

**Brockton Public Schools
Brockton, Massachusetts**

**SOUTH MIDDLE
SCHOOL**

**SCHOOL
IMPROVEMENT
PLAN**

2008 - 2009

**Kevin Karo
Principal**

II. TABLE OF CONTENTS

I. Cover Page.....
II. Table of Contents
III. Mission and Vision Statements.....
IV. Council Roster and Statements.....
V. Descriptive Data
<i>A. Demographics/October Report</i>	
<i>B. Massachusetts Comprehensive Assessment System (MCAS)</i>	
VI. Results and Discussion: Degree of Attainment for 2007 - 2008.....
VII. School Goals and Action Plan Aligned with Brockton Public Schools Roadmap Goals 2008-2009	
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 SCHOOL

South Middle School is an educational institution that embodies an active collaboration of students, staff, parents, and community. The school strives to provide a safe environment to maximize each student's emotional, social, physical, and academic potential. Basic skills, critical thinking, and essential life skills are emphasized and developed to mold our students into exemplary citizens who properly exercise their rights and responsibilities in our dynamic democratic society.

VISION STATEMENT of SCHOOL

All students will leave South Middle School academically proficient at grade level, a responsible member of the school community, and physically fit. Students will successfully transition to high school as well as follow a pathway to a healthy lifestyle.

IV. SCHOOL COUNCIL ROSTER

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

Name and Position

Signature

Kevin Karo, Principal

Co-Chairperson(s):

Dennis Geniuch, Assistant Principal

Christina Olansen-Rilli, Associate Principal

Joan Farrington, IRS

Other Members:

Paul Feeney, parent

Laurie Feeney, parent

Patti Rawlins, parent

Lisa Villani, teacher

Miriam Almeida, parent

James McAvoy, parent

V. DESCRIPTIVE DATA

A.

Demographics

Enrollment by Gender

	2005-2006	2006-2007	2007-2008
Male	350	270	236
Female	340	276	254
Total	690	546	490

Enrollment by Race/Ethnicity

Race	2005-2006	2006-2007	2007-2008
African American	48.1	51	50
Asian	2.3	3	3
Hispanic	10.1	14	15
Native American	.7	2	1
White	38.7	30	31

Selected Populations

	2005-2006	2006-2007	2007-2008
First Language not English	21.9	19.3	8
Limited English Proficient	.1	3	0
Low-income	66.4	62	70
Retentions	1.8	1	0.4
Special Education (total)	9.9	17	21.4
General Ed Modified	7.8	7	3
Up to 20% Separate	2.2	3.7	2
21-60% Separate		3	5
Average Class Size			
	2005-2006	2006-2007	2007-2008
All Grades	20	20	22

B.

**South Middle School
MCAS Results (including MCAS Alt.)**

GRADE 07 ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2005	2006	2007
ADVANCED	1	0	1
PROFICIENT	41	29	40
NEEDS IMPROVEMENT	48	48	36
WARNING	9	24	24
GRADE 08 MATHEMATICS			
PERFORMANCE LEVEL	2005	2006	2007
ADVANCED	3	3	4
PROFICIENT	16	17	18
NEEDS IMPROVEMENT	29	26	35
WARNING	52	54	44
GRADE 08 SCIENCE AND TECHNOLOGY			
PERFORMANCE LEVEL	2005	2006	2007
ADVANCED	0	0	0
PROFICIENT	11	11	8
NEEDS IMPROVEMENT	42	37	41
WARNING	48	52	51
GRADE 07 MATH			
PERFORMANCE LEVEL	2005	2006	2007
ADVANCED	NA	3	2
PROFICIENT	NA	16	20
NEEDS IMPROVEMENT	NA	37	33
WARNING	NA	45	45
GRADE 08 ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2005	2006	2007
ADVANCED	NA	2	1
PROFICIENT	NA	50	49
NEEDS IMPROVEMENT	NA	34	36
WARNING	NA	15	15
GRADE 06 ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL	2005	2006	2007
ADVANCED	NA	NA	7
PROFICIENT	NA	NA	47
NEEDS IMPROVEMENT	NA	NA	41
WARNING	NA	NA	4
GRADE 06 MATH			
PERFORMANCE LEVEL	2005	2006	2007
ADVANCED	NA	NA	25
PROFICIENT	NA	NA	30
NEEDS IMPROVEMENT	NA	NA	30
WARNING	NA	NA	15

Adequate Yearly Progress History

		2005	2006	2007
English Language Arts	Aggregate	No	No	Yes
	All subgroups	No	No	No
Math	Aggregate	No	No	Yes
	All subgroups	No	No	No

C.

**South Middle School
MCAS Results (including MCAS Alt.)
Performance Level Comparison**

MCAS Tests of Spring 2005

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 07 - ENGLISH LANGUAGE ARTS	1	10	41	56	48	27	10	8	331
GRADE 08 - MATHEMATICS	3	13	16	26	29	30	52	31	328
GRADE 08 - SCIENCE AND TECHNOLOGY	0	1	11	30	42	42	48	26	327

MCAS Test of Spring 2006

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 07 - ENGLISH LANGUAGE ARTS	0	10	29	55	48	26	24	9	284
GRADE 07 MATH	3	12	16	28	37	33	45	28	280
GRADE 08 ENGLISH LANGUAGE ARTS	2	12	50	62	34	19	15	7	306
GRADE 08 - MATHEMATICS	3	12	17	28	26	31	54	29	303
GRADE 08 - SCIENCE AND TECHNOLOGY	0	4	11	28	37	43	52	25	305

MCAS Test of Spring 2007

Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 06 ENGLISH LANGUAGE ARTS	7	9	47	58	41	26	4	6	68
GRADE 06 MATH	25	20	30	32	30	28	15	17	68
GRADE 07 - ENGLISH LANGUAGE ARTS	1	9	40	60	36	23	24	6	169
GRADE 07 MATH	2	15	20	31	33	30	45	23	169
GRADE 08 ENGLISH LANGUAGE ARTS	1	12	49	63	36	18	15	5	286
GRADE 08 - MATHEMATICS	4	17	18	28	35	30	44	24	280
GRADE 08 - SCIENCE AND TECHNOLOGY	0	3	8	30	41	43	51	22	281

VI.

Executive Summary

South Middle School currently teaches grades 6, 7 and 8, with an average number of 500 students. Our students come from a wide variety of ethnicities and socioeconomic backgrounds, which creates a uniquely diverse learning community. Our faculty and staff consists of 75 dedicated and knowledgeable people who strive to develop within their students a strong sense of responsibility and respect for themselves, their school and their community. We pride ourselves on being the home of the Dragons, and follow the tenets of the Dragon, which are: Demonstrate Pride, Respect Everyone, Accept Responsibility, Go For Your Goals, Obey the Rules, and Never Quit.

Our students excel in many areas of academics, the arts and athletics. Annual events such as the National History Day and the Science Fair give our students the opportunity to showcase their talents; in 2008 we had three projects advance to the regional Science Fair competition. The National Latin Exam is administered every year and the majority of students who take them score at a high level of performance. In the spring of 2008, thirteen students received medals for academic excellence on the exam. Our music program, which consists of a concert band, concert choir, and jazz choir, perform locally as well as in state competitions and exemplary student artwork is selected and displayed throughout the city. In addition, our athletic programs challenge our students physically as well as mentally, and help them develop a strong self image. South Middle School's after school activities, which include the 21st Century Program, Drama, Running Club and intramurals, allow our students to explore a variety of interests.

During the 2007-2008 school year, our enrollment and school configuration changed and as a result we now have two clusters in each of the three grades, and our projected enrollment for each is approximately 150-175 students. We were also designated the healthy choice middle school in the district. This, in conjunction with the implementation of the Spin Nutrition Program and Fitness Friday, have helped emphasize the importance of mind, body and spirit to all of our students.

The faculty and staff at South have enthusiastically embraced the changes and new programs. These changes, which have also included the physical reconfiguration of the school along with increased technology, will continue to further enhance our academic, art, and athletic programs. In the 2008-2009 school year we will continue to increase our ELA and Math time for students who are under-performing through the implementation of a new schedule. In addition, the school will be receiving increased technology for portable writing labs. For many of our students, coming to school is the best part of their day. It is our goal to make the six and a half hours they spend with us the highlight of their day. We strive to do this by creating a safe, stable and academically challenging environment.

VII. RESULTS AND DISCUSSION

ATTAINMENT OF 2007 - 2008 GOALS

GOAL #1

Goal Statement:

South Middle School will increase the CPI on the ELA MCAS from 76.8 in 2007 to 80.1 on the 2008 MCAS test.

Degree of Attainment to Date:

The 2007-2008 school year was a year of transition for the English Language Arts department at South Middle School. Teachers continued to use primarily the same core texts, novel list and supplementary materials; namely *Literature and Language*, *Writer's Craft* and novel guides. In addition, teachers continued to create Collins writing assignments as well as Open Response questions. After analyzing TestWiz reports for MCAS results, and Edusoft reports for benchmark exams, teachers continued to make changes to their instruction regarding poetry and non-fiction. Writing, specifically in the area of open response, continued to be a focus across all subjects within the school, with teachers using open response questions from prior MCAS tests, as well as creating their own in the same style.

Several changes were made in regards to the English Language Arts department during the 2007-2008 school year. The most profound change was the creation of more frequent department meetings; every fourth day, the English department and Reading department met separately with a focus on analyzing data, looking at student work using the Turning Points protocol, working on unit planning and creating common assessments. During the months of November and December teachers worked together by grade level to create a mid-term exam in Edusoft. They then analyzed the results and discussed what weaknesses still needed to be addressed prior to MCAS testing in March. All teachers, including ELA, will continue to work on creating and refining their use of SMART goals for their daily objectives, as well as for student assessment (SMART goals are defined as: Specific, Measurable, Attainable, Results-Oriented and Time-Bound)

Students identified as Warning/Failing on the ELA MCAS were placed in a Reading class which utilized the PLATO program. The teacher for these classes was instructed to use a structured program incorporating Soar to Success reading strategies, learning centers and technology. Only students who scored Proficient or Advanced on the MCAS were placed in foreign language classes, in order for struggling readers to attend two periods a day of English Language Arts instruction. In the 2008-2009 school year the READ 180 program will be implemented for our weakest readers.

In the 2007-2008 school year a department head for ELA grades 6-8 was added within the system. This addition has created an additional focus on the ELA curriculum, particularly in the area of Open Response. Teachers introduced the Open Response rubric to their classes, with an emphasis on high quality work using standard formats. This work will continue to be a focus of the 2008-2009 school year.

GOAL #2

Goal Statement:

South Middle School will increase the CPI on the Math MCAS from 57.8 in 2007 to 63.8 on the 2008 MCAS test.

Degree of Attainment to Date:

During the 2007-2008 school year many new initiatives have been implemented to address areas of weakness that have been detected.

The CMP program which has been used since 2004 has been revised and is being utilized in grades six, seven, and eight. This updated program, CMP 2, is being used along with supplementary packets that have been developed to address gaps apparent in the program. These packets are reviewed and revised yearly in order to more closely meet the curriculum standards. Curriculum maps that were written by a Math Steering Committee have been examined and updated regularly. Professional development and training is provided to math teachers during the summer and throughout the school year to assist teachers in presenting this standards based program. The computer software program, Fastmath, has been installed in all computers in the school to provide students with an opportunity to reinforce their addition, subtraction, multiplication, and division facts. This program supports accuracy and automaticity of basic math facts.

A full time math coach has been assigned to the school to work directly with teachers daily. This additional support takes the form of lesson planning, modeling and co-teaching. An additional certified math teacher has been added to the staff to utilize the second RM whiteboard. This program supports and enhances CMP 2 instruction and allows one additional math period for all students in a four day cycle. A transition math/ MCAS review program is being provided to students whose 2007 Math MCAS scores were in the low needs improvement and warning category.

A forty-five minute math period has been added to each student's schedule three out of four days. This math program that is being taught by teachers of all content areas provides the additional math time that is mandated by the state for non proficient math students. Teachers are being supported with professional development from the Instructional Resource Specialist on a weekly basis. Meetings provide teachers with information about math content and strategies for teaching various math concepts.

Members of the math department meet once every four days for forty-five minutes to discuss curriculum issues. These meetings focus on data analysis, lesson planning, creating assessments and looking at student work. This opportunity for grade level collaboration has helped to facilitate the creation of more effective lessons and improved teaching strategies.

Benchmark exams are administered in September to provide teachers with information about incoming students. This data together with MCAS data has been analyzed throughout the year to drive instruction. Common assessments have been developed district wide for each unit of the math program. These assessments contain multiple choice, short answer, and open response questions. The results of these tests have been analyzed at the classroom level, the school level and the district level to help improve instruction.

GOAL #3

Goal Statement:

To maintain a safe, stable, healthy and academically challenging school environment.

Degree of Attainment to Date:

One of the objectives within this goal, to reduce the number of yearly critical incidents, was met in 2007 and in 2008. In mid-April of 2006, the number of critical incidents had reached 36 out of 627 students. In mid-April of 2007, the number had decreased to 14 incidents out of 551 students, a decrease of 45%. Of these 14, eight were acts of violence, three involved weapons and three involved alcohol or drugs. In mid-April of 2008 the number decreased again to only 11 critical incidents. Of these 11, four were acts of violence, 3 involved alcohol or drugs, one involved a weapon and three were cases of emotional distress.

To address critical incidents, many programs have continued from previous years, such as the school-wide peer mediation group, and in-house behavioral remediation program, the GREAT program and the continued use of the Dragon theme to enhance school pride. In 2007, a number of new programs were added to address the problem of critical incidents, meant to deter behavior issues as well as motivate students and create a positive learning environment. In 2007, a consultant was brought in for an in-service training on Cooperative Discipline, focusing on the reasons behind student behavior as well as words and actions that can trigger as well as de-escalate potential problems. Guidance counselors conduct small group interventions on a regular basis, and individual behavior plans are created with the help of classroom teachers and the guidance department. For grade eight students who are at-risk of failing academic classes for the year, a credit recovery program was created, in which students work after school in their area of academic weakness. Most importantly, however, the faculty and administration have worked together to reward positive student behavior on a daily basis, which has motivated students to work harder, smarter and with pride in themselves and their school.

Another objective within this goal involves student attendance and tardies. As of mid April 2007, the attendance rate for the entire school was 93.5%. In mid April 2008, the attendance rate for South Middle School has increased to 94.4%. Most notable, however, is the improvement in the tardy rate. As of mid-April 2006 the number of tardy students had reached 19,521, while in mid-April 2007, the number had decreased dramatically to 5,768 students, a decrease of 71%. By mid-April of 2008, the tardy rate had decreased again to 3,062, a decrease from the previous year of 47%.

Students who are tardy are not allowed to attend their chosen elective enrichment class in the morning, and may be assigned detention for frequent tardiness. Homerooms with the highest attendance rate in a given month are rewarded with a breakfast from the administrative team. The Brockton Public Schools Attendance Policy, along with promoting good attendance for all students, has also helped increased the attendance rate. The school counselors, the administrative team, as well as the classroom teachers have consistently called the homes of students who are frequently absent. Letters have been sent home when warranted, and the attendance of all students has been closely monitored. In addition, the new Connect-Ed call home system has been used on a regular basis for both attendance and tardiness.

In the 2008-2009 school year a new initiative will take place school-wide to continue to address this goal. "Skills for Life" is a program meant to teach children about character, attitude and responsibility. Based on the book written by Mike Jarvis and Jonathan Peck, the program challenges students to evaluate their character, focusing on the positives and changing the negatives. At the March 10th, 2008 in-service, Jonathan Peck spoke to the faculty about the program and the foundations for it were laid out. Beginning in September, 2008 teams of teachers will meet with a small group of students every Friday morning to discuss issues and partake in relevant activities, such as journal writing and role-playing. It is the hope that this program, in addition to the programs mentioned above, will help maintain a positive school culture.

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

School Performance Goals

English Language Arts: South Middle School will increase the CPI on the ELA MCAS from 76.8 in 2007 to 80.1 on the 2008 MCAS test.

Math: South Middle School will increase the CPI on the Math MCAS from 57.8 in 2007 to 63.8 on the 2008 MCAS test.

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 2008-2009

Goal 1: Set specific, 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 develop mid-year and end-of-year SMART goals for student achievement for each class
3. Teachers will share the SMART goals with their classes
4. Special Education teachers will create mid-year and end-of-year SMART goals for students on their case load
5. Teachers will use department meetings to analyze data for the development of SMART goals
6. The ILT will use the classroom walk-through procedure to create school-wide SMART goals
7. Teachers will write their daily objective using the SMART goals format

Student Improvement Objectives: Students will know/be able to...

1. identify their areas of strength and weakness within each subject area
2. explain the goals and objectives for each class on a daily basis
3. explain their own long-term performance goals and objectives as identified by themselves and their teachers

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
During morning department meetings teachers will develop and review classroom SMART goals using classroom assessments.	Associate Principal IRS	SMART goal template/checklist	First department meeting of every month	Informal and formal discussions Formal classroom evaluations
Teachers will clearly post a daily objective in a visible space in their classroom.	Associate Principal IRS All classroom teachers	None	Objectives will be posted daily	Classroom walk-throughs
Sped teachers will create individual goals for students on their caseloads based upon information in their	Sped teachers Guidance Team facilitator	IEP's	These will be reviewed and updated monthly	Cluster meetings Team meetings

IEP's. These goals will be shared at team and cluster meetings.				
The ILT will use the classroom walk-through rubric on a monthly basis, focusing on a specific roadmap goal each month.	ILT	Classroom walk-through rubric	monthly	ILT will review progress on a monthly basis
The ILT will monitor the creation and effectiveness of daily objectives and long term goals through conversations with students and teachers.	ILT	none	daily	<p>Formal and informal conversations with teachers during department meetings</p> <p>When the ILT talk with students during a lesson they should be able to answer the following:</p> <ul style="list-style-type: none"> What are you supposed to be learning today? What are you working on in class? Do you think you'll need help learning this?

SCHOOL ACTION PLAN 2008-2009

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

School Improvement Objective:

1. Teachers will engage in common planning of standards-based units.
2. Teachers will create unit plans using the unit plan template
3. Teachers will monitor and self-check unit plans using the unit plan checklist
4. Teachers will post daily objectives and agendas derived from their unit plans
5. The ILT will continue intervention programs such as PLATO, Soar to Success, TransMath and FasttMath
6. The ILT will begin to implement the use of Read 180 as an intervention program
7. The ILT will continue to advance the Open Response initiative in the four major subjects
8. The ILT will continue to use district selected content programs, together with selected supplements
9. The ILT will continue to provide technology resources for classroom instruction
10. The Associate Principal and IRS will continue to provide in-house Professional Development

Student Improvement Objectives: Students will know/be able to...

1. identify the objective and agenda for each class they attend
2. focus on academic weaknesses in Math and/or ELA in a specified intervention program

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teachers will create 4-6 week unit plans using the unit plan template which includes the following information: objectives, standards, Habits of Mind, learning activities, key words, resources, open response assessment, Collins assessment, cross-curricular connections and Sped accommodations	All teachers Associate Principal	unit plan template	Teachers will e-mail unit plans as necessary	Associate Principal will review plans individually Associate Principal will review plans as a group using the unit plan checklist
Teachers will keep their unit	All subject area teachers	Unit plan binders	As necessary	Informal and formal discussions

plans in a unit plan binder, where a checklist is completed for each unit; at the mid-year and end-of-year department meetings teachers will share and discuss their plans	Associate Principal	Unit plan checklist		and workshops
Teachers will create SMART daily objectives based upon broader goals written in their unit plans	All teachers Associate Principal	None	Daily	Classroom walk-throughs
Students will be placed in intervention programs (Soar to Success, Read 180 and TransMath) based upon 2007 MCAS scores	Associate Principal IRS	MCAS data	August/September	Program assessments Benchmark exams Classroom assessments
All students will be rotated through the FasttMath program during activity period and, when available, during Math classes	Associate Principal IRS Lab Manager Math Teachers	none	daily	FasttMath data Classroom assessments
The Open Response initiative will continue to be implemented, extending to grade 6. Open Response samples will be collected four times a year and reviewed by the ILT and teachers.	All subject area teachers Associate Principal IRS	None	quarterly	Writing folder checklist Informal and formal discussions

SCHOOL ACTION PLAN 2008-2009

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

School Improvement Objective:

1. Require teachers to create common classroom assessments (other than the district unit tests).
2. Subject area teachers, except for Math, will create mid-term and final exams
3. Subject area teachers will create Open Response questions
4. Subject area teachers will create Collins writing assignments
5. Subject area teachers will create interdisciplinary projects
6. Subject area teachers will create warm-up and summarizing activities

Student Improvement Objectives: Students will know/be able to...

1. increase their performance percentage on summative assessments, such as mid-term and final exams and benchmark exams
2. identify whether they have met the teacher’s classroom objective through the daily classroom summarizer
3. identify the ways in which Math and English are connected to all subject areas
4. identify specific areas of strength and weakness in their writing using the district Open Response rubric

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Teachers will use department meetings to create a mid-term and final exam and align that exam in Edusoft. The exams will contain at least 25 multiple choice and one open response question.	Associate Principal IRS	Edusoft Frameworks	January and May	Exam results
Teachers will use the results of benchmark exams, MCAS questions, and mid-term exams to create warm-up questions based on weaknesses found.	Associate Principal IRS	Data analysis results	Sept-June	Classroom walk-throughs
Grades 6-8 ELA teachers	Associate Principal	System-wide rubric	Sept-June	Department meetings

will continue to use the system wide Open Response rubric with their classes. One open response question will be used in each subject area for the articulation folders.		Open Response questions		Articulation folders
Teachers will continue to refine Collins writing assignments, coordinating them by grade level and placing them in writing folders	Associate Principal	Unit plans	Sept-June	Writing folders
There will be continued PD in the strategies for daily formative assessments, in addition to a classroom summarizer	Associate Principal	Various publications	Sept-June	Classroom walk-throughs

SCHOOL ACTION PLAN 2008-2009

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. Monitor the implementation of programs and standards-based instruction
2. Hold data meetings with grade/department teams
3. Meet with individual teachers regarding student achievement data
4. The ILT will monitor and analyze the data of the following programs: TransMath, FasttMath, READ 180, and PLATO
5. All Math teachers will follow the CMP standards-based instruction rubric

Student Improvement Objectives: Students will know/be able to...

1. focus on their Math and ELA weaknesses as they are placed in intervention programs

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
The ILT will meet monthly to review data for all intervention programs; changes in the programs and/or students enrolled in the programs will be made according to the results	Principal Associate Principal IRS	assessment results teacher feedback	monthly	Monthly meetings
The ILT will use the CMP standards-based instruction rubric when informally evaluating the Math classrooms; suggestions for improvements will be made with individual teachers as well as at Math department meetings	Principal Associate Principal IRS Guidance Program teachers	CMP rubric	as needed	Math department discussions Classroom walk-throughs

SCHOOL ACTION PLAN 2008-2009

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

School Improvement Objectives:

1. Continued use of established criteria and plan for the use of in-house Professional Development Meetings and Department Meetings
2. Continue to select, develop and disseminate tools for analyzing data and assist staff in using those tools for analyzing data
3. Require teachers to review achievement data with students
4. Regular Department and Professional Development meetings will be held weekly
5. Work with teachers to create a system for Individual Progress Monitoring

Student Improvement Objectives: Students will know/be able to...

1. create individual academic goals for themselves within each class based on data reviewed with them
2. work in learning centers based on their academic strengths and weaknesses

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
Department meetings will be held once every four days focusing on the following topics: data analysis, LASW, unit planning and creating common assessments	All subject area teachers Associate Principal IRS	Assessment results Unit planning folder ("S" drive) Turning Points protocols	September - June	Informal and formal discussions Classroom walk-throughs
Professional Development I meetings will take place once every four days on the following topics: data analysis, technology, differentiated instruction, traumatized students, and LASW	All cluster teachers Associate Principal	Professional literature Assessment results Student work	September - June	Informal and formal discussions Classroom walk-throughs
Professional Development II meetings will take place	All cluster teachers IRS	District and school prepared enrichment	September - June	Informal and formal discussions

every fourth day focusing on Math content skills and strategies on delivering that content for Math Enrichment classes		packet		Classroom walk-throughs
Teachers will use the first in-service day to analyze the following data: Edusoft reports for Benchmarks, MCAS results from TestWiz, IEP's and teacher recommendations	Associate Principal IRS All teachers guidance	Edusoft reports TestWiz reports IEP's Teacher recommendations	September	Teacher feedback Student placement

VIII. School Climate and Citizenship Goal

ACTION PLAN

Goal: To maintain a safe, stable, healthy and academically challenging school environment.

Objectives: Our objectives for the 2008-2009 school year are to:

1. reduce the number of critical incidents to less than 10
2. increase the attendance rate to 95% or higher
3. reduce the number of tardies by another 30%.

Activities	Who is Responsible?	Resources Needed	Specific Timeline	Measures of Implementation
The continued implementation of a school-wide peer mediation group.	Guidance Counselors, Adjustment Counselor, Teachers, Principal	None	Sept-June	Attendance rate in group. Percentage of students who use the services.
Continued implementation of the GREAT program	Health teacher, GREAT officer	None	Sept-June	GREAT graduation attendance
Grade 8 Credit Recovery program for students at risk of failing 2 or more academic subjects for the year	Administrative Team, teachers, guidance counselors	CFC grant	April-June	Grade 8 promotion rate, enrollment in summer school
Continued implementation of the DRAGON theme, including Dragons of the Month, visual motivation, and attendance awards	All Staff	None	Sept-June	Daily, weekly and monthly rewards
Small group intervention	Administrative team,	None	Sept-June	Discipline reports and

groups with guidance staff for at-risk students	guidance staff			guidance reports
Individual behavior plans for at-risk students in cooperation with guidance staff and classroom teachers	Assistant Principal, classroom teachers, guidance staff	None	Sept-June	Discipline reports and guidance reports
Implementation of an organized enrichment detention	Principal, Assistant Principal	None	Sept-June	Discipline reports Detention attendance rates
Visual motivation for positive behavior, such as posters and displays	All staff	None	Sept-June	Discipline reports
Implementation of the “Skills for Life” program every Friday morning, in which a small group of students meet with a teacher(s) to discuss the guiding principals of character, attitude and citizenship	All staff	“Skills for Life” program guide and teacher resources	Sept-June	Discipline reports
Continued implementation of the “3 strikes” policy regarding student infractions	Principal Assistant Principal	None	Sept-June	Discipline reports
Continued use of “community service” for behavior modifications	Principal Assistant Principal	None	Sept-June	Discipline reports
Close monitoring of attendance by administration, Guidance, homeroom teachers, adjustment counselor and Attendance Officers.	Principal Assistant Principal Homeroom Teachers Guidance Staff Adjustment Counselor Attendance Officers	Telephone calls and/or written communications on a regular basis. Home visits Conferences Local 01A	Sept-June	Statistical analysis of individual and school wide attendance rates on a daily and monthly basis by; administrative staff and adjustment counselor.

Identify and monitor students with poor attendance patterns in grades 5, 6 and 7.	Principal Assistant Principal Adjustment Counselor Guidance Staff	Attendance Reports Local 01A	Sept-June	Statistical analysis of individual and school wide attendance rates on a daily and monthly basis by administrative staff and adjustment counselor,
Daily phone calls to parents of absent and tardy students through the use of Connect-Ed.	Principal Assistant Principal Adjustment Counselor Homeroom Teachers Guidance Staff Parent Liaison	Telephone Calls	Sept-June	Statistical analysis of individual and school wide attendance rates on a daily and monthly basis by administrative staff and adjustment counselor.
To further collaborate with the court system including Juvenile Judges, Probation, and DA's Office	Principal Assistant Principal Adjustment Counselor Guidance Staff	Juvenile Court System Local 01A	Sept-June	Statistical analysis of individual and school wide attendance rate on a daily and monthly basis by administrative staff.
Adherence to the Attendance Policy	Principal Assistant Principal Adjustment Counselor Guidance Staff Attendance Officer	Telephone calls and/or written communications on a regular basis. Home visits Conferences Local 01A	Sept-June	Statistical analysis of individual and school wide attendance rates on a daily and monthly basis by; administrative staff and adjustment counselor.

Enrichment detention and/or loss of enrichment elective privileges for tardy students	Administrative team	None	Sept-June	Analysis of monthly tardy rates
Daily academic and citizenship awards	Administrative team	None	Sept-June	Analysis of weekly attendance reports
Continued implementation of programs that promote healthy living and respect for oneself; the after school Spin Nutrition program meets weekly, as well as Fitness Friday	Administrative Team	None	Sept-June	Analysis of weekly attendance reports
Continued in-house Professional Development on traumatized students: the warning signs and classroom strategies to reach them	Associate Principal	None	Sept-June	Analysis of office referrals Teacher feedback Classroom walk-throughs

B. School Council Minutes

