Sokolowski	Level 3

1. The reasons for the identification:

- The Sokolowski School 2016 cumulative progress and performance index (PPI) of 77 for all students and 77 for high needs students did meet the target of 75 for both groups. The cumulative PPI is based on improvement over the last four years. The Sokolowski School percentile of 18 indicates that Sokolowski students overall performance is better than 18% of other schools in the same grade span across the state.
- Based on 2016 PARCC progress and performance results, the Sokolowski School is ranked as a Level 3 school in 2016 indicating that the Sokolowski School is not meeting gap narrowing goals.

An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;

- Parents can become involved in addressing academic issues by keeping informed about their child's academic progress and ways they can support their child's education. Attending school related functions including Open House and Parent Workshops, reading and responding to student report cards, and Individualized Education Programs. Parents need to ensure that their child maintains an excellent attendance record, completes homework every night, and is enrolled in after school programs or summer and vacation school if recommended. Parents are invited to attend a variety of parent workshops designed to inform parents about curriculum and grade level expectations. Parents are encouraged to answer parent surveys, participate in the School Site Council meetings to advise school staff regarding educational issues of school policy. Parents should contact the school, speak to teachers, or meet with administrators if they have any questions, concerns, or suggestions about their child's education.

An explanation of the parents' option to transfer their child to another public school, including the provision of transportation to the new school, and information on the academic achievement of the school or schools to which the child may transfer.

Not Applicable. Massachusetts received a waiver to this NCLB provision in February 2012

If the school is in its second year of improvement or subject to corrective action or restructuring, a notice explaining how parents can obtain supplemental education services for their child, including:

- (a) The identity of approved providers of those services available within the Chelsea Public Schools:
- (b) A brief description of the services, qualification, and demonstrated effectiveness of the providers; and,
- (c) If requested, assistance in choosing a provider.

Not Applicable. Massachusetts received a waiver to this NCLB provision in February 2012

Chelsea Public Schools also publishes and disseminates to parents and to the public, information regarding any actions taken by the Sokolowski School or the Chelsea Public Schools to address the problems that led to the identification of a school for improvement, corrective action, or restructuring, including:

- (1) an explanation of what the school and district is doing to address the problem of low achievement; and
Provide explanation:

- Teachers explained our improvement plans with parents during our fall Open House. Parents are encouraged to attend monthly School Site Council meetings, parent teacher conferences, and parent workshops that are offered throughout the year. The Sokolowski School developed a school-wide reading intervention program. All students participate in an extensive block of reading intervention or workshop daily. The district funds a Reading Coach for the Sokolowski School. Teachers meet routinely as part of our PLC initiative to review data, determine intervention strategies, and create lessons using our text/talk protocol. The district conducts an annual school review which serves to drive district and school level initiatives and professional development

(2) a description of corrective actions or restructuring plans.

Provide explanation where appropriate:

- A School Improvement Plan was revised to become an Accelerated Improvement Plan (AIP), covering the 2016-2017 school year.

In order to address section 200.61 Parents' Right to Know of the Final Regulations of the No Child Left Behind Act, it is the policy of the Sokolowski School to notify parents of participating children each school year that parents may request and the district will provide information on the professional qualifications of the student's classroom teachers and whether the child is provided services by paraprofessionals and, if so, their qualifications.

- A School Report Card is sent home indicating the percentage of teachers that are highly qualified in the Sokolowski School along with a letter from the Superintendent notifying parents of their right to request information regarding qualifications of their child's teacher. Information regarding professional qualifications of the students' teacher will be sent in written form, within a week of the parent's request.

(B) It is the policy of the Chelsea Public Schools to partner with federally-funded Parent Information Resource Centers (PIRCs) and other expert service providers to provide technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

(C) Chelsea Public Schools in order to build the capacity of schools and parents for strong parental performance, partners with local PIRCs and other expert providers to:

- (1) provide assistance to parents of children served by the Sokolowski School or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

- The Sokolowski School parent liaison provides outreach. The Sokolowski School holds a Fall Open House at which time teachers provide an overview of the grade level curriculum, Massachusetts Curriculum Frameworks, and assessments such as DIBELS. The Sokolowski School offers several workshops and informational meetings throughout the year to inform parents about academic standards, student achievement, curriculum, instruction, and programs.

(2) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

- The Sokolowski School provides a range of educational workshops for parents throughout the year such as: Literacy Family Fun Night, Science Family Fun Night, Math Family Fun Night, Health and Nutrition Family Fun Night, and a Cultural Celebration. These workshops help to build communication with the home, awareness of the available resources, and show parents how they can help their child with their schoolwork. They also provide parents with materials to take home and use with their child.

(3) educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

- The Sokolowski School Site Council discusses parent outreach strategies. The results of parent surveys are disseminated to staff and parents. The Sokolowski School Parent Outreach Committee was formed in 2009 with the goal of increasing opportunities for parent involvement in our school and to improve the connection between home and school for our students. The committee, which consists of teachers and parents, meets monthly to discuss parent communication and involvement in the school, to plan school events and activities for families—such as Family Fun Nights, the annual Cultural Celebration, Parent-Teacher Breakfasts, and Parent Workshops—and to plan and implement Fundraising opportunities. An elementary Parent Liaison position was created in the 2013 school year.

(3) ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

- Information regarding school events and parent workshops are included in letters which are sent home. Individual flyers for parent workshops and parent-teacher conferences are sent home in English and Spanish. A quarterly calendar of upcoming events is sent home in English and Spanish. The Sokolowski School also has a Facebook page and a Twitter page.

(5) provide such other reasonable support for parental involvement activities under this section as parents may request.

- Translators are hired for many parent events and meetings (parent-teacher conferences, workshops, TEAM meetings, etc). When available, childcare is provided during parent educational workshops.

(6) may train parents to enhance the involvement of other parents;

- School Site Council members are encouraged to invite other parents to participate in the council and to attend parent workshops and conferences. The School's Social Worker and the parent liaison provides outreach workshops for parents. The Parent Outreach Committee invites all parents to attend every meeting and plans informational and educational workshops for parents.

(7) may adopt and implement model approaches to improving parental involvement; and

- The Parent Outreach Committee promotes parental involvement in the school via informational and brainstorming sessions for teachers, parent volunteer surveys, etc. The Parent Outreach Committee also works to enhance communication between parents and the school by investigating the effectiveness of various methods of communication such as email, an online calendar, and telephone calls.

(8) may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

- The Sokolowski School partners with the Chelsea Community Schools, Kiwanis, HarborCove, For Kids Only and other community organizations to increase parental involvement and educational activities in the city.

(D) The Sokolowski School to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federally-funded educational programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- The Sokolowski School provides informational pamphlets for parents. The pamphlets are available in the office, at the school entrance, and at school meetings and workshops throughout the year.

(E) To ensure the effectiveness of this parent involvement policy, The Sokolowski School conducts, with the involvement of parents, an evaluation of its parent involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized under the parent involvement section on the No Child Left Behind Act of 2001. This evaluation will focus particular attention on parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The Sokolowski School uses the findings of this evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.

Explain how your school will evaluate its parent involvement policy (needs assessment). Explain how the findings will used to revise/develop new strategies for more effective parent involvement.

- Parent Surveys are sent out yearly. Results of survey are reviewed by the School Improvement Team and the School Site Council and used to develop parent outreach activities for the next school year.

(F) It is the policy of the Chelsea Public Schools to involve parents in the activities served under this part by monitoring local schools to assure that participating schools:

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided

under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) carry out capacity-building activities for parents listed in (C) above;

(4) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(5) provide parents of participating children —

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(6) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Provide an explanation of how your school will meet with requirements listed in part F.

- At the Fall Open House, parents are informed of the school's Title I programming and participation. Brochures regarding the Sokolowski School's Title I Program are available at this meeting for parents to take home. Parent workshops are scheduled for the early morning, mid-morning, after-school, and evening to accommodate parents' schedules. The Sokolowski School Site Council reviews and makes recommendations for the school improvement plans. The curriculum is presented by teachers at the Fall Open House and discussed during the year at the parent-teacher conferences. Parents are also encouraged to set up meetings with administrators and teachers when they feel it is necessary.

As a component of the school-level parental involvement policy, each school served under this part jointly develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. These compacts —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

➤ See attached sample school-parent compact

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

Explain how and when the school-parent compact will be discussed.

➤ At the Fall Open House teachers will review the school compact with parents and answer any questions the parents have regarding the document. The compact is sent home with the children the following week.

(B) frequent reports to parents on their children's progress; and

The Sokolowski School sends home reports on student progress throughout the school year. Reports sent to parents include: quarterly school report cards with written comments and quarterly special education progress reports. Annually a letter is sent home, in parents' native language, with individual MCAS scores and an explanation from the state on how to read the report. Student Success Plans are sent home in Grade 4. Parent conferences are held twice a year. Teachers contact parents by phone or send notes as needed.

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

➤ Twice a year parents are invited to a grade-level Parent-Teacher Breakfast to have the opportunity to meet the teachers and other parents; they are invited to observe in the classroom following the breakfast. Parents are also invited to visit classrooms throughout the school year to read aloud to classes, participate in math problem solving classes, view students' published writing and read with children during independent reading time. Parents are also invited to chaperone on field trips. Parents can call to make an appointment to meet with their teachers or school administrators or speak to them on the phone at any time.

For schools identified for improvement, corrective action, or restructuring, the Frank M. Sokolowski School ensures that:

(1) Parents are consulted in the development or revision of the required two-year school improvement plan;
See section A 5:

(2) The plan includes a description of how the school will provide written notice about the identification to parents of each student enrolled in the school; and
See section A 4

(3) The plan includes strategies to promote effective parental involvement at the school.
See section C

LEARNING IS THE THING TO DO AT THE SOKOLOWSKI SCHOOL
Title I School Wide Project



Home / School Contract

2016- 2017

We agree to provide ample opportunities throughout the school day for your child to practice reading and math. We will provide a wide selection of books in each classroom so that your child will be able to select interesting and appropriate books to read. We will provide challenging math activities so that your child will expand his / her understanding of mathematical concepts.


Jeffrey Bryson, Principal


Lemuel Ivy, Assistant Principal

We agree to set aside time during the day for your child to select books, read, and to practice math.

Parent Involvement and School Youth Events

August	Ice Cream Social for First Grade Parents
September	School Site Council Meeting Sokolowski School Open House Red Triangle Award Ceremony
October	School Site Council Meeting Family Fun Night Red Triangle Award Ceremony
November	School Site Council Meeting Parent-Teacher Conferences Report Cards Sent Home Red Triangle Award Ceremony
December	School Site Council Meeting Sokolowski Winter Concert Family Fun Night Red Triangle Award Ceremony
January	School Site Council Meeting Report Cards Sent Home Red Triangle Award Ceremony
February	School Site Council Meeting Family Fun Night Red Triangle Award Ceremony
March	School Site Council Meeting Family Fun Night All District Concert All District Art Show

Alternate Assessment Parent Breakfast
Red Triangle Award Ceremony

April

School Site Council Meeting
Family Fun Night
Parent Teacher Conferences
Report Cards Sent Home
Red Triangle Award Ceremony

May

School Site Council Meeting
Sokolowski Spring Concert
Cultural Celebration
Red Triangle Award Ceremony

June

School Site Council Meeting
Report Cards Sent Home
Red Triangle Award Ceremony

Professional Development

In addition to the Professional Development that is conducted at the school level during PLT and Faculty Meetings, the district offers extensive Professional Development for faculty and Staff.

Chelsea Professional Learning Academy

Courses are offered at three levels each month:

101 level courses-Induction Series

201 level courses- Intermediate Series

301 Level Courses-Advanced Series

Elementary ELA

Month	Level	Title	Description
Sept 14	201	Assessment: The continuum of literacy learning	Teachers will examine specific behaviors and understandings that are required at the different levels of reading development. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand a text.
Oct 12	101 Gr. 1 & 2	All you need to know about Literacy	Teachers will examine the components of an effective literacy block and will explore strategies for building a community of Independent readers and writers
Nov 9	101 Gr. 3 & 4	All you need to know about Literacy	Teachers will examine the components of an effective literacy block and will explore strategies for building a community of independent readers and writers
Dec 14	101	Read to Grow	Teachers will examine how assessments and grouping can improve their Read to Grow block through identifying what's working and what adjustments can be made to practice.
Jan 11	201	Part 1: Reading and Writing Reconsidered: Best Practices and Rigorous Teaching	What does the research say about current best practices in literacy instruction? In this three part workshop, teachers will engage in texts that examine and dive deep into essential literacy topics in order to build understanding and deliver rigorous instruction.
Feb 8	101	Read Together	Teachers will examine best practices for Read Together and how they can apply these practices daily in their classrooms. Teachers will identify what's working and what adjustments can be made to practice
Mar 8	201	Part 2: Reading and Writing	What does the research say about current best practices in literacy instruction? In this three part

		Reconsidered: Best Practices and Rigorous Teaching	workshop, teachers will engage in texts that examine and dive deep into essential literacy topics in order to build understanding and deliver rigorous instruction.
April 12	101	Looking at Student Work	Teachers will learn to plan practices and differentiation based off the student work that they bring.
May 10	201	Part 3: Reading and Writing Reconsidered: Best Practices and Rigorous Teaching	What does the research say about current best practices in literacy instruction? In this three part workshop, teachers will engage in texts that examine and dive deep into essential literacy topics in order to build understanding and deliver rigorous instruction.
June 14	101	Reflection on Year	All subjects will reflect on year and celebrate

2016 Elementary Math Offerings

Month	Level	Title	Description
Sept 14	201	Number Line	The number line is a crucial model that spans the curriculum. Teachers will explore how to incorporate this into their teaching.
Oct 12	101 Gr. 3 & 4	Powerful Math Objectives	Teachers will unpack standards to create targeted objectives.
Nov 9	101 Gr. 1 & 2	Powerful Math Objectives	Teachers will unpack standards to create targeted objectives.
Dec 14	201	Fractions	Teachers will learn engaging methods and tasks for teaching fractions.
Jan 11	101	Introduction to Math Manipulatives	Manipulatives provide students with concrete models for math concepts. Teachers will explore how to effectively use manipulatives in their instruction.
Feb 8	201	Area and Perimeter	The concepts of area and perimeter build from second to fourth grade. Teachers will explore complex ways to make connections for students.
Mar 8	101	Formative Assessment/LASW: Math	Formative assessment takes many forms including looking at student work. Teachers will learn effective and efficient strategies to assess what their students know.
April 12	301	Robotics	Teachers will experiment with the math involved in these exciting technology opportunities
May 10	101	Math: Planning Classroom	Knowing what you know now, how do you hit the ground running next year?

		Structures for Next Year	
June 14	101	Reflection on Year	All subjects will reflect on year and celebrate

2016 Elementary Tech/Science/SS Offerings

Month	Level	Title	Description
Oct 12	201	StemScopes Program for Grade 3 and 4 in Google Classroom	Teachers will be able to navigate STEMScopes and connect this resource to their classroom instruction. They will be made aware of all scopes relating to the Grades 3 and 4 Science YLPs.
	301	Google Classroom Advanced	Teachers will use Apps such as Flubaroo, Doctopus, others to learning about creating and grading assessments
Nov 9	301	Creating Audio and Video Formative Assessments	Teachers will learn how to create audio and/or video recording and other formative assessments to increase fluency.
Dec 14	201	Integrating Social Studies through Read-Alouds and Book Clubs	Teachers will identify texts aligned with social studies content standards that can be used for read-alouds and book clubs in Read to Grow time.
Feb 8	201	Assessing Science Content Knowledge Through Writing	Teachers will use the 2016 Massachusetts Science and Technology/Engineering Standards to create effective writing assessments to assess Science Content Knowledge.
April 12	201	Technology Resources for Teaching Social Studies	Technology is a great way to integrate Social Studies into what you are already doing in your classroom! Explore different free resources that are aligned to the YLP and standards.

Consolidation of Programs

All state, local, and federal programs are consolidated to meet the needs of all of the students attending the Sokolowski School. Funding from these resources support professional development, parent involvement, reduced class size, free and reduced lunch, purchasing of materials, after school classes, and summer school programming.