

**Brockton Public Schools
Brockton, Massachusetts**

**TITLE I
SCHOOLWIDE
IMPROVEMENT
PLAN**

2009 – 2010

West Middle School

**Clifford Murray
Principal**

II. TABLE OF CONTENTS

I. Cover Page.....	1
II. Table of Contents.....	2
III. Mission and Vision Statements.....	5
IV. Council Roster and Statements.....	6
V. Descriptive Data.....	7
A. Demographics/October Report	
B. Massachusetts Comprehensive Assessment System (MCAS)	
C. Performance Level Comparison (MCAS)	
VI. Results and Discussion (Degree of Attainment for 2008-2009.....	10
VII. School Goals and Action Plan Aligned with Brockton Public School’s Roadmap Goals 2009-2010.....	12
A. Goal 1	13
1. Action plan	
a) Persons Responsible	
b) Resources or Funding	
c) Timeline	
d) Measures of Implementation	
B. Goal 2	15
1. Action Plan	
a) Activity	
b) Persons Responsible	
c) Resources or Funding	
d) Timeline	
e) Measures of Implementation	

C. Goal 3.....	17
1. Action Plan	
a) Activity	
b) Persons Responsible	
c) Resources or Funding	
d) Timeline	
e) Measures of Implementation	
D. Goal 4.....	19
1. Action Plan	
a) Activity	
b) Persons Responsible	
c) Resources or Funding	
d) Timeline	
e) Measures of Implementation	
E. Goal 5.....	20
1. Action Plan	
a) Activity	
b) Persons Responsible	
c) Resources or Funding	
d) Timeline	
e) Measures of Implementation	
VIII. School Climate and Citizenship Goal.....	21
Needs Assessment	
Specific Objectives	
Action Plan	
Activity and/or Professional Development	

Person(s) Responsible

Resource(s) and/or Funding

Timeline

Evaluation

IX. Appendix	22
A. Title I Components.....	22
Title I Parent Involvement Action Plan.....	27
B. School Council minutes.....	30

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 WEST MIDDLE SCHOOL

West Middle School will prepare students to enter the high school of their choice as learners who are proficient on MCAS and achieve academic success

VISION STATEMENT of WEST MIDDLESCHOOL

West Middle Schools focus is on preparing students intellectually, academically, and socially for high school and the unknown challenges of the 21st Century.

**IV. WEST JUNIOR HIGH SCHOOL COUNCIL ROSTER
2009-2010**

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

Name and Position

Signature

Clifford Murray-- Principal_____

Diane Lynch – Assistant Principal_____

Colleen Murphy-Keane – Teacher_____

Cynthia Elliott-Randall-- Teacher_____

Donna Eldehni --Teacher_____

Carolyn Lacey -- Parent_____

Kristen Bullock -- Parent_____

Jenn Sylvia-- Parent_____

Carolyn McKenna – Community Member_____

Patricia O'Connor – Community Member_____

V. Descriptive DATA

West Middle School Student Demographics

Enrollment by Gender

	2005-2006	2006-2007	2008-2009
Male	318	312	236
Female	322	301	249
Total	640	613	485

Enrollment by Race/Ethnicity

Race	2005-2006	2006-2007	2008-2009
African American	49.4	47.8	52.4%
Asian	2.5	2.3	3.3%
Hispanic	11.5	12.5	14.8%
Native American	.9	1.2	0.6%
White	35.9	34.8	26.6

Selected Populations

	2005-2006	2006-2007	2008-2009
First Language not English	22	22	22.9%
Limited English Proficient	.01	.01	2.1%
Low-income	51	60.5	69.3%
Retentions	2	6	
Special Education (total)	10.6	13.8	
General Ed Modified	8.4	12	
Up to 20% Separate	1.7	.6	
21-60% Separate			
Substantially Separate	.04	1	

Academic Support Programs:

- New England Math League
- John Hopkins Program
- Soar to Success
- Read 180
- G.R.E.A.T Program
- Science Fair
- National History Day
- National Latin Exam

Student Enrichment Programs:

- 21st Century After School Programs
- Student Council
- Peer Leaders
- School Newspaper
- Band/Chorus Programs
- School Clubs/Activities
- Interscholastic Team Sports
- Intramural Athletic Program

West Middle School MCAS Results

GRADE 07 ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	3	4	3	1
PROFICIENT	46	52	50	50
NEEDS IMPROVEMENT	43	35	33	41
WARNING	8	10	14	8
GRADE 07 MATHEMATICS				
PERFORMANCE LEVEL	Results not reported	2006	2007	2008
ADVANCED	-	2	2	1
PROFICIENT	-	14	20	17
NEEDS IMPROVEMENT	-	39	39	38
WARNING	-	45	40	43
GRADE 08 ENGLISH LANGUAGE ARTS				
PERFORMANCE	Results not reported	2006	2007	2008
ADVANCED	-	2	6	3
PROFICIENT	-	63	55	61
NEEDS IMPROVEMENT	-	27	31	25
WARNING	-	8	7	11
GRADE 08 MATHEMATICS				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	5	2	6	4
PROFICIENT	14	16	13	22
NEEDS IMPROVEMENT	35	37	40	32
WARNING	46	45	41	42
GRADE 08 SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2005	2006	2007	2008
ADVANCED	2	0	1	0
PROFICIENT	14	9	11	13
NEEDS IMPROVEMENT	45	54	53	48
WARNING	39	37	36	39

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

**West Middle School
MCAS Results
Performance Level Comparison**

MCAS Tests of Spring 2006 Percent of Students at Each Performance Level										
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	4	10	52	55	35	26	10	9	292	80.0
GRADE 07 - MATHEMATICS	2	12	14	28	39	33	45	28	291	48.7
GRADE 08 - ENGLISH LANGUAGE ARTS	2	12	63	62	27	19	8	7	303	84.2
GRADE 08 - MATHEMATICS	2	12	16	28	37	31	45	29	300	50.4
GRADE 08 - SCIENCE AND TECHNOLOGY	0	4	9	28	54	43	37	25	300	50.7

MCAS Tests of Spring 2007 Percent of Students at Each Performance Level										
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	3	9	50	60	33	23	14	8	271	77.5
GRADE 07 - MATHEMATICS	1	15	20	31	39	30	40	24	269	53.1
GRADE 08 - ENGLISH LANGUAGE ARTS	6	12	55	63	31	18	7	6	300	83.8
GRADE 08 - MATHEMATICS	6	17	13	28	40	30	41	25	298	52.5
GRADE 08 - SCIENCE AND TECHNOLOGY	1	3	11	30	53	44	36	24	294	50.9

MCAS Tests of Spring 2008 Percent of Students at Each Performance Level										
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	1	12	50	57	41	23	8	8	229	80.3
GRADE 07 - MATHEMATICS	1	15	17	32	38	29	43	24	230	50.8
GRADE 08 - ENGLISH LANGUAGE ARTS	3	12	61	63	25	18	11	7	271	82.7
GRADE 08 - MATHEMATICS	4	19	22	30	32	27	42	24	271	55.4
GRADE 08 - SCIENCE AND TECHNOLOGY	0	3	13	36	46	39	39	22	270	50.4

VI. Results and Discussion Attainment of 2008-2009 Goals

School Performance Goals

Goal #1

Student Performance Goal Math: West Junior High School will increase the CPI on the Math MCAS from 52.9 in 2007 to 59.5 on the 2008 Math MCAS test to 65.9 on the 2009 MCAS

Degree of Attainment to Date:

Progress has been made toward reaching this goal. On the math MCAS 2008 grade 7 and grade 8 students scored a proficiency index of 53.3 which was an increase of 0.4 in the aggregate score.

During department meetings teachers broke down the standards to the individual skills needed to master each standard. They designed lessons to assure that all skills were covered. This was part of the Keeping the Promise Initiative that included West. Five staff members visited the Roxbury Prep Academy Charter School in the fall and participated in a forum of best practices observed at this outstanding school in the spring.

Computation Enrichment, a math intervention program was continued this year to help improve the student's math scores. This program added 40 minutes of math time five days a week. During the intervention time, math teachers worked with students who were struggling. All other teachers worked with students on computation skills and targeted topics based the results of MCAS, benchmarks, and unit common assessments. In addition, class size has been significantly reduced in all regular grade 7 math classes to less than 15 students per class.

Two math coaches were placed in the building to work with teachers directly in their classrooms three days a week.

Students in need of additional support in math were encouraged to participate in the 21st Century after-school program or stay after with their math teachers.

Goal #2

Student performance goal ELA: West Junior High School will increase the CPI on the ELA MCAS from 80.8 in 2007 to 83.5, on the 2008 ELA MCAS test to 86.8 on the 2009 MCAS.

Degree of Attainment to Date:

The CPI in ELA for the 2008 MCAS was 81.6, a slight increase from the 2007 CPI of 80.8 but below the target of 83.5

The district English department head for grade 6-8 has been in to coach teachers with in their classrooms. In addition, the English department head has attended department meetings and worked with teachers to help set up a pacing chart and review common assessments.

Students who did not perform well on the MCAS were placed in an additional ELA class where they were instructed in reading strategies throughout the year. These teachers gave each of these students the

Gates MacGinitie reading test within the first two weeks of school and again in the month of January. Teachers used the data from this assessment to retool their whole classroom instruction and set up safety net lessons for students not progressing. A Read 180 program was set up to meet the needs of the most struggling reading students. All inclusion students were in an additional reading class using Read 180 technology and showed significant progress on the assessments.

All teachers worked with a facilitator from The Center for Collaborative Education (CCE) throughout the year. Using the Inquiry Cycle each teacher selected one student who was struggling this year. They collected as much data as possible on that student then discussed with their cluster best strategies to reach that student. All teachers built an action plan including strategies to address the weaknesses shown by that student. Further data was reviewed and new strategies tried. Strategies were shared in the cluster and department. In June, teachers reported out on lesson learned, best practices and suggestion for further use.

Four teachers in the eighth grade participated in ECAL training designed to help English Language Learners access the curriculum. West has 20 students in the bi-lingual department as Formerly Limited English Proficient and many more for whom English is their second language.

VII. School Goals and Action Plan Aligned with Brockton Public School's

ROADMAP GOALS 2009-2010

School Performance Goals

English Language Arts: West Middle School will increase the CPI on the ELA MCAS from 80.8 in 2007 to 81.6, on the 2008 ELA MCAS test to 86.8 on the 2009 MCAS and 89.6 on the 2010 MCAS

Math: West Middle School will increase the CPI on the Math MCAS from 52.9 in 2007 to 53.3 on the 2008 Math MCAS test to 61.08 on the 2009 MCAS and to 71.08 on the 2010 MCAS

Brockton Public School's 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: Increase the use of differentiated instruction in all classrooms

WEST MIDDLE SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objectives:

Help teachers develop measurable student performance goals for groups of students and individual students.

Student Improvement Objective:

Student Performance Special Education:

West Middle School will increase the proficiency index for special needs in ELA from 50.3 in ELA on the 2008 MCAS to 58.58 on the 2009 MCAS and 66.58 on the 2010 MCAS

West Middle School will increase the proficiency index for special needs on the math MCAS from 26.3 on the 2008 MCAS to 38.58 on the 2009 MCAS.

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>
During department and cluster meetings teachers will review writing daily objectives that include performance criteria and language objectives	Leadership team and all teachers	Local Funds	September 2009-June 2010	Plan books, Administrative observation, meeting notes
Co-taught Read 180 program will be continued for all students whose disability impacts their progress in English Language Arts	Administration, I.R.S. Reading teachers, Special Education Teachers	Local Funds	September 2009-June 2010	All students will take Gates reading exam at in September, January and June Analyze Read 180 program data on students individual progress Track students MCAS scores

Teachers will analyze MCAS data and set up safety net stations based on areas of weakness	Administration All teachers	Local Funds	September 2009-June 2010	Administrative observation, Lesson plans Sample assessments
Teachers will analyze common assessment data and use results to set up in class safety nets (strategies to address needs of students who have not reached proficiency in targeted objectives)	Administration, teachers, I.R.S.	Local Funds	September 2009-June 2010	Lesson Plans Dept. meeting minutes
Teachers will use FASTT Math program for students who did not meet AYP in mathematics	Teachers Computer lab teacher	Local Funds	September 2009-June 2010	Use students data from FASTT Math program to track student progress

WEST MIDDLE SCHOOL ACTION PLAN 2009-2010

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 revisit pacing chart at end of each unit and discuss possible revisions based on student performance on common assessment

Student Performance Objective:

1. Students can recognize state standard they are working on during class and can verbalize how work they are doing is connected to the standard
2. Students will be able to recognize if they have met the standard

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 identify areas of weakness on MCAS in all subject areas and will create lessons to address those needs.	I.R.S. and Associate Principal, Teachers	Local Funds	September 2009-June 2010	Copies of lessons
During department meetings at the end of each unit departments will hold pacing chart meetings to discuss possible revisions. Revision recommendations will be submitted to department chair for approval	Administration, IRS, All teachers, department chairs	Local Funds	September 2009-June 2010	Notes from common planning time meetings Copies of revision proposals to department chair
Teachers will write measurable objectives, implement them in their classroom instruction and indicate the criteria for	Administration, IRS, All teachers, department chairs	Local Funds	September 2009-June 2010	Notes during common planning time meetings, observation of teachers in classrooms

students understanding of the daily objectives				
Students will be able to demonstrate in class through work how they have met measurable objective at end of period.	Student, Teacher	Local Funds	September 2009-June 2010	Verbal conversation with students during class period. Teacher lesson plans with stated student performance on meeting objective for the day

WEST MIDDLE SCHOOL ACTION PLAN 2009-2010

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

School Improvement Objective:

1. Math, English, science and social studies departments will use common assessments and revise instruction based on student performance.
2. All core subject area teachers will analyze data from common assessments, share with colleagues in the department, set whole classroom instruction and safety net lessons for students based on performance.
3. Teachers will share lesson plan strategies on areas of strength on common assessment.
4. Teachers will research best practices in areas of weakness found from the common assessments and revise lessons based on new knowledge.

Student Performance Objective:

1. Students will be able to verbalize strength and weaknesses on each common assessment
2. Students will be able to demonstrate how they mastered areas of weakness on common assessment

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>
During common planning time teachers will present strengths and weaknesses found from data generated from the common assessments.	Teachers, Administrative team and IRS	Local Funds	September 2009-June 2010	Common planning time notes
Teachers will set up safety net classes within individual classes based on data analysis of common assessments	Teachers, Administrative team and IRS	Local Funds	September 2009-June 2010	Teacher lesson plans Observation of teacher classes
Teachers will share lesson plans created that had a positive effect on common assessment outcomes	Teachers, Administrative team and IRS	Local Funds	September 2009-June 2010	Notes from common planning meeting

<p>Math Lab teachers will meet with math department to design lessons to address weakness identified in common assessments and benchmarks.</p>	<p>Administrative team, math lab teachers, all math teachers.</p>	<p>Local Funds</p>	<p>September 2009-June 2010</p>	<p>Plan books, administrative observation of classes</p>
--	---	--------------------	---------------------------------	--

WEST MIDDLE SCHOOL ACTION PLAN 2007-2009

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

School Improvement Objective

1. Develop school “dashboards” aligned with district dashboard
2. Monitor the implementation of programs and standard based instruction
3. Hold data meetings with grade/department teams
4. Meet with individual teachers regarding their achievement data

Student Performance Objective:

1. Students demonstrate growth on assessments and daily lessons

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>
Post in professional development center MCAS results for each department and scores for each common assessment, attendance data for each week, suspension rates for each month	Teachers, IRS, Administrative Team	Local Funds	September 2009-June 2010	Posting of data in professional development center
Place dates in professional development calendar for common assessment data meetings	Administrative Team	Local Funds	September 2009-June 2010	Professional development calendar posted in professional development center
Teachers will review MCAS and common assessment data with students during school year	Administrative Team and IRS	Local funds	September 2009- June 2010	Teacher lesson plans Observation of teacher lessons,

WEST MIDDLE SCHOOL ACTION PLAN 2007-2008

Goal 5: Increase use of differentiated instruction in all classrooms

School Improvement Objective:

1. Provide professional development in differentiated instruction for all teachers
2. Teachers will work together to design lessons including differentiated instruction
3. Teachers will share successful lessons and assessments

Student Performance Objective:

1. Students performance will improve as more teachers differentiate

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 in differentiated instruction for all teachers during common planning time	Administrative team, IRS, facilitator	Local funds, Challenge for Change grant	September to December 2009	Meeting agendas and notes
During department meetings teachers will work together to develop differentiated lessons and assessments	Administrative team, IRS, all teachers	Local funds	September 2009-June 2010	Meeting agendas and notes, differentiated lessons
Teachers will share results of successful lessons and assessments	Administrative team, IRS, all teachers	Local funds	October 2009—June 2010	Department meeting notes, and lessons and assessments

VIII. School Climate and Citizenship Goal

ACTION PLAN

Goal: To establish a school environment where all students feel welcomed, supported, valued, and safe.

Needs Assessment: Incoming sixth and seventh grade students and parents feel some apprehension as the children enter middle school.

Objective(s) : Establish relationships with students and families.

Establish clear expectations for student behaviors in school.

Maintain daily attendance at 93-94%.

Reduce number of office referrals.

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>
Invite students and parents in August to welcome the families to West Middle and meet with administrators	Administrative team Title 1 department	Local funds Title 1 funds	August 2009	Attendance Parent comments
Meet with all students by grade on day 1 to welcome and answer any questions	Administrative team	Local funds	September 2009	Day 1 agendas
Professional development for all teachers in classroom management	Administrative team IRS	Local funds Challenge for Change grant	September 2009- December 2009	Number of office referrals
Maintain attendance at 93-94 % daily	Administrative team, guidance department	Local funds	September 2009-June 2010	Weekly print-out of attendance data
Celebrate successes	Administrative team, IRS, All teachers, Title 1	Local funds, Title 1 funds	September 2009-June 2030	Awards agendas, lists of students

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:

21st 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

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 -	Title I Parent Education Specialist Lisa Zolga	Title I	Sept. 2009 – Nov. 2010	Written Parent Evaluations

<p>Each Title I building will conduct an Annual Parent Meeting. At that time, parents will learn about the 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 Building Administration Leadership Team Title I Teachers</p>	<p>School Improvement Plans SES Notices</p>		<p>Attendance Records</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 Title I Teachers Classroom Teachers Parents</p>	<p>Title I Class sets of books</p>	<p>Oct. 2009 - June 2010</p>	<p>Attendance Sheets 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 Webmaster, Kathleen Ettinger</p>	<p>Title I Local Funds 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</p>	<p>Title I Parent Education Specialist Lisa Zolga Title I Teachers</p>	<p>Title I The Parent Institute</p>	<p>Sept. 2009 – June 2010</p>	<p>Parent Responses Percentage of teachers adding comments</p>

that is specific to their students.				
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.	Title I Parent Education Specialist Lisa Zolga Building Administration Team School Resource Officer School Media Specialist	Computers	Sept 2009 - June 2010	Attendance records Evaluations
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

B. School Council Minutes