

**Brockton Public Schools
Brockton, Massachusetts**

*Brockton Champion
High School*
**School Wide
Improvement
Plan
2010**

Hernani C. Branco
Principal

II. TABLE OF CONTENTS

Cover Page.....	1
I. Table of Contents.....	2
II. Mission and Vision Statements.....	5
III. Council Roster.....	7
IV. Descriptive Data.....	8
V. Student MCAS DATA and Performance Comparisons.....	8-14
VI. Results and Discussion: Degree of Attainment for 2008 - 2009.....	15
VII. School Goals and Action Plan Aligned with Brockton Public Schools Roadmap Goals 2009-2010.....	23
A. Goal 1	35
1. Action Plan	
a) Activity	
b) Persons Responsible	
c) Resources or Funding	
d) Timeline	
e) Measures of Implementation	
B. Goal 2.....	38
1. Action Plan	
a) Activity	
b) Persons Responsible	
c) Resources or Funding	
d) Timeline	
e) Measures of Implementation	
C. Goal 3	40
1. Action Plan	
a) Activity	

- b) Persons Responsible
- c) Resources or Funding
- d) Timeline
- e) Measures of Implementation

D. Goal 442

1. Action Plan

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

E. Goal 5.....44

1. Action Plan

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

VIII. School Climate and Citizenship Goal.....46

F. *Needs Assessment*

G. *Specific Objectives*

H. *Action Plan*

I. *Activity and/or Professional Development*

J. *Person(s) Responsible*

K. *Resource(s) and/or Funding*

L. *Timeline*

M. *Evaluation*

**IX. Champion High School Parent Involvement
Goal.....48**

N. Needs Assessment

O. Specific Objectives

P. Action Plan

Q. Activity and/or Professional Development

R. Person(s) Responsible

S. Resource(s) and/or Funding

T. Timeline

U. Evaluation

XI. Appendix.....49-60

1. School Profile

2. School Improvement 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 Brockton Champion High School

The mission of the Champion Charter School of Brockton is to provide a high quality, academically challenging education for out of school youth by creating a dynamic learning laboratory that uses school to career pedagogy as its framework. The learning environment embraces the vision of the Brockton Public Schools and involves a broad range of community-based organizations. Champion uses an innovative and flexible model to serve an underserved population in our community. It will provide an integrated learning experience for each student that will continually demonstrate how what is learned in the classroom relates to the workplace, their personal growth, and their role in the community and their future.

VISION STATEMENT of Champion

Brockton Champion High School is a city wide public school that offers choice for high school students in a safe and nurturing environment, conducive to learning. Champion's goal is to offer students a challenging academic program in a vibrant and student-centered atmosphere.

IV. Champion School COUNCIL ROSTER

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

Name and Position

Signature

Hernani Branco, Principal

Tracy Young, Auxiliary/teacher and Curriculum

Adam Dackers, Social Studies Teacher

Denzil Paul, Community Member

Isabelle DeAndrade, Parent

Theresa Barnette, Parent

Andrew Depina, Student

V. DESCRIPTIVE DATA

A.

Champion High School Student Demographics

08-09 Champion High School 20 Union Street, Brockton MA 02302	Student Enrollment 6/1/09 Total Races: 5 Total Schools: 1 Total Students: 96 Male /Female: 56/40
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Student Population by Ethnicity (male/female/total)	American Indian or Alaskan Native	Asian or Pacific Islander	Black (not Hispanic)	Hispanic	White, not Hispanic	Total
Brockton Champion High School	0/0/0	3/0/3	22/40/22	8/11/19	23/9/32	56/40/96
Grade 9	0/0/0	0/0/0	10/4/14	4/2/6	9/0/9	23/6/29
Grade 10	0/0/0	1/0/1	10/11/21	2/4/6	4/3/7	17/18/35
Grade 11	0/0/0	1/0/1	1/1/2	1/2/3	4/2/6	7/5/12
Grade 12	0/0/0	1/0/1	1/4/5	1/3/4	6/4/10	9/11/20

	Total	Percentage
Population Excluding White not of Hispanic Origin	64	66.67
Special Education	24	25

Champion Charter School - Enrollment/Indicators

Enrollment by Grade (2007-08)																	
	pk	k	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	-	-	-	-	-	-	-	-	-	-	21	67	31	16	0	-	135
School	-	-	-	-	-	-	-	-	-	-	21	67	31	16	0	-	135

Enrollment by Race/Ethnicity (2007-08)			
Race	% of School	% of District	% of State
African American	45.2	45.2	8.1
Asian	1.5	1.5	4.9
Hispanic	12.6	12.6	13.9
Native American	0.0	0.0	0.3
White	38.5	38.5	70.8
Native Hawaiian, Pacific Islander	0.7	0.7	0.1
Multi-Race, Non-Hispanic	1.5	1.5	1.9

Selected Populations (2007-08)			
Title	% of School	% of District	% of State
First Language not English	10.4	10.4	15.1
Limited English Proficient	0.0	0.0	5.8
Low-income	51.9	51.9	29.5
Special Education	16.3	16.3	16.9

Technology (2005-06)			
	School	District	State
Students per "modern" Computer	-	-	3.8
Classrooms on the Internet (%)	-	-	97.9

Enrollment by Gender (2007-08)			
	School	District	State
Male	63	63	494,970
Female	72	72	467,796
Total	135	135	962,766

Plans of High School Graduates (2006-07)			
Plan	% of School	% of District	% of State
4-Year Private College	12	12	31
4-Year Public College	12	12	27
2-Year Private College	0	0	2
2-Year Public College	29	29	20
Other Post-Secondary	0	0	3
Work	41	41	10
Military	0	0	1
Other	0	0	1
Unknown	6	6	6

Indicators (2006-07)			
	School	District	State
Grade 9-12 Dropout Rate	37.9	37.9	3.8
Attendance Rate	68.0	68.0	94.6
Average # of days absent	39.1	39.1	9.3
In-School Suspension Rate	0.8	0.8	3.2
Out-of-School Suspension Rate	29.8	29.8	5.8
Retention Rate (2005-06)	34.7	34.7	2.5
Graduation Rate	10.3	10.5	80.9

Teacher Data (2007-08)		
	School	District
Total # of Teachers	11	11
% of Teachers Licensed in Teaching Assignment	54.5	54.5
Total # of Classes in Core Academic Areas	11	11
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	36.4	36.4
Student/Teacher Ratio	12.3 to 1	12.3 to 1

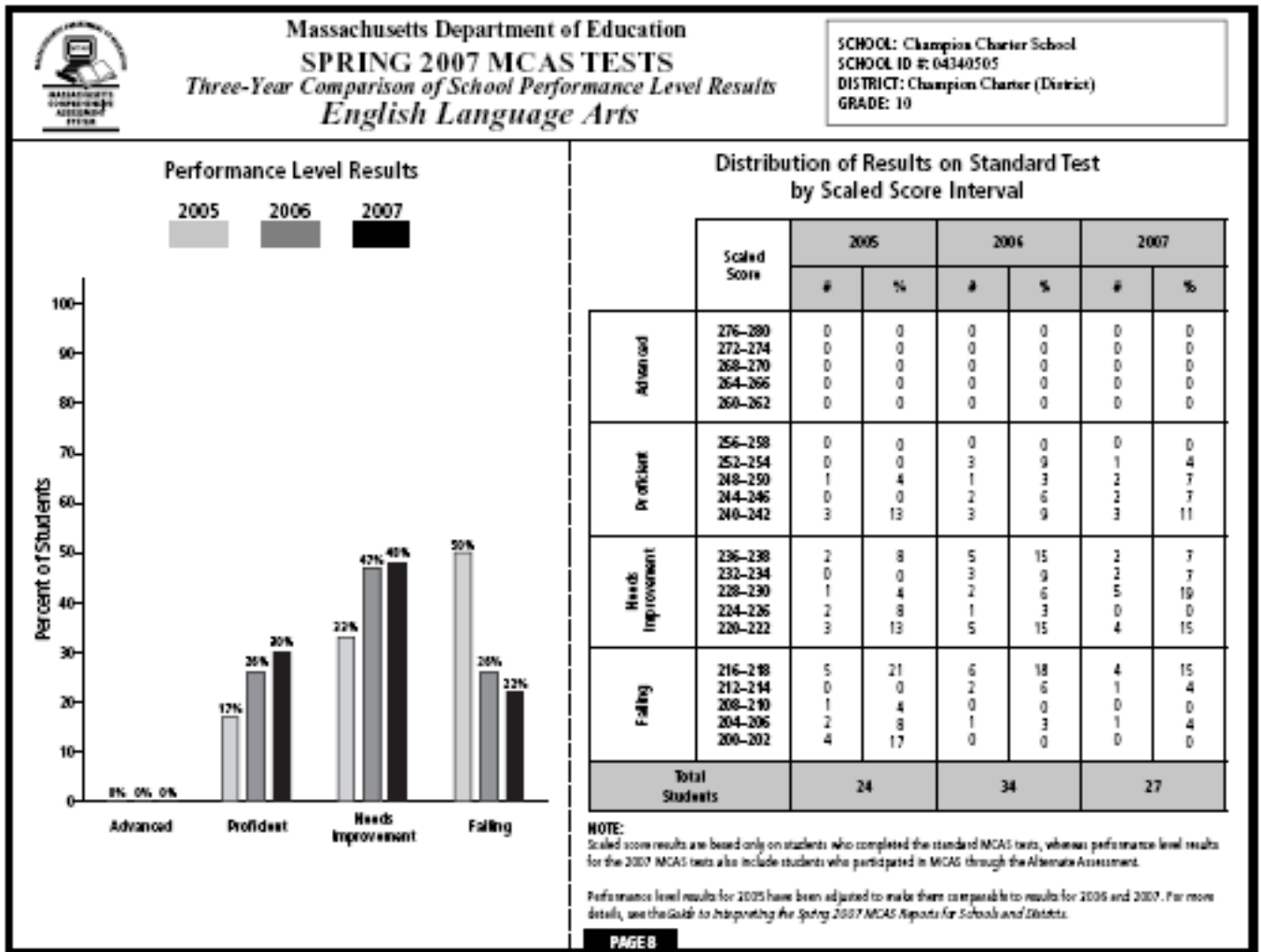
B.**Champion High School
MCAS Results**

ELA	2005	%	2006	%	2007	%	2008	%
Performance Level								
Advanced	0	0	0	0	0	0	2	7
Proficient	3	13	9	27	8	29	10	34
Needs Improvement	8	33	16	47	13	48	15	52
Failing	12	50	9	33	6	22	2	7

Math	2005	%	2006	%	2007	%	2008	%
Performance Level								
Advanced	0	0	0	0	0	0	3	11
Proficient	3	12	3	8	3	12	3	10
Needs Improvement	8	32	12	32	9	36	11	41
Failing	14	56	23	61	13	52	10	37

C.

Champion High School MCAS Results Performance Level Comparison

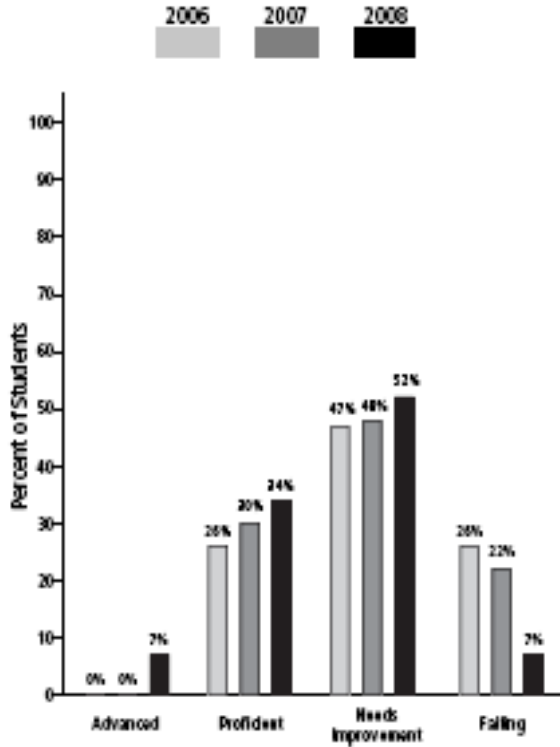




Massachusetts Department of Elementary and Secondary Education
SPRING 2008 MCAS TESTS
Three-Year Comparison of School Performance Level Results
English Language Arts

SCHOOL: Champion Charter School
 SCHOOL ID #: 04340505
 DISTRICT: Champion Charter (District)
 GRADE: 10

Performance Level Results



Distribution of Results on Standard Test by Scaled Score Interval

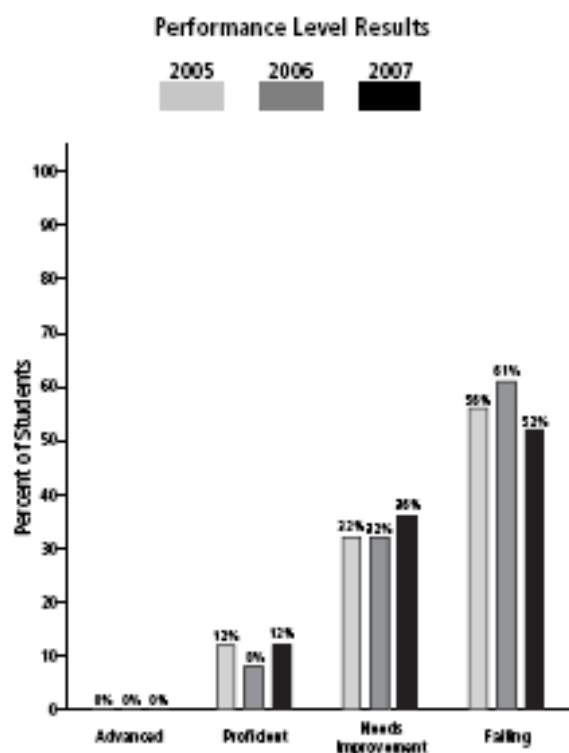
	Scaled Score	2006		2007		2008	
		#	%	#	%	#	%
Advanced	276-280	0	0	0	0	0	0
	272-274	0	0	0	0	0	0
	268-270	0	0	0	0	0	0
	264-266	0	0	0	0	0	0
	260-262	0	0	0	0	2	7
Proficient	256-258	0	0	0	0	1	3
	252-254	3	9	1	4	0	0
	248-250	1	3	2	7	2	7
	244-246	2	6	2	7	3	10
	240-242	3	9	3	11	4	14
Needs Improvement	236-238	5	15	2	7	4	14
	232-234	3	9	2	7	2	7
	228-230	2	6	5	19	3	10
	224-226	1	3	0	0	4	14
	220-222	5	15	4	15	2	7
Failing	216-218	6	18	4	15	2	7
	212-214	2	6	1	4	0	0
	208-210	0	0	0	0	0	0
	204-206	1	3	1	4	0	0
	200-202	0	0	0	0	0	0
Total Students		34		27		29	

NOTE:
 Scaled score results are based only on students who completed the standard MCAS tests, whereas performance level results also include students who participated in MCAS through the Alternate Assessment.



Massachusetts Department of Education
SPRING 2007 MCAS TESTS
Three-Year Comparison of School Performance Level Results
Mathematics

SCHOOL: *Champion Charter School*
 SCHOOL ID #: 04340505
 DISTRICT: *Champion Charter (District)*
 GRADE: 10



Distribution of Results on Standard Test by Scaled Score Interval

	Scaled Score	2005		2006		2007	
		#	%	#	%	#	%
Advanced	276-280	0	0	0	0	0	0
	272-274	0	0	0	0	0	0
	268-270	0	0	0	0	0	0
	264-266	0	0	0	0	0	0
	260-262	0	0	0	0	0	0
Proficient	256-258	0	0	0	0	0	0
	252-254	1	4	0	0	0	0
	248-250	0	0	1	3	0	0
	244-246	2	8	0	0	1	4
	240-242	0	0	2	5	2	8
Needs Improvement	236-238	1	4	0	0	2	8
	232-234	0	0	0	0	2	8
	228-230	1	4	3	8	1	4
	224-226	2	8	4	11	1	4
	220-222	4	16	5	13	3	12
Failing	216-218	6	24	13	34	7	28
	212-214	1	4	7	18	3	12
	208-210	1	4	1	3	0	0
	204-206	1	4	2	5	2	8
	200-202	5	20	0	0	1	4
Total Students		25		38		25	

NOTE: Scaled score results are based only on students who completed the standard MCAS tests, whereas performance level results for the 2007 MCAS tests also include students who participated in MCAS through the Alternate Assessment.

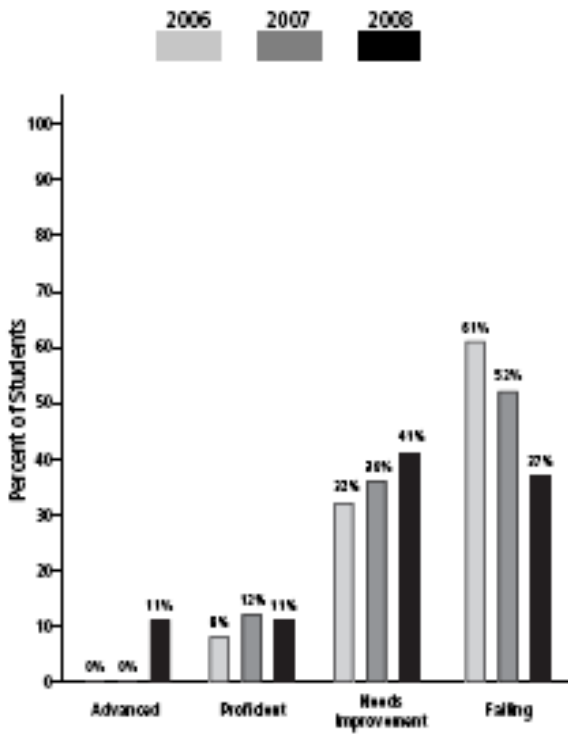
Performance level results for 2005 have been adjusted to make them comparable to results for 2006 and 2007. For more details, see the *Guide to Interpreting the Spring 2007 MCAS Reports for Schools and Districts*.



Massachusetts Department of Elementary and Secondary Education
SPRING 2008 MCAS TESTS
Three-Year Comparison of School Performance Level Results
Mathematics

SCHOOL: Champion Charter School
 SCHOOL ID #: 04340503
 DISTRICT: Champion Charter (District)
 GRADE: 10

Performance Level Results



Distribution of Results on Standard Test by Scaled Score Interval

	Scaled Score	2006		2007		2008	
		#	%	#	%	#	%
Advanced	276-280	0	0	0	0	0	0
	272-274	0	0	0	0	0	0
	268-270	0	0	0	0	0	0
	264-266	0	0	0	0	1	4
	260-262	0	0	0	0	2	7
Proficient	256-258	0	0	0	0	1	4
	252-254	0	0	0	0	0	0
	248-250	1	3	0	0	2	7
	244-246	0	0	1	4	0	0
	240-242	2	5	2	8	0	0
Needs Improvement	236-238	0	0	2	8	1	4
	232-234	0	0	2	8	1	4
	228-230	3	8	1	4	2	7
	224-226	4	11	1	4	5	19
	220-222	5	13	3	12	2	7
Failing	216-218	13	34	7	28	9	33
	212-214	7	18	3	12	0	0
	208-210	1	3	0	0	0	0
	204-206	2	5	2	8	1	4
	200-202	0	0	1	4	0	0
Total Students		38		25		27	

NOTE:
 Scaled score results are based only on students who completed the standard MCAS tests, whereas performance level results also include students who participated in MCAS through the Alternate Assessment.

VI. RESULTS AND DISCUSSION
ATTAINMENT OF 2008 - 2009 GOALS
Year 1 Progress

School Performance Goals

Goal Statement: The Champion School will increase the percentage of Proficient/Advanced students on the ELA MCAS from the total population of 12% in 2007 to 35% of the total population on the 2008 MCAS test and to 40% on the 2009 MCAS.

Degree of Attainment to Date:

To date students scoring in the proficient and advanced areas of ELA MCAS have increased from 12% in 2007 to 22% in 2008. In order to continue the upward trend in MCAS scores for ELA we will implement:

- Ongoing professional development both during the day and after-school for teachers at all levels with a focus on measuring formative assessments for data driven results
- Continued use of MCAS learning laboratories
- Continued grant writing to obtain services and technology to further address the needs of students in the areas of needs improvement and failing
- Review by the Leadership Team work assessment protocols
- Collection of data such as MCAS, GMADE, GRADE diagnostics to drive Learning Lab instruction.

SCHOOL-WIDE INITIATIVES

- Continue leveled placement for students with 100% accuracy
- Interventions for students who are determined to be at-risk based on the data collected
- Improved data usage at department and leveled meetings
- Professional development that included modeling
- Schedule modifications that will enable special education teachers to share preparation times to further implement lessons and accommodations
- Data meetings that determine goals and measure progress

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

School Improvement Objective:

1. Champion's average daily attendance will be 85%.
2. Champion will retain or graduate 70% of its students.
3. Champion will promote or graduate 60% of its students within the academic year.
4. MCAS rates will improve as is put forth as our performance goal.

Student Improvement Objectives:

1. 80% of students will have five or fewer unexcused absences per term.
2. 100% of students will progress within an adequate amount of time (two semesters) or will be on an academic plan.
3. Students will meet the Diploma Plus Competencies and/or make progress every term.
4. The level of college bound students will increase from about 20% to 40%.

Degree of Attainment to Date:

School Objectives

1. Champion has not met the goal of 85% attendance on average with a newly implemented attendance incentives program that has been funded by grant monies. This incentive program will continue. More accurate data will be assessed as well.
2. Student retention has increased as our annual dropout rate is lower than 9%
3. At this point only 58% of our students either graduated or moved to another level
4. MCAS data supports our increase in percentages and CPI for all students that participated. Additionally, there has been a marked decrease of students failing in both subjects, ELA and Math.
5. This goal has not been measured and will be a priority for September 09

Student Objectives

1. To date only 47% of the total students have a rate of 85% or higher
2. To date 60% of students have moved forward within the guidelines. We have not fully implemented academic plans yet.
3. This objective needs to be clarified. Students that do not progress should be referred or put on a plan.
4. 72% of seniors have been accepted to a two year public college, 11% were accepted to a 2 year private college, and 16% were accepted to a four year institution. 100% of our seniors applied to and were accepted to colleges.

SCHOOL-WIDE INITIATIVES

- Gather data that is meaningful to the district and speaks to our performance based system
- Grant writing to ensure improved numeracy skills
- Professional development by the district will be obtained
- The DP math coach will implement intervention groups, based on data from the MCAS Service Center.

Goal 2: Ensure that curriculum is aligned to state standard and instruction is implemented according to district standards.

School Improvement Objective:

1. Each academic course will be mapped to Prioritized Massachusetts Standards.
2. Teachers will meet weekly in discipline (Humanities, Math and Science) and phase (Foundation, Presentation, and Plus Phase) meetings to align curriculum, instruction, and assessment to the Prioritized Standards.
3. In 70% of the classrooms, the curriculum is developed and identified using backwards planning.
4. Instruction is competency based and standards aligned in 70% of the classrooms.
5. 70% of teachers will post lessons and assessments weekly on DP.net that map to the Prioritized Massachusetts Standards and DP Competencies.

Student Improvement Objectives:

1. 70% of eligible students in each of the DP Phases will compile and present a portfolio that demonstrates that they have met the Prioritized Standards for each of their courses.
2. 100% of students' progress will be measured with GMADE and GRADE diagnostics to measure and track growth.

Degree of Attainment to Date:

School Objectives

1. Prioritized standards have been linked to each level and each discipline. These standards were chosen by each department with oversight from the Leadership team. Diploma Plus helped in determining the prioritization of standards based on state and national standards. This goal has been met in its entirety.
2. Meetings are held and will continue to be scheduled. We have been assessed by Brown University and expect feedback as to whether or not our meetings are sufficient to meet our goals. The district has also attended meetings and offered feedback as to increased data implementation.
3. We have not met this goal. Backwards planning has not yet reached 70% of all classrooms. Implementation rubrics measured this goal as being implemented in less than 20% of classrooms.

4. All levels are aligned with prioritized standards and assessed with competencies with about 75% accuracy
5. We have met this goal. 100% of classroom teachers are posting lessons and assessments on DP.net.

Student Objectives

1. 100% of students compiled a portfolio; otherwise, they did not move up.
2. We have not met this goal as students need to be assessed twice a year.

SCHOOL-WIDE INITIATIVES

- Continued assessment will be sought out by the district to ensure data driven practices
- Utilization of district resources for the tracking of data will be improved and training for administrators and teachers will be implemented
- More thorough requirements for lesson planning will be implemented to assess best practices in planning and also measure formative assessment

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

School Improvement Objective:

1. Champion will create, administer, and collectively score common ELA, math, Biology, and U.S. History classroom assessments to be given school wide at least once per term.
2. Every student will take the GRADE and GMADE battery twice a year.
3. Portfolios and presentations will demonstrate student understanding of the Massachusetts Prioritized Standards through the DP Competencies.

Student Improvement Objectives:

1. 70% of students that attend Champion for a full academic year will improve at least two grade levels on the GMADE and GRADE during the year
2. 70% of students moving into the Presentation Phase will score at the 9.0 GE or greater on GMADE and GRADE.
3. 70% of students moving into the Plus Phase will score at 10.) GE or greater on GMADE and GRADE.
4. 70% of students in the Presentation Phase taking MCAS will pass.

Degree of Attainment to Date:

* Indicates goals that were met in the first year of the plan

School Objectives

1. We have not implemented these assessments to date but have obtained access to Edusoft and the scanner
2. We have met this goal
3. According to the qualitative data and rubrics for presentations approximately 80% of students that presented clearly defined the standards

Student Objectives

1. This data has not been measured
2. 80% of the ELA students tested were above that 9.0 GE
3. This data has not been measured.
4. 70% of students in the PB level have passed MCAS

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 a well planned data collection system to efficiently track student and school wide data.
2. Every student has an individualized learning Plan (ILP) and at least 50% the students are using it to guide their academic and transitional goals.
3. 70% of teachers are using the competency tracking system, DP.net as their grade books.
4. Every phase and every department meets at least once per month to review and plan from school and student achievement data.
5. Network with other alternative schools to compare the use of achievement data.

Student Improvement Objectives:

1. 70% of students can identify the requirements needed for them to be promoted and/or graduate.
2. 70% of students are passing their academic support lab.
3. DP.net will be utilized to assess student performance and maintain achievement data.
4. Students will understand the necessity of data driven assessment and how it links to each level so as to have an explicit map of moving forward.

Degree of Attainment to Date:

School Objectives

1. We have made some progress in this area. Students are tested twice a year to measure progress. However, the second testing performed were indicators that spoke to GE and not the fully batteries. Leveled assessments have been discussed and will be implemented in September 09.
2. 95% of students that attend Champion have a plan that outlines the required coursed and other additional testing requirements.
3. 100% of classroom instructors posted items that were assessed on Dp.net. However, more than 70% are still using manual grade books for their primary record keeping.
4. Meetings are held twice weekly for levels and departments. The use of data is being assessed and plans are being implemented in the work plan and School Improvement Plan to facilitate data driven instruction.
5. We have not made progress on this goal to date.

Student Objectives

1. This goal has not been measured to date.
2. To date 55% of students passed their academic support labs.
3. Grades are kept on DP.net
4. To date this goal has not been met and therefore is not measurable

SCHOOL-WIDE INITIATIVES

- Digitize all data tracking such as EPP's and Individual plans
- More consistent assessments for each level for meaningful formative assessments

Goal 5: Build a culture that values regular use of data to make instructional, curricular, 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 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. Require teachers to review achievement data with students.
6. Champion teachers will become over 97% highly qualified.

Student Improvement Objectives:

1. MCAS scores will improve on the ELA MCAS from 30% of the total population passing in 2007 to 35% on the 2008 MCAS test to 40% on the 2009 MCAS test.
2. Champion H.S. students will increase the percentage of Proficient/Advanced students on the MCAS math from 8% of the total population in 2007 to 20%, and to 25% on the 2008 MCAS test, and to 35% on the 2009 MCAS.
3. Students GMADE and GRADE diagnostics will match their academic level (any student in PA classes will have appropriate GE). This is to say that the diagnostic data will be utilized in assessing performance as well.
4. Foundation level students will show an improvement of one grade level in ELA as measured by the GRADE for each semester they are enrolled in Foundation.
5. Foundation level students will show an improvement of one grade level in Math as measured by the GMADE for each semester they are enrolled in Foundation.

Degree of Attainment to Date:

School Objectives

1. To date we have worked on protocol for the Humanities departments but need to utilize more data for the Math and Science departments during data meetings.
2. Data is a primary focus for Champion next year during professional development.
3. We have made some progress implementing formal requirements for these meetings.
4. We have implemented DP tools but need to expand our assessments to speak to district needs as well.
5. This data has not been formally collected.

Student Objectives

1. 89% of students passed the ELA portion of MCAS in 2008 and 63% passed the Math portion in 2009.
2. To date 22 % of students tested in the Proficient/ Advanced range. This is a marked increase from 8% in 2007!
3. Only the PA ELA level was tested to date by the indicator and 80% of students were at a 10.0 GE or more.
4. To date, we have not met this goal
5. To date, we have not met this goal.

* Indicates goals that were met in the first year of the plan

SCHOOL-WIDE INITIATIVES

- PD in data driven instruction
- Compliance to the roadmap
- Adherence to the Diploma Plus work to better use data

VII. School Goals and Action Plan Aligned with Brockton Public Schools Roadmap Goals **2009-2010 Year II Progress**

School Performance Goals

Goal Statement: The Brockton Champion High School will increase the percentage of Proficient/Advanced students on the ELA MCAS of the total population of 30% in 2007 to 35% of the total population on the 2008 MCAS test and to 40% on the 2009 MCAS. Champion H.S. students will increase the percentage of Proficient/Advanced students on the MCAS math from 8% of the total population in 2007 to 20%, and to 25% on the 2008 MCAS test, and to 35% on the 2009 MCAS.

Degree of Attainment to Date:

1. To date students scoring in the proficient and advanced areas of ELA MCAS have increased from 30% in 2007 to 41% in 2008 to exceed our 2009 goal. In order to continue the upward trend in MCAS scores for ELA we will continue to implement our learning labs and professional development.
2. To date 22 % of students tested in the Proficient/ Advanced range in Math. This is a marked increase from 8% in 2007! We will continue to focus on our 2009 goal of 35%.

Goal Statement: Deeper implementation of the Diploma Plus Model will be measured by the Diploma Plus Implementation Rubric. The rubric is assessed as follows:

Assessment scale:

- 0 = Little Evidence
- 1 = Needing Attention
- 2 = Satisfactory
- 3 = Very Good

Degree of Attainment to Date: Regarding our Implementation Rubric

	Score	Progress	Comments
A. Performance-Based System			
Rigorous Curriculum	0.3	No	The school has made progress with articulating which standards should be met by each class, yet the classroom level curriculum planning across the school now needs to match these goals, rather than in individual classrooms.
Effective Instructional Practices	0	No	Generally the teaching that was observed was very traditional or lacked a clear structure and purpose, with a few notable exceptions.
Authentic Assessment	0	No	As with instructional practices, there is a strong lean on traditional methods of assessment. Authentic assessments were only observed in 1 or 2 classes.
Promotion and Graduation Structure	2.3	No	This is a real strength at Champion, and will ideally support the growth in the areas above. Even with the turnover in staff, many of these elements have been well-maintained. It seemed there were challenges in communicating many of the structures in a timely, clear fashion to the new teachers.
B. Supportive School Culture			
Positive Relationships	1.6	Yes	School continues its positive connections with the district and larger community. Advisory and general community-building within the school need to be strengthened.
Youth Leadership and Voice	1	Yes	Intermittent, inconsistent opportunities exist for youth leadership.
Cultural Responsiveness	0	No	Champion's faculty and staff do not represent the racial/ethnic makeup of the students, although the gender balance is representative. The adults are not currently exploring issues of identity within the faculty or the students, and the impact those identities have on student learning or responsive teaching.
C. Future Focus			
Post-secondary Education Preparation	1.5	No	The strong partnership with Massasoit Community College is an important resource that enables most Plus Phase students to take college courses. Yet the low score here is largely due to students not passing those courses. FF coordinator creates college exposure activities for students throughout the phases.
Career Preparation Indicates goals that were met in the first year of the plan	2	No	Internship completion rate is high, which is an area of strength. Opportunities for other work-based learning experiences, however, seem unstructured, especially in Foundation and Presentation phases.

Civic Engagement	0	No	Due to faculty changes, this is no longer a required element for Champion graduation. This is a continued area of need, especially since it's identified as a requirement within the handbook.
D. Effective Supports			
Fundamental School Needs	1.2	No	Some notable strengths and needs exist in this category, including district resources and relationships on the one hand, and data and technology capacity on the other.
Programmatic Autonomy	3	Yes	This was a potential area of concern since Champion is in its first year of being a full BPS, yet all autonomies have continued to be kept.
Shared and Effective Leadership	2.3	Yes	The SAS Team has significant impact on the programmatic elements of the school, and other school governance structures have been implemented since the end of the board of trustees. Irregular meeting of SAS team this term is an area to address.
E. Student Outcomes			
Attendance Rate			
Retention Rate			
Percent of Students Meeting State Standards			
Percent of Students Graduating			

Objective:

- Any area in “Needing attention” or below will improve by 1.0 and all others will increase by .5 minimally.

* Indicates goals that were met in the first year of the plan

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
F. Performance-Based System				
<p>Rigorous Curriculum</p> <p>See pages 1-2 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> In over 70% of the classes, the curriculum being used is not rigorous, competency-based or standards-aligned. The curriculum in over 70% of the classrooms is activity- rather than outcome-based, and backwards planning is not being implemented. Resources and materials being used in over 70% of the classes encourage low-level thinking, encourage teacher-centered learning, do not address the DP Competencies, and/or are not linked to the Prioritized Standards. 	<ul style="list-style-type: none"> The curriculum being used in 30-69% of the classes provides a rigorous, competency-based and standards-aligned framework for student learning. In 30-69% of the classrooms, the curriculum is developed and identified using backwards planning. Resources and materials that support student-centered learning are being used in 30-69% of the classrooms. 	<ul style="list-style-type: none"> The curriculum being used in 70-89% of the classes provides a rigorous, competency-based and standards-aligned framework for student learning. In 70-89% of the classrooms, the curriculum is developed and identified using backwards planning. Resources and materials that support student-centered learning are being used in 70-89% of the classrooms. 	<ul style="list-style-type: none"> The curriculum being used in 90% of the classrooms provides a rigorous, competency-based and standards-aligned framework for student learning. The curriculum in 90% of the classrooms is developed and identified using backwards planning across the school. Resources and materials that support student-centered learning are being used in 90% of the classrooms.
<p>Effective Instructional Practices</p> <p>See pages 2-3 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> Instruction in over 70% of the classes is not competency-based or standards aligned. Over 70% of the teachers are relying on traditional, teacher-centered instructional practices. In over 70% of the classrooms, students are disengaged from learning, and/or learning rote, low-level understandings only. In over 70% of the classrooms, teachers are not implementing a whole school teaching and learning strategy, or there is no whole school teaching and learning strategy identified. 	<ul style="list-style-type: none"> Instruction is competency-based and standards aligned in 30-69% of the classrooms. At least thirty percent of the teachers are using student-centered instructional practices. Engaging and rigorous instruction is in 30-69% of the classrooms. At least thirty percent of the teachers are implementing a whole school teaching and learning strategy. 	<ul style="list-style-type: none"> Instruction is competency-based and standards aligned in 70-89% of the classrooms. At least seventy percent of the teachers are using student-centered instructional practices. Engaging and rigorous instruction is in 70-89% of the classrooms. At least seventy percent of the teachers are implementing a whole school teaching and learning strategy. 	<ul style="list-style-type: none"> Instruction is competency-based and standards aligned in 90% of the classrooms. Ninety percent of teachers are using student-centered instructional practices. Engaging and rigorous instruction is in 90% of the classrooms. Ninety percent of the teachers are implementing a whole school teaching and learning strategy.

* Indicates goals that were met in the first year of the plan

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
<p>Authentic Assessment</p> <p>See pages 3-4 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> • In over 70% of the classes, assessments are not connected to competencies or standards. • In over 70% of the classes, teachers are using traditional rather than authentic products and performances. • In over 70% of the classes, students' Developmental and Gateway portfolios are not demonstrating understandings of the Prioritized Standards through the DP Competencies. • In over 70% of the classes, students are evaluated in only traditional ways with the goal of grading students. 	<ul style="list-style-type: none"> • In 30-69% of the classrooms, assessments are competency-based and standards aligned. • At least thirty percent of the classes create authentic products and performances that allow students to show what they know. • At least thirty percent of the teachers use Developmental portfolios to document student work and show academic progress, and Gateway portfolios to show understanding of the Prioritized Standards through the DP Competencies. • In 30-69% of the classes, students are evaluated formatively and summatively and traditionally and alternatively. 	<ul style="list-style-type: none"> • In 70-89% of the classrooms, assessments are competency-based and standards aligned. • At least seventy percent of the classes create authentic products and performances that allow students to show what they know. • At least seventy percent of the teachers use Developmental portfolios to document student work and show academic progress, and Gateway portfolios to show understanding of the Prioritized Standards through the DP Competencies. • In 70-89% of the classes, students are evaluated formatively and summatively and traditionally and alternatively. 	<ul style="list-style-type: none"> • In 90% of the classrooms, assessments are competency-based and standards-aligned. • Ninety percent of the classes create authentic products and performances that allow students to show what they know. • Ninety percent of the teachers use Developmental portfolios to document student work and show academic progress, and Gateway portfolios to show understanding of the Prioritized Standards through the DP Competencies. • Ninety percent of classes are evaluated formatively and summatively and traditionally and alternatively.

* Indicates goals that were met in the first year of the plan

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
Promotion and Graduation Structure See pages 4-7 in the Four Essentials Narrative.	<ul style="list-style-type: none"> The school does not have a documented or consistent promotion and graduation system. Student pace and progress is only connected to seat-time, age, and/or credit accumulation. The school does not have a documented scope and sequence. The school is using traditional grades or some other form of non-competency-based grading only. Students, teachers and administrators are identified using only traditional grade levels. The school does not have an intake assessment, and places students based only on age, credit accumulation, and/or previous grades. Each teacher has developed his or her own portfolio collection, revision, and presentation system. 	<ul style="list-style-type: none"> The school has promotion and graduation criteria that include Gateway portfolios and presentations in 30-69% of the classes, and criteria is inconsistently used and understood. Student pace and progress is strongly connected to seat-time, age, and/or credit accumulation, although Prioritized Standards through the DP Competencies is also applied. The school's scope and sequence is aligned to the traditional grades and in 30-69% of the classes it connects to the promotion criteria. The entire school is using a competency-reporting system for final grades, and 30-69% of the teachers are using the competency-tracking system as their grade books. Teachers and administrators use DP phases and traditional grade levels equally. The school uses an intake assessment system as a diagnostic tool, but placement is connected to age, credit accumulation, and/or previous grades. The school-wide portfolio system is used by 30-69% of the faculty to collect, house, refine, and present portfolios. 	<ul style="list-style-type: none"> The school has documented promotion and graduation criteria that include Gateway portfolios and presentations that are appropriately applied in 70-89% of the classes. Student pace and progress is connected to his or her demonstrated understanding of the Prioritized Standards through the DP Competencies, but seat-time, age, and/or credit accumulation are also applied. The school's scope and sequence is aligned to the DP phases (including phase specific experiences) and in 70-89% of the classes it connects to the promotion criteria. The entire school is using a competency-reporting system for final grades, and 70-89% of the teachers are using the competency-tracking system as their grade books. Only teachers and administrators use DP phases to identify and group students. The school uses an intake assessment system linked to Prioritized Standards to evaluate students and inform teachers, but it is not the major factor in student placement. The school-wide portfolio system is used by 70-89% of the faculty to collect, house, refine, and present portfolios. 	<ul style="list-style-type: none"> The school has clear and documented promotion and graduation criteria that include Gateway portfolios and presentations that are appropriately applied in 90% of the classes. Student pace and progress is connected to his or her demonstrated understanding of the Prioritized Standards through the DP Competencies and not tied to seat-time, age, etc. The school's scope and sequence is aligned to the DP phases (including phase-specific experiences) and connects to the promotion criteria in at least 90% of the classes. The school is using a competency tracking and reporting system (i.e. DP.net) and at least 90% of the teachers are using the competency-tracking system as their grade books. The entire school community uses DP phases to identify and group students. The school implements and documents an intake assessment system that is linked to Prioritized Standards. The school-wide portfolio system is used by 90% of the faculty to collect, house, refine, and present portfolios.

Supportive School Culture

* Indicates goals that were met in the first year of the plan

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
<p>Positive Relationships</p> <p>See pages 7-8 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> There is no advisory period, or if so, there are no goals for advisory. The school does not have school-wide rituals, celebrations and gatherings. The school does not have opportunities to develop phase-specific identities, group norms, and relationships. The school does not provide parents, families, and caregivers opportunities to engage in the school in even symbolic ways that are not connected to students' academic and social success. There are irregularly scheduled professional learning communities that address issues other than those directly related to student achievement. The school does not have connections to the community that support student needs. The school has not defined positive school norms for the school. 	<ul style="list-style-type: none"> Advisory structure is in place, and 30-69% of advisors are providing a structured advisory that links to the school's advisory goals. The school has rare (less than one per term) and irregularly scheduled, school-wide rituals, celebrations and gatherings. The school has rare (less than one per term) and irregularly scheduled opportunities to develop phase-specific identities, group norms, and relationships. The school rarely provides opportunities for parents, families, and caregivers to engage in the school in symbolic ways that are not connected to students' academic and social success. There are irregularly scheduled professional learning communities that address a variety of school issues, some of which are connected to student achievement. The school has a few connections to the community that support some student needs. The school has defined, yet inconsistently uses positive school norms throughout the school. 	<ul style="list-style-type: none"> Advisory structure is in place, and 70-89% of advisors are providing a structured advisory that links to the school's advisory goals. The school has occasional (one per term), and irregularly scheduled, school-wide rituals, celebrations and gatherings. The school has occasional (one per term), and irregularly scheduled opportunities to develop phase-specific identities, group norms, and relationships. The school provides some opportunities for parents, families, and caregivers to engage in ways that support students' academic and social success. The structure is in place for the entire faculty to regularly engage in professional learning communities, and at least seventy percent of the faculty use this time to build collegiality and increase student achievement. The school connects to the community in ways that benefit the students. The school has defined and somewhat consistently uses positive school norms throughout the school. 	<ul style="list-style-type: none"> Ninety percent of advisors are providing a structured advisory that links to the school's advisory goals. The school has intentional and regularly scheduled (at least two per term) school-wide rituals, celebrations and gatherings that build and reinforce the community spirit and cohesion of the school. There are regularly scheduled (at least twice per term) opportunities created to develop phase-specific identities, group norms, and relationships. The school regularly engages parents, families, and caregivers in ways that support students' academic and social success. The entire faculty is involved in a professional learning community to build collegiality and increase student achievement. The school connects to the community in ways that both benefit the students and benefit the wider community. Positive school norms are defined and used consistently throughout the school.

* Indicates goals that were met in the first year of the plan

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
<p>Youth Leadership and Voice</p> <p>See pages 8-9 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> There are no opportunities for student representation within school governance. There is no advisory board or student council. Students do not have individualized, student-centered learning plans and/or less than 30% of the students are using such plans to guide their academic and transitional goals. 	<ul style="list-style-type: none"> There are occasional non-systemic opportunities for student representation within school governance. There is an advisory board or student council that meets irregularly. Every student has an individualized, student-centered learning plan and at least 30% of the students are using it to guide their academic and transitional goals. 	<ul style="list-style-type: none"> There are opportunities for student representation within school governance. There is an active advisory board or student council. At least seventy percent of the students have an individualized, student-centered learning plan. 	<ul style="list-style-type: none"> There is consistent and valued student representation within school governance. There is an active advisory board or student council that impacts the school program. Ninety percent of the students have an active individualized, student-centered learning plan.
<p>Cultural Responsiveness</p> <p>See pages 9-10 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> The school is not involved in exploring issues related to personal and group identity and privilege through meetings, PD opportunities, and/or study groups. The faculty and staff are not representative of the racial/ethnic and gender demographics of the student population, and there is no plan in place to improve this. The faculty and staff are not meeting to learn about and respond to personal and group identities and cultures of the student population. 	<ul style="list-style-type: none"> At least thirty percent of the school is involved in exploring issues related to personal and group identity and privilege through meetings, PD opportunities, and/or study groups. The faculty and staff are not representative of the racial/ethnic and gender demographics of the student population, but there is a plan in place to improve this. At least thirty percent of the faculty and staff meet at least once a semester to learn about and respond to personal and group identities and cultures of the student population. 	<ul style="list-style-type: none"> At least seventy percent of the school is involved in exploring issues related to personal and group identity and privilege through meetings, PD opportunities, and/or study groups. The faculty and staff are within $\pm 20\%$ with respect to their representation of the racial/ethnic and gender demographics of the student population, and there is a plan in place to improve this. At least seventy percent of the faculty and staff meet at least twice a semester to learn about and respond to personal and group identities and cultures of the student population. 	<ul style="list-style-type: none"> The entire school uses school meetings, professional development opportunities, study groups, etc. to exploring issues related to personal and group identity and privilege. The faculty and staff are representative of the racial/ethnic and gender demographics of the student population. The faculty and staff meet at least twice a semester to learn about and respond to personal and group identities and cultures of the student population.

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
G. Future Focus				
Post-secondary Education Preparation See pages 10-11 in the Four Essentials Narrative.	<ul style="list-style-type: none"> Less than 30% of the students in every DP phase are involved in activities to foster post-secondary education awareness, exploration, and experiences. Prior to graduation, less than 30% of students have taken and passed an on-campus college course for credit. 	<ul style="list-style-type: none"> A third of the students in every DP phase are involved in activities to foster post-secondary education awareness, exploration, and experiences. Prior to graduation, 30-69% of students have taken and passed an on-campus college course for credit. 	<ul style="list-style-type: none"> At least seventy percent of the students in every DP phase are involved in activities to foster post-secondary education awareness, exploration, and experiences. Prior to graduation, 70-89% of students have taken and passed an on-campus college course for credit. 	<ul style="list-style-type: none"> All students in every DP phase are involved in activities to foster post-secondary education awareness, exploration, and experiences. Prior to graduation, every student has taken and passed an on-campus college course for credit.
Post-secondary Career Preparation See pages 11-12 in the Four Essentials Narrative.	<ul style="list-style-type: none"> Less than 30% of the students in every DP phase are involved in activities to foster career awareness, exploration, and experiences. Prior to graduation, less than 30% of the students have completed an internship and other work-related experiences. Less than 30% of the faculty is using personal and/or career technical education competencies to evaluate students' classroom work. 	<ul style="list-style-type: none"> At least thirty percent of the students in every DP phase are involved in activities to foster career awareness, exploration, and experiences. Prior to graduation, at least thirty percent of the students have completed an internship and other work-related experiences. At least thirty percent of the faculty is using personal and/or career technical education competencies to evaluate students' classroom work. 	<ul style="list-style-type: none"> At least seventy percent of the students in every DP phase are involved in activities to foster career awareness, exploration, and experiences. Prior to graduation, at least seventy percent of the students have completed an internship and other work-related experiences. At least seventy percent of the faculty is using personal and/or career technical education competencies to evaluate students' classroom work. 	<ul style="list-style-type: none"> All students in every DP phase are involved in activities to foster career awareness, exploration, and experiences. Prior to graduation, every student has completed an internship and other work-related experiences. Ninety percent of the faculty is using personal and/or career technical education competencies to evaluate students' classroom work.
Civic Engagement See page 12 in the Four Essentials Narrative.	<ul style="list-style-type: none"> Less than 30% of the students in every DP phase are involved in activities to foster an awareness, exploration, and provide experiences in civic engagement activities. Prior to graduation, less than thirty percent of the students have developed and participated in a community action project. 	<ul style="list-style-type: none"> At least thirty percent of the students in every DP phase are involved in activities to foster an awareness, exploration, and provide experiences in civic engagement activities. Prior to graduation, at least thirty percent of the students have developed and participated in a community action project. 	<ul style="list-style-type: none"> At least seventy percent of the students in every DP phase are involved in activities to foster an awareness, exploration, and provide experiences in civic engagement activities. Prior to graduation, at least seventy percent of the students have developed and participated in a community action project. 	<ul style="list-style-type: none"> All students in every DP phase are involved in activities to foster an awareness, exploration, and provide experiences in civic engagement activities. Prior to graduation, every student has developed and participated in a community action project.

* Indicates goals that were met in the first year of the plan

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
H. Effective Supports				
<p>Fundamental School Needs</p> <p>See pages 12-13 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> The school has at least one positive relationship with a community agency, a college, a business partnership, and is lacking strong district and community support. The school has extremely inadequate operations relating to start-up and implementation. The school has extremely inadequate resources compared to the [sending] district. The school has under 150 students. The school has significant gaps in their staffing levels, and has no plan in place to improve this. The school has significant gaps in their student support services, and has no plan in place to improve this. The school has significant gaps in their data and evaluation systems, and has no plan to resolve this. The school has significant gaps in their technology system, and has no plan to address this The school has no institutionalized fund-development. The school has marketing and communications that is deficit based and does not meet the basic communication needs of the school. 	<ul style="list-style-type: none"> The school has at least two positive relationships with a community agency, a college, a business partnership, and has the district and community support. The school has somewhat inadequate operations relating to start-up and implementation. The school has somewhat inadequate resources compared to the [sending] district. The school has 150-200, or over 350 students. The school has some significant gaps in their staffing levels, yet has a plan in place to improve this. The school has some significant gaps in their student support services, yet has a plan in place to improve this. The school has some significant gaps in their data and evaluation systems, yet has a plan to resolve this. The school has some significant gaps in their technology system, yet has a plan to address this. The school has some unsystematic, small project-based fund-development. The school has marketing and communications that meets basic needs, but is deficit based. 	<ul style="list-style-type: none"> The school has more than two positive relationships with a community agency, a college, a business partnership, and the district; and has community support. The school has somewhat effective operations relating to start-up and implementation. The school has somewhat equitable resources compared to the [sending] district. The school has a reasonable school size (150-200, or 300-350). The school has basic staffing levels. The school has some student support services. The school has reasonable data and evaluation systems. The school has a technology system that could be used by students, faculty, and staff. The school has some institutionalized fund-development. The school has asset based marketing and communications for some, but not for all of their audiences. 	<ul style="list-style-type: none"> The school has more than four positive and functional relationships with a community agency, a college, a business partnership, and the district; and has strong community support. The school has very effective operations relating to start-up and implementation. The school has equitable resources equal to or greater to the [sending] district. The school has an appropriate school size (200-300 students). The school has sufficient and appropriate staffing. The school has a range of student support services. The school has well-planned data and evaluation systems The school has a state-of-the-art technology system that could be used by students, faculty, and staff. The school has institutionalized fund-development. The school has asset based marketing and communications for all audiences.

* Indicates goals that were met in the first year of the plan

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
<p>Programmatic Autonomy</p> <p>See pages 13-14 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> The school has no input into hiring and firing decisions, enrolling students that are choosing a DP school, or enrolling the target population of over-aged and under-credited youth. The school has no control over the school budget. The school has no flexibility to create the appropriate school structures to support the model, including: designing a schedule and calendar; establishing promotion, attendance, and discipline policies; using a performance-based approach rather than seat-time; and choosing curriculum and designing a scope and sequence that supports the DP model. 	<ul style="list-style-type: none"> The school has little input into hiring and firing decisions, enrolling students that are choosing a DP school, and enrolling the target population of over-aged and under-credited youth. The school has control over very few aspects of the school budget. The school has very little input into creating the appropriate school structures to support the model, including: designing a schedule and calendar; establishing promotion, attendance, and discipline policies; using a performance-based approach rather than seat-time; and choosing curriculum and designing a scope and sequence that supports the DP model. 	<ul style="list-style-type: none"> The school controls most hiring and firing decisions, enrolling students that choose to attend a DP school, and recruiting and supporting the target population of over-aged and under-credited youth. The school has control over most aspects of the budget. The school has a great deal but not full autonomy to create the appropriate school structures to support the model, including: designing a schedule and calendar; establishing promotion, attendance, and discipline policies; using a performance-based approach rather than seat-time; and choosing curriculum and designing a scope and sequence that supports the DP model. 	<ul style="list-style-type: none"> The school has autonomy to create a suitable school community by having the ability to hire and fire staff, enroll students choosing to attend a DP school, and recruit and support the target population of over-aged and under-credited youth. The school has control over its budget. The school has the autonomy to institute the appropriate school structures to support the model, including: designing a schedule and calendar; establishing promotion, attendance, and discipline policies; using a performance-based approach rather than seat-time; and choosing curriculum and designing a scope and sequence that supports the DP model.
<p>Shared and Effective Leadership</p> <p>See pages 14-15 in the Four Essentials Narrative.</p>	<ul style="list-style-type: none"> The school has a traditional, top-down school governance. The school has a school administration that does not meet basic needs. The school does not have a Student Achievement Support Team. 	<ul style="list-style-type: none"> The school has an unstructured, but shared school governance on some issues. The school has a school administration that meets basic needs. The school has a Student Achievement Support Team that meets irregularly to discuss school issues. 	<ul style="list-style-type: none"> The school has a structured and shared school governance for some issues. The school has an operational school administration. The school has a Student Achievement Support Team that meets regularly to discuss school issues. 	<ul style="list-style-type: none"> The school institutes shared school governance. The school has an effective school administration. The school has an active and effective Student Achievement Support Team to support the vision of the school through the DP model.
I. Student Outcomes				
Attendance Rate	School has poor average daily attendance rates (65% or lower).	<15% points annual increase in average daily attendance rates to reach a target level of 90%.	15% points or greater annual increase in average daily attendance rates to reach a target level of 90%.	School has an average daily attendance rate of 90% or better.

* Indicates goals that were met in the first year of the plan

	Little evidence (0)	Needing Attention (1)	Satisfactory (2)	Very Good (3)
Retention Rate	School has one-year retention rates of 50% or lower.	<15% points annual increase in student retention to reach a target level of 90%.	15% points or greater annual increase in student retention to reach a target level of 90%.	School has a one-year retention rate of 90% or better.
Percent of Students Meeting State Standards	50% or fewer students pass state exams required for graduation.	<15% points annual increase in students passing state exams required for graduation.	15% points or greater annual increase in students passing state exams required for graduation.	When taking the state exams required for graduation for the first time, 90% or more students pass.
Percent of Plus Phase Students Graduating	50% or fewer Plus Phase students graduate within 1 year.	<10% point annual increase in percent of Plus Phase students graduating within 1 year.	10% points or greater annual increase percent of Plus Phase students graduating in one year.	Ninety percent or more Plus Phase students graduate within 1 year.

SCHOOL-WIDE INITIATIVES

- Ongoing professional development both during the day and after-school for teachers at all levels with a focus on measuring formative assessments for data driven results
- Continued use of MCAS learning laboratories
- Continued grant writing to obtain services and technology to further address the needs of students in the areas of needs improvement and failing
- Review by the Leadership Team work assessment protocols
- Collection of data such as MCAS, GMade, GRADE diagnostics
- Continue leveled placement for students with 100% accuracy
- Interventions for students who are determined to be at-risk based on the data collected
- Improved data usage at department and leveled meetings
- Professional development that included modeling
- Schedule modifications that will enable special education teachers to share preparation times to further implement lessons and accommodations
- Data meetings that determine goals and measure progress
- Collaboration with our Pathways Initiative to offer MCAS support labs for students not progressing to the standards in which we set.

* Indicates goals that were met in the first year of the plan

School Action Plan 2009-2010

Goal 1: Develop measurable student performance goals

School Improvement Objectives:

1. Champion’s average daily attendance will be 85%
2. Champion will retain or graduate 60% of its current students. *
3. Champion will promote or graduate 60% of its students within the academic year.*
4. MCAS rates will improve as aforementioned in the performance goal section.*
5. GRADE and GMADE scores will improve at least one grade level every semester in the Foundation Level
6. Measurable performance based model implementation will deepen.*

Student Improvement Objectives:

1. 80% of Champion’s students will have five or fewer unexcused absences per term.
2. 100% of students will progress within an adequate amount of time (2 semesters) or be put on an academic plan.
3. Students will meet the Diploma Plus Competencies and or make progress every term.
4. The level of college bound students will increase from about 20% to 40% for the graduating class. *

Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • Parent calls will continue to be made and tracked. • Attendance incentive program will continue • Inactive students for a period of over 	<ul style="list-style-type: none"> • Principal • School Counselor • Clerical Para • Secretary 	<ul style="list-style-type: none"> • Paraprofessional • Infinite Campus 	September 2009	Improved attendance rates from about 67% for our goal of 85%

* Indicates goals that were met in the first year of the plan

<p>15 days will be dropped after the implementation of intervention</p> <ul style="list-style-type: none"> • An intervention plan will be implemented by Gale Galante, SAC to address students that have 2 or more absences each term. • A tracking list of potential, “at risk” students for poor attendance will be compiled by the Secretary and given to the Counselor. 				
Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • Teachers will ensure that students maintain steady progress throughout the levels with appropriate GE based on leveled standard formative assessments and GMADE 	<ul style="list-style-type: none"> • Advisors • Auxiliary Teacher/Curriculum • SAS team 	<ul style="list-style-type: none"> • Local Funds • Grant Funds • Professional Development Funds 	<p>By the end of Quarter II, 2009/2010</p>	<ul style="list-style-type: none"> • 90 % of students will test into the appropriate GE for their placement level. • DP program implementation rubric.

* Indicates goals that were met in the first year of the plan

<p>and GRADE diagnostics.</p> <ul style="list-style-type: none"> Assessment Rubrics will be assessed at Data meetings 				
<ul style="list-style-type: none"> Portfolio Assessment will be aligned. 	<ul style="list-style-type: none"> Auxiliary Teacher/Curriculum 	<ul style="list-style-type: none"> Local Funds Grant funds Department and level meetings 	September 2009	<ul style="list-style-type: none"> Implementation rubric Portfolio Sheets
Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation

* Indicates goals that were met in the first year of the plan

Goal 2: Align, review and regularly refine written curriculum

School Improvement Objectives:

1. Each academic course will be mapped to Prioritized Massachusetts Standards*
2. Teachers will meet weekly in discipline (humanities, math, and science) phase (Foundation, Presentation, and Plus Phase) meetings to align curriculum instruction, and assessment to the Prioritized standards.*
3. In 70% of the classrooms, the curriculum is developed and identified using backwards planning.
4. Instruction is competency based and standards aligned in 70% of the classrooms.
5. 70% of teachers will post lessons and assessments weekly on dp.net that map to prioritized Massachusetts standards and Diploma Plus competencies. *

Student Improvement Objectives:

1. 70% of eligible students in each of the DP Phases will compile and present a portfolio that demonstrates they have met the Prioritized Massachusetts standards for their courses expressed by the presentation rubric.*
2. 100% of students' progress will be measured with GMADE and GRADE diagnostics to track growth.

Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • Teachers will link rigorous portfolio requirements and use portfolio maps to exhibit the Massachusetts standard assessed. 	<ul style="list-style-type: none"> • Principal • Auxiliary Teacher/Curriculum 	<ul style="list-style-type: none"> • DP.net • Leveled and department meetings • Administrative support 	September 2009	<ul style="list-style-type: none"> • Implementation rubric • Dp.net tracking data
<ul style="list-style-type: none"> • Implementation of backwards planning will be addressed and aligned with standards that were prioritized for each level 	<ul style="list-style-type: none"> • DP Coach • Auxiliary /Curriculum 	<ul style="list-style-type: none"> • Local Funds • PD funds • DP coach 	September 2009	<ul style="list-style-type: none"> • Implementation rubric • Dp.net tracking data • Movement through levels that align with GE

* Indicates goals that were met in the first year of the plan

				diagnostics
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* Indicates goals that were met in the first year of the plan

Goal 3: Use best practices in standards-based instruction

School Improvement Objectives:

1. Champion will create, administer, and collectively score common ELA, math, biology, and U.S. History classroom assessments to be given school wide at least once per term.
2. Every student will take the GRADE and GMADE full battery twice per year
3. Portfolios and presentations will demonstrate student understanding of the Massachusetts prioritized standards through the Diploma Plus competencies.*

Student Improvement Objectives:

1. 70% of students that attended Champion for a full academic year will improve at least two grade levels on the GMADE and GRADE.
2. 70% of students moving into Presentation Phase will score at the 9.0 or greater level on GMADE and GRADE.
3. 70% of students moving into the Plus Phase will score at the 10.0 or greater level on the GMADE and GRADE.*
4. 70% of students taking MCAS in the Presentation level will pass.*

Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • The creation of common assessments will be developed by the SAS team and teachers in order to measure growth. 	<ul style="list-style-type: none"> • DP Coach • Auxiliary teacher/curriculum • SAS team 	<ul style="list-style-type: none"> • Local Funds • Diploma Plus 	January 2010	<ul style="list-style-type: none"> • Common assessment data that is aligned to the level and the prioritized standards.

* Indicates goals that were met in the first year of the plan

<ul style="list-style-type: none"> • Preparation in advisories will continue to improve portfolio development and presentations. • Advisors will be full time teaching staff 	<ul style="list-style-type: none"> • Auxiliary Teacher/Curriculum • Principal advisors 	<ul style="list-style-type: none"> • Advisories • DP Coach • PD 	<ul style="list-style-type: none"> • Currently in progress 	<ul style="list-style-type: none"> • 100% of students will effectively link their portfolios and presentations to standards measured by the presentation rubric
Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • Teachers will be trained in the administration of GMADE and GRADE 	<ul style="list-style-type: none"> • Counselor • Auxiliary teacher/curriculum 	<ul style="list-style-type: none"> • Level and department meetings 	January 2010	<ul style="list-style-type: none"> • Baseline data for GMADE and GRADE

* Indicates goals that were met in the first year of the plan

Goal 4: Implement and use results of formative assessment (2009) Develop a system of monitoring data related to student achievement that is aligned at the district, school, and, classroom levels.

School Improvement Objectives:

1. Champion will create, administer, and collectively score common ELA, math, biology, and U.S. History classroom assessments to be given school wide at least once per term. (refer to Goal 3 as well)
2. Every student has an individualized learning (ILP)
3. 70% of the teachers are using the competency tracking system dp.net as their grade books.
4. Every phase and every department meets at least once per month to review and plan from school and student achievement data.*
5. Network with other alternative schools to compare the use of achievement data.

Student Improvement Objectives:

1. 70% of the students can identify the requirements needed for them to be promoted and/or graduate. *
2. 70% of students are passing their academic support lab.
3. Dp.net will be utilized to assess student performance and maintain achievement data.*
4. Students will understand the necessity of data driven assessment and how it links to each level so as to have an explicit map of “moving forward.”

Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • Teachers will use data to drive instruction during data meetings 	<ul style="list-style-type: none"> • Auxiliary teacher/curriculum • SAS team 	<ul style="list-style-type: none"> • Infinite Campus • Data Warehouse • Testwiz 	October 2009	<ul style="list-style-type: none"> • Implementation rubric • Rubric for feedback from teachers regarding data meetings
<ul style="list-style-type: none"> • The creation of common assessments will be developed by the SAS team and teachers in 	<ul style="list-style-type: none"> • DP Coach • Auxiliary teacher/curriculum • SAS team 	<ul style="list-style-type: none"> • Local Funds • Diploma Plus 	January 2010	<ul style="list-style-type: none"> • Common assessment data that is aligned to the level and the prioritized standards.

* Indicates goals that were met in the first year of the plan

order to measure growth.				
Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> 100% of teachers will utilize Dp.net assess student performance and maintain achievement data 100% of teachers will post their items to dp.net and measure students success with individual summary assessment 	<ul style="list-style-type: none"> Auxiliary Teacher/Curriculum Principal SAS team DP Coaches DP Administrator 	<ul style="list-style-type: none"> DP.net DP coaches Data meetings PD Local funds Grant funds 	January 2010	<ul style="list-style-type: none"> Implementation rubric Rubric for feedback from teachers regarding data meetings (model from Brown U.) Dp.net tracking data

* Indicates goals that were met in the first year of the plan

Goal 5: Monitor student performance and program implementation. 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 the professional development for administrators and teachers on using data effectively to improve achievement.
3. Select, develop, and disseminate tools for analyzing data.
4. Require teachers to review achievement data with students.
5. Teachers will become over 97% HQ

Student Improvement Objectives:

1. MCAS scores will improve on the ELA MCAS from 30% of the total population passing with proficiency in 2007 to 35% in 2008 to 40% in 2009.
2. Champion School will increase the percentage of students in the Proficient/Advanced range from 12% of the students taking the test in 2007 to 20% in 2008, and to 35% during the 2009 administration.
3. GMADE and GRADE will match a students academic level with over 90% accuracy.
4. Foundation level students will show an improvement of one grade level in ELA as measured by the GRADE for each semester they are in Foundation.
5. Foundation level students will show an improvement of one grade level in Math as measured by the GMADE for each semester they are in Foundation.

Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • Teachers will understand the need for implementation of data driven instruction and its effect on improved student achievement data 	<ul style="list-style-type: none"> • Principal • Auxiliary Teacher /Curriculum • DP Coach • SAS team leaders 	<ul style="list-style-type: none"> • Data meetings • CFC Funds • Local funds • DP Coach • Data warehouse • Data support from central • Testwiz • DP.net 	September 2009	<ul style="list-style-type: none"> • Student achievement data • Data meeting protocol and rubrics • Standardized assessments

* Indicates goals that were met in the first year of the plan

Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> Teacher observations to support deeper implementation of the DP model and student centered classrooms 	<ul style="list-style-type: none"> Principal Auxiliary Teacher /Curriculum DP Coach 	<ul style="list-style-type: none"> DP Coach Curriculum autonomy Principal Local funds 	September 2009	<ul style="list-style-type: none"> Implementation Rubric Effective teacher observations Improved student achievement data
<ul style="list-style-type: none"> Professional collaboration will be embodied in our small school environment that aligns embodies our mission and aligns with the district goals and roadmap 	<ul style="list-style-type: none"> Principal teachers 	<ul style="list-style-type: none"> local funds support from central data support from central 	<ul style="list-style-type: none"> Currently in progress 	<ul style="list-style-type: none"> Student achievement data Over 80% of the goals met in the School action plan as set forth in the SIP

* Indicates goals that were met in the first year of the plan

VIII. School Climate and Citizenship Goal

Goal: Build a supportive school culture that...

Objectives:

1. Has an advisory structure in place and 90% of advisors are providing a structured advisory that links to the school’s advisory goals. The purpose of the advisory program at the Champion H.S. is to foster students’ academic, social, and emotional growth and encourage empowerment by creating a safe setting, building community, and helping to ensure that each student feels connected to at least one adult who acts as a mentor and advocate. *
2. At least 30% of the students in every phase are involved in activities to foster awareness, exploration, and provide experiences in civic engagement activities.
3. Prior to graduation, every student has developed and participated in a community action project.
4. Cultural responsiveness will be addressed in PD.*
5. Ensure that students use productive team member skills.*
6. Students demonstrate the ability to learn on one’s own.*

Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • Create an advisory structure that links to the school’s improvement plan and improves student achievement data 	<ul style="list-style-type: none"> • SAS team • DP coach • Principal • Auxiliary Teacher/Curriculum 	<ul style="list-style-type: none"> • .5 Wednesday PD days • Local funds 	Currently in progress	<ul style="list-style-type: none"> • Student achievement
<ul style="list-style-type: none"> • All seniors will be required to participate in a civic 	<ul style="list-style-type: none"> • Civic engagement teacher • Auxiliary Teacher/Curriculum 	<ul style="list-style-type: none"> • Teacher for Civic engagement • Grant funds 	A work in progress	<ul style="list-style-type: none"> • Classroom and item assessment rubric • Effective teacher

* Indicates goals that were met in the first year of the plan

<p>engagement class that requires a community action project.</p>	<ul style="list-style-type: none"> • DP coach 	<ul style="list-style-type: none"> • DP coach 		<p>observations</p>
<ul style="list-style-type: none"> • Professional development that will foster a supportive culture in addition to meeting the needs of our performance based system 	<ul style="list-style-type: none"> • Principal • Auxiliary Teacher/Curriculum 	<ul style="list-style-type: none"> • .5 Wednesday PD days • Local funds • Teacher for Civic engagement • Grant funds • DP coach 	<p>Currently in Progress</p>	<ul style="list-style-type: none"> • Student achievement data • Classroom formative assessment rubrics • Presentation rubrics • Portfolios

* Indicates goals that were met in the first year of the plan

IX Champion High School Parent Involvement Goal

Goal: Increase Parental Involvement

Objectives: Research has shown that strong home school partnerships foster higher student achievement.

1. Advisors will be in contact with parents regularly
2. In addition to open house we will host to parent teacher conferences with convenient times
3. Parents will know who their son's /daughter's advisor is.

Activities	Who is Responsible	Resources Needed	Specific Timeline	Measures of Implementation
<ul style="list-style-type: none"> • Open House 	<ul style="list-style-type: none"> • Principal 		October 2009	Parental sign in/ attendance sheet
<ul style="list-style-type: none"> • Conference 	<ul style="list-style-type: none"> • Teachers • Principal • Auxiliary /Curriculum 		March 2010 October 2010	Parental sign in/ attendance sheet
<ul style="list-style-type: none"> • Regular contact with parents including positive feedback • Teachers will set a goal of contact at least once per term 	<ul style="list-style-type: none"> • Advisors 		October 2009	<ul style="list-style-type: none"> • Improved achievement data • Improved rates on the DP implementation rubric

Brockton Champion High School Profile

Champion is part of the Brockton Public School System. It is one of three alternative pathways to education afforded to Brockton youth. It is important to note that Champion is the one alternative that remains a school of choice for the youth in our community. Our new location effective SY 2009/2010 will be:

Brockton Champion High School

[Keith School](#)

175 Warren Avenue
Brockton, MA 02301

Principal, Hernani C. Branco

508-580-7287

ADVISORY PROGRAM

The purpose of the advisory program at Champion High School is to foster students' academic, social and emotional growth and encourage empowerment by creating a safe setting, building community, and helping to ensure that each student feels connected to at least one adult who acts as a mentor and advocate. The 2008/2009 curriculum was developed by Mrs. Terry Finnegan, teacher and Student Achievement Support team member. On Mondays Advisors work on a collaborative school project. Tuesdays and Thursdays are reserved for Silent Sustained Reading. Wednesdays are utilized solely as student check-ins. Advisors offer one-on-one advising and review of student progress. Fridays are dedicated to team building activities.

LEARNING LABORATORY

Students in the Foundation level are enrolled in a reading lab and a math skills lab once per week. The purpose of these labs is to prepare students for MCAS. Foundations A students are also enrolled in a mentoring lab where Plus Phase students assist them in social and academic skills.

Students in Presentation level are enrolled in MCAS ELA and MCAS Math preparatory labs. Students will remain in these laboratories until they meet competency determination.

WHAT MAKES CHAMPION HIGH SCHOOL DIFFERENT?

We offer a small setting where students can be known by at least one caring adult. We've created an environment where individualized instruction and attention to students' needs is critical to their academic success. The small class size allows for student-centered instruction and one-on-one attention to students' needs. This helps students feel secure in their knowledge and progress toward becoming independent learners. Small class size also allows teachers to connect with and personally know each student.

Teachers embrace the opportunity to impact the lives of students through academics and personal connections. Students feel cared for. Teachers know students by name. Advisory time affords teachers time to listen to students' life stories and get to know each one in a more personal way. This understanding enables teachers to individualize the support each student receives to help him/her

* Indicates goals that were met in the first year of the plan

achieve greater academic success. One teacher remarked, that “students are accepted no matter who they are. In a bigger school it’s up to students to find out how to fit in. Here [at Champion] everyone is included and encouraged to feel a part of the community”.

EDUCATIONAL PHILOSOPHY

Champion’s educational philosophy is embodied in its mission. Our educational practices are based on the philosophy that all students can become productive citizens. The academic program is a competency-based program designed by Diploma Plus. Teachers have linked the Diploma Plus competencies to the Massachusetts State Frameworks. The academic focus is on core competencies in English language arts, mathematics, science and social studies. It also includes a range of community college coursework with a Future Focus component. Teachers individualize instruction within core content areas and organize curriculum into high interest projects. The culmination of standards met for each level is assessed with rubrics and portfolio pieces. Portfolios are presented every semester for students moving from level to level. They are developed to represent the rigor and standards met during the course of the semester. Champion’s environment provides smaller classes, a low teacher-to-student ratio, and an enhanced ability to provide for various learning styles.

ACCOUNTABILITY

Champion has mapped out a work plan with the support of DP. In addition to our plan that was approved November 2009, we have developed a School Improvement Plan. It is currently being reviewed by our newly implemented School Council.

INTERNAL ASSESSMENT

Diploma Plus Competencies are linked to the Massachusetts Curriculum Frameworks. Students must achieve “bridging” in the competencies to move to the next level. The levels are 1) Foundation, 2) Presentation, and 3) Plus. Student work is measured along a scale from emerging to advanced. Student portfolios are judged by faculty and external reviewers.

A Student Achievement Support team has been developed and operates under the direction of the Principal. Their foci for the SY 2009 were as follows:

- Link classroom curriculum to the Massachusetts Curriculum Frameworks
- Prioritize standards of instruction
- Opening avenues of communication with Advisors and Classroom teachers to ensure that all students have an advocate and are provided with an avenue to success
- Create portfolio tracking sheets for student success
- Look at student work and examine the rigor of expectations within the disciplines
- Collaboratively discuss lesson plans within the disciplines
- Increase our repertoire of learning-centered instructional strategies.
- Plan professional development activities that enhances data driven instruction

CURRICULUM

Our goal is to prepare young adults to become productive citizens. We focused our school-wide professional development efforts on literacy, numeracy and effective performance based instruction. We will continue this focus for the upcoming school year. We have three levels: 1) Foundation, 2) Presentation, 3) Plus. We provide an accelerated achievement option for students who enter our program with learning gaps of more than two years. Placement for these levels is determined by diagnostic assessment: GMADE

* Indicates goals that were met in the first year of the plan

and GRADE tests. We created a Program of Studies this year. We will be working in the next few months to develop the syllabi for courses.

DATA

The two assessments, the GRADE and GMADE have provided useful information for students, teachers and administrators. These tests are being administered prior to entrance to Champion High School. In addition, MCAS tests are being evaluated in regard to the alignment of Math Curriculum and the success rate on the test. Recording keeping has been systematized. We have enrollment, scheduling and test data in Infinite Campus, database. We now have access to Testwiz, Edusoft, and the Data Warehouse to further expand our data driven instruction.

SCHOOL CALENDAR

Champion High School is Brockton Public School. The school calendar is the same as that of the school district. The number of instructional days is 180 each school year. School is in session from 8:30 to 2:40, Monday through Friday.

NCLB REPORT CARD/SUMMARY OF EXTERNAL ASSESSMENT RESULTS

<i>Teacher Data 2009-2010</i>		
Total # Teachers		12
% of Teachers Licensed in Teaching Assignment		83%

GRADUATION

For three years in a row, Champion had its biggest graduation class, graduating 17 students 06/07 and 13 in 07/08. Our graduates for 08/09 was 18. To graduate, students must demonstrate mastery of 12th grade level competencies that are required in their class work and their major projects in addition to meeting the statewide competency determination guidelines (MCAS.) Additionally, they must successfully complete their community college course work and their internship. Students earn a high school diploma by demonstrating a high level of skill and competency, not by accumulating credits according to the traditional "time-in-seat" method.

PROFESSIONAL DEVELOPMENT

Professional Development focused on prioritizing standards for each level in addition to backwards lesson design. Michelle Allman, Diploma Plus Coach worked with staff monthly as a coach to develop curriculum that links to the Massachusetts Curriculum Frameworks. We saw an upward trend of MCAS scores and movement through levels. A strong suit of Champion is its leadership team. The Student Achievement Support team works closely with Diploma Plus in areas of achievement, curriculum development, and this year developing a work plan. The work plan was designed with the four essentials for a DP school in mind. Future Focus, Supportive School Culture, Performance Based Systems, and Effective Supports are the four essentials that guide Champion.

* Indicates goals that were met in the first year of the plan

SUMMER INSTITUTE

All staff will attend Champion's Summer Institute. This week will give us the opportunity to work on the Performance Worksheets for the Accountability Plan and will give staff an opportunity to continue to map curriculum and assessment to the Massachusetts State Frameworks. There will also be a focus on backwards planning in design.

SPECIAL EDUCATION

In response to a Coordinated Program Review of Special Education, new staff was hired and the following changes were implemented this past year:

- We are a Brockton Public School and as such, we have included a once a month special education meeting with Jay Lander, Team Chairperson. These meetings include discussing areas of concern for the teachers and updates.
- An EPT group has been implemented. Teachers bring the names of students they are concerned with and the team discusses strategies to assist the student to be productive in the school. During this time, teachers may refer students for testing and the referral process begins. The referral process may also begin when a parent brings attention to the special education teacher with concerns for their child. The teacher discusses the child with the parent and explains the referral process to them. Consent to evaluate is sent along with the Notice of Procedural Safeguards.
- Copies of the IEPs were given to the teachers. Each teacher sat with the special education teacher to go over them. The IEPs were explained to the teachers so they would understand each of them.
- Progress reports are completed every semester. The special education teachers sat with the teachers to review the goals and discuss the progress of the students. Once this is completed, the special education teachers use Easy IEP to complete the reports.
- Frequent check-ins with the students take place to be sure that they are making progress. This is usually done in an informal manner and for a brief period of time.
- Currently there are two full time special education teachers working with a facilitator from the district. Our current special education enrollment is at 22%.

GRADES AND AGE LEVEL

Champion is an un-graded high school that operates on three levels: Foundation, Presentation and Plus levels. These are roughly equivalent to 8th grade, 10th grade, and 12th grade. New students are accepted at every grade level throughout the school year. Students range in age from 15 to 21.

RECRUITMENT

A wide range of community based organizations that serve young people are actively engaged in our recruitment efforts, including primarily the Brockton High School guidance staff with approval of the Assistant Housemasters or Housemasters. Dr. Szachowitz oversees the whole process that includes outreach workers for the local Boys and Girls Club, RISE Youth Center, Department of Social Services (DSS) and YMCA; juvenile probation officers; and Brockton Housing Authority staff. We conduct orientation sessions at Brockton High School, mail informational materials and conduct follow-up telephone calls to all students who have withdrawn from Brockton High within the last year or current students who are not experiencing success; we also reach out to students who have previously attended Champion High School.

Completed applications from students include an application form, reference forms, transcripts, a contract of support, a student conduct agreement signed by a sponsor of the student's candidacy for admission, and a brief essay. The key to a student's success is their level of understanding of the program and their enthusiasm to involve themselves in the process of their own education.

* Indicates goals that were met in the first year of the plan

Once students are enrolled, they engage in an extensive orientation and an initial assessment using mathematics and reading diagnostic tests.

PARENT INVOLVEMENT

Champion High School is a partnership between the school leadership, teachers, students and families. Family involvement is not only welcome, but also absolutely necessary for the success of the school. All families are encouraged to participate. We have developed a School Improvement Council and seek to develop it with parity. Parents are asked to participate and are recruited by our school guidance counselor, Gale Galante.

FOOD SERVICE

We are currently contracted with Chartwells for an improved menu choice that is healthier. Our school serves breakfast and lunch.

FACILITY

The main school facility currently resides at 20 Union St. Brockton, MA 02301, formerly the Goddard school, but will relocate September 2009 to the Keith School located at 175 Warren Avenue, Brockton, MA. We will have a computer lab, art classroom, gymnasium in addition to 10 classrooms. There is also a resource room, a nurse's office and a guidance area.

TECHNOLOGY

Champion upgraded their computers this past year. Each classroom houses anywhere from one to three computers allowing teachers to enhance their instruction by teaching students how to conduct internet research, use word processing, and create PowerPoint® presentations. In addition, the school has purchased two servers to provide the infrastructure for a data management system. The school also has a computer lab for classroom use. Another addition to our technology for 08/09 has been a media cart for each floor, wireless internet, and an ActivBoard®.

SUSTAINED SILENT READING

“STOP, DROP, and READ” is a time when students, teachers and administrators read for 30 minutes twice weekly. All teachers keep track of students reading time.

ACTIVITIES

Activities ensure that students remain engaged in productive and healthy lives. During this time, students are provided with a variety of visual art options. With the support and expertise of local artists, students receive the much needed opportunity to express themselves through art, media and more. Students present their work in school. Their products are available for viewing at the school. Activities offered during the 2008/2009 SY are:

Art: Fuller Craft Museum, Artists in residence, are contracted to work with our students. In addition we have support from Erin Kirrane, art teacher, on Tuesdays.

Basketball Team: We participate in the YMCA league. The team consists of 12 members from all academic levels. Academic progress determines eligibility.

Fitness Room: We will be adding a fitness room over the Winter break.

After School: An enrichment work and learning program has been implemented at Champion. Its focus is to reinforce and teach career preparedness.

PARTNERSHIPS

Champion relies on a community network to fulfill its mission and to help ensure that the school's students are socially, emotionally, and physically healthy. We are pleased to continue our partnerships with local community based organizations. In addition we expanded our partnerships to include BAPIC (Brockton Area Private Industry Council, Inc. Champion also collaborates with local institutions of higher education to provide greater learning opportunities for students. Students in the Plus Phase enroll in one college level course at Massasoit Community College. Champion also partners with the Mass Cultural Council and the Fuller Craft Museum along with development and technical assistance from CYDE.

We have also worked with additional agencies that serve or otherwise interact with Brockton youth. These include the Old Colony YMCA, the Boys and Girls Club of Brockton, Youth Build, Promising Futures, the American Red Cross, the Brockton District Court Juvenile Division, the Massachusetts Department of Youth Services, The Department of Social Services, Brockton Public Schools, and the Brockton Housing Authority. These collaborations involve reciprocal referral processes, networking, and otherwise ensuring that the needs of Champion students, former students, and potential students are addressed.

XI. Appendix

School Council Minutes

_____Champion H.S. _____School Council
Meeting Minutes

School: Brockton Champion H.S.

Date: 11/20/08

Location: Champion H.S., 20 Union St. Brockton, MA 02301

Present: Hernani Branco, Chair; Denzil Paul, Co-Chair; Tracy Young, Teacher; Jessica Ramirez, student

Absent: Tina Glidden, Adam Dackers, Isabel Deandrade, Mary Roman, Andrew Depina, Matthew Scibetta

Records of Votes Taken:

A vote for Co-Chair was taken. Denzil Paul was voted in as Co-Chair with unanimity.

1. WELCOME

- a. A history of Champion was introduced to the board with a discussion of the transformation of Champion from a Horace Mann to Brockton Public School. Mr. Branco discussed at length the process in which we transitioned into a public school.
- b. Questions addressed were relevant to financial and academic autonomy.
- c. The Diploma Plus Model has been supported by the district in order to afford students at Champion a performance based system for learning.

2. Diploma Plus

- a. A discussion regarding council support and the development thereof was initiated by Ms. Young. Gates funding will support any area of our guiding principles which are defined as being four essentials for success. These essentials are: *Performance-Based Systems, Supportive School Culture, Effective Supports and Future Focus*. They have agreed that the development of a school council will fall under effective supports.
- b. The Gate's Funding will afford Champion H.S. 150/student for years 1 & 2, and 75/student for year 3, as a multiyear grant. The grant will support the four essentials of DP. A budget is forthcoming.

3. School Council Overview

- a. A council overview was given by Mr. Denzil Paul, in order to discuss the general function of a school council. As a new body our council was receptive to understanding its role.
- b. He also brought forth the elements of the annual school improvement plan.

4. SIP

* Indicates goals that were met in the first year of the plan

- a. The year 2009 School Improvement Plan was handed out with an explanation of its purpose. Council members will reconvene with any objections and input.

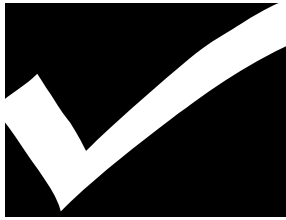
5. General Discussion

- a. Increasing parental involvement is an area of concern.
- b. Grants and grant writing as far as seeking out and developing.
- c. A discussion of effective intake information so as to keep communication lines open between parents/guardians and the school
- d. Mr. Branco discussed some challenges in the Chicago school system and how they are trying deal with issues of truancy and poor attendance.

Beginning Time: 5:10

Adjournment Time: 6:10

Signature of Chair or Co-Chair



School Council Meeting

Champion H.S.

Meeting called by:
Ernie Branco

Type of meeting:
School Improvement
Council

Facilitator:

Note taker: Tracy
Young

Timekeeper: Tracy
Young

Attendees: Hernani
Branco, Adam
Dackers, Tracy
Young

----- Agenda Topics -----

- Principals Report
- Approval of Minutes
- Introduction of new parent member, Teresa Barnette
- Work plan
- School Improvement Plan

Principal, Branco

Other Information

Special notes: We postponed this particular meeting as parity was not represented. The only attendees that were present were Ernie Branco, Adam Dackers & Tracy Young



School Council Meeting

Champion H.S. 5/4/2009 @ 5:30 p.m.

Meeting called by:
Ernie Branco

Type of meeting:
School Improvement
Council

Facilitator:

Note taker: Tracy
Young

Timekeeper: Tracy
Young

Attendees: Hernani
Branco, Adam
Dackers, Tracy
Young

----- Agenda Topics -----

- Principals Report
- Budget
- MCAS
- Work plan
- School Improvement Plan 2010

Principal, Branco

Other Information

Special notes: We postponed this particular meeting as parity was not represented. The only attendees that were present were Ernie Branco, Adam Dackers & Tracy Young