

**Brockton Public Schools
Brockton, Massachusetts**

**North Middle
School**

**SCHOOL
IMPROVEMENT
PLAN**

2009 - 2010

Principal

Donald Burrell

Associate Principal

Kelly A. Silva

Assistant Principal

MaryAnne MacCormack

II. TABLE OF CONTENTS

I. Cover Page.....

II. Table of Contents

III. Mission and Vision Statements.....

IV. Council Roster and Statements.....

V. Descriptive Data

A. Demographics/October Report

B. Massachusetts Comprehensive Assessment System (MCAS) & Adequate Yearly Progress (AYP)

VI. Results and Discussion: Degree of Attainment for 2007 - 2008.....

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

A. Goal 1.....

1. Action Plan

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

B. Goal 2.....

1. Action Plan

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

C. Goal 3.....

1. Action Plan

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

D. Goal 4.....

1. Action Plan

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

E. Goal 5.....

1. Action Plan

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

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

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

IX. Appendix.....

I. Title I Components

- 1. Ongoing Professional Development
- 2. Attracting Highly-Qualified Teachers
- 3. Preschool Children Transitions
- 4. Coordination and Integration of Grants
- 5. Parental Involvement.

J. School Council Minutes

III. MISSION AND VISION STATEMENTS

MISSION STATEMENT of BROCKTON PUBLIC SCHOOLS

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

MISSION STATEMENT of NORTH JUNIOR HIGH SCHOOL

The Mission of North Junior High School is to provide a safe learning environment that inspires students to become self-motivated, enthusiastic participants in their education, both in high school and beyond.

IV. SCHOOL COUNCIL ROSTER

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

<u>Name and Position</u>	<u>Signature</u>
Donald Burrell <i>Principal</i>	_____
Kelly A. Silva <i>Associate Principal</i>	_____
William Moore <i>Teacher</i>	_____
Kim O'Brien <i>Parent</i>	_____
John Bell <i>Parent</i>	_____
Mary Milligan <i>Parent</i>	_____
Alicia Woodberry <i>Community Member</i>	_____

V. DESCRIPTIVE DATA

A. Demographics/October Report

Student Enrollment

ENROLLMENT BY GENDER	2008-2009
Male	245
Female	231
Total	476
ENROLLMENT BY Race/Ethnicity	2008-2009
African American	48.3
Asian	1.9
Hispanic	15.1
Native American	1.1
White	31.3
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	2.3
Selected Populations	2008-2009
First Language not English	26.1
Limited English Proficient	4.2
Low-income	73.9
Special Education (total)	15.8

- *The enrollment by Race/Ethnicity and Selected Population data reflects percentage of students.*

VII. North Junior High - Test Results: 2007 & 2008

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE		
GRADE 07 - ENGLISH LANGUAGE ARTS	0	12	44	57	41	23	14	8	217	75.0
GRADE 07 - MATHEMATICS	3	15	20	32	33	29	45	24	217	51.4
GRADE 08 - ENGLISH LANGUAGE ARTS	1	12	66	63	28	18	5	7	239	86.5
GRADE 08 - MATHEMATICS	7	19	21	30	35	27	37	24	237	57.4
GRADE 08 - SCIENCE AND TECHNOLOGY	0	3	11	36	46	39	43	22	237	47

2008 AYP DATA-Summary

	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	Restructuring Year 1 - Subgroups	High	No Change
MATHEMATICS	Restructuring Year 2	Very Low	Declined

Adequate Yearly Progress History											NCLB Accountability Status
		2000	2001	2002	2003	2004	2005	2006	2007	2008	
ELA	Aggregate	No	Yes	Yes	No	No	Yes	Yes	Yes	No	Restructuring Year 1 - Subgroups
	All Subgroups	-	-	-	No	No	Yes	No	No	No	
MATH	Aggregate	No	Yes	Yes	No	No	No	No	Yes	No	Restructuring Year 2
	All Subgroups	-	-	-	No	No	No	No	No	No	

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

North Junior High School Performance Goals

GOAL #1

Goal Statement:

Student Performance Goal I ELA:

North Junior High will increase the number of students scoring at the proficient/advanced categories of the MCAS in order to achieve the 2009 ELA improvement target 84.17.

Degree of Attainment to Date:

While North Junior High did not meet our performance target of 85.4 in 2008, we did achieve a CPI of 81.0.

GOAL #2

Goal Statement:

Student Performance Goal I Math:

North Junior High will increase the number of students scoring at the proficient/advanced categories of the MCAS in order to achieve the 2009 Math improvement target of 62.08.

Degree of Attainment to Date:

While North Junior High did not meet our performance target of 76.5 in 2008, we did achieve a CPI of 54.5.

GOAL #3

Goal Statement:

To maintain at least a 92 % attendance rate in aggregate and all subgroups.

Degree of Attainment to Date:

As of 5/19/09 the attendance rate for the 2008-2009 school year is at 94.31 %.

Steps taken to achieve goal

- Parent Liaisons--call homes of absent students daily
- Bi-Lingual interpreters, assist with calls to homes of our Spanish and Cape Verdean students as needed.
- Maintain communication with the school attendance officer.
- Infractions such as detention and in-house suspension for chronic offenders of the tardy policy.

Brockton Public Schools Roadmap Goals

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

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

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

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

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

SCHOOL ACTION PLAN 2009-2010

Brockton Public Schools Roadmap Goals 1: Set specific, measurable student performance goals at the district, school, and classroom level.

School Improvement Objective(s):

1: Help teachers develop student performance goals for groups of students and individual students

2. Lead teachers in the analysis of Test Wiz and Edusoft reports to identify and remediate weaknesses and enhance instruction across all disciplines.

Student Learning Objective(s): Students will establish learning goals; steps they need to achieve these goals, and how to assess their progress.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
<i>What strategies/actions need to be taken?</i>	<i>Who is involved in the action? Who is responsible?</i>	<i>What resources are needed to carry out the action?</i>	<i>When will the action take place?</i>	<i>How will progress be measured?</i>
Teachers will participate in Whole school and departmental analysis of MCAS and Benchmark data. These analyses will assist in the placement of students in PLATO lab, Read 180 and Math Enrichment Groups.	All Teachers, Associate Principal, IRS	Local funds, Title I	Sept	1) Student Schedules 2) PLATO lab reports 3) Read 180 reports 4) Lesson plans
Teachers will participate in Whole school and departmental analysis of MCAS and Benchmark data to identify student weaknesses (i.e. content and types of test items) Based on these analyses the following will occur to target these areas ----- Development and execution of math enrichment units and lessons that target areas of weakness. ----- Warm-up's and/or a ticket-to-leave that addresses areas of weaknesses. Examples include, but are not limited to: Math: Geometry---ELA: Poetry---Science: Scientific notation--- Social Science: Graphing ----- Assigned reading selections (i.e. Non-Fiction) to Science and Social Science. ----- Writing assignments that address weaknesses, such as non-fiction reading selections and questions using rubrics.	Principal, Associate Principal, IRS, Academic Teachers, All Teachers ----- Associate Principal, Math Teachers ----- Associate Principal, IRS, Teachers ----- Associate Principal, IRS, Teachers ----- Associate Principal, IRS, Teachers. ----- Associate Principal, IRS, Teachers.	Local funds, Title I ----- Local funds, Title I ----- Local funds, Title I ----- Local funds, Title I ----- Associate Principal, IRS, Teachers.	Sept-June ----- Sept-June ----- Sept-June ----- Sept-June ----- Sept-June ----- Associate Principal, IRS, Teachers.	1) Completed Data Analysis Protocol. ----- 2) Meeting agenda and minutes ----- 1) Math Enrichment Activities 2) Informal and formal observations ----- 1) Warm-up's and Ticket to leave 2) Informal and formal observations ----- 1) Reading Selections w/ questions 2) Student work samples ----- 1) Writing Assignments 2) Student work samples ----- Associate Principal, IRS, Teachers.
Teachers will receive professional development during department and cluster meetings on writing smart goals. Teachers will then assist students in establishing smart goals for themselves, how to reach them, and how to assess their progress.	Principal, Associate Principal, IRS, Academic Teachers, All Teachers	Local funds, Title I	Sept-June	1) Meeting agenda and minutes 2) Student samples 3) Informal and formal observations

SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objective(s):

1. Schedule changes will be made to allow for more time for teachers to meeting in their respective departments.
2. Teachers will engage in common planning of standards-based units.
3. Teachers will consult the frameworks to design lessons and incorporate the Habits of Mind in planning their lessons.
4. Teachers will continue to implement Content Literacy and other strategies acquired through professional development.
5. The ILT will monitor standards and curriculum through unit lesson plans.

Student Learning Objective(s): Students will be able to articulate the standards and how they will be assessed.
Students will receive targeted instruction and extended time in ELA and Mathematics.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
<i>What strategies/actions need to be taken?</i>	<i>Who is involved in the action? Who is responsible?</i>	<i>What resources are needed to carry out the action?</i>	<i>When will the action take place?</i>	<i>How will progress be measured?</i>
Lesson plans will include Habits of Mind, standards, writing components, SPED accommodations, assessment pieces as well as all relevant activities.	Principal, Associate Principal, IRS, All Academic Teachers	None	Sept-June	1) Lesson plans 2) Informal and formal observations
Professional development on backward planning for lesson plans and the creation of unit lesson plans.	Principal, Associate Principal, IRS, All Academic Teachers	Local funds, Title I	Sept-June	1) Lesson plans 2) Informal and formal observations 3) Department meeting agendas/attendance/minutes. 4) Classroom Walkthroughs
Teachers will post and refer to their daily objective and agenda.	Principal, Associate Principal, IRS, All Academic Teachers	None	Sept-June	1) Lesson plans 2) Informal and formal observations 3) Classroom Walkthroughs

SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objective(s): Require teachers to create common classroom assessments.

Require teachers to establish measureable goals to increase the amount of assessment informed instruction.

Require teachers to create formative and summative assessments using Edusoft

1. Teachers will participate in on-going professional development on Understanding by Design.
2. Teachers will participate in on-going professional development on Formative Assessments
3. Teachers will create unit plans in their departments.
4. Teachers will create common assessments in their departments.

Student Learning Objective(s): Students will develop goals for themselves, how to reach these goals and assess whether they have met them.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
<i>What strategies/actions need to be taken?</i>	<i>Who is involved in the action? Who is responsible?</i>	<i>What resources are needed to carry out the action?</i>	<i>When will the action take place?</i>	<i>How will progress be measured?</i>
Professional development on backward planning for lesson plans and the creation of unit lesson plans.	Associate Principal, IRS, All Academic Teachers	Local funds, Title I	Sept-June	1) Dept. meeting agendas/attendance/minutes. 2) Unit Plan 3) PD survey
Teachers will receive on-going Professional Development utilizing Edusoft to create common assessments.	Associate Principal, IRS, All Academic Teachers	Local funds, Title I	Sept-June	1) Dept. meeting agendas/attendance/minutes 2) Common Assessments
Teachers will increase their use of rubrics generated at the district level, as well as, in house, to instruct students and correct student assignments in all content areas.	Associate Principal, IRS, All Academic Teachers	local funds, Title I	Sept-June	1) Dept. meeting agendas/attendance/minutes 2) Student work samples accompanied by rubrics
Teachers will utilize exemplars or anchor papers prior To beginning an assignments to increase students understanding of proficiency and communicate expectations.	Principal, Associate Principal, IRS, All Academic Teachers	local funds, Title I	Sept-June	1) Dept. meeting agendas/attendance/minutes 2) Lesson Plans 3) Student work samples accompanied by exemplars or anchor papers
Professional development on formative assessment to diagnose and address student learning problems.	Associate Principal, IRS, All Academic Teachers	local funds, Title I	Sept-June	1) Dept. meeting agendas/attendance/minutes. 2) Work samples 3) PD survey
Teacher will establish measureable goals to increase the amount of assessment informed instruction	Associate Principal, IRS, All Academic Teachers	local funds, Title I	Sept-June	1) Dept. meeting agendas/attendance/minutes. 2) Work samples 3) PD survey
Teachers will design lessons that incorporate Learning Centers to increase comprehension and check for understanding.	Associate Principal, IRS, All Academic Teachers	local funds, Title I	Sept-June	Lesson plans

SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objective(s):

1. Develop school goals, aligned with district goals.
2. Monitor the implementation of programs and standards-based instruction
3. Hold data meetings with grade/department teams
4. Meet with individual teachers regarding their student achievement data

Student Learning Objective(s):

Students will take benchmark exams and unit tests designed to target skills in math and ELA and will receive feedback from teachers as to their progress.
Students will be grouped based on data analysis to target instruction

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Walkthroughs will be conducted at the building level using the Protocol designed by central. Goals will be established and attainment results will be delivered to all teachers.	Principal, Associate Principal	Local funds, Title I	Sept-June	1) Walkthrough assessment sheet.
Data Meetings will be conducted each week to review data, create common assessments and engage in Professional Development. The outcome of these analyses will result in movement of students in classes based on skills	Associate Principal, IRS, All Academic Teachers	Local funds, Title I	Sept-June	1) Department meeting agendas/attendance/minutes
ISSP's will be reviewed and updated frequently to assess students' academic progress.	Associate Principal, IRS, All Academic Teachers	Local funds, Title I	Sept-June	1) ISSP's
Teachers will assess student progress in math enrichment classes during cluster meetings. Student placement will be reassessed and adjusted when necessary.	Associate Principal, IRS, All Academic Teachers	Local funds, Title I	Sept-June	1) Math Enrichment class assignments. 2) Students' progress reports and grades.

SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objective(s):

1. Establish requirements for the use of meetings and common planning time for data analysis and reflection.
2. Develop a coordinated plan for professional development for administrators and teachers on using data effectively to improve achievement and implement requirements for the use of meetings and common planning time for data analysis and reflection.
3. Select, develop and disseminate tools for analyzing data and assist staff in using Looking at Student Work Protocols and Edusoft for the data analysis.
4. Require teachers to review achievement data with students

Student Learning Objective(s): Students will be assigned classes based on MCAS and Benchmark data.
Students will receive targeted instruction to address academic weaknesses based on on-going data analysis.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
A schedule will be designed to allow for 104 minutes of ELA and Mathematics.	Principal, Associate Principal, Guidance	Local funds, Title I	Sept.	1) Schedule
All teachers will have scheduled common planning time each week to analyze data using Edusoft and various protocols for Looking At Student Work (LASW)	Principal, Associate Principal	Local funds, Title I	Sept-June	1) Schedule 2) Department meeting agendas/attendance/minutes 3) Student work samples
All teachers will have scheduled common planning time each week to take part in Professional Development Activities (i.e. Understanding by Design, Edusoft, Classroom Management)	Principal, Associate Principal	Local funds, Title I	Sept-June	1) Schedule 2) Department meeting agendas/attendance/minutes
Teachers will participate in Whole school and departmental analysis of MCAS and Benchmark data to identify student weaknesses using Test Wiz and Edusoft.	Principal, Associate Principal, IRS, Academic Teachers, All Teachers	Local funds, Title I	Sept-June	1) Completed Data Analysis Protocol.
Teachers will participate in Department analysis of student work using various protocols for Looking at Student Work (LASW).	Principal, Associate Principal, IRS, Academic Teachers, All Teachers.	Local funds, Title I	Sept-June	1) Completed Data Analysis Protocol.
Administration will review student data to assess success of interventions and targeted instruction, to ensure their success or failure.	Principal, Associate Principal, IRS	Local funds, Title I	Sept-June	1) Meeting minutes and agenda

VIII. School Climate and Citizenship Goal

ACTION PLAN

Goal: To maintain at least a 92 % attendance rate in aggregate and all subgroups.

Needs Assessment: As of 5/14/08 the attendance rate for the 2007-2008 school year is at 94 %.

Objectives: To maintain at least a 92 % attendance rate in aggregate and all subgroups.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Parent Liaisons--call homes of absent students daily.	Parent Liaison, Principal, Assistant Principal	Local funds, Title I	Sept-June	Quarterly assessment of student attendance
Bi-Lingual interpreters, assist with calls to homes of our Spanish and Cape Verdean students as needed.	Bi-Lingual interpreter, Principal, Assistant Principal	Local funds, Title I	Sept-June	Quarterly assessment of student attendance
Maintain communication with the school attendance officer.	School attendance office, School Adjustment Counselor, Guidance Counselors	Local funds, Title I	Sept-June	Quarterly assessment of student attendance
Infractions such as detention and in-house suspension for chronic offenders of the tardy policy.	Assistant Principal	Local funds, Title I	Sept-June	Quarterly assessment of student attendance
Guidance and Adjustment Counselor work with students to establish a home-school communication.	Guidance and Adjustment Counselor	Local funds, Title I	Sept-June	Records of communication
Students will be rewarded for quarterly perfect attendance.	Assistant Principal, Parent Liaison	Local funds, Title I	Sept-June	Record of Awards

IX. Parental Involvement

TITLE I PARENT INVOLVEMENT ACTION PLAN

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

School Improvement Objective(s): Teachers will:

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

Student Improvement Objectives: Students will:

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

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
1. Technical Support – Title I will assist all identified schools in meeting the requirements of NCLB parent involvement and the unique challenges identified at each building.	Title I Coordinator Karen McCarthy Title I Parent Education Specialist Lisa Zolga Building Principals, Title I Teachers, Building Staff	Title I US DOE publications Tri-folds from Title I District notifications	Sept. 2009 – Aug. 2010	Title I Parent Program Survey Results
2. Title I Annual Meeting/Family Breakfast - Each Title I building will conduct an Annual Parent Meeting. At that time, parents will learn about the	Title I Parent Education Specialist Lisa Zolga	Title I School Improvement	Sept. 2009 – Nov. 2010	Written Parent Evaluations Attendance Records

<p>myriad of requirements established under NCLB, school specific goals for improvement and tips for supporting learning at home.</p> <p>Each meeting will include opportunities for parents to have input regarding program planning, implementation and review.</p>	<p>Food Service Director</p> <p>Building Administration</p> <p>Leadership Team</p> <p>Title I Teachers</p>	<p>Plans</p> <p>SES Notices</p>		
<p>3. Book Club – Parents and students read a chapter book at home. After reading, they gather at school to have an open conversation about the book.</p> <p>Text connections, retellings and responses to literature are just some of the topics that are covered.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p> <p>Classroom Teachers</p> <p>Parents</p>	<p>Title I</p> <p>Class sets of books</p>	<p>Oct. 2009 - June 2010</p>	<p>Attendance Sheets</p> <p>Parent and Student Evaluations</p>
<p>4. Title I Web Page – Access to school and valuable parent information is available 24/7 through the Title I web page. Parents can get the “Tip of the Day”, obtain information by “Asking the Experts”, and even “attend” school events through photos and write-ups of Title I parent/child activities.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Webmaster, Kathleen Ettinger</p>	<p>Title I</p> <p>Local Funds</p> <p>The Parent Institute</p>	<p>Sept. 2009 – Aug. 2010</p>	<p>Number of hits on the web page</p>
<p>5. Parents Make the Difference Newsletter – Each month four articles which address social and academic development are provided in English and Spanish for distribution to all Title I teachers. Teachers are encouraged to add a personal touch by writing a comment that is specific to their students.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Title I Teachers</p>	<p>Title I</p> <p>The Parent Institute</p>	<p>Sept. 2009 – June 2010</p>	<p>Parent Responses</p> <p>Percentage of teachers adding comments</p>
<p>6. Title I Internet Safety Workshops - Parents will learn how to navigate the internet and how to monitor their child’s internet use. Parents will learn sites that support student learning and which sites are important for students to avoid.</p>	<p>Title I Parent Education Specialist Lisa Zolga</p> <p>Building Administration Team</p> <p>School Resource Officer</p>	<p>Computers</p>	<p>Sept 2009 - June 2010</p>	<p>Attendance records</p> <p>Evaluations</p>

	School Media Specialist			
7. Welcome to the New School Year Family Meet and Greet - Families will be invited to school to meet with administrative staff before school begins in the fall. Parents will have the opportunity to have their questions answered and learn tips to help their children succeed in middle school.	Title I Parent Education Specialist Lisa Zolga Building Administration Team	Title I Food Services	August/ September 2009	Evaluations Sign-In Sheets
8. Informational Workshop for Parents of Eighth Grade Students Transitioning to Brockton High School - Parents of eighth graders will be invited to attend an information session about how to select courses of study for high school. Parents will receive information on MCAS and graduation requirements.	Building Administration Team	Title I Food Services High school course selection and information guides	May/June 2010	Evaluations Sign-In Sheets
9. Academic Achievement Awards Ceremony Families will be invited to an assembly to celebrate students' academic success	Building Administrative Team Classroom Teachers	Title I Award certificates	June 2010	Evaluations Sign-In sheets

A. Title I Components

1. Ongoing Professional Development

BROCKTON PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT PLAN

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

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

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

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

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

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

- Align professional development activities with the educational goals of the school district, the school, and the individual educator.
- Promote excellence in teaching and learning in all areas of the curriculum.
- Provide access for all students to challenging, engaging educational experiences which prepare them for the future.
- Create a learning environment that reflects understanding, acceptance and appreciation of all cultures and learning styles.
- Enhance an individual's ability to perform as an educator.
- Include training for other members of the school community.
- Reflect the Massachusetts Curriculum Frameworks.

High quality professional development should include:

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

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

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

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

- We place advertisements for available positions in the Boston Globe, South Shore Enterprise, Patriot Ledger and cultural specific and diverse newspapers
- The Brockton School Department sends representatives to the educational job fairs that are held through out the New England Region. Examples of such events are:
 - Massachusetts Educational Recruitment Consortium (M.E.R.C.)
 - Rhode Island Consortium for Educators (R.I.C.E.)
 - New England Minority Network (NEMNET)
 - New England Association for Employment in Education (NEAEE)
 - Job Fairs held at Boston College, University of Massachusetts at Amherst, and Bridgewater State College
- The Brockton School Department also uses national teacher employment web sites for job postings.
- Campus interviews are also conducted at Bridgewater State College, Wheelock College, Lesley University, University of Massachusetts and Providence College. Certified candidates are invited to interview with principals and other administrators involved in the hiring process where openings exist.
- Available positions are also posted in national trade papers e.g., Education Week.
- Anticipated openings are posted and updated regularly on the Brockton Public Schools web page.

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

Preschool to Kindergarten

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

Kindergarten to Grade 1

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

School Readiness Committee (SRC)

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

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

Early Childhood Articulation Committee

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

Other Transitional Services

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

Students are transitioned from grade to grade, school to school, in the community and to communities outside of Brockton. The Parent Information Center is responsible for planning and organizing orientations that assist students and families as they go from elementary to junior high school, from junior high school to high school and from high school to beyond.

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

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

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

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

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

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

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

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

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

The state also provides support through the following grants:

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

B. School Council Minutes

