

**Brockton Public Schools  
Brockton, Massachusetts**

**JOSEPH PLOUFFE  
ACADEMY  
SCHOOLWIDE  
IMPROVEMENT  
PLAN  
2009 - 2010**

**Michelle Nessralla  
Principal**

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# **MISSION AND VISION STATEMENTS**

## **MISSION STATEMENT of BROCKTON PUBLIC SCHOOLS**

The mission of the Brockton Public Schools is to provide education of the highest quality that motivates all students to excel, meets their individual needs, and prepares them for the future.

## **PLOUFFE ACADEMY MISSION STATEMENT**

Plouffe Academy creates a safe and respectful forum for its life long learners to explore and exchange ideas and experiences.

## **PLOUFFE ACADEMY VISION STATEMENT**

Plouffe Academy will continuously reflect upon and respond to the needs of all learners as we strive to acquire the skills, attitudes and knowledge to be creative problem solvers, reflective thinkers and caring citizens of a global community.

## **INTERNATIONAL BACCALAUREATE MISSION STATEMENT**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**IV. SCHOOL COUNCIL ROSTER**

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

**Name and Position**

**Signature**

**Michelle A. Nessralla** \_\_\_\_\_  
*Principal*

**Stephen Shaw** \_\_\_\_\_  
*Assistant Principal*

**Edward Brennan** \_\_\_\_\_  
*Parent*

**Gina Hover** \_\_\_\_\_  
*Teacher*

**Eileen Kelley** \_\_\_\_\_  
*Teacher*

**Kathryn McMenemy** \_\_\_\_\_  
*Teacher*

**Thomas Plouffe** \_\_\_\_\_  
*Parent*

**Christine Bosco** \_\_\_\_\_  
*Parent*

**Jake Magee** \_\_\_\_\_  
*Community Representative*

A.

**V. DESCRIPTIVE DATA**

**Student Demographics  
Plouffe Academy**

**Enrollment by Gender**

	<b>2009 -2010</b>
Male	319
Female	314
<b>Total</b>	<b>633</b>

**Enrollment by Race/Ethnicity**

Race	<b>2009 -2010</b>
African American	227 (37%)
Asian	20 (3%)
Hispanic	115 (18%)
Native American	5 (1%)
White	219 (36%)
Mixed	29 (5%)

**Selected Populations**

	<b>2009 -2010</b>
First Language not English	
Limited English Proficient	71 (11%)
Low-income	365 (58%)
Retentions	1 (<1%)
Special Education (total)	37 (6%)
General Ed Modified	14 (3%)
Up to 20% Separate	37 (6%)
21-60% Separate	27 (4%)
Substantially Separate	11 (2%)

**Average Class Size**

	<b>2009 -2010</b>
Fifth	23
Sixth	22
Seventh	18
Eighth	15

**Academic Support Programs:**

- 21 Century After School Programs
- Talented and Gifted Program
- Transitional Bilingual Education Program/Spanish
- SPED Services
- Elective Courses in P.E. the Arts and Technology
- History Day and Science Fair Projects
- Math and Reading Focus Groups / RIF
- IB Middle Years Program

**Student Enrichment Programs:**

- Plouffe Academy Band
- Plouffe Academy Chorus
- Student Government
- Theater Arts Program
- Intramural Sports and Cheerleading
- Interscholastic Athletics
- Peer Leaders and Peer Mediators
- Community Service Learning

## V. DESCRIPTIVE DATA

### MCAS Results 2009 Scores of Students Currently at Plouffe Academy

#### Grade 5 English Language Arts

Performance Level	Number of Students
ADVANCED	1
PROFICIENT	30
NEEDS IMPROVEMENT	27
WARNING	10

#### Grade 5 Math

Performance Level	Number of Students
ADVANCED	5
PROFICIENT	16
NEEDS IMPROVEMENT	39
WARNING	8

#### Grade 5 Science and Technology

Performance Level	Number of Students
ADVANCED	N/A
PROFICIENT	N/A
NEEDS IMPROVEMENT	N/A
WARNING	N/A

#### Grade 6 English Language Arts

Performance Level	Number of Students
ADVANCED	40
PROFICIENT	76
NEEDS IMPROVEMENT	64
WARNING	19

#### Grade 6 Math

Performance Level	Number of Students
ADVANCED	53
PROFICIENT	53
NEEDS IMPROVEMENT	55
WARNING	38

#### Grade 6 Science & Technology

Performance Level	Number of Students
ADVANCED	15
PROFICIENT	59
NEEDS IMPROVEMENT	87
WARNING	34

### **Grade 7 English Language Arts**

<b>Performance Level</b>	<b>Number of Students</b>
<b>ADVANCED</b>	<b>29</b>
<b>PROFICIENT</b>	<b>76</b>
<b>NEEDS IMPROVEMENT</b>	<b>46</b>
<b>WARNING</b>	<b>12</b>

### **Grade 7 Math**

<b>Performance Level</b>	<b>Number of Students</b>
<b>ADVANCED</b>	<b>31</b>
<b>PROFICIENT</b>	<b>64</b>
<b>NEEDS IMPROVEMENT</b>	<b>50</b>
<b>WARNING</b>	<b>18</b>

### **Grade 8 Science & Technology**

<b>Performance Level</b>	<b>Number of Students</b>
<b>ADVANCED</b>	<b>NA</b>
<b>PROFICIENT</b>	<b>NA</b>
<b>NEEDS IMPROVEMENT</b>	<b>NA</b>
<b>WARNING</b>	<b>NA</b>

### **Grade 8 English Language Arts**

<b>Performance Level</b>	<b>Number of Students</b>
<b>ADVANCED</b>	<b>39</b>
<b>PROFICIENT</b>	<b>66</b>
<b>NEEDS IMPROVEMENT</b>	<b>23</b>
<b>WARNING</b>	<b>4</b>

### **Grade 8 Math**

<b>Performance Level</b>	<b>Number of Students</b>
<b>ADVANCED</b>	<b>25</b>
<b>PROFICIENT</b>	<b>57</b>
<b>NEEDS IMPROVEMENT</b>	<b>28</b>
<b>WARNING</b>	<b>22</b>

D.

**DESCRIPTIVE DATA**

Additional Assessment Information

(2009 Results will be included by end of the school year)

**New England Math League Results**

**GRADE 8**

<b>Students</b>	<b>Score out of 40</b>
<b>Team Total</b>	

**GRADE 7**

<b>Students</b>	<b>Score out of 40</b>
<b>Team Score</b>	

**GRADE 6**

<b>Students</b>	<b>Score out of 40</b>
<b>Team Score</b>	

**City Talent Search**

**GRADE 7 and 8**

<b>Math State Award with High Honors</b>	<b>Math Distinction Award</b>	<b>Reading State Award with High Honors</b>	<b>Reading Distinction Award</b>

**History Day Results**

**Grade 7 and 8**

<b>Students in State Competition</b>	<b>Students Advanced to National</b>

**Science Fair Results**

**Grade 7 and 8**

<b>Students in Regional Science Fair</b>	<b>Teams Advanced to State Science Fair</b>

## VI. Executive Summary

Plouffe Academy opened in September, 2009 as a middle school serving 633 students in Grades 5 through 8. Plouffe Academy is also an International Baccalaureate World School, only the second school in MA authorized to offer the IB Middle Years Program. After a four-year long application process, the former Gilmore Academy was authorized to offer the Middle Years Program in June, 2009.

There are six programs located at Plouffe Academy:	Number	Percentage
• General Education Program in Grades 5, 6, 7 & 8	356	56%
• Two – Way Spanish Program for students in Grades 7 & 8	39	6%
• Transitional Bilingual Education Program in Grades 6, 7 & 8	29	5%
• Talented and Gifted Program in Grades 6, 7 & 8	209	33%
• Specific Learning Disabilities Program in Grades 6, 7 & 8	27	4%
• EI Program in Grades 5 & 6	12	2%

All students at Plouffe Academy, with the exception of Grade Five, are IB students. All students in each grade level are taught using the same Middle Years Program curriculum unit plans and assessed using the standards-based IB rubrics. With few exceptions, all teachers are engaged in daily 40 minute common planning time, which focus on content area unit planning, analyzing student work, communication between teams of teachers along vertical and horizontal channels, and data analysis. The MA Frameworks provides the “What” is taught in the curriculum; the MYP is “HOW” the curriculum is taught.

The school day is divided into three blocks of time:

- The Academic Block which allows uninterrupted time on learning in the ELA, humanities, mathematics and science.
- The Scatter Block during which students are scheduled for World Language (Chinese or Spanish) or Reading / Math Focus groups, lunch, and specialists ( art, music, physical education, computer lab, health and library).
- The Elective Block offers a wide array of courses which emphasize physical education, the arts, or technology. Electives include Architecture, Robotics, the History of Rock ‘n Roll, Knitting, Eggheads, Ultimate Frisbee, Flag Football, and much more! The elective courses guarantee that each student receives a minimum of 50 hours in the aforementioned content areas.

Working towards the projected proficiency index goal of 86.2 in ELA and 81.1 in Math on the 2010 MCAS Test, the Plouffe Academy continues to implement the appropriate actions outlined in the action plan of the 2008 - 2009 School Improvement Plan. Teachers used Benchmark tests, formative assessments, IB common assessments and MCAS test results to flexibly group students according to their skill needs. This is being done in the classroom, the computer lab, and intervention groups. There is a focus on vocabulary and reading comprehension across the curriculum. Literature circles are planned in several classrooms. Non-fiction materials were added to the literacy closet and library. Newspapers and science, health and music periodicals were purchased. Teachers are teaching the reading strategies necessary for comprehending non-fiction. All students who scored low needs improvement or warning on the 2009 MCAS Test are enrolled in

either a reading or math focus group. These groups meet daily; there is an emphasis on achieving mastery in skills and strategies. Students are editing and revising their writing assignments. Book reports, journal writing, and free writing assignments are ongoing. Students practice open response questions in math and English Language Arts weekly. The Leadership Team and the ELA teachers will create one simulation of the MCAS writing prompt to prepare the students for the test.

Plouffe Academy continues to foster an environment that links parents, school, and community through increased parent involvement activities. Parents are invited to events in the music, theater arts, and sports programs. In addition, parents plan activities and fundraisers through the Parent Advisory Council's monthly meetings. This year community partnerships were developed with the Fuller Craft Museum. Students will continue to actively support various charities: Heifer International, Coats for Kids, city-based food pantries, Pennies for Patients, School on Wheels, and the Jimmy Fund. One goal of the community service learning project is to initiate long-term fundraising efforts to refurbish the playground located near school property.

## VI. RESULTS AND DISCUSSION

### ATTAINMENT OF 2009 - 2010 GOALS

#### **GOAL #1**

##### **Goal Statement:**

**Plouffe students will increase the percent of Proficient/Advanced students on the ELA MCAS from 61% of the total population in 2009 to 69% on the 2010 MCAS test.**

##### **Degree of Attainment to Date:**

The percent of students who scored in the Advanced/Proficient range on the ELA MCAS test in 2009 was 61% (43% of students in grade 5, 58% of students in grade 6, 63% of students in grade 7, and 78% of students in grade 8.) This surpassed last year's goal.

#### **GOAL #2**

##### **Goal Statement:**

**The Gilmore Academy will increase the percent of Proficient/Advanced students on the Math MCAS from 53% of the total population in 2009 to 63% on the 2010 MCAS Test and to 72% on the 2011 MCAS. Maintaining the current percent of advanced and proficient students in math allows us to reach the projected CPI target.**

##### **Degree of Attainment to Date:**

The percent of students who scored in the Advanced/Proficient range on the Math MCAS test in 2009 was 53%. (30% of students in grade 5, 58% of students in grade 6, 63% of students in grade 7, and 61% of students in grade 8.) These results surpassed the goal by 4 percentage points.

- Plouffe Academy faculty examined data to determine our students' strengths and weaknesses. In September, teachers received the data on their students MCAS results. Grades 6, 7, and 8 teachers analyzed their students' results and determined that some students needed extra help in specific areas. Some challenged areas were determined to be prevalent and the teachers developed lessons to remediate these skills for all of the students in the classroom. Other specific challenges have been addressed in small groups and in project based activities.

### **GOAL #3**

**Goal Statement: Plouffe Academy is continuing to develop, implement and refine a rigorous interdisciplinary project based curriculum. This curriculum is aligned with the Massachusetts State Frameworks and meets the International Baccalaureate Middle Years Program's criteria.**

#### **Degree of Attainment to Date:**

- Several Information Nights for parents are scheduled for the school year. The November 4<sup>th</sup> session focused on IB Assessments, the use of standards based report cards, and the reporting of student's academic progress to parents. Approximately 50 people attended the presentation.
- A partnership with Brockton High School is currently being established to insure that the Middle Years Program continues into grades 9 and 10. Within the next two years the partnership will develop new and creative ways to continue the MYP Program at Brockton High School.
- The academic schedule for 2009-2010 allows for daily common planning time across disciplines and co-teaching between specialists and classroom teachers.
- In June 2009 Plouffe Academy held an information evening for all parents and students who will be part of the Plouffe community in 2009. The purpose of the evening is to introduce members of the staff and present the philosophy of IB.

### **GOAL #4**

**Goal Statement: Plouffe Academy will foster an environment that links parents, school and community through increased parent involvement activities.**

#### **Degree of Attainment to Date:**

- Plouffe Academy mentions special events and activities through its monthly Newsletter Calendar; the newsletter also highlights students who have received special recognition or awards. Along with the newsletter, Connect-Ed reminders are sent in regards to parent conferences schedule, distribution of report card and progress notices, any and all PAC meetings and other special events.
- Plouffe Academy hosted its Open House on Wednesday, September 17<sup>th</sup>. This provided an opportunity for parents to meet and interact with their child's teachers in an informal and friendly setting. This event was well attended. An Open House is also scheduled for June 9<sup>th</sup> for incoming students and their family members.
- The After-School Drama Club will host both a winter production and weeklong Theater Arts Festival in April. All previous productions of the Drama Club received accolades from the many parents and family members in attendance.

- Plouffe Academy Band will perform in three concerts this year. Students are given the opportunity to showcase their talents and skills in music.
- Plouffe Academy Chorus will perform with the members of the band in the annual winter and spring concerts. The chorus hopes to perform at the Brockton Day Care during the holiday season and in the springtime.
- Administrators and staff will host informational sessions about the International Baccalaureate Program for parents and students new to Plouffe.
- Parents are invited to attend special events such as the Grade 6 Science Fair, Grade 7 Poetry Slam, City-Wide Spelling Bee, and National History Day.
- Parent Advisory Council and School Improvement Council meetings are scheduled on a regular basis. This allows parents and members of the community to remain informed and updated on upcoming events at Plouffe Academy.

### **GOAL #5**

**Goal Statement: Plouffe Academy staff will create learning experiences that encourage students to become active and compassionate citizens with a higher respect for others and an appreciation of similarities and differences among people.**

#### **Degree of Attainment to Date:**

- Plouffe Academy has instituted the International Baccalaureate Citizen of the Month; traits such as Open-Mindedness, Risk-Taker, Thinker and Communicator are emphasized to reflect the IB philosophy and the IB student learner profile.
- The Peer Leaders and Peer Mediators Programs will be a vital part of the school culture. Peer Leaders will sponsor several fundraising efforts to benefit citizens in need: Pennies for Patients, the Coats for Kids Drive, the Charity Guild Food Drive; Easter Baskets which will be donated to children living in a homeless shelter, and holiday gifts which will be distributed to families in need; the Plouffe Academy school store opened this year and sold supplies such as pencils, folders and other necessary items.
- The School Adjustment Counselor and Guidance Counselor regularly meet with students to reinforce the importance of socially acceptable behavior and appropriate work habits. They use board games to actively and directly teach social skills. The guidance counselor and SAC fulfill all responsibilities for students on 504s and often see them on a weekly/daily basis for organizational checks. They also provide strategies for teachers to employ in the classroom.
- Updated spreadsheets provide data on behaviors of specific students.

- Members of the Plouffe Academy Student government, under the supervision of a faculty member, will be actively involved in the democratic process by lobbying in a respectful and professional manner for certain modifications to school-wide procedures.
- Students from all grades continue to enjoy the numerous opportunities to interact with each other in positive and constructive ways: participation in school sports, drama productions and electives, and socializing with one another during a built-in outdoor break during lunch times and afterschool events such as sporting events and dances.
- This year, the Community Service Learning elective will interact with students at the Brockton Day Nursery. Students will engage in meaningful and fun activities such as: playing board games and bingo, planting flowers, arts and crafts projects, and hosting performances by the Plouffe Academy band/chorus and baton twirlers.
- Staff will continue to encourage students to make good academic and social choices. A school-wide Code of Conduct has been established and is referred to often when describing appropriate behaviors that are expected for members of the learning community at Plouffe Academy.
- Principles of Cooperative Discipline were shared with specific teachers. Prevention and intervention strategies, along with using the “language of choice”, were the main focal points.

## **VII. School Goals and Action Plan Aligned with Brockton Public Schools Roadmap Goals 2008-2009**

### **School Performance Goals**

**English Language Arts:** The Plouffe Academy will increase the percent of Proficient/Advanced students on the ELA MCAS from 61% of the total population in 2009 to 69% on the 2010 MCAS test and to 77% on the 2011 MCAS Test.

**Math:** The Plouffe Academy will increase the percent of Proficient/Advanced students on the Math MCAS from 53% of the total population in 2009 to 63% on the 2010 MCAS test, and to 72% on the 2011 MCAS. Maintaining the current percent of advanced and proficient students in math allows us to reach the projected CPI target.

### **AND**

**English Language Arts:** The Plouffe Academy will increase the CPI on the ELA MCAS from 82.8% in 2009 to 86.2% on the 2010 MCAS test and to 89.7% on the 2011 MCAS Test.

**Math:** The Plouffe Academy will increase the CPI on the Math MCAS from 76.4% in 2009 to 81.1% on the 2010 MCAS test, and to 85.8% on the 2011 MCAS.

### **Brockton Public Schools Roadmap Goals**

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

**Goal 2:** Insure that curriculum is aligned to state standards and instruction and that programs are implemented according to district standards.

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

**Goal 4:** Develop a system of monitoring data related to student achievement that is aligned at the district school and classroom levels.

**Goal 5:** Build a culture that values regular use of data to make instructional, curriculum, resource, and planning decisions.

#### **Degree of Attainment to Date:**

- Plouffe Academy teachers are continuously modifying and updating their grading rubrics and assessment criteria to meet the requirements of IB. This allows students to have a firm understanding of the standards expected of them and what their grade

will be based upon. Weekly common planning time is scheduled for all teachers, and during this time they analyze grading rubrics to ensure that they are reflecting the growth and proficiency level of the student. These rubrics are designed to specifically detail performance goals for each student. Each student at Plouffe Academy is fully prepared and informed about what standards are expected of them for each assignment.

- Plouffe Academy teachers are currently developing a standards-based report card that will ensure that each student is aware of the skills they possess for each criterion. The report card will replace the Alpha reporting system currently used, but instead will use the standards set forth by IB.
- All students who scored below a 220 on their MCAS are on an Individualized Student Success Plan that details the efforts Plouffe Academy is putting forth to improve the student's success in the classroom. Each ISSP is signed by a parent or guardian.
- Math data is analyzed to determine the best Math course to be taken by the eighth grade. Movement between Algebra and Pre-Algebra was done after TestWiz data is analyzed.
- Teachers engage in common planning time to create standards-based units of study that meet the IB Middle School Program's criteria. Teachers from each of the eight subject areas meet on a daily basis to plan, assess and refine the IB units.
- Plouffe Academy will host its Heritage Festival in the Spring of 2010. The event will be project-based where homerooms present a theme such as poverty, wealth, sports, technology, folktales, animals, foods, music and dance. Each class will choose three countries to show how their theme is represented. The Heritage Festival will help students address the important MYP principle of international-mindedness.
- Teachers created curriculum maps for English Language Arts, math, science and humanities. Subject teachers within the same grade level will teach Middle Years Program units at the same time. They will collaborate on assessments and student work.
- During common planning time, the teachers are creating IB units, which include common classroom assessments, exemplars, and rubrics that align with the Middle Years Program criteria. Student work is examined by all teachers and assessments are modified according to student needs. Both formative and summative assessments are created by each teacher in accordance with IB standards. Students are given feedback based on the criterion set forth by the MYP.
- Exemplars of student work are displayed in each classroom so students are aware of the standards expected of them and can see examples of such.

- Teachers will participate in ongoing professional development on ways to look at student work that will improve instruction and maximize student achievement.
- Guiding questions are used daily to determine what the focus of the lesson is, and to keep students on task for each unit of study. Assessments are based on the guiding questions.

**SCHOOL ACTION PLAN 2009 - 2010**

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

**School Improvement Objective:**

- 1 Teachers will develop student performance goals for groups of students and individual students.
- 2 Teachers will be provided common planning time to discuss and define student performance goals.
- 3 Teachers will analyze and use rubrics as assessment tools to establish the criteria for student performance goals.
- 4 Teachers will present student work samples which are exemplars of the performance goals.
- 5 The Leadership team will develop school goals that are measurable and reflect growth as well as proficiency level.

**Student Improvement Objectives:**

1. 100% of the students who participate in ELA and Math intervention groups will perform at a higher MCAS level than the preceding year.
2. 100% of the students will be familiar with the criteria for proficiency as defined in the rubric and work exemplars.
3. 25% of the General Education students will improve their writing and research skills through project-based and summative assessments.
4. 25% of the General Education students will score higher on their MCAS ELA and Math open response questions than the preceding year.
5. 20% or more of our ELL students will perform at the proficient or advanced level in math.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Provide weekly Common Planning time for teams to develop student performance goals.	Principal, Assistant Principal, IRS	Local Budget	September 2009- June 2010	Team meeting minutes Test Data improving
Analyze data to develop intervention groups for math and ELA. Complete ISSP's for at-risk students.	IRS, Principal, Assistant Principal, Teachers	Local Budget	September 2009	Unit tests in math, Fast Math, MCAS Math scores, Benchmarks
Teachers continually conference with individual students and small groups on their writing research skills.	Teachers, IRS,	Local Budget	September 2009- June 2010	Writing folders, MCAS simulated writing prompts, IB Unit Assessments
<b>Bi</b> weekly Open Response math problems and writing assignments will be given to students.	IRS, Teachers	Local Budget	September 2009- June 2010	Writing Folders, Math Journals, Open Response questions
Analyze data to develop flexible groups within the classroom setting.	IRS, Teachers	Local Budget	September 2009- June 2010	Observation
Calculate the CPI/AYP target for the coming	Principal, Assistant	Local Budget	September 2009	Goal Worksheet

year after receipt of 2009 MCAS scores. Determine the degree of attainment and revise the School Improvement Plan.	Principal, IRS, IB Coordinator			
Continued and focused Professional Development for teachers on using IB Middle Year's Program rubrics, developing student exemplars and analyzing the data.	Principal, Assistant Principal, IRS, IB Coordinator and IB Consultant	Local Budget Professional Development Funds	October 2009	Samples of Rubrics and Exemplar work Attendance

**SCHOOL ACTION PLAN 2009 - 2010**

**Goal 2:** Insure that curriculum is aligned to state standards and instruction and programs are implemented according to district standards.

**School Improvement Objective:**

1. Teachers will engage in common planning of standards-based units and work on the curriculum both vertically and horizontally.
2. Grade level and subject area teams will work collaboratively to create four units of study, in each of the eight subject areas, that align with the Massachusetts Framework and meet the IB Middle Years Program criteria.
3. Teachers will identify the enduring understandings and guiding questions for each unit of study.
3. Teachers will create elective courses that align with the Massachusetts Frameworks and IB Middle Years Program criteria.
4. Staff will build an understanding of and exemplify the principles of the Middle Years Program throughout the school community.
5. Teachers will use content literacy strategies, vocabulary development skills, and higher level questioning techniques in their instruction.

**Student Improvement Objectives:**

1. Improve the MCAS scores of ELL students on open response questions by 25% in math and 10% in ELA.
2. 20 % of the eighth grade students will score higher on the science MCAS test from the preceding year.
3. 100% of all 8<sup>th</sup> grade students will participate in the science fair and National History Day to demonstrate their knowledge, skills, and concepts in science and humanities.
4. 100% of all students will be able to define and reflect upon the guiding question for each unit of study.
5. Students will use common IB language in their formative and summative assessments for each unit of study.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Subject area teachers will meet weekly to develop and revise units of study that align with the Massachusetts Frameworks and the IB MYP criteria.	IB Coordinator, Subject area leaders	Local Budget Math and ELA Department Heads	Sept 2009 – June 2010	Completed units of study, Rubrics, enduring understanding statements and guiding questions.
Create Elective Courses that align with the Massachusetts Frameworks and IB criteria. Create a guiding question, rubric and assessment for the required elective class.	Principal, IRS, IB Coordinator, Teachers	Local Budget	Sept 2009	Elective Course outline with guiding question, rubric and course assessment.
Teachers will continue to develop and refine subject area units of study for the IB	Principal, Assistant Principal, IRS, IB	Local Budget TAG Grant	June 2009 – December 2010	Units of study, rubrics and common assessments

Middle Year's Program including performance standards, guiding questions, rubrics and exemplars for a common assessment.	Coordinator, Teachers			
Create common language to communicate goals and principles of the IB Middle Years Program.	Principal, Assistant Principal, IB Coordinator, IB Consultant	Local Budget	June 2009 - June 2010	Announcements, Report Card, Newsletter, Bulletin, Bulletin Boards, Student work
World Tour will be the IB Middle Years Program culminating event.	Staff, Principal, Assistant Principal, IB Coordinator	Local Budget Health Grant Funds TAG Grant Funds	May – June 2010	Photographs, Newsletter, World Tour Projects and Presentations.
Teachers will revise and refine the curriculum map for the 8 subject areas required by the IB Middle Years Program.	Teachers, IB Coordinator, IRS, Principal and Assistant Principal, Subject Department Heads	Local Budget,	September 2009 – June 2010	The subject area maps.
Teachers will explicitly teach all aspects of organizing, preparing and presenting a project that meets the criteria of the IB rubric in each unit of study.	Teachers, Principal, Assistant Principal, IB Coordinator, IRS, National History Day and Science teachers.	Local Budget Professional Development Funds	October 2009 – April 2010	Number of Participants, Projects and Presentations.
Initial and ongoing professional development in the use of content literacy strategies, vocabulary development, Cooperative Learning and other best practices will be provided.	Principal, Assistant Principal, IRS,	Local Budget Professional Development Funds	Staff Meetings October 2009- June 2010	Attendance, Observation
Warm-up activities and mini lessons that address identified student weaknesses based on formative assessments will be incorporated in daily lessons.	Principal, Assistant Principal, IRS, RRS	Local Funds	September 2009-June 2010	Observation, Summative Assessment

**SCHOOL ACTION PLAN 2009-2010**

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

**School Improvement Objective:**

1. Teachers will create common classroom assessments, exemplars and rubrics that align with the Middle Years Program criteria.
2. Teachers will collaborate to create an assessment policy for the school.
3. Teachers will create and follow a protocol for looking at student work to improve instruction.
4. Teachers will use formative assessment to diagnose a student’s understanding of key concepts, content and skills during a unit of study.
5. Teachers will give clear, descriptive, criterion-based feedback to students in order to identify strengths and suggest areas for improvement.

**Student Improvement Objectives:**

1. 85% of all students will pass EduSoft unit tests in math due to the effective use of formative assessments throughout the math unit.
2. 100% of all students will analyze and evaluate their work according to the established rubric’s criteria.
3. 100% of all students will know the criteria for proficiency through the use of rubrics and exemplars on any given summative assessment.
4. 100% of all students will conference with their teachers to discuss their work, increase proficiency and enhance performance.
5. 100% of students, who are identified through formative and summative assessment and in need of math intervention, will improve their math MCAS performance levels.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teachers will clarify the Assessment Policy to include formative and summative assessments, rubrics and a report card that effectively communicates the students’ academic performance and citizenship.	Principal, Assistant Principal, IRS, IB Coordinator, Staff	Local Budget	September 2009-December 2009	Written Policy, copy of the report card
Teachers will create exemplars of student work and detailed checklists that relate to the criteria of the common assessment rubric for each subject unit.	Staff, IRS, IB Coordinator	Local Budget	September 2009-June 2010	Copy of exemplars Copy of checklists

Staff will engage in professional development training to create a protocol for looking at student work that will improve instruction and maximize student achievement.	Principal, Assistant Principal, IRS, IB Coordinator, Staff	Local Budget Professional Development Funds	August 2009 – December 2009	Written Protocol
Teachers will display and incorporate student friendly guiding questions in visible location for each unit of study.	Principal, Assistant Principal, Staff	Local Budget	September 2009- June 2010	Observation and Evaluation
Teachers will increase the use of flexible grouping and differentiated instructional strategies when teaching ELA and Math.	Principal, Assistant Principal, IRS, RRS	Local Budget	September 2009 – June 2010	Informal Walkthrough Observation and Evaluation

**SCHOOL ACTION PLAN 2009-2010**

**Goal 4:** Develop a system of monitoring data related to student achievement that is aligned at the district, school and classroom levels.

**School Improvement Objectives:**

1. Develop school “dashboards” aligned with the district dashboard including MCAS, district unit tests, Unit rubrics, attendance, and report cards.
2. Monitor the implementation of programs and standards-based instruction
3. Teachers will participate in weekly data meetings with grade/department teams.
4. Create a school policy for assessment that meets the criteria of the Middle Years Program, communicates with students and parents on assessments, and monitors student achievement.
5. Teachers will provide class time to reinforce concepts not mastered in all content areas.
6. Teachers will be given the opportunity to compact and enhance the curriculum.

**Student Improvement Objectives:**

1. 100% of the Plouffe students will be aware of their strengths and challenges in ELA and Math.
2. 100 % or the Plouffe students and their families will be able to explain the IB assessment policy.
3. 100% of the Plouffe students will know the criteria for proficiency and will employ strategies for improvement.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Identify the data indicators that are most helpful to determine student achievement.	Principal, Assistant Principal, IRS, IB Coordinator, Teachers	Local Budget	August – September 2009	Identified data for the dashboard
Create and maintain a spreadsheet including all of the students and the data indicators.	Principal, Assistant Principal, IRS, Guidance, Sue Donovan Secretary	Local Budget	September 2009 – June 2010	Spreadsheet
Collect and review student work.	Principal, Assistant Principal, IRS,	Local Budget	September 2009- June 2010	Writing Folders Math tests
Conduct daily classroom visits.	Principal, Assistant Principal	Local Budget	September 2009 – June 2010	Daily Schedule

Teachers will provide differentiated instruction for all learners.	Principal, Assistant Principal, IRS, Teachers	Local Budget	September 2009- June 2010	Observations
Use weekly common planning time and EPT for data meetings.	Principal, Assistant Principal, SAC, IB Coordinator	Local Budget	September 2009 – June 2010	Meeting Notes EPT Schedule
Schedule meetings with individual teachers to discuss plans for student achievement based on the data.	Principal, Assistant Principal	Local Budget	September 2009- June 2010	Daily Schedule and notes

**SCHOOL ACTION PLAN 2009-2010**

**Goal 5:** Build a culture that values regular use of data to make instructional, curriculum, resource, and planning decisions.

**School Improvement Objectives:**

1. Establish and implement requirements for the use of meetings and common planning time for data analysis and reflection.
2. Develop a coordinated plan for professional development for teachers on using data effectively to improve achievement.
3. Select, develop and disseminate tools for analyzing data.
4. Implement requirements for the use of meetings and common planning time for data analysis and reflection.
5. Require teachers to review achievement data with students.

**Student Improvement Objectives:**

1. 100% of the students will be familiar with the criteria for proficiency as defined in the rubric and work exemplars.
2. 100% of the students will have conferences with their teachers to discuss their assessments.
3. 20% of the ELL students will improve their MCAS scores in both ELA and Math.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Design protocols for discussions during meeting time, including how to describe data, analyze data and change instruction as the result of the data.	Principal, Assistant Principal, IRS, Teachers, IB Coordinator	Local Budget	August 2009 – December 2009	Meeting protocols and guidelines.
One teacher in each of the 8 subject areas will attend Level 2 workshops on assessment for the IB Middle Years Program	IB Coordinator, Principal, Teachers	Local Budget Professional Development Funds	September 2009- June 2010	Attendance of workshops
Review Protocols for looking at student work. Choose one that works best for the staff.	Principal, IB Coordinator, Assistant Principal, IRS,	Local Budget IB Consultant	August 2009	Selected Protocol
Design rubrics for common assessments that align with	Principal, Assistant Principal, IB Coordinator Teachers	Local Budget	September 2009- June 2010	Rubrics in each unit of study

the IB middle Years Program in each unit of study.				
Provide a schedule for common planning time where teachers meet weekly to discuss data.	Principal, IB Coordinator, Subject Leaders	Local Budget	August 2009	Schedule
Provide leadership at Data Meetings	Principal, Assistant Principal, IRS, RRS, IB Coordinator, Teacher subject leaders	Local Budget	September 2009 June 2010	Schedule

## VIII. School Climate and Citizenship Goal

### ACTION PLAN

**Goal:** Encourage students to be mindful of their role in creating a safe, positive environment in school and in the community at large. Establish and enhance students' ability to think globally.

**Needs Assessment:** To become an authorized International Baccalaureate Middle Years Program School, we must make a commitment to work towards meeting all of the standards and practices of that program.

**Objectives:** To develop in students the qualities, attitudes and characteristics described in the IB learner profile.  
 To provide a climate that encourages positive innovation in implementing the philosophy of the MYP program.  
 To encourage learning that fosters responsible citizenship and international mindedness.  
 To provide a safe, secure and stimulating environment based on understanding and respect.  
 To value and make productive use of the diversity of cultures and perspectives that exists in the school and in local, national and global communities to enhance learning.  
 To attach importance to language learning through the acquisition of other languages.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
A second "World Tour" event will take place to introduce and clarify the IB Middle Years Program to all students.	Principal, Assistant Principal, IRS, SAC, IB Coordinator, World Tour Committee, Teachers	Local Budget TAG Grant	May 2010	Participation in event
Continued expansion of Community and Service Electives	Principal, Assistant Principal, SAC, IRS, IB Coordinator	Local Budget	September 2009- June 2010	Unit Plan for elective
Continue Global Warming and Recycling Electives	Principal, Assistant Principal, IRS, IB Coordinator, Teachers	Local Budget	September 2009- June 2010	Unit Plan for elective
Continue Peer Mediation and Peer Leaders electives	Principal, Assistant Principal, IRS, IB Coordinator, Teachers	Local Budget	September 2009- June 2010	Unit Plan for elective
Monitor Attendance,	Principal, Assistant Principal	Local Budget	September 2009-	Spreadsheet and files

Tardiness, Office Referrals and Detentions			June 2010	
Embedding community and service in established curriculum.	Principal, Assistant Principal, IRS, IB Coordinator, Teachers	Local Budget	September 2009- June 2010	Unit plans for Electives and Content units.
The school will celebrate “IB Citizen of the Month” based on the IB student profile characteristics.	IB Coordinator, Teachers	Local Budget	September 2009- June 2010	Identified students and planned celebrations
Continue the Chinese language program and expand it into an elective course about Chinese culture.	IRS, RRS, Principal, Teachers	Local Budget	September 2009- June 2010	Chinese Elective Unit Outline
Teachers and Aminsitrators will collaborate and articulate an “Academic Integrity” policy which encourages students to advocate and be responsible for their own learning.	Principal, Assistant Principal, IRS, IB Coordinator, Teachers	Local Budget	October 2009 – March 2010	Final Document

## **B. School Council Minutes**

### **School Improvement Council December 17, 2008 Minutes of the Meeting**

Members Present: Bonnie Hyde, Christine Bosco, Martine Henderson, Paul Levie, Anna Kirsch, Terry Starr-Klein, Michelle Nessralla

Principal Starr-Klein opened the meeting at 3:30 pm. The minutes for the November 19<sup>th</sup> meeting were reviewed and accepted.

#### **Review of Calendar of Events for January:** (please see attachment)

- In-Service Day on Jan. 6<sup>th</sup>
- City Lab for Grade 7 Students at Bridgewater State College
- Basketball Season Continues through the month
- Band/Chorus Concert on Jan. 22<sup>nd</sup>
- City-Wide National History Day competition
- Celebration of Chinese New Year

#### **Notes from Principals' Meeting**

- The Reconfiguration Plan Phase II depends on budget for next year
- Could be up to 6 million dollar short-fall
- Mrs. Starr-Klein will complete budget for Plouffe for 600 students by January 9th
- Double/Triple supplies will be ordered
- Middle School library books are needed: possible ideas include donations from parents, fundraisers and grants

#### **Data Review and Presentation by GA Leadership Team**

##### **POINTS OF INTEREST**

- Use of data to drive instruction
- Math intervention groups and variety of electives; groups based on MCAS scores and teacher recommendation
- Use of backward design to plan and create IB Units
- Looking at student work as formative data and form of professional development to increase collegiality amongst staff
- Change in pacing calendars to introduce algebraic concepts throughout Grade 7

#### **Infinite Campus**

- Starbase will be closed during February vacation and replaced by Infinite Campus
- Professional development and trainings are on-going
- Perform a variety of tasks such as attendance, scheduling, grades, discipline, medical, etc.

### **Upcoming Events**

- GA Chorus will perform at Emmanuel House on Thursday, December 18<sup>th</sup>.
- Dana Farber will do a presentation on cancer on Friday, December 19<sup>th</sup>
- Jazz Concert will be performed on Tuesday, December 23<sup>rd</sup>
- Connect – Ed message yielded positive results from students

The meeting adjourned at 4:20 PM

## School Improvement Council January 14, 2009 Minutes of the Meeting

Members Present: Christine Bosco, Martine Henderson, Jean Mech, Natalie Eick, Anna Kirsch, Terry Starr-Klein, Michelle Nessralla

Principal Starr-Klein opened the meeting at 3:30 pm.

The minutes for the December 17<sup>th</sup> meeting were reviewed and accepted.

### **Review of Calendar of Events for January:** (please see attachment)

- In-Service Day on Jan. 6<sup>th</sup>
- City Lab for Grades 7 & 8 Students at Bridgewater State College
  - Grade 7: Experiment with Test for Sickle Cell Anemia
  - Grade 8: Chemistry Program
- Chorus Concert on Jan. 22<sup>nd</sup>
- Celebration of Chinese New Year
- December Presentation of Cancer presented by Dr. Casey from Dana Farber

### **Reconfiguration Plan**

- The Reconfiguration Plan Phase II depends on budget for next year
- According to the superintendent, Plouffe is moving

- Took walking tour of the Plouffe to look at furniture, space, and rooms
- Plan rooms/spaces for band, professional development, cooking electives, exercise, locker rooms, and chorus
- Take our furniture with us including cafeteria tables and technology.
- Budgeted for 560 students
- \$50,000 spent in general terms and on items such as agenda books, supplies
- Programs to be assigned include Grades 6 – 8 TAG, SEI Spanish, Two-Way bilingual, and General Education
- Review of personnel needed for new school
- Letter from Mayor inviting parents and teachers to serve on the steering committee for new superintendent

### **International Baccalaureate Program**

- Mrs. Starr-Klein, Mr. Brewster and Ms. Young attended the IB regional conference in NYC
- Application looks good with plenty of positive feedback
- Review Process is taking place this week with visit in early spring
- Staff will focus on five Areas of Interaction
- Changes to Electives will reflect IB philosophy to show long term growth and fluency in a particular area or skill

The meeting adjourned at 4:20 PM

## School Improvement Council February 4, 2009 Minutes of the Meeting

Members Present: Christine Bosco, Bonnie Hyde, Terry Starr-Klein, Michelle Nessralla

Principal Starr-Klein opened the meeting at 3:30 pm.

The minutes for the January 14th meeting were reviewed and accepted.

## **Review of Calendar of Events for February:** (please see attachment)

- Parent Conferences on February 11th
- National History Day on February 10<sup>th</sup>
  - Judging takes place
  - 14 semi-finalists will compete city-wide
- Winter Dance on February 12<sup>th</sup> from 3:00 – 5:00 p.m.
- All-Star Basketball Game on February 6<sup>th</sup> at WJHS
- New England Math League for Grades 6, 7 & 8

## **International Baccalaureate Program**

- On-Site visit is scheduled for April 6<sup>th</sup> and April 7<sup>th</sup>
- All Stakeholders will be interviewed: students, parents, staff, building and Central administrators, school committee, and community partners.
- Mrs. Starr-Klein gave overview of Building Bridges unit in which two Areas of Interaction were illustrated: Human Ingenuity and Environments

## **World of Difference Institute**

- Opportunity to send teams of students and teachers to learn about issues and effects of prejudice and ways to promote prejudice – free environments
- Free event; cost of busing is @ \$110.00
- March 11, 2009 from 7:30 a.m. – 1:00 p.m. at Boston Park Plaza Hotel and Castle

The meeting adjourned at 4:20 PM

The Brockton Public Schools has adopted the RtI model. In order to support this initiative, Title I will fund an ELA reading interventionist at the middle school. Students, who have been identified by data as at risk, will be provided with direct, explicit instruction in vocabulary and comprehension strategies. Intervention groups will be small and instruction will be individualized to meet student needs. Small groups will increase student engagement and provide more opportunities for students to participate in high quality discussions about the meaning and interpretation of text.

The Brockton Public Schools has adopted the RtI model. In order to support this initiative, Title I will fund a math interventionist at the middle school. Students, who have been identified by data as at risk, will be provided with direct, explicit instruction in mathematical concepts and basic skills. Intervention groups will be small and instruction will be individualized to target student needs.

## **TITLE I PARENT INVOLVEMENT ACTION PLAN**

**Goal \_\_ :** Build a school environment that values and provides for regular inclusion of parents and family members in opportunities to support and improve student achievement.

**School Improvement Objective(s): Teachers will:**

1. Implement requirements established by the No Child Left Behind legislation.
2. Use results from data analysis and individual school reflection to develop coordinated parent learning and training opportunities to improve student achievement.
3. Develop and disseminate information and materials for parents to better understand school protocols and student data.
4. Assist with efforts to improve student achievement through parent involvement.
5. Review achievement data with parents and students.

**Student Improvement Objectives: Students will:**

1. Participate in family learning opportunities both in school and at home.
2. Gain greater confidence and motivation to learn as a result of sustained family support.
3. Achieve at higher levels.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. <b>Technical Support</b> – Title I will assist all identified schools in meeting the requirements of NCLB parent involvement and the unique	Title I Coordinator Karen McCarthy	Title I  US DOE	Sept. 2009 – Aug. 2010	Title I Parent Program Survey Results

challenges identified at each building.	Title I Parent Education Specialist Lisa Zolga  Building Principals, Title I Teachers, Building Staff	publications  Tri-folds from Title I  District notifications		
<p><b>2. Title I Annual Meeting/Family Breakfast</b> - Each Title I building will conduct an Annual Parent Meeting. At that time, parents will learn about the myriad of requirements established under NCLB, school specific goals for improvement and tips for supporting learning at home.</p> <p>Each meeting will include opportunities for parents to have input regarding program planning, implementation and review.</p>	Title I Parent Education Specialist Lisa Zolga  Food Service Director  Building Administration  Leadership Team  Title I Teachers	Title I  School Improvement Plans  SES Notices	Sept. 2009 – Nov. 2010	Written Parent Evaluations  Attendance Records
<p><b>3. Book Club</b> – Parents and students read a chapter book at home. After reading, they gather at school to have an open conversation about the book.</p> <p>Text connections, retellings and responses to literature are just some of the topics that are covered.</p>	Title I Parent Education Specialist Lisa Zolga  Title I Teachers  Classroom Teachers  Parents	Title I  Class sets of books	Oct. 2009 - June 2010	Attendance Sheets  Parent and Student Evaluations
<p><b>4. Title I Web Page</b> – Access to school and valuable parent information is available 24/7 through the Title I web page. Parents can get the “Tip of the Day”, obtain information by “Asking</p>	Title I Parent Education Specialist Lisa Zolga  Webmaster,	Title I  Local Funds	Sept. 2009 – Aug. 2010	Number of hits on the web page

the Experts”, and even “attend” school events through photos and write-ups of Title I parent/child activities.	Kathleen Ettinger	The Parent Institute		
<b>5. Parents Make the Difference Newsletter</b> – Each month four articles which address social and academic development are provided in English and Spanish for distribution to all Title I teachers. Teachers are encouraged to add a personal touch by writing a comment that is specific to their students.	Title I Parent Education Specialist Lisa Zolga  Title I Teachers	Title I  The Parent Institute	Sept. 2009 – June 2010	Parent Responses  Percentage of teachers adding comments
<b>6. Title I Internet Safety Workshops</b> - Parents will learn how to navigate the internet and how to monitor their child’s internet use. Parents will learn sites that support student learning and which sites are important for students to avoid.	Title I Parent Education Specialist Lisa Zolga  Building Administration Team  School Resource Officer  School Media Specialist	Computers	Sept 2009 - June 2010	Attendance records  Evaluations
<b>7. Welcome to the New School Year Family Meet and Greet</b> - Families will be invited to school to meet with administrative staff before school begins in the fall. Parents will have the opportunity to have their questions answered and learn tips to help their children succeed in middle school.	Title I Parent Education Specialist Lisa Zolga  Building Administration Team	Title I  Food Services	August/ September 2009	Evaluations  Sign-In Sheets
<b>8. Informational Workshop for Parents of Eighth Grade Students Transitioning to Brockton High School</b> - Parents of eighth graders will be invited to attend an information session about how to select courses of study for high school. Parents will receive information on MCAS and graduation requirements.	Building Administration Team	Title I  Food Services  High school course selection and information guides	May/June 2010	Evaluations  Sign-In Sheets
<b>9. Academic Achievement Awards Ceremony</b>	Building Administrative	Title I	June 2010	Evaluations

Families will be invited to an assembly to celebrate students' academic success	Team Classroom Teachers	Award certificates		Sign-In sheets
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## **IX. Appendix**

### **A. Title I Components**

#### **1. Ongoing Professional Development**

##### **BROCKTON PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PLAN**

The Education Reform Act of 1993 directs the State Board of Education and the Commissioner of Education to establish an annual statewide plan for professional development. In addition to the statewide plan for professional development, the Education Reform Act requires school districts to develop annual professional development plans.

The goal of the Professional Development Plan for the Brockton Public Schools is to insure high standards, high expectations and high achievement for all by providing meaningful, ongoing opportunities with a broad range of activities appropriate to the varied needs of individuals, schools and the district as a whole.

In order to address school and district goals, the amended recertification regulations require educators to align their Individual Professional Development Plans with school and district improvement goals. Additionally, except for those who received standard certification between 10/1/94 through 6/17/99, educators are required to obtain supervisor approval and endorsement indicating that 80% of the professional development points are consistent with the educational needs of the school and/or district.

Teacher recertification is achieved through the completion of eligible professional development programs and activities designed to support and increase student learning. Under the new regulations, educators will need to earn professional development points (PDPs) that are relevant and meaningful to their teaching or administrative duties.

The Brockton School Department has been designated as an approved Professional Development Provider by the Department of Education. As a provider, the system will offer professional development opportunities to assist all professional staff in meeting recertification requirements. Professional Development Points will be issued for appropriate activities. Guidelines for receiving PDPs, a listing of some of the offerings for the school year, and specific information on registering for each offering are annually distributed to teachers and posted on the web page.

The Professional Development Plan of the Brockton Public Schools provides for a wide variety of opportunities for professional growth, which will:

- Align professional development activities with the educational goals of the school district, the school, and the individual educator.
- Promote excellence in teaching and learning in all areas of the curriculum.
- Provide access for all students to challenging, engaging educational experiences which prepare them for the future.
- Create a learning environment that reflects understanding, acceptance and appreciation of all cultures and learning styles.

- Enhance an individual’s ability to perform as an educator.
- Include training for other members of the school community.
- Reflect the Massachusetts Curriculum Frameworks.

High quality professional development should include:

- Integration of the Massachusetts Curriculum Frameworks.
- Support of the goals of the district, the school and the individual educator.
- Opportunities for reflection and processing.
- Collegiality and collaboration across and within professional roles and responsibilities.
- Expansion of educators’ knowledge of subject matter.
- Incorporation of research-based strategies for teaching, learning, and assessment.
- Discipline-specific and interdisciplinary approaches to teaching, learning and assessment that reflect increased student achievement.
- Teachers in activities regarding assessments so they can provide information on, and improve the achievement of individual students and the overall instructional program.
- Participant involvement in the design, implementation and evaluation of professional development programs and activities.
- Encouragement of and support for experimentation and risk taking.
- Follow-up that focuses on the application of professional development to the improvement of student learning.
- Opportunities for training for members of the school community, classroom paraprofessionals and others.
- Strategies for reaching out to and involving families and the community.
- Support of school improvement plans.

## **2. Strategies to attract High-Quality, Highly Qualified Teachers**

The Brockton Public Schools makes every effort to attract and recruit highly qualified teachers for all of the Brockton Educational Programs.

Some of the strategies that are used by the Human Resource Department of the Brockton Public School System are the following:

- We place advertisements for available positions in the Boston Globe, South Shore Enterprise, Patriot Ledger and cultural specific and diverse newspapers
- The Brockton School Department sends representatives to the educational job fairs that are held through out the New England Region. Examples of such events are:
  - Massachusetts Educational Recruitment Consortium (M.E.R.C.)
  - Rhode Island Consortium for Educators (R.I.C.E.)
  - New England Minority Network (NEMNET)
  - New England Association for Employment in Education (NEAEE)
  - Job Fairs held at Boston College, University of Massachusetts at Amherst, and Bridgewater State College
- The Brockton School Department also uses national teacher employment web sites for job postings.
- Campus interviews are also conducted at Bridgewater State College, Wheelock College, Lesley University, University of Massachusetts and Providence College. Certified candidates are invited to

interview with principals and other administrators involved in the hiring process where openings exist.

- Available positions are also posted in national trade papers e.g., Education Week.
- Anticipated openings are posted and updated regularly on the Brockton Public Schools web page.

### **3. Transitions from Preschool to Kindergarten and from Kindergarten to Grade One**

#### ***Preschool to Kindergarten***

The Preschool to Kindergarten Transition form is used in the Brockton Public Schools preschool classes, the Head Start Program and in all community childcare centers for their students entering the Brockton Public Schools kindergarten. During the 2002-2003 school year the use of this form was extended to the community family childcare homes. Once the forms are completed they are returned to the Early Childhood Coordinator. The Early Childhood Coordinator is responsible for getting the transition forms to the appropriate kindergarten.

#### ***Kindergarten to Grade 1***

In the 2009-2010 school year, the Kindergarten to Grade One Transition Form is used on a system-wide basis and in all community kindergarten programs. The Early Childhood Coordinator is responsible for getting the transition forms to the appropriate grade one school.

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

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

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

#### ***Early Childhood Articulation Committee***

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

#### ***Other Transitional Services***

Transitioning and planning is a whole school, family, student and community endeavor. The Brockton Public Schools has a coordinated program that focuses on improving the academic achievement and level of functioning of students and families.

Students are transitioned from grade to grade, school to school, in the community and to communities outside of Brockton. The Parent Information Center is responsible for planning and organizing

orientations that assist students and families as they go from elementary to junior high school, from junior high school to high school and from high school to beyond.

The Guidance Department and School Adjustment Counselors have established procedures and logs which aid in the seamless transition of students and families. There are strong ties and working bonds with community organizations, thus enabling students and families access to needed academic, social and related services.

#### **4. Coordination/Integration of Federal, State and Local Services and Programs**

The Brockton Public Schools uses multiple funding sources to provide services and programs throughout all schools in the district.

The district has established pupil to teacher ratios at specific grade span splits. Classroom and content teachers are then assigned to each school to support the established pupil to teacher ratio. Each school is provided with local funds to purchase instructional materials and supplies. The allocation for these expenses is based on the per pupil enrollment of each school.

The Brockton School District also provides to each school a Challenge for Change Grant. Local funding for these building-specific professional development activities is allocated through the superintendent's office.

Additional services and programs are provided to every elementary school in Brockton through the following Federal Grants:

- **Title I Part A** - Direct Instruction Model and Computer labs, Lab Managers/Data Specialists, Reading Resource Teachers and Math Coaches
- **Title II Part A** - Improving Educator Quality, Teacher Mentoring Program, Educational Leadership, Professional Development Activities, Instructional Resource Specialists, Math Coaches
- **Title II** - Enhancing Education Through Technology
- **Title IV** - Safe and Drug Free Schools (Violence Prevention, Drug Awareness, Second Steps and Nutrition Education)
- **Title V** - Innovative Programs
- **Title X** - McKinney-Vento (Education of Homeless Children)
- **I.D.E.A.** - Special Education Grant

Other Federal Grant programs that provide services to specific schools are:

- 21st Century Community Learning Centers
- Title III Bilingual Education
- Perkins Occupational Education Grant
- Smaller Learning Communities
- Comprehensive School Reform Grants

The state also provides support through the following grants:

- Academic Support

- Community Service Learning
- Enhanced School Health Services
- Early Childhood Grant
- Integrated Tech Models
- Kindergarten Transition
- Math/Science Partnerships
- Summer Success

