

**Brockton Public Schools
Brockton, Massachusetts**

**MANTHALA GEORGE, JR.
SCHOOL**

**SCHOOLWIDE
IMPROVEMENT
PLAN**

2009 – 2010

**Vilma M. González
Principal**

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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, meet their individual needs and prepares them for the future.

MISSION STATEMENT of the GEORGE SCHOOL

Our core belief is that all children can learn, the mission of the George School is to maintain high expectations for students to reach their potential in academic and social growth.

VISION STATEMENT of the GEORGE SCHOOL

By the end of grade five, all students at the George School will be proficient or above in all content areas as measured by district summative assessments.

Students will also be able to demonstrate appropriate conduct and social interaction skills.

IV. COUNCIL ROSTER AND STATEMENTS

The George school opened its doors on January 21, 2009 bringing together a diverse group of students, teachers and staff from the Whitman and Arnone Schools. The creation of a School Council was attempted but we did not get the response expected from parents or the community.

One of our goals for school year 2009 – 2010 will be the creation of a School Council and PTA.

Manthala George, Jr. School Profile

2010 – 2011

Location

Manthala George, Jr. School, 180 Colonel Bell Drive, Brockton, MA 02301

Hours: 9:00 AM – 3:15 PM; Early Dismissal 12:15 PM

Building and Facilities

Energy efficient building with state of the art technology with Smart Boards and surround sound in all classrooms, cafetorium, gymnasium, library, music and band rooms, computer lab, five portable laptop carts, wireless internet access, physical and biological science labs

Executive Summary

The George school opened its doors on January 21, 2009 bringing together a diverse group of students, teachers and staff from the Whitman and Arnone Schools. Our student body is a mix of White, African American, and Hispanic along with a smaller group of Asian and Native American students. The George houses the only Spanish Sheltered English Immersion and Two-Way English / Spanish programs in the city. It will also have along with general education classes an Inclusion program ranging from Kindergarten to grade 5 and a CRR (Community Resource Room). In September of 2009 additional general education classes and seven inclusion classes were opened. These additions brought the student population to 652 almost double of what we started with.

We have several teachers who have completed the Four Category trainings including SIOP (Sheltered Instruction Observation Protocol) to work with second language learners. Other teachers are currently going through the trainings. These teachers have been, or are being trained, to work with second language learners; in general it has provided them with overall good teaching practices that can be used for all learners. We have a full-time ESL teacher who will provide services to second language learners in regular education classes hopefully, five days a week; thereby, providing them with the necessary language exposure and support needed to succeed in the general education program.

Every grade (Kindergarten through fifth) has general education, SEI, Two-Way and inclusion classes. The inclusion program brought with it support personnel that work with teachers to provide students the best, cohesive academic program possible.

The Dual Language program is in its seventh year with two classes in every grade – one native English speaking teacher and one native Spanish speaking teacher. Starting in Kindergarten students are drawn from around the city to learn a second language by a gradual immersion of their instruction in the alternate language of either Spanish or English. As exciting and successful as this program has become, the requirements of

MCAS dictate that all students past their first year in the United States must be counted towards a school's determination of meeting Adequate Yearly Progress (AYP).

Current research indicates that five to seven years are required for students to achieve academic proficiency in a second language. The George faces many challenges in supporting our various ELL and LEP populations as well as addressing the state's requirement of AYP. Screening by the Kindergarten teachers has improved over the years but there are some students with language acquisition disabilities and this makes it very difficult for them to learn the second language. We have had to remove a small number of students from this program and place them where they would be more successful and with support.

An Inclusion Program Kindergarten – grade 5 with a total of seven classrooms, joined the George for the 2009-2010 school year. These groups have students with IEP's (Individual Education Plans) that have been developed to meet their individual learning needs. There will be general education students added to these groups that will serve as role models for learning and behaviors.

Overall and to better serve the needs of each student and to help, to the degree possible, to ensure their highest levels of academic achievement, detailed analysis is given to student assessments, following up with appropriate supplemental or intervention work and programs. Classroom instructional modifications are based on results obtained in these and other assessments. The Leadership Team together with the MSN and Title I teachers and the School Adjustment Counselor have been trained on the new Instructional Support Team (IST) process. This new process has allowed teachers to get additional help and support to meet the needs of struggling students and in many cases has avoided the need to refer them to Special Education.

The George has started training the current staff on the Responsive Classroom discipline model. Several staff members will receive further training at the end of the school year 2009-10. We will begin to train the new staff in order to have the consistency and stability for students, staff and parents.

The teachers will be given a new schedule that will incorporate time for interventions. Support personnel of Title I, MSN, Paraprofessionals, IRS, RRS, student teachers and the teachers themselves will work as a team providing students with the interventions needed through small group instruction in both ELA and Mathematics. This will enable students to work on skills whether a strength and weakness, that will improve their academic performance. The addition of a part-time RRS will help by focusing on the grades four and five as she has been trained and so have some of the teachers in Writer's Workshop that blends with the city's reading program.

We expect next year to offer Extended Day services from 7:00 – 8:50 AM and 3:15 - 6:00 PM, after-school remedial and enrichment programs, parent groups and the PTA will work and thrive side by side with community, civic, and political groups at the George.

The George has doubled in size from the 370 students we opened with. It has brought a blend of teachers and support staff from around the city with new ideas and strengths. It is our goal to continue working on having everyone come together as one family with one goal enhancing student achievement, and committed to ongoing professional development, to ensure that each of our students is receiving the most effective, research-based instruction possible within a safe and caring environment

VI. DESCRIPTIVE DATA

Demographics

The George School opened in January 2009 with students from the Whitman School grades 3 - 6 and students from the SEI Spanish and Two-Way from the Arnone; for a total of 25 classes.

Student population was comprised of White, Hispanic and African American, and a smaller number from other ethnic groups.

September 2009 the schools population was change with the addition of more students in all our current programs.

September 2009 configuration:

Regular Education.....	11 classes
Sheltered English Immersion / Spanish.....	5 classes
Two-Way English/Spanish.....	12 classes
Inclusion.....	7 classes (new addition)
Community Resource Room.....	1 class
TOTAL.....	36 classes

The actual breakdown by race, income, language ability, SPED is:

<u>RACE:</u>	1 - American Indian / Alaskan.....	6
	2 - Asian / Pacific Islander.....	12
	3 - Black / Non-Hispanic.....	268
	4 - Hispanic.....	203
	5 - White / Non-Hispanic.....	121
	----Other.....	<u>42</u>
	TOTAL.....	652

<u>INCOME:</u>	Pay lunch.....	174
	Reduced.....	89
	Free.....	388

<u>LANGUAGE:</u>	English.....	338
	Spanish.....	181
	Haitian / Creole...	39
	Portuguese.....	9

<u>SPED:</u>	01.....	14
	02.....	24
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Massachusetts Comprehensive Assessment System (MCAS)

Results:

MCAS was administered for the first time, in the spring of 2009 to grades 3, 4, 5 and 6 in English Language Arts and Mathematics. Results have not been received as of the writing of this plan.

Adequate Yearly Progress results are based on enrollment as of October 1, 2008 at which time the George had not been opened.

VII. RESULTS AND DISCUSSION: DEGREE OF ATTAINMENT FOR 2008–2009

Data for comparison will not be available until the results of the MCAS are received in the fall of 2009.

VIII. SCHOOL GOALS AND ACTION PLAN ALIGNED WITH THE BROCKTON PUBLIC SCHOOLS ROADMAP GOALS 2009 – 2010

School Performance Goals

English Language Arts and Mathematics: goals will be determined by the baseline testing to be done in September 2009. Once these results are obtained staff will develop goals for the year for their grades. MCAS results for the current population will be used to give us some parameters to meet.

Brockton Public School Roadmap Goals

- Goal 1:** Set specific, measurable student performance goals at the district, school and classroom level.
- Goal 2:** Insure that curriculum is aligned to state standards and instruction and that programs are implemented according to district standards.
- Goal 3:** Implement a comprehensive program of formative and summative assessments at all levels.
- Goal 4:** Develop a system of monitoring data related to student achievement that is aligned at the district, school and classroom levels.
- Goal 5:** Build a culture that values regular use of data, to make instructional, curricular, as a resource and planning decisions.