

**Brockton Public Schools  
Brockton, Massachusetts**

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

**Principal  
Barbara J. Lovell**

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### **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 EAST JUNIOR HIGH SCHOOL**

East Junior High School is committed to its students' intellectual, physical, social and emotional development. The school's staff focuses on interdisciplinary instructional techniques and inclusionary learning situations to foster its mission. East Junior High School recognizes and embraces its rich cultural diversity and acknowledges the combined efforts of parents, business partners and the community in attaining its goals.

#### **VISION STATEMENT of SCHOOL**

All students will leave the eighth grade proficient in English language arts and mathematics as evidenced by MCAS.

**IV. SCHOOL COUNCIL ROSTER**

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

**Name and Position**

**Signature**

**Barbara J. Lovell** \_\_\_\_\_  
*Principal*

**Alison Gillen** \_\_\_\_\_  
*Co-Chairperson*

**Julie Rankin** \_\_\_\_\_

**Lisa Antunes** \_\_\_\_\_

**Linda Brady** \_\_\_\_\_

**Linda Plache** \_\_\_\_\_

## V. DESCRIPTIVE DATA

### A. East Middle School Student Demographics

#### Enrollment by Gender

	2006-2007	2007-2008	2008-2009
Male	311	295	275
Female	297	296	314
<b>Total</b>	608	591	589

#### Enrollment by Race/Ethnicity

Race	2006-2007	2007-2008	2008-2009
African American	54	53.3	69
Asian	1.49	2.7	2
Hispanic	14	15	18
Native American	2	1	1
White	31	28	23

#### Selected Populations

	2006-2007	2007-2008	2008-2009
First Language not English	62	63	72
Limited English Proficient	30	32.6	41
Low-income	78.6	71	77
Retentions	1	1	1
Special Education (total)	18	18	21
General Ed Modified	11	11.6	12
Up to 20% Separate	2	1	4
21-60% Separate	5	5	6
Substantially Separate	0	0	0

#### Average Class Size

	2006-2007	2007-2008	2008-2009
All Grades	20	18	17

#### **Academic Support Programs:**

- Read 180
- 21<sup>st</sup> Century Learning Centers
- Project G.R.E.A.T
- National History Day
- Science Fair
- Homeroom Enrichment
- PLATO lab
- RM Math/Smart Board

#### **Student Enrichments Programs:**

- After School Programs
- Student Council
- School Newspaper
- Peer Leaders and Peer Mediation
- Intramural Athletic Program
- Interscholastic Team Sports
- Band and Chorus Program
- Drama Club

**East Middle School  
MCAS Results**

<b>GRADE 07 ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	2	0	1	3
PROFICIENT	25	21	46	39
NEEDS IMPROVEMENT	40	43	33	33
WARNING	33	36	20	25
<b>GRADE 07 MATHEMATICS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED		1	2	2
PROFICIENT		10	15	13
NEEDS IMPROVEMENT		26	38	31
WARNING		63	44	54
<b>GRADE 08 ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED		2	1	3
PROFICIENT		34	41	51
NEEDS IMPROVEMENT		36	42	28
WARNING		28	15	17
<b>GRADE 08 MATHEMATICS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	3	4	1	4
PROFICIENT	8	10	16	19
NEEDS IMPROVEMENT	31	26	36	36
WARNING	58	61	47	41
<b>GRADE 08 SCIENCE AND TECHNOLOGY</b>				
<b>PERFORMANCE LEVEL</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
ADVANCED	0	0	0	0
PROFICIENT	4	6	4	3
NEEDS IMPROVEMENT	29	29	34	38
WARNING	68	66	62	59

## VI. RESULTS AND DISCUSSION

### ATTAINMENT OF 2008 - 2009 GOALS

#### GOAL #1

**English Language Arts:** The East Middle School will increase the CPI on the ELA MCAS from 76.5 for grade 7 and 76.8 for grade 8 in 2007 to 80.4 for grade 7 and 81.6 for grade 8 on the 2008 MCAS test and to 84.3 for grade 7 and 84.5 for grade 8 on the 2009 MCAS Test.

**Degree of Attainment to Date.** East Junior High made progress toward its goal for the Spring 2008 ELA MCAS in both grades 7 and 8. Grade 7 students scored 73.6 and grade 8 students achieved a CPI of 79.6.

#### GOAL #2

**Math:** The East Middle School will increase the CPI on the Math MCAS from 55.6 for grade 7 and 52.8 for grade 8 to 63 for grade 7 and 60.7 for grade 8 on the 2008 MCAS test, and to 70.4 for grade 7 and 68.6 for grade 8 on the 2009 MCAS.

**Degree of Attainment to Date:** East Junior High made progress towards its goal for the Spring 2008 Math MCAS in both grades 7 and 8. Grade 7 students scored a CPI of 52 and grade 8 students achieved a CPI of 57. Gains were made in the subgroups as well.

#### GOAL #3

**Goal Statement:** To reduce the number of aggressive acts thus creating a positive, safe school atmosphere.

**Degree of Attainment to Date:** East Junior High continued to address reducing the number of aggressive acts for the 2008-2009 school year. As of June 2009, the number of aggressive acts recorded was 28. This number is less than the number of aggressive acts recorded last spring which was 45. This number includes a wide variety of infractions encompassing over 9 sub-headings. East is pleased with this number considering the reduction of infractions from 76 just a few years ago. The challenge to create a safe and positive environment for our student remains an ongoing effort through programs such as "GREAT," peer leaders, and peer mediation.

#### GOAL #4 .

**Goal Statement:** To improve attendance including all subgroups as defined by AYP parameters

**Degree of Attainment to Date:** East Junior High has continued to work on improving the attendance rate of all students in our school. The absent hotline, follow-up calling, and constant monitoring of sub-groups have all added to maintaining an attendance rate of 93%. Our current aggregate attendance rate of 95% slightly up from last year. Special attention was paid to sub groups this year and we are pleased to report 96 % attendance for LEP students, 94% for special education students, 96% for African American students and Hispanic students at 94%.

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

**English Language Arts:** The East Middle School will increase the CPI on the ELA MCAS from 73.6 for grade 7 and 79.6 for grade 8 in 2007 to 79 for grade 7 and 83.7 for grade 8 on the 2009 MCAS test and to 84 for grade 7 and 87.8 for grade 8 on the 2010 MCAS Test.

**Math:** The East Middle School will increase the CPI on the Math MCAS from 51.9 for grade 7 and 57 for grade 8 to 61.5 for grade 7 and 65.6 for grade 8 on the 2009 MCAS test, and to 71.12 for grade 7 and 74.2 for grade 8 on the 2010 MCAS.

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

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

**Goal 2:** Align, review and regularly refine written curriculum.

**Goal 3:** Use best practices in standards based instruction.

**Goal 4:** Implement and use results of formative assessments.

**Goal 5:** Monitor student performance and program implementation.

**SCHOOL ACTION PLAN 2009-2010**

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

**School Improvement Objective:**

1. Help teachers develop student performance goals for groups of students and individual students
2. Teachers will review MCAS and Unit test data for each class and set targets for improvement in each class and/or each subgroup within the class.

**Student Improvement Objective:**

Students will know what their goal is and what steps they will need to take to attain the goal

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Professional development will be given during department and cluster meeting time on writing objectives which contain performance criteria, conditions and language objectives	Principal, Associate Principal, and IRS	Local Funds	September - October 2009	Administrative observation, plan books, notes from department meetings, standards for classroom instruction booklet.
Individualized goals for students who are FLEP, or have a 504 plan or IEP will be prepared for students	Principal, Associate Principal, and IRS, LAT, and TEAM participants, classroom teachers	Local Funds	September 2009-June 2010	Administrative observation, step forms notes, IEP's
Data from MCAS, unit and benchmark tests will be analyzed by departments before setting goals.	Principal, associate principal, IRS	Local Funds	September 2009-June 2010	Administrative observation, plan books, notes from department meetings
During cluster and department meetings, goals will be reviewed and rewritten as needed	Principal, associate principal, IRS	Local Funds	September 2009-June 2010	Administrative observation, plan books, notes from department meetings

**SCHOOL ACTION PLAN 2009-2010**

**Goal 2:** Align, review and regularly refine written curriculum.

**School Improvement Objective:**

1. Teachers will engage in common planning of standards-based units.
2. Standards based units will be developed based on data to address specific areas of weakness.
3. District designed rubrics will be implemented to assess student writing and open response answers

**Student Improvement Objectives:**

Students will receive extensive time and consistent direction in ELA from one teacher

Students will receive extra time in mathematics to build background knowledge needed to become proficient on MCAS

Grade 7& 8 students will attend classes with reduced teacher to student ration in mathematics to allow for individualized instruction

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Clear objectives including language objectives will be posted in each classroom and articulated to the students at the start of each lesson	Classroom teachers, principal, associate principal and IRS, assistant principal	local funds	September 2009-2010	Professional dev. evaluations, lesson plan books
Objectives will be summarized during and re-stated at the end of each lesson	Classroom teachers, principal, associate principal and IRS, assistant principal	local funds	September 2009-2010	Administrative observation, evaluation
Students will be able to explain what they are learning and why, if asked	Classroom teachers, principal, associate principal and IRS, assistant principal	local funds	September 2009 through 2010	Lesson plans, samples of student work, memos to faculty, observation
Students will increase their use of rubrics to answer open response questions in all subject areas	Classroom teachers, principal, associate principal and IRS, assistant principal	local funds	September 2009 through 2010	Rubrics will be submitted with lesson plans,
Students will view exemplars or anchor papers before beginning	Classroom teachers, principal, associate	local funds	September 2009 through 2010	Folders of exemplars kept in the professional

assignments	principal and IRS, assistant principal			development room, lesson plans
Students will each attend a practical skills class to build background knowledge in math	All staff	Title one Funds	September 2009 through 2010	Lesson plans, Edusoft test
Teachers will receive district created materials designed to specifically address weaknesses in math to be used during the practical skills class.	Math department chair, IRS, steering committees	Local funds, CFC grant	September 2009 through 2010	District distributed binders of lesson plan
Intervention math teachers will be designated to teach grade 7 and 8 courses to reduce class size for students exclusive of the advanced and algebra classes	Grade 8 math teachers, principal	Title I Funds	September 2009 through 2010	Class rosters, benchmark exams

**SCHOOL ACTION PLAN 2009-2010**

**Goal 3:** Use best practices in standards based instruction.

School Improvement Objective:

1. Require teachers to create common classroom assessments (other than the district unit tests)
2. Interventions based on data will be created and implemented
3. Differentiated instruction will be used in classes to both challenge and address weaknesses
4. Foster and encourage high level questioning and thinking by all students.
5. Teachers will select and adapt materials to meet the individual needs of students

**Student Improvement Objectives:**

Students will be able to create and respond to higher level questions

Students will take common assessments created by teachers to reflect essential skills or power standards

Students will meet the standards though the use of differentiated instruction

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Teachers will meet as departments to monitor data and make adjustments to lesson plans based on data	Classroom teachers, associate principal	Local Funds	September 2009 through 2010	Department meeting agendas,
Professional development for teachers on creating standards based assessments (Backward by Design) and using Edusoft	Assoc. principal, IRS teachers by department, Principal	Local funds, CFC grant	September 2009 through 2010	Professional dev. evaluations
Professional development on each of the standards for classroom instruction.	Assoc. principal, IRS teachers by department, Principal	Local funds, CFC grant	September 2009 through 2010	Walk-though visits, administrative observations
Teachers will meet by department to review core and supplemental materials to develop alternative lessons	IRS, Associate principal, teachers by department	Local Funds, title one	September 2009 through 2010	Inventory lists department meeting minutes, plan books.

**SCHOOL ACTION PLAN 2009-2010**

**Goal 4:** Implement and use results of formative assessments.

**School Improvement Objectives:**

1. Hold data meetings with grade/department teams
2. Meet with individual teachers regarding their achievement data
3. Teachers will formatively assess students throughout and at the end of each class
4. Content teachers will create common assessments based on the standard before designing lessons.
5. Lessons will be designed in response to formative assessments and will include differentiated instruction

**Student Improvement Objectives:**

The student will receive instruction based on areas of weakness identified by formative assessments and will be able to move on to new material with his or her peers.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
ILT will meet to determine what key pieces of data will impact instruction and student achievement	Principal, assistant principal, associate principal, IRS	Local Funds	September 2009 through 2010	List of data needed from the warehouse
Administrators will meet with teachers individually to review results of unit tests and benchmark exams.	Principal, associate principal, assistant principal, classroom teachers	Local Funds	September 2009 through 2010	Notes from teachers, plans created to address gaps in achievement
Teachers will meet with math lab to create lessons to address areas of weakness	Specialists, and classroom teachers	Local Funds	September 2009 through 2010	Department meeting agendas
Teachers will meet by department to create assessments based on the standards	Assoc. principal, IRS teachers by department, Principal	Local funds	September 2009 through 2010	Plan books, tests submitted with the lesson plans, Edusoft data, folder in prof.dev. room

Lessons will be developed by departments after the assessment instrument is created	Assoc. principal, IRS teachers by department, Principal	Local funds	September 2009 through 2010	Administrative observation, samples of student work
Teachers will be given training and the opportunity to examine data and make adjustments in student placement within the cluster	IRS, associate principal, teachers, guidance staff, Principal	Local funds	September 2009 through 2010	Student report cards, class lists
Targeted intervention groups will be formed for students identified by the data	IRS, associate principal, teachers, guidance staff Principal	Title I Funds	September 2009 through 2010	Edusoft data
Students will complete the 10 minute FASTTMATH program during practical skills	Practical skills teachers	Title I funds	September 2009 through 2010	Fasttmath completion certificates

**SCHOOL ACTION PLAN 2009-2010**

**Goal 5:** Monitor student performance and program implementation.

**School Improvement Objectives:**

1. Establish requirements for the use of meetings and common planning time for data analysis and reflection.
2. Develop a coordinated plan for professional development for administrators and teachers
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. Assist staff in using tools for analyzing data

**Student Improvement Objectives:**

Students will be assigned to classes based on data

Students will participate in interventions specifically targeted to address areas of weakness based on data.

<b>Activities</b>	<b>Who is Responsible?</b>	<b>Resources Needed</b>	<b>Specific Timeline</b>	<b>Measures of Implementation</b>
Administrators will participate in formal and informal classroom walkthrough visits	Building and District administrators	Local Funds	September 2009 through 2010	Standards for classroom instruction, walk-through guides.
Teachers will include data from classroom tests with guidance as part of student informational meetings during IST meetings	Classroom teachers, guidance counselors	Local funds	September 2009 through 2010	Report cards, bi-weekly reports, ISSP forms, IST forms
Follow up monitoring will be done regarding professional development training in new initiatives	Principal, associate principal, IRS	Local funds	September 2009 through 2010	Administrative observations observation
Administrators will devote one meeting a month as a department to the review of data and interventions as a response to data.	Classroom teachers	Local funds	September 2009 through 2010	Department meeting minutes and agendas
Teachers will participate in preparations for school review meetings between central and building administrators.	Teachers, building and central administrators	Local funds	September 2009 through 2010	School review data folder

## VIII. School Climate and Citizenship Goal

### ACTION PLAN

**Goal:** To reduce the number of aggressive acts thus creating a positive, safe school atmosphere.

**Needs Assessment:** Issues of school safety at East Junior High are a growing concern. Our goal is to increase the sense of safety our students experience while at East Junior High. By implementing a school wide anti-violence initiative, we intend to involve all staff and students in a year long program to curtail the acts of violence.

**Objective:** To continue to involve students in activity to provide alternatives to violence, keeping the number of fights and other violent acts at fewer than 60.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. Increased Community Police presence before and after school.	Health Dept. Head	Grant funding	September 2009 through 2010	Reduction in number of incidents before and after school
2. Selected students will participate in peer mediation training and then conduct mediations as needed.	Peer mediation advisors	Local funds	September 2009 through 2010	Number of students who request peer mediations
3. Teachers will participate in professional development targeted at improving classroom management, establishing and maintaining routines and procedures, and consistency in enforcing the discipline code.	Associate principal, IRS, assistant principal	Local funds	September 2009 through 2010	Prof. Dev. evaluations, posted procedures in classrooms
4. Peer Leaders and peer mediators groups will organize activities to promote school spirit.	Peer group advisors	Local funds	September 2009 through 2010	Posters and essays teacher evaluation

## VIII. School Climate and Citizenship Goal

### ACTION PLAN

**Goal:** To attain the appropriate attendance needed to make AYP, in both the aggregate and subgroups.

**Needs Assessment:** For past years East Junior High has either failed to attain an attendance rate of 93% in the subgroups of Special Education and Hispanic students.

**Objective:** To increase the attendance of subgroups to 93% or better.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Weekly reports will be run by subgroup to monitor attendance	Associate principals, guidance	Local funds	2008-2010	Monthly attendance reports
Parent liaisons will call homes of students who are absent from school	Parent liaisons, school secretary	Local funds	2008-2010	Monthly attendance reports
Administrators and guidance counselors will inform teachers during cluster meetings of students who have chronic attendance issues and ask them to make connections to those students	Principal, associate principals, guidance counselors and classroom teachers	Local funds	2008-2010	Monthly attendance reports

# **IX. Appendix**

## **A. Title I Components**

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

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

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

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

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

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

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

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

- ◆ align professional development activities with the educational goals of the school district, the school, and the individual educator
- ◆ promote excellence in teaching and learning in all areas of the curriculum

- ◆ provide access for all students to challenging, engaging educational experiences which prepare them for the future
- ◆ create a learning environment that reflects understanding, acceptance and appreciation of all cultures and learning styles
- ◆ enhance an individual's ability to perform as an educator
- ◆ include training for other members of the school community
- ◆ reflect the Massachusetts Curriculum Frameworks.

High quality professional development should include

- ◆ integration of the Massachusetts Curriculum Frameworks
- ◆ support of the goals of the district, the school and the individual educator
- ◆ opportunities for reflection and processing
- ◆ collegiality and collaboration across and within professional roles and responsibilities
- ◆ expansion of educators' knowledge of subject matter
- ◆ incorporation of research-based strategies for teaching, learning, and assessment
- ◆ discipline-specific and interdisciplinary approaches to teaching, learning and assessment that reflect increased student achievement
- ◆ participant involvement in the design, implementation and evaluation of professional development programs and activities
- ◆ encouragement of and support for experimentation and risk taking
- ◆ follow-up that focuses on the application of professional development to the improvement of student learning
- ◆ opportunities for training for members of the school community, classroom paraprofessionals and others
- ◆ strategies for reaching out to and involving families and the community
- ◆ support of school improvement plans.

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

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

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

- We place advertisements for available positions in the Boston Globe, South Shore Enterprise, Patriot Ledger and cultural specific and diverse newspapers.
- The Brockton School Department sends representatives to the educational job fairs that are held through out the New England Region. Examples of such events are:  
     Massachusetts Educational Recruitment Consortium (M.E.R.C.)  
     Rhode Island Consortium for Educators (R.I.C.E.)

New England Minority Network (NEMNET)  
New England Association for Employment in Education (NEAEE)  
Job Fairs held at Boston College, University of Massachusetts  
at Amherst, and Bridgewater State College

- The Brockton School Department also uses national teacher employment web sites for job postings
- Campus interviews are also conducted at Bridgewater State College, Wheelock College, Lesley University, University of Massachusetts and Providence College. Certified candidates are invited to interview with principals and other administrators involved in the hiring process where openings exist.
- Available positions are also posted in national trade papers e.g. Education Week

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

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

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

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

In the 2007-2008 school year, the Kindergarten to Grade One Transition Form is used on a system-wide basis and in all community kindergarten programs. The Early Childhood Coordinator is responsible for getting the transition forms to the appropriate grade one school.

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

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

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

#### Early Childhood Articulation Committee

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

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

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

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

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

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

**Title I Part A** Direct Instruction Model and Computer labs, lab managers and IRS positions

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

**Title II** Enhancing Education Through Technology

**Title IV** Safe and Drug Free Schools (Violence Prevention, Drug Awareness, Second Steps and Nutrition Education)

**Title V** Innovative Programs

**Title X** McKinney-Vento (Education of Homeless Children)

**I.D.E.A.** Special Education Grant

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

21<sup>st</sup> Century Grant

Title III Bilingual Education

Perkins Occupational Education Grant

Smaller Learning Communities

Comprehensive School Reform Grants

Title I SINI Grants

Title I Achievement Grants

The state also provides support through the following grants:

MCAS Support Programs - All schools

Massachusetts Classroom-size Reduction Grant - Elementary Schools

Summer Success

Community Service Learning

Enhanced School Health Services

Early Childhood Grant

## 5. Parental Involvement

### TITLE I Parent Involvement Action Plan

**Needs Assessment:** Research has shown that strong home school partnerships foster higher student achievement

#### Objective(s)

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

Activity and / or Professional Development	Department(s) / Person(s) responsible	Resource(s) / Funding Source	Timeline	Evaluation
1. Home School Connection Newsletter provided in English, Spanish, Portuguese and French Creole will be distributed citywide. Information contained in this newsletter will build the parents' capacity to be successfully and effectively involved in their children's education.	Title I Dept. Head Katie Shea  Parent Information Specialist Jane Feroli  Bilingual Coordinator Jose Pinheiro  Parent Liaisons	Title I  Parent Information Center  Bilingual Department	Sept. 2008 – June 2009	Sign off sheets and responses to two way communication form
2. Reading Connection Newsletter to support reading development at home beginning & intermediate editions	Title I Dept. Head & Teachers,  Principal Parent Institute	Title I	Sept. 2008 June 2009	Parent responses and comments

3. Web Page with daily parenting tip, resource library to ask the experts, and pictures with an accompanying description of parent/child activities conducted by Title I in the various schools across the city.	Title I Dept. Head Katie Shea  Webmaster Kathy Ettinger	Title I Local Funds	Sept. 2008- Sept 2009	Number of hits on the web page
4. Good News Post Cards to keep parents informed about the progress of their children and to forge strong home school partnerships.	Title I Teachers  All staff in Title I Buildings	Title I	Sept. 2008-June 2009	Parent and child reactions and comments  Number of post cards sent
5. Annual Title I Meeting – held in all Title I Schools to make parents aware of their rights, roles and responsibilities. Further, information will be shared concerning school improvement goals, performance profiles, curricula, home school compacts, ways to assist children in learning, as well as, opportunities to be involved. Parental input will be sought in regard to program planning, implementation and review.	Title I Dept.  Building Principals  Building Staff	Title I	Sept.-Nov. 2008	Attendance Sheets Evaluations
6. Title I Family Book Bag Program to encourage parents to be the at home teachers of reading while learning important reading strategies to help their children achieve.	Title I Dept. Head Katie Shea Title I Teachers Building Staff	Title I	Sept. 2008-June 2009	Parent evaluations, attendance, response sheets
7. Bingo for Books – to meet the requirements of the Title I Law, keep parents informed about the curricula, and to provide parent training based upon individual school improvement goals.	Title I Dept. Head Katie Shea	Title I  Community Partner	Sept. 2008-June 2009	Attendance sheets Evaluations

	Building Staff			
8. Assistance in planning, preparing, supporting and presenting workshops for parents to address the individual needs of Title I buildings	Title I Dept and Staff Building Staff	Title I	Sept. 2008- June 2009	Successful implementation of programs
9. Positive contacts made to the home each week in the form of notes, phone calls, post cards, or 1 on 1 chats	Title I Teachers	Title I	Oct. 2008-May 2009	Title I Dept. Head Outreach Logs
10. A minimum of two parent meetings per year conducted by Title I Teachers to address the needs of parents, school improvement goals, and/or to build the parents capacity as communicators, supporters, teachers, learners, and decision makers.	Title I Teachers	Title I	Oct. 2008-June 2009	Title I Dept. Head Attendance sheets Parent Evaluations
11. Parenting Tips on WBET radio	Title I Dept. Head WBET Staff	Title I	Sept 2008-June 2009	Parent Comments
12. Parent /Child activities such as Book Cooks and Language Arts and Crafts to provide training that addresses the needs identified in the individual school improvement plans	Title I Dept. Head Building Staff Support Personnel	Title I	Oct 2008-May 2009	Attendance Sheets Evaluations

## **B. School Council Minutes**

