

**Brockton Public Schools
Brockton, Massachusetts**

**TITLE I
SCHOOLWIDE
IMPROVEMENT
PLAN
2009 - 2010**

**Kathleen F. Moran
Principal**

II. TABLE OF CONTENTS

I. Cover Page.....
II. Table of Contents
III. Mission and Vision Statements.....
IV. Council Roster and Statements.....
V. Descriptive Data
<i>A. Demographics/October Report</i>	
<i>B. Massachusetts Comprehensive Assessment System (MCAS)</i>	
VI. Results and Discussion: Degree of Attainment for 2007 - 2008.....
VII. School Goals and Action Plan Aligned with Brockton Public Schools Roadmap Goals 2009-2010	
A. Goal 1.....
1. Action Plan	
a) Activity	
b) Persons Responsible	
c) Resources or Funding	
d) Timeline	
e) Measures of Implementation	
B. Goal 2.....
1. Action Plan	
a) Activity	
b) Persons Responsible	
c) Resources or Funding	
d) Timeline	
e) Measures of Implementation	

C. Goal 3.....

1. Action Plan
 - a) Activity
 - b) Persons Responsible
 - c) Resources or Funding
 - d) Timeline
 - e) Measures of Implementation

D. Goal 4.....

1. Action Plan
 - a) Activity
 - b) Persons Responsible
 - c) Resources or Funding
 - d) Timeline
 - e) Measures of Implementation

E. Goal 5.....

1. Action Plan
 - a) Activity
 - b) Persons Responsible
 - c) Resources or Funding
 - d) Timeline
 - e) Measures of Implementation

VIII. School Climate and Citizenship Goal.....

- A. Needs Assessment*
- B. Specific Objectives*
- C. Action Plan*
- D. Activity and/or Professional Development*
- E. Person(s) Responsible*
- F. Resource(s) and/or Funding*
- G. Timeline*
- H. Evaluation*

IX. Appendix.....

- I. Title I Components*
 - 1. Ongoing Professional Development
 - 2. Attracting Highly-Qualified Teachers
 - 3. Preschool Children Transitions
 - 4. Coordination and Integration of Grants
 - 5. Parental Involvement
- J. School Council Minutes*

III. 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.

MISSION STATEMENT of BROOKFIELD SCHOOL

The mission of the Brookfield School is to provide a learning environment in which each child will develop positive attitudes toward self, community, culture, and learning.

The Brookfield School is very fortunate in the fact that it has a professional staff that is dedicated to the children they serve. The dedication of this staff is evident in their daily teaching, and resulting growth and development which take place in their pupils.

The priority of the school is to provide the children with learning experiences and those basic skills necessary for positive student achievement in the major subject areas of English Language Arts, Reading, and Math. In addition, the school is actively involved in developing computer literacy on the part of the faculty and the children to keep pace with the emphasis on technology in today's world. The school also emphasizes character development in pupils along with respect for self, classmates, staff and authority. The school encourages each child to make reasonable and responsible choices and also encourages independence, social awareness, and positive social interaction.

Realizing the importance of involving parents in the educational process; the school encourages parents to participate in the Parent - Teacher Organization, Parent - Teacher Conferences and the Parent - Volunteer Program. These programs enable the parents to work with the school staff in providing excellent educational opportunities and experiences for our children.

VISION STATEMENT of SCHOOL

The Brookfield School is committed to sharing the philosophy, mission and goals of the Brockton Public Schools. By viewing the school as an extension of the family, the educational progress of each student becomes a shared responsibility between the school and the home. Together we will strive to foster a life long love of learning, an appreciation of the cultural diversity of our community and an environment that promotes academic excellence and high standards for all.

IV. SCHOOL COUNCIL ROSTER

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

Name and Position

Signature

Stephen J. Martin, Principal

Gregory Parker, Co-Chairperson

Deborah Block, IRS

Jennifer Mills, RRS

Debbie Peloquin, Teacher

Jennifer Fontaine, Teacher

Brent Butler, Community Representative

Diana McGraw, Parent Representative

Glenna Riley, Parent Liaison/Community Representative

Kathleen Moran, Parent Representative

Joanne Ritz, Parent Representative

V. DESCRIPTIVE DATA

Brookfield School Student Demographics

Enrollment by Gender					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Male	349	355	398	332	336
Female	322	330	351	317	326
Total	671	685	749	649	662
Enrollment by Race/Ethnicity					
Race	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
African American	40.5	38.1	41.8	40.5	36
Asian	22.4	1.0	2.2	1.5	1.2
Hispanic	11.2	11.5	11.4	8.5	10.1
Native American	1.0	1.0	1.2	1.3	.5
White	45.0	45.2	43.4	48.2	49.2
Selected Populations					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
First Language not English	14.0	13.6	18.2	19.7	19.2
Limited English Proficient	1.0	2.9	8.0	10.5	11.5
Low-income	53.9	53.9	59.4	60.9	61.9
Retentions	0	0	0	0	5
Special Education (total)	8.6	7.2	8.4	14	9.4
General Ed Modified	5.1	1.3	4.8	6.3	7.7
Up to 20% Separate	1.8	5.7	3.5	3.7	1.9
21-60% Separate	0	0.1	0.1	4	0.8
Substantially Separate	0	0.1	0	0	1.7
Average Class Size					
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Kindergarten	17	18	22	18	19
First	19	17	19	21	19
Second	18	19	17	16	21
Third	19	19	22	20	20
Fourth	21	23	24	20	20
Fifth	22	18	24	24	28
Sixth	22	23	25	23	27

Academic Support Programs:

- Title I
- Community School Program/Read 180
- SEI classrooms
- ESL specialist
- SPED
- Computer lab

Student Enrichment Programs:

- Title I Family Nights
- Community School Program/Read 180
- Brookfield School Chorus & Band
- Peer Leaders

B. Massachusetts Comprehensive Assessment System

Brookfield School MCAS Results

GRADE 03 ENGLISH LANGUAGE ARTS					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ABOVE PROFICIENT				8	5
PROFICIENT	49	47	41	32	34
NEEDS IMPROVEMENT	39	47	53	44	45
WARNING	11	5	7	16	16
GRADE 03 MATHEMATICS					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ABOVE PROFICIENT			2	6	9
PROFICIENT			46	38	42
NEEDS IMPROVEMENT			39	23	36
WARNING			13	33	13
GRADE 04 ENGLISH LANGUAGE ARTS					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ABOVE PROFICIENT	1	0	0	0	0
PROFICIENT	37	20	20	49	22
NEEDS IMPROVEMENT	57	60	63	38	53
WARNING	6	20	17	13	25
GRADE 04 MATHEMATICS					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ABOVE PROFICIENT	7	0	7	11	8
PROFICIENT	17	16	27	21	29
NEEDS IMPROVEMENT	58	51	52	57	42
WARNING	19	33	15	11	20
GRADE 05 SCIENCE AND TECHNOLOGY					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ABOVE PROFICIENT	5	4	2	2	0
PROFICIENT	30	21	14	22	16
NEEDS IMPROVEMENT	53	63	59	57	63
WARNING	12	12	26	19	22

GRADE 05 ENGLISH LANGUAGE ARTS					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ABOVE PROFICIENT			3	0	1
PROFICIENT			26	38	44
NEEDS IMPROVEMENT			55	55	48
WARNING			17	8	7
GRADE 05 MATH					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ADVANCED			9	13	7
PROFICIENT			24	45	26
NEEDS IMPROVEMENT			44	31	50
WARNING			23	11	17
GRADE 06 ELA					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ADVANCED			0	1	4
PROFICIENT			58	41	51
NEEDS IMPROVEMENT			39	47	39
WARNING			3	10	6
GRADE 06 MATHEMATICS					
PERFORMANCE LEVEL	2004	2005	2006	2007	2008
ADVANCED	4	9	10	16	22
PROFICIENT	17	33	28	34	36
NEEDS IMPROVEMENT	45	31	33	24	23
WARNING	34	27	28	26	18

Adequate Yearly Progress History

	2004	2005	2006	2007	2008
English Language Arts	Yes	No	No	Yes	No
Math	Yes	No	No	No	No
	Yes	Yes	No	Yes	Yes
	Yes	No	No	No	Yes

VI. RESULTS AND DISCUSSION

ATTAINMENT OF 2008 - 2009 GOALS

GOAL #1

Goal Statement:

The Brookfield School will increase the CPI on the ELA MCAS from 75.5% in 2007 to 79 on the 2008 MCAS and 82.5% on the 2009 MCAS.

Degree of Attainment to Date.

On the 2008 ELA MCAS, the percentage of students scoring in the High Needs Improvement and Proficient/Advanced categories was 74.9% AYP was not made in the aggregate. The following should have a direct impact on increasing these numbers:

In order to increase the number of students in high needs improvement and proficient categories in ELA, the Brookfield has implemented the three tier model for reading instruction. We have also designed an assessment program that addresses the needs of students in September. Students will be assessed using DIBELS, MAZE, Scott Foresman baseline tests and fall reading benchmark testing. Differentiated instruction naturally evolves from these initial assessments and is continuously monitored with regular comprehension, vocabulary and fluency checks. The utilization of benchmark results allows teachers to pinpoint specific areas of concern in relation to the Massachusetts curriculum standards.

We will continue using the Scott Foresman Reading Street 2008 program as a guide for implementation of the Massachusetts Curriculum Frameworks. In order to address subgroup weaknesses for reaching AYP, intervention programs will continue to be used as deemed appropriate. These programs include, but are not limited to: My Sidewalks in grades 1-6, Early Reading Intervention in grades K and 1, Early Success and Soar to Success in grades 2-6. In addition to these programs teachers will begin to use Fluency Coach, Leap Frog Letter Factory and Read Naturally.

Students' progress will be monitored through data recording sheets available on the shared Brookfield drive. Teachers will meet on a regular basis in common planning, grade level and data meetings to discuss and review each student's progress in the various programs and to make decisions for the successful progress of each student's reading achievement.

The Instructional Support Team will closely monitor at risk students and make recommendations to teachers for students who are not making adequate progress within the regular reading program. Classroom teachers will be expected to differentiate instruction and progress monitor these students before reporting back to the IST. In addition to the classroom teacher, Title I and Moderate Special Needs teachers will provide interventions to students who are not making progress in the regular classroom setting and will be expected to report at regular IST meetings on the progress of those students and make determinations on when they will be ready to return to the regular reading program.

GOAL #2

Goal Statement:

The Brookfield School will increase the percentage of High Needs Improvement and Proficient/Advanced students on the Math MCAS from 61.6% of the total population in 2006 to 68.9% on the 2007 MCAS test, and to 75.7% on the 2008 MCAS.

Degree of Attainment to Date:

On the 2007 Math MCAS, the percentage of students scoring in the High Needs Improvement and Proficient/Advanced categories was 71.85%. AYP was made in the aggregate. The 2008 CPI in Math was 74.7. The change from 2007 was 2.9. AYP was achieved in the aggregate and all subgroups. The following activities will have a direct result on increasing the number of students achieving proficiency in 2009-2010:

- IRS and classroom teachers developed a math action plan with specific intervention strategies.
- All at risk students were identified with ISSPs and monitored by the IRS with a checklist for specific classroom interventions. The IST process was implemented in the Fall of 2008. Individual goal sheets with activities were used to monitor interventions and assist with progress monitoring.
- Teachers utilized math benchmarks, Investigations/CMP components, math fact quizzes, Aims Web progress monitoring materials, teacher observations and checklists in order to develop target areas of instruction.
- Staff made use of Data meetings to review and analyze Fall/Winter Edusoft math benchmarks and end of the unit benchmark testing. Whole class as well as individual student weaknesses were identified. Data/Analysis/Instruction Plans were completed and reviewed by teachers and the IRS. Teachers also reviewed students who were progress monitored with Aims Web. These plans were used to create flexible groupings for specific math intervention in the classroom and SME lab. Several professional development sessions were spent to assist teachers in writing math language and content objectives. These objectives are posted in every class and referred to at the beginning and end of lessons.
- Quarter-Mile software (correlated to the MA Curriculum Frameworks) was used in the computer lab and individual classrooms to practice and remediate specific math skills. Grade 5 also made use of Study Island in the areas of Math and Science.
- A home-school connection “Puzzlewise for Growing Minds” was offered to parents during parent-teacher conferences. These books were designed to provide parents with fun, vocabulary-rich lessons which support our current math program. In addition, grade level math glossaries, which were provided to all students in grades 1-6, were made available to parents as a resource for problem-solving.
- Classroom observations and planbooks showed full implementation of Investigations, CMP, Every Day Counts, and Digi-Block programs according to BPS guidelines. Teachers administered weekly text quizzes which were reviewed by the IRS. IRS monitored math program pacing and reviewed all end of the unit benchmark assessments. IRS continued to co-teach and model lessons in the classroom.
- Daily Word Problems were used by teachers in grades 1-4.
- Teachers routinely use rubrics as part of their Investigations and CMP program.
- Evidence of BPS “Problem Solving Strategies” has been observed throughout the school.
- All teachers are using the 3 and 4 step Problem Solving Rubric.

- All teachers are using the “TIPS” acronym as part of the “Arithmetic Developed Daily resource.
- Observations were made of all teachers utilizing open response math questions and multi-step math problems on a regular basis. Every teacher in grades 1-6 uses NCS Mentor as a resource in developing their own rubrics for scoring open response questions.
- Teachers made use of both the BPS Drive and the Brookfield drive to record and share testing data with each other and at Data meeting to assist in assessment driven instruction.

GOAL #3

Goal Statement:

To meet the standards for parent involvement established by the No Child Left Behind Legislation and to provide opportunities for parents to be actively involved in the education of their children at home, in school and within the community.

Degree of Attainment to Date:

All activities #1-12 have been completed. All activities were well attended with favorable parent comments for each activity on the evaluation sheets. In addition to these activities, our annual open house drew over 400 parents and we continued to have outstanding attendance at parent/teacher conferences: Fall 2007 – 94%, Spring 2008 -95%.

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

School Performance Goals

English Language Arts: The Brookfield School will increase the CPI on the ELA MCAS from 74.9% in 2008 to 79.08% on the 2009 MCAS test and to 85.4% on the 2010 MCAS.

Math: The Brookfield School will increase the CPI on the Math MCAS from 71.85 to 75.9% on the 2008 MCAS test, and to 79.9% on the 2009 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.

SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objective:

1. Help teachers continue to develop student performance goals for groups of students and individual students

Student Improvement Objectives:

1. Students will meet or exceed individual/classroom goals for Math and English Language Arts.
2. Students will review with their teacher specific goals and their advancement toward those goals.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teachers will implement the Scott Foresman Reading and the Brockton Public School's Writing program according to Brockton Public Schools' guidelines.	Classroom teachers	Scott Foresman Reading Street 2008 Program and Brockton Public School's Writing Program	September 2009-June 2010	Pacing Charts, Data Recording Sheets, Reading Records, Teachers' Planbooks
Teachers will implement Investigations, Connected Math Program, Everyday Counts, and Digi-Block Programs daily according to Brockton Public Schools' guidelines.	Classroom teachers	Investigations Program, Connected Math Program, Everyday Counts Program, Digi-Block Program and Children's Progress	September 2009-June 2010	Pacing Charts, Curriculum Maps, Data Recording Sheets, Teachers' Planbooks
Using 2008-2009 end of unit benchmarks in ELA and Math as a baseline, teachers in grades 2-6 will try to meet or exceed the baseline.	Classroom Teachers	Edusoft end of unit assessments for 2008-2009 school year	September 2009-June 2010	Edusoft reports for 2009-2010 school year

Teachers will use the Brookfield public drive to enter AIMSWeb progress monitoring results weekly, bimonthly and monthly.	Classroom Teachers and IRS	Public drive, AIMSWeb	September 2009-June 2010	Data Recording Sheets
Teachers will use the Brookfield public drive to enter DIBELS and MAZE progress monitoring results weekly, bimonthly and monthly.	Classroom Teachers, Title I staff, and RRS	Public Drive, DIBELS, MAZE	September 2009-June 2010	Data Recording Sheets
Teachers will review test data on a regular basis.	Classroom, Title I, and MSN Teachers	Recording Sheets	September 2009-June 2010	Data Recording Sheets

SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objective:

1. Teachers will engage in common planning of standards-based units.

Student Improvement Objectives:

To improve student progress:

- Teachers will utilize common planning times and grade level meetings to discuss new strategies and/or instructional practices.
 - Teachers will discuss Math and ELA programs and make decisions involving appropriate supplementation/intervention aligned with the frameworks and mindful of MCAS testing.
 - Teachers will meet periodically, across grade levels, to contemplate possible curriculum gaps.
- IRS and RRS will continue to model, co-teach and remediate with whole class and individual students.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teachers will continue to participate in BPS curriculum workshops.	Classroom teachers	Workshop listings	September 2009-June 2010	Credits, PDPs
Teachers will attend regular meetings to address test data, pacing, record keeping, test prep groupings, concerns, student progress skill level, etc.	ILT, Classroom teachers	Classroom coverage, Brockton's Roadmap Action Plan, Data Dashboards	September 2009-June 2010	Data Meeting Protocol, Meeting Minutes, Data Recording Sheets,
Teachers/ IRS/RRS will use common planning time, monthly staff meetings, and focus groups (funding permitted) to develop and implement grade level target skills, family math night, motivational activities, etc.	ILT, Classroom teachers	Data Dashboards, Curriculum Maps, MA Curriculum Frameworks	September 2009-June 2010	Meeting Minutes, ILT oversight

Teachers will post and reference content and language objectives for each lesson taught in ELA and math daily.	Classroom teachers	MA Curriculum Frameworks	September 2009-June 2010	Observations
Teachers, IRS and RRS will select students for Individualized Student Success Plans and Instructional Support Team based on appropriate testing which will determine interventions and/or special programs.	Classroom teachers	Data Dashboards	September 2009-June 2010	ISSP binders/ IST folders
Teachers will be encouraged to confer with and/or observe other teachers and colleagues.	ILT, Classroom teachers	Staff, grade level meetings, common planning times (preps), classroom coverage	September 2009-June 2010	Meeting Minutes
Teachers will utilize Math and ELA grade level vocabulary, MCAS trigger words and MCAS test vocabulary and HOTS (Higher Order Thinking Skills and Bloom's Taxonomy).	IRS, RRS, Classroom teachers	Previous MCAS tests, targeted vocabulary lists	September 2009-June 2010	Word walls, Flash cards, Vocabulary centers, Bulletin Boards.
Teachers will utilize Every Day Counts Partner Games/ math websites/ manipulatives on a regular basis in learning centers and as a part of their math intervention strategy.	Classroom teachers, IRS	Everyday Counts Partner Games	September 2009-June 2010	Observations

Teachers will develop and utilize centers that incorporate the five components of reading readiness as necessary for their students.	Classroom teachers, RRS	FCRR website resources	September 2009-June 2010	Observations
Teachers will administer comprehension, fluency and vocabulary checks weekly, bi-monthly and monthly depending on students' at-risk status.	Classroom teachers, RRS	Reading Street Assessment Handbook, data recording sheets	September 2009-June 2010	Data recording sheets

SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objective:

1. Require teachers to create a variety of interventions tested with progress monitoring materials found on the Brockton Public School’s drive.

Student Improvement Objectives:

1. To improve student skill acquisition teachers will develop ongoing testing which focuses on a particular standard or group of standards.
2. To improve student skill acquisition and understanding of expectations, teachers will use rubrics and observation/checklists on a regular basis.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teachers will complete an assessment recording form for the Investigations and Connected Math programs to be used in conjunction with Reading Street unit progress sheets/benchmark test results.	Classroom teachers	End of unit assessments, Assessment recording forms	September 2009-June 2010	Data recording sheets
The computer lab will be used to provide reinforcement for students who need help in specific areas (for example, decimals, context clues etc.). Periodic student progress checks will be provided by the computer lab manager.	Computer Lab Manager, Classroom teachers	End of unit assessment reports, Quarter-Mile Math, Study Island, etc.	September 2009-June 2010	Computer Lab Reports

<p>At the initial data meetings, teachers will analyze all current grade level testing and determine areas of whole class weakness. Teachers will choose one or two standards as an area of focus for instruction and evaluation.</p>	<p>ILT, Classroom teachers</p>	<p>Data Dashboards</p>	<p>September 2009</p>	<p>Data recording sheets</p>
<p>Teachers will make use of their own individualized rubrics in conjunction with the rubrics provided with the BPS Math and ELA programs.</p>	<p>Classroom teachers</p>	<p>Common planning, data meetings</p>	<p>September 2009-June 2010</p>	<p>Observation</p>

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
2. Monitor the implementation of programs and standards-based instruction
3. Hold data meetings with grade/department teams
4. Meet with individual teachers regarding their achievement data

Student Improvement Objectives:

To reinforce students’ understanding of teachers’, school and district expectations:

- teachers will develop rubrics with students and use them regularly
- teachers will share data with students
- teachers will regularly inform parents of student’s “data status”
- the ILT will meet on a regular basis to refine the school dashboard.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teachers will develop a mission statement for the classroom that informs students of teacher learning expectations.	Classroom teachers	Brockton’s Roadmap Action Plan, MA Curriculum Frameworks	September 2009	Observation
Teachers will designate an area in the classroom as a “data center” for the purpose of organizing student assessment data and conferencing with students on a regular basis.	Classroom teachers	Data Dashboards	September 2009	Observation

Teachers will use the rubrics they have developed and/or modified to complement the Investigations, CMP and Reading Street assessment components.	Classroom Teachers	Common planning, data meetings, rubrics	September 2009-June 2010	Observation
The IRS and RRS will continue to monitor pacing and student achievement.	IRS, RRS	Pacing charts, curriculum maps, Edusoft reports, Data Dashboards	September 2009-June 2010	Records
At the end of each data meeting, grade levels and/or teachers will choose an achievement to record for an end of the year schoolwide Brookfield Community celebration.	Classroom teachers, IRS, RRS	Data Dashboards	September 2009-June 2010	Meeting Minutes, Celebration Journal

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 requirements for the use of meetings and common planning time for data analysis and reflection.
2. Develop a coordinated plan for professional development for administrators and teachers on using data effectively to improve achievement
3. Implement requirements for the use of meetings and common planning time for data analysis and reflection
4. Select, develop and disseminate tools for analyzing data
5. Implement requirements for the use of meetings and common planning time for data analysis and reflection
6. Assist staff in using tools for analyzing data, including:
 - protocol for data meetings
 - protocols for looking at student work
 - guidelines for analyzing and using student data
7. Require teachers to review achievement data with students

Student Improvement Objectives:

1. To ensure continued student progress on MCAS testing, teachers will use all available data to create a clear and current profile of their students.
2. To keep current in the latest methodologies, teachers will pursue professional development relevant to improving student performance.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
IRS and RRS will continue to assist teachers in using laptops during data meetings to access and record data on their students.	IRS, RRS, teachers	laptop computer cart, Microsoft Excel, Professional development funds	September 2009-June 2010	Updated data recording sheets, workshop evaluations
After a year of reviewing all available class and individual student data, teachers will make lists of their data achievements and the Brookfield Community will celebrate with a culminating activity.	Classroom teachers, IRS, RRS	Data Dashboards local funds	June 2010	Meeting Minutes, Celebration Journal

Teachers will make use of local and statewide conference/workshop listings. If available professional development money will be utilized for this purpose.	Classroom Teachers	Professional Development Funds	September 2009-June 2010	Credits, PDPs
The Leadership Team will guide and assist teachers as to coursework/workshops which correlate with school goals and individual teacher needs.	ILT	Professional Development Funds	September 2009-June 2010	Workshop evaluations, PDPs

VIII. School Climate and Citizenship Goal

ACTION PLAN

Goal: To continue to provide and promote a positive school environment that will enable the development of good citizens with a corresponding improvement in academic performance.

Needs Assessment: Positive school climate initiatives need to be provided and promoted to maintain an environment that is conducive to maximizing teaching and learning.

Objectives:

- 1. To provide all students with a safe, comfortable and accepting environment.**
- 2. To emphasize high standards by regularly honoring academic and behavioral excellence/achievement.**
- 3. To focus on empathy with both students and staff to foster an atmosphere of respect.**
- 4. To provide communication between parents, students and staff that promotes a spirit of cooperation.**
- 5. To stress the importance of school attendance by providing end of term awards.**

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Student of the Month Assemblies	Principal, RRS	School Budget/ PTO funds	Oct. 2008-June 2009	Monthly assemblies, awards, pictures
Peer Leaders	Teacher Advisors	School Budget	Sept. 2008-June 2009	Meeting schedules
B.U.G. Assemblies	Principal	Kiwanis	Feb. 2009, May 2009	Assemblies, certificates
Principal's Awards	Principal	School Budget	June 2009	Assembly, awards
Assertive Discipline	Asst. Principal, Teachers	School Budget	Sept. 2008-June 2009	Classroom/schoolwide rules/consequences/rewards
Character Development	Asst. Principal	School Budget, PTO	Sept. 2008-June 2009	Daily discussions @ lunch
Second Step	Health Specialist, Classroom teachers	School Budget	Sept. 2008-June 2009	Weekly lessons w/follow-up role playing
Social Skills Groups	S.A.C.	School Budget	Sept. 2008-June 2009	Weekly meetings
Good News Postcards	Title I, Teachers	School Budget	Sept. 2008-June 2009	Mailings to parents

Perfect Attendance Awards	Principal	School Budget	Sept. 2008-June 2009	Assemblies
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IX. Appendix

A. Title I Components

1. Ongoing Professional Development

THE PROFESSIONAL DEVELOPMENT PLAN FOR THE BROCKTON PUBLIC SCHOOLS

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 this school year, and specific information on registering for each offering are distributed annually to teachers.

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
- ◆ 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

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 2007-2008 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.

4. Coordination and 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 and IRS positions

Title II Part A Improving Educator Quality Classroom-size Reduction, Teacher Mentoring Program, Educational Leadership and Professional Development Activities

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 Grant

Title III Bilingual Education

Perkins Occupational Education Grant

Smaller Learning Communities

Comprehensive School Reform Grants

Title I SINI Grants

Title I Achievement Grants

The state also provides support through the following grants:

MCAS Support Programs - All schools

Massachusetts Classroom-size Reduction Grant - Elementary Schools

Summer Success

Community Service Learning

Enhanced School Health Services

Early Childhood Grant

5. Parental Involvement

Parental Involvement

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. Technical Support – Title I will assist all identified schools in meeting the requirements of NCLB parent involvement and the unique challenges identified at each building.	Title I Coordinator Karen McCarthy Title I Parent Education Specialist Lisa Zolga Building Principals, Title I Teachers, Building Staff	Title I US DOE publications Tri-folds from Title I District notifications	Sept. 2009 – Aug. 2010	Title I Parent Program Survey Results

<p>2. Title I Annual Meeting/Family Breakfast - 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>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Food Service Director</p> <p>Building Administration</p> <p>Leadership Team</p> <p>Title I Teachers</p>	<p>Title I</p> <p>School Improvement Plans</p> <p>SES Notices</p>	<p>Sept. 2009 – Nov. 2010</p>	<p>Written Parent Evaluations</p> <p>Attendance Records</p>
<p>3. Title I Family Book Bag Program – Reading at home helps children reach higher levels of academic achievement.</p> <p>School improvement plans, needs assessments, MA Curriculum Frameworks are the basis for the selection of books and activities provided for home use.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Staff</p> <p>Classroom Teachers</p>	<p>Title I</p> <p>Class sets of books of all genres in a variety of levels</p> <p>Book specific activities and materials</p>	<p>Sept. 2009 - June 2010</p>	<p>Parent Permission Letters</p> <p>Attendance Sheets</p> <p>Family Evaluations</p> <p>Completed Home Activities</p>
<p>4. Recipes For Success Workshops – Using current practices and classroom strategies, parents and children participate in cross-curriculum learning activities.</p> <p>Materials to complete activities will be provided for home reinforcement/practice.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Staff</p> <p>Building Staff</p>	<p>Title I</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Evaluations</p> <p>Attendance Sheets</p>
<p>5. Book Talk – Parents and children 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>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p> <p>Classroom Teachers</p>	<p>Title I</p> <p>Class sets of books</p>	<p>Oct. 2009 - June 2010</p>	<p>Attendance Sheets</p> <p>Parent and Student Evaluations</p>

	Parents			
6. Math, Muffins, Moms and Dads – These parent workshops focus on math skills introduced to students in grades K-3. Parents are given time to practice strategies taught and used as part of the math curriculum.	Title I Parent Education Specialist Lisa Zolga Building IRS Title I Staff	Title I Math Investigations games and materials	Oct. 2009 – June 2010	Evaluations Attendance Sheets
7. Bingo for Books – This parent/child activity serves as an avenue to meet the requirements of the NCLB/Title I legislation and provide parent training in areas of student weakness identified in the individual school improvement plan. Each evening a specific reading and math strategy will be introduced and practiced.	Title I Parent Education Specialist Lisa Zolga Building Staff and Parent Volunteers Parent Liaisons	Title I Books across all grade levels in a variety of genres	Sept. 2009 – Aug. 2010	Attendance Sheets Evaluations
8. Parent Meetings - Title I Teachers will plan, organize and conduct two parent meetings each year (Fall and Spring). Each meeting will address topics specific to student achievement and school improvement.	Title I Teachers	Title I	Oct. 2009 – June 2010	Scheduled Meetings Attendance Sheets Parent Evaluations
9. Outreach – Ongoing communication is vital to student achievement and needed to build a positive school culture. Through the use of a variety of contact methods Title I makes a minimum of two home connections per week.	Title I Teachers	Title I Postcards, newsletters, NCR – Notes to Parents	Oct. 2009 – May 2010	Outreach Logs Attendance at Parent Conferences
10. Good News Post Cards – Focusing on the positive helps to build a strong school culture. All parents, even the “unreachable” can be part of the school community and kept informed through personal correspondence.	Title I Coordinator Karen McCarthy Title I Parent Education Specialist Lisa Zolga	Title I Postcards Stamps	Sept. 2009 - June 2010	Number of postcards sent Parent and child reactions and comments

<p>Title I teachers receive four postcards per month. All other teachers in Title I buildings are provided two postcards per month.</p>	<p>Title I Teachers Building Staff</p>			
<p>11. Recipes for Success – Distributed monthly in English, Spanish, Portuguese and French Creole to all children (K-4), this newsletter builds a parent’s capacity to support learning in all curricula areas within the home.</p>	<p>Title I Parent Education Specialist Lisa Zolga Bilingual Coordinator Jose Pinheiro Parent Information Specialist Jane Feroli Parent Liaisons</p>	<p>Title I Bilingual Department Parent Information Center Monthly Prizes Resources for Educators</p>	<p>Sept. 2009 - June 2010</p>	<p>Sign-off Sheets and Responses to Two-Way Communication Forms</p>
<p>12. Title I Web Page – 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 the Experts”, and even “attend” school events through photos and write-ups of Title I parent/child activities.</p>	<p>Title I Parent Education Specialist Lisa Zolga Kathy Ettinger Webmaster</p>	<p>Title I Local Funds The Parent Institute</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Number of hits on the web page</p>
<p>13. Parents Make the Difference Newsletter – 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.</p>	<p>Title I Parent Education Specialist Lisa Zolga Title I Teachers</p>	<p>Title I The Parent Institute</p>	<p>Sept. 2009 – June 2010</p>	<p>Parent Responses Percentage of teachers adding comments</p>
<p>14. Reading Connection Newsletter – This newsletter supports reading development at home. The primary and intermediate editions are provided to all principals and</p>	<p>Title I Teachers Title I Parent Education Specialist Lisa Zolga</p>	<p>Title I Resources for Educators</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Parent Responses Number of newsletters sent home</p>

<p>Title I Teachers in English and Spanish. In addition, they are posted on the Title I web page.</p>	<p>Elementary Principals Kathy Ettinger, Webmaster</p>			
<p>15. Theme Literature Nights – Parents and children will come together to enjoy and explore a variety of genres! Family activities will address skills in the curriculum frameworks and those identified in the school improvement plan.</p>	<p>Title I Parent Education Specialist Lisa Zolga Title I Teachers Building Staff Parent Liaisons</p>	<p>Title I Books and materials to accompany activities</p>	<p>Sept. 2009 - July 2010</p>	<p>Attendance Sheets Evaluations</p>
<p>16. Family Game Nights – Games can teach important skills and strategies that are contained in the curriculum frameworks. These events will bring parents and children together to learn in a fun way.</p>	<p>Title I Parent Education Specialist Lisa Zolga Building Staff Parent Liaisons</p>	<p>Title I Variety of board games and materials housed at Central Office</p>	<p>Oct. 2009 - May 2010</p>	<p>Attendance Sheets Evaluations</p>
<p>17. Parent & Child Activity Calendars – Calendars with daily at-home activities to support learning are sent home. English and Spanish copies are distributed.</p>	<p>Title I Parent Education Specialist Lisa Zolga Title I Teachers</p>	<p>Title I Special Incentives</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Percentage of signed and returned calendars</p>