

Chelsea Public Schools

Joseph A. Browne School

School Improvement Plan
2016-2017



Joseph A. Browne Middle School

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School Site Council 2015-2016

David Liebowitz, Principal
Marlene Garcia, Family Liaison
Wanda Berrios, Co-President
Mirian Garcia, Co-President
Alexandria Christmas, Parent
Michelle De La Cruz, Parent

School Administration

David Liebowitz-Principal
Kevin Griffin-Assistant Principal
Aliza Moschella-Assistant Principal
Patricia Darrigo-Assistant Principal

Description of the Strategic Planning Process

This School Improvement Plan (SIP) and Accelerated Improvement Plan (AIP) was developed with the help of the school site council, teachers, and administrators. The team collected and reflected upon data related to student achievement and demographics, classroom processes and supports, and school management and resources. Additional data was collected through a Community Needs Assessment. Surveys were sent to teachers, students, and parents and the results were reviewed and analyzed. In addition, Schoolworks conducted its annual review and the information gathered helped to inform our decision making regarding areas of critical need and next steps for improvement. The team met several times, with support from DSAC to analyze the data collected, formulate goals for the upcoming year, create a thematic goal, theory of action, strategic objectives and benchmarks. Using the Logic Model template the team was able to articulate problem statements, propose solutions, identify goals and resources, and articulated measures of change for student and teacher growth. Once completed the SIP and AIP was submitted to the Site Council for final review, recommendations, and approval. This plan supports district goals and complies with local, state, and federal mandates.

District Mission	
Chelsea Public Schools is a gateway school system that welcomes and educates ALL students and families.	
District Vision	
By June 30, 2021 Chelsea Public Schools will ensure diverse opportunities and pathways for ALL students to succeed in college, career, and life through our commitment to collaborative leadership, reflective practice, supportive classroom climate, purposeful and rigorous teaching and learning, and ongoing assessment to adjust our practice.	
District Thematic Goal	
<i>Design, implement, and monitor a comprehensive and coherent instructional system embedded in a safe and supportive learning environment across the school district.</i>	
District Theory of Action	
<i>In 2016-2017, if the Chelsea Public Schools educators strengthen Tier I instruction in each classroom through purposeful teaching that is: 1) student-centered; 2) teaching for understanding; 3) teaching for learner differences; 4) teaching from Standards to rigor and depth; 5) using assessment to inform instruction and 6) promoting the development of social-emotional skills then Chelsea Public Schools will have a comprehensive and coherent instructional system that will support student achievement and resiliency.</i>	
District Strategic Objective (to achieve Thematic Goal)	
<i>Strengthen Tier I Instruction</i>	
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"> <i>Elements of Strong Instruction</i> <i>Student-Centered</i> <i>Teaching for Understanding</i> <i>Teaching for Learner Differences</i> <i>Teaching from Standards to Rigor & Depth</i> <i>Using Assessment to Inform Instruction</i> <i>Promoting the Development of Social-emotional Skills</i> </td> </tr> </table>	<i>Elements of Strong Instruction</i> <i>Student-Centered</i> <i>Teaching for Understanding</i> <i>Teaching for Learner Differences</i> <i>Teaching from Standards to Rigor & Depth</i> <i>Using Assessment to Inform Instruction</i> <i>Promoting the Development of Social-emotional Skills</i>
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District Strategic Initiative	
<ol style="list-style-type: none"> 1. Improve the rigor and daily effectiveness of standards-based lessons through the use of district identified instructional practices. 2. Create classroom climates and school environments that provide opportunities for students to grow in the areas of engagement, motivation, persistence and collaboration. 	

School Mission

The mission of the Joseph A. Browne School is to provide all students with the academic skills and aspirations they need to be successful in high school.

School Vision

Our vision is that all students of the Joseph A. Browne School will move on from eighth grade with the academic skills and habits of mind they need to be successful in high school, college, and in their careers.

Thematic Goal

Build BMS community, reprioritize instructional minutes and implement focused instructional strategies to maximize learning time.

Theory of Action

If all educators at the Joseph A Browne Middle School maximize the time students spend on rigorous tasks and we revise our student support strategies to develop trauma sensitivity in our school, then we will strengthen Tier I instruction so students will achieve success.

Student Learning Goal Results 2015-2016

We experienced marginal declines in our CPI numbers in both math and ELA. We experienced declines in our proficiency rates in Science.

We experienced increases in student growth percentiles in nearly all grades and subjects. Students outgrew their peers statewide in 7th and 8th grade math and ELA on the PARCC assessment, and in all grades on the WIDA ACCESS assessment. Students grew at significantly lower rates than their peers in 5th grade (both math and ELA).

Student Learning Goals 2016-2017

90%¹ of the ~25% of BMS students who are at or above grade level will demonstrate annual growth.

90% of the ~75% of BMS students below grade level will demonstrate one year of annual growth and one year of catch-up growth.

Year Goal: 90% of the BMS students will reach their individualized growth goal measured on the following assessments:

- Prose Constructed Response Assessments & Math Practice Standards (ELL² and Mainstream³)
- SRI
- iReady

90% of ELL students beginning year at Level 1 will improve W-APT score, demonstrating two years growth in one year.

10 percent of the BMS students scoring at each of the ELA Proficiency Levels 1-4 on the 2016 PARCC will improve their performance on the 2017 **ELA MCAS 2.0** by at least one proficiency level.

The median BMS student growth percentile on the 2017 **ELA MCAS 2.0** will be at least in the 60th percentile.

10 percent of the BMS students scoring at each of the Math Proficiency Levels 1-4 on the 2016 PARCC will improve their performance on the 2017 **Math MCAS 2.0** by at least one proficiency level.

The median BMS student growth percentile on the 2017 **Math MCAS 2.0** will be at least in the 60th percentile.

The median BMS student growth percentile on the 2017 **ACCESS** will be at least in the 60th percentile.

Strategic Objective (to achieve thematic Goal)

Strategic Objective

1. Improve Tier 1 instruction by maximizing the effective use of instructional time
2. Develop a common culture that sets high expectations for teachers and students⁴ so we can maximize effective use of our instructional time

Strategic Initiatives

1. **Instructional Practices:** We will deepen the work of our instructional framework to improve the quality of our intentional teaching practices to maximize time on rigorous task.
2. **Reprioritize Instructional Minutes:** We will explicitly teach literacy strategies in science and social studies to increase the total number of literacy minutes from 560 to 910 per week.
3. **Common Culture:** We will deepen the work of our PBIS team, revise our schoolwide discipline practices to emulate those of trauma-sensitive schools, and we will develop a mentoring program to improve the culture in our classrooms.

¹ Other 10% of students are expected to make a minimum of ¼ year growth

² Year Goal: 90% of the BMS students will reach their individualized growth goal. Across the three language domains on the ELD writing rubric, ELL students will improve by a total of at least four points.

³ Monthly: 90% of BMS students will show a 1 point gain or maintain a 3 on the teacher's priority domain on the math performance assessment rubric every 2 months from Sept. to April tracked through the BMS comprehensive assessment system [alternate months tracked by average growth goal of 0.5 points per month].

	Measures of Implementation	Measures of Change (Outcomes)	
		How will we know whether the strategies we described were implemented by the adults?	What intermediate and longer-term results do we expect to achieve as measured by changes in skills, knowledge, and behavior?
	<p><u>Organizational Improvement:</u> <u>Process:</u> -The SQR Response Team will use Improvement Science (<i>Learning to Improve: How American Schools can Get Better at Getting Better</i>) to Plan, Do, Study, and Act (PDSA) to monitor accelerated improvement (minimum of quarterly learning walks and student data dives). <u>Metrics:</u> The school will improve on each of the following SQR Look For elements by 20 percentage points: 1, 2, 3, 5, 8, 9, & 11</p> <p><u>Supervision/ Evaluation</u> <u>Process:</u> - Admin team will utilize monthly scorecard & scorecard protocols to evaluate progress towards goals.</p> <p>-90% of teachers will improve on each of the following SQR look fors elements by 20 percentage points: 1, 2, 3, 5, 8, 9, & 11</p> <p><u>Structural:</u> --2016-17 schedule reflects instructional minutes shifts --Quarterly/monthly regrouping of students by SRI/i-Ready results in R180/CS Jump Math</p> <p><u>Execution:</u> --Monthly co-LW w/ CS CD to observe Jump Math lessons targeting below-grade-level math skills, bridging to grade-level standards --Bi-weekly math coach observations for same</p>	<p>Quarter 1 -As a result of implementation, teaching quality will improve. During observations in quarter 1, 100% of BMS teachers will be observed and rated 3 or 4 in indicator 2. Behavioral Expectations and indicator 3. Structured Learning Environment.</p> <p>Quarter 2 -As a result of implementation, teaching quality will improve. During observations in quarter 2, 100% of BMS teachers will be observed and rated 3 or 4 in indicator 1 Common Core Alignment, and indicator 5 Focused Instruction.</p> <p>Quarter 3 -As a result of implementation, teaching quality will improve. During observations in quarter 3, 100% of BMS teachers will be observed and rated 3 or 4 in indicator 8 Higher Order Thinking, in addition to the previous focus indicators (1, 2, 3, and 5).</p> <p>Quarter 4 -As a result of implementation, teaching quality will improve. During observations in quarter 4, 100% of BMS teachers will be observed and rated 3 or 4 in indicator 9. Assessment Strategies and 11. Feedback, in addition to the previous focus indicators.</p>	<p>Quarter 1 -As a result of implementation, students will demonstrate catch-up growth on math and literacy assessments. 100% of BMS students will meet their quarter 1 growth goals for SRI and iReady math.</p> <p>Quarter 2 -As a result of implementation, students will demonstrate catch-up growth on math and literacy assessments. 100% of BMS students will meet their quarter 2 growth goals for SRI and iReady math.</p> <p>Quarter 3 -As a result of implementation, students will demonstrate catch-up growth on math and literacy assessments. 100% of BMS students will meet their quarter 3 growth goals for SRI and iReady math.</p> <p>Quarter 4 -As a result of implementation, students will demonstrate catch-up growth on math and literacy assessments. 100% of BMS students will meet their quarter 4 growth goals for SRI and iReady math.</p>

	<p><u>Organizational Improvement:</u> <u>Process:</u> -The PBIS team will monitor accelerated cultural improvement via data generated from the SQR Response Team Learning Walks (minimum of quarterly learning walks). -In monthly PLT meetings, the PBIS team will monitor the development of student intervention plans by grade-level PLTs. -PLTs will self-assess members' implementation of intervention plans; team leads to report results at monthly PBIS team meetings.</p>	<p>-90% of BMS teachers will follow the student support procedures as laid out in the BMS Teacher Handbook.</p> <p>-100% of BMS teachers assigned to grade level PLTs will use an A-B-C (antecedent, behavior, consequence) agenda to reflect on student behavior and identify interventions.</p> <p>-100% of BMS grade-level and cluster PLTs will complete monthly PDSA cycles to address</p>	<p>-95% of students will comply with BMS rules, rituals and procedures (Behavior Stoplight on "green" or "yellow") in order to maximize instructional minutes.</p> <p>-The 5% of students who struggle to meet BMS expectations will build non-cognitive skills as measured by 20 percentage point decline in year-over-year monthly referrals and a 20 percentage point increase in Why Try? skill inventory</p>
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Benchmarks for Progress

Goal: 90% of BMS students will make annual growth in literacy and math 90% of students performance below grade level will make one year of catch-up growth in literacy and math. **Theme:**

Maximize Instructional Minutes

	Proposed Solutions	Strategies	Resources	Measures of Implementation	Measures of Change All BMS Teachers	Measures of Change All BMS Students	ELA and Math Goals
I n s r c t i o n	-Improve Tier 1 instruction by maximizing the effective use of instructional time	- Deepen the practices of our instructional framework (Warm Up-Game Time-Score!) by: 1)developing vertically aligned <u>intentional teaching practices</u> ; 2)selecting <u>texts</u> and creating <u>tasks</u> that are appropriately complex both at- and above- and below-grade level; and 3) <u>continuing data-driven instruction practices</u> (differentiation through small group instruction and instructional coaching/conferring), 5 through ongoing PD in PLTs, coaching, and the Ed Eval system.	(1) developing vertically aligned intentional teaching practices: <ul style="list-style-type: none">● Schoolwide DEAR practices● Text resources: <i>Teach Like a Champion</i>, <i>Guide for an Effective Math Lesson</i>, <i>Notice and Note</i>, science inquiry)● BMS Bootcamp and Advanced Bootcamp● Summer vertical literacy alignment,● Common lesson plan elements (2) selecting texts and creating tasks that are appropriately complex both at- and above- and below-grade level: <ul style="list-style-type: none">● Interdisciplinary literacy● Common core standards	<u>Organizational Improvement:</u> <u>Process:</u> -The SQR Response Team will use Improvement Science (<i>Learning to Improve: How American Schools can Get Better at Getting Better</i>) to Plan, Do, Study, and Act (PDSA) to monitor accelerated improvement (minimum of quarterly learning walks and student data dives). <u>Metrics:</u> The school will improve on each of the following SQR Look For elements by 20 percentage points: 1, 2, 3, 5, 8, 9, & 11	Quarter 1 -As a result of implementation, teaching quality will improve. During observations in quarter 1, 100% of BMS teachers will be observed and rated 3 or 4 in indicator 2. Behavioral Expectations and indicator 3. Structured Learning Environment. Quarter 2 -As a result of implementation, teaching quality will improve. During observations in quarter 2, 100% of BMS teachers will be observed and rated 3 or 4 in indicator 1 Common Core Alignment, and	Quarter 1 -As a result of implementation, students will demonstrate catch-up growth on math and literacy assessments. 100% of BMS students will meet their quarter 1 growth goals for SRI and iReady math. Quarter 2 -As a result of implementation, students will demonstrate catch-up growth on math and literacy assessments. 100% of BMS students will meet their	Goal: 90% ⁶ of the ~25% of BMS students who are at or above grade level will demonstrate annual growth. 90% of the ~75% of BMS students below grade level will demonstrate one year of annual growth and one year of catch-up growth. Year Goal: 90% of the BMS students will reach their individualized growth goal measured on the following assessments: <ul style="list-style-type: none">● Prose Constructed Response Assessments & Math Practice Standards (ELL⁷ and Mainstream⁸)● SRI● iReady <u>ELL WIDA Level 1</u> 90% of ELL students beginning year at Level 1 will improve
C u l t u r e	- Develop a common culture that ELLs high around the expectations for teachers and students for at least four points maximizing effective use of our instructional time	(1) Revise our schoolwide support system by Aug 30 to support a trauma-sensitive school practice #3 --clearly articulated protocols on Think Desk & study team --ladder of re-engagement to address off-task students PLT review of at-risk students and intervention/support plan	(1)-Revise our school-wide discipline system to support a trauma-sensitive school by Aug 30 <ul style="list-style-type: none">● BMS Bootcamp and Advanced Bootcamp● PBIS Team● BMS Teacher Handbook● <i>Teach Like a Champion</i>● Joe Restuccia (Lesley U.): Trauma Sensitive Schools Coach● Weekly grade-level PLTs focused on child study, teacher capacity building	<u>Organizational Improvement:</u> <u>Process:</u> -The PBIS team will monitor accelerated cultural improvement via SQR generated from the SQR Response Team Learning Walks (minimum of quarterly learning walks). -In monthly meetings, the PBIS team will monitor the development of student intervention plans by grade-level PLTs. -PLTs will self-assess	-90% of BMS teachers will follow the student support procedures as laid out in the BMS Teacher Handbook. -100% of BMS teachers assigned to grade level PLTs will use an A-B-C (antecedent, behavior, consequence) agenda to reflect on student behavior and identify interventions.	-95% of students will comply with BMS rules, rituals and procedures (Behavior Stoplight on "green" or "yellow") in order to maximize instructional minutes. -The 5% of students who struggle to meet BMS expectations will build non-cognitive	Goal: -80% of BMS students will earn weekly and monthly incentives; Students earn Bulldog Bucks by meeting the expectations of their teachers by showing respect for the school, others and themselves -95% of students will comply with BMS rules, rituals and procedures (Behavior Stoplight on "green" or "yellow") in order to maximize instructional minutes. -The 5% of students who struggle to meet BMS expectations will build non-cognitive skills as measured by 20 percentage point decline in year-over-year monthly referrals and

BMS Progress Monitoring 2016-2017 School Year

Planned Action	Freq.			How will we progress monitor progress?	Who's responsible?
	W	M	Q		
Instructional Improvement					
- SQR Response Team will utilize plan-do-study-act (PDSA) cycle to evaluate school-wide progress towards goals.		X	X	<p><u>Organizational Improvement:</u> <u>Process:</u> -The SQR Response Team will use Improvement Science (<i>Learning to Improve: How American Schools can Get Better at Getting Better</i>) to plan, do, study, and act to monitor accelerated improvement (including a minimum of quarterly learning walks and student data dives). A brief summary of plan-do-study-act (PDSA) cycle follows:</p> <p>Each plan-do-study-act (PDSA) cycle is akin to a mini-experiment. It begins with articulating the change and recording predictions about what we expect will happen (plan); attempting the change and documenting what in fact did happen (do) (Learning Walks and Student Learning Data Dives will give us data); comparing the results to the predictions (study); and then deciding on what to do next (act). In many instances, a PDSA cycle may not generate the results expected; but this failure to achieve predicted outcomes often provides clues as to what to try instead. This in turn becomes the basis for the next PDSA cycle—another mini-improvement experiment.[i]</p> <p><u>Data Collection</u> On a quarterly basis, we will analyze data from Learning Walks coupled with Student Data in our PDSA cycle. On a monthly basis, we will use compiled data collected from our common school-wide classroom observation form. (including but not limited to):</p> <ul style="list-style-type: none"> -- Monthly observation by evaluators -- Monthly observations by Coaches -- Peer Observations --Monthly co-Learning Walks w/ CS CD to observe Jump Math lessons targeting below-grade-level math skills, bridging to grade-level standards --Bi-weekly math coach observations of CS <p><u>Data Analysis:</u> The SQR team will focus on instructional improvement and analyze changes in data related to the following Schoolworks Classroom Observation tool indicators, listed in order of importance:</p> <ul style="list-style-type: none"> ● Indicator 5 Focused Instruction is our top priority ● Indicator 1 Common Core Alignment and Indicator 8 Higher Order Thinking is the second priority ● Indicators 9 and 11 are elements that we will continue to improve and are directly connected to the 2015-2016 school year AIP. 	School Quality Review Response Team

				<p>Metrics: The school will improve on the following SQR Look For elements by 20 percentage points: 1, 2, 3, 5, 8, 9, & 11</p> <p>Messaging Coaches and team leads will transparently communicate the results of the PDSA cycles to every PLT.</p> <p>Avenues for Change:</p> <ul style="list-style-type: none"> - Coaches will lead the changes determined during the PDSA cycle in PLTs, other PD opportunities, observations and debriefs and one-on-one coaching sessions. - Administrators will lead the changes determined during the PDSA cycle in observation and debriefs, to determine PD topics and through evaluations. 	
- Admin team will utilize plan-do-study-act (PDSA) cycle to evaluate individual teachers' progress towards goals.		X		<p>We will meet monthly to use PDSA cycles to collaborate on ways to support individual teachers' growth towards AIP goals.</p> <p>Administrators will communicate with teachers one-on-one through debrief sessions.</p>	<p>Administrative Team</p> <p>Facilitator: Assistant Principal for Academics</p>
<p><i>Structural:</i></p> <p>-Flexibly group students in intervention classes based on student data</p>		X	X	<p><i>Structural:</i></p> <p>--2016-17 schedule reflects instructional minutes shifts</p> <p>--Quarterly/monthly regrouping of students by SRI/i-Ready results in R180/Achieve 3000/CS Jump Math</p> <p>Administrators will do random lesson plan checks to ensure teachers are planning for our integrated literacy approach. Coaches will provide feedback to teachers about the quality of lesson plans (specifically evaluating the quality of the literacy integration).</p>	<p>Literacy Groups: Read180 teachers & Literacy Coach</p> <p>Math: Citizens School CD, Math coach, and Assistant Principal for Academics</p>

Culture			
<p>- PBIS Team Will utilize plan-do-study -act (PDSA) cycle to evaluate school-wide progress towards goals.</p>	X	X	<p><u>Organizational Improvement:</u> <u>Process:</u> -The PBIS Team will use Plan, Do, Study, Act cycles to monitor accelerated improvement. The team will use data generated by the SQR Response Team Learning Walks, PLT intervention/support plans, and mentor/School Adjustment Counselor reports to assess effectiveness of interventions</p> <p><u>Data Collection</u> On a quarterly basis, we will analyze data from Learning Walks coupled with student data in our PDSA cycle.</p> <p>On a monthly basis, we will use compiled data collected from our common school-wide classroom observation form (including but not limited to): --Monthly observation by evaluators --Monthly observations by Coaches --Peer Observations --Monthly co-learning walks w/CS CD --Bi-weekly math coach observations of CS On a monthly basis, we will use data compiled from our PLTs on intervention and support plans, coupled with team leader reflection on implementation as identified via peer observations focused on student support plan implementation.</p> <p>Data Analysis: The PBIS team will focus on School Cultural improvement and analyze changed in data related to the following Schoolworks Classroom Observation tool indicators:</p> <ul style="list-style-type: none"> • Indicator 2: Behavioral Expectations • Indicator 3: Structural Learning Environment • The PBIS team will also review student Stoplight and Behavioral Data. <p><u>Metrics:</u> The school will improve on the following SQR Look For elements by 20 percentage points: 2 & 3</p> <p>80% of BMS students will earn weekly and monthly incentives: students earn Bulldog Bucks by meeting the expectations of their teachers by showing respect for the school, others and themselves.</p> <p>95% if students will comply with BMS rules, rituals and procedures (Behavior Stoplight on “green” or yellow” based on referral and suspension data) in order to maximize instructional minutes.</p> <p>The 5% of students who struggle to meet BMS expectations will build non-cognitive skills as measured by 20 percentage point decline in year-over-year monthly referrals and a 20 percentage point increase in Why try? Skill inventory.</p> <p>Fewer than 60 studnets will be on “red” on their Course Stoplight at end of each quarter Q1-Q4</p>
			<p>Administrative Team PBIS Team Team leads</p>

[i] Carnegie Foundation for the Advancement of Teaching, [Alicia Grunow](http://www.carnegiefoundation.org/blog/improvement-discipline-in-practice/)
http://www.carnegiefoundation.org/blog/improvement-discipline-in-practice/

Appendices

Data

- School Achievement Analysis
- Demographic Background
- Attendance
- Teacher Qualifications
- Community Needs Assessment

Programs and Support Services

- Tiered Model of Instruction
- Special education
- English Language Learners Program
- Title I
- After School
- Procedures for Homeless/Mobile/Migratory Students
- Transition Plans
- Accommodations for Diverse Learners (DCAP)

Student Safety

- Student Outreach
- Safe and Drug Free Schools
- Anti-Bullying Policy

Parent Involvement

- Parent Involvement Plan
- Home-School Compact
- Parent Involvement Plan

Professional Development

- Chelsea Professional Learning Academy

DATA

PARCC

	ELA CPI 2016	ELA CPI 2015		ELA SGP 2016	ELA SGP 2015		Math CPI 2016	Math CPI 2015		Math SGP 2016	Math SGP 2015		Science SGP 2016	Science SGP 2015
All Students	59.5	60.2		46	32		48	52.2		31	33			
ELL or Former ELL Students	42.8	42.2		49	36		36.3	40.6		33	44		26.1	30.5
Students with Disabilities	38.3	30.8		32	26		23.9	25.7		24	16		n/a	n/a

SGP Impact Rating

0 - 35

Low



36-64

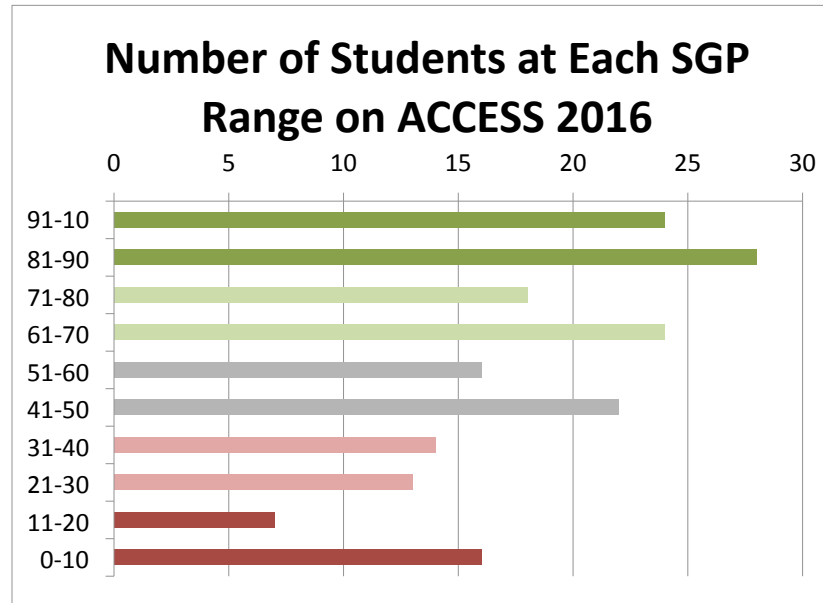
Moderate



65- 100 High



ACCESS



	District	276	528	641	637	560	568	401	389	385	413	492	447	310	268	4	6,319
	Browne	0	0	0	0	0	0	129	129	140	153	0	0	0	0	0	551

Selected Populations

	% of School	% of District	% of State
First Language Not English	86.4	79.6	19.0
English Language Learner	43.6	26.6	9.0
Economically Disadvantaged	43.6	49.5	27.4
Students with Disabilities	9.3	13.0	17.2
High Needs	79.5	71.8	43.5

Mobility Rate

23.9

Attendance Summary

2012-2013 94.9%

2013-2014 95.1%

2014-2015 94.5%

2015-2016 94.9%

Teacher Data

% of Teachers Licensed in Current Position

2012-2013 100%

2013-2014 95.2

2014-2015 94.8%

2015-2016 100%

It is our goal that 100% of the teachers meet Highly Qualified Status. Outreach to perspective employees is accomplished through career fairs, internet sites, local universities, and networking. In addition a partnership exists with Teach for America to review and hire qualified candidates.

New teachers attend a three day orientation prior to the beginning of school year, and are assigned a building based mentor. The mentor and mentee meet routinely throughout the school year to discuss issues related to curriculum, instructional practices, classroom management, and organization. Teachers in their second year also have a mentor teacher and attend monthly meetings. All teachers working in the Chelsea Public Schools are offered numerous and extensive professional development and tuition reimbursement opportunities. Workshops are offered throughout the year after school and at the June Professional Development Seminar. In addition, all teaching staff and administrators participate in Professional Learning Communities.

There are coaches and/or lead teachers assigned to every school. Coaches and lead teachers are available to assist teachers with curriculum, materials, instructional practice, data collection, and analysis.

Teachers have the opportunity to observe in another teachers classroom. Peer Observations provides an opportunity to observe a lesson, instructional strategy, transitions, management, or any aspect of teachers' interest of need.

Needs Assessment

Teachers' Survey

Which of the following forms of student misbehavior have you experienced or witnessed during the last school year? (25 respondents)

Theft of Property	17	Unexcused absences/tardiness	20	Racial, ethnic, sexual and/or other harassing language spoken towards you	12	Assault against a student	17	Use of illegal drugs/alcohol	4
Vandalism of School Property	21	Abusive or profane language spoken by one student to another student	25	Threats of violence aimed at you	7	Gang activity in or near your school	4	Knives, guns, or other dangerous weapons being brought to school	7
Disruption from activities in hallways or outside buildings	25	Abusive or profane language by students to you	20	Threats of violence aimed at another school employee	10	Forgery of hall passes or absence/tardiness excuses	12		

At any point in the last year, have you ever felt that your personal safety was in jeopardy?

Yes	18
No	8

Comparing this school year with the one before, would you say student behavior is becoming more of a problem, less of a problem or no change?

More of a Problem	22
Less of a Problem	1
No Change	3

Is the discipline code fairly and consistently enforced?

Yes	5
No	21

Is the code well understood by:

	Parents	Students	Staff
Yes	3	5	6
No	23	20	17

Judging from what you understand to be the usual disciplinary response, which one of the following punishments is normally given to a student at your school who physically assaults another student?

Return to Class	10
In- School Detention	4
Apologize	1
After School Detention	8
Nothing (or are not informed)	2

During the average school day, how often is your class disrupted by student misbehavior?

Only a Few Times	3
Several Times	8

Many Times	15
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Does your school's administration give you the support you need to establish, maintain or restore order in your classroom?

Never	5
Hardly Ever	12
Most of the Time	8

Do you currently have a student with a chronic discipline problem who should not be in your classroom?

Yes	21
No	5

Which one of the following best summarizes your feelings about the issue of school discipline?

It's a major problem requiring a serious plan of action to address	21
Discipline is a problem, but it can be adequately addressed by simply "fine tuning" existing rules	5

Overall, do you feel supported by your administration? When addressing issues, does your administration follow through to the best of their abilities?

Yes	9
No	16
Varies	1

How long have you worked for Chelsea Schools?

Less Than 1 Year	4
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1-5 Years	11
6-10 Years	5
11-15 Years	4
16-20 Years	2
21 + Years	0

Student Survey

Think about your experience in your school as you read each statement below. Then check the square that best describes how much you agree or disagree with each statement.

Prompt	Strongly Disagree	Disagree	Agree	Strongly Agree	No Answer	Weighted Average
In my school, we talk about ways to help us control our emotions	12.2%	41.5%	29.3%	14.6%	2.4%	2.54
Many students at my school go out of their way to treat other students badly	9.8%	46.3%	24.4%	12.2%	7.3%	2.61
Adults in my school seem to work well with one another	4.9%	7.3%	51.2%	31.7%	4.9%	3.24
Students in this school respect each others' differences (for example race, gender, culture, etc.)	17.1%	24.4%	31.7%	19.5%	7.3%	2.76
In my school, we have learned ways to resolve disagreements so that everyone can be satisfied with the outcome.	12.2%	26.8%	41.5%	14.6%	4.9%	2.73
My school tries to get all families to be a part of school activities	7.3%	26.8%	41.5%	17.0%	7.3%	2.90
Adults who work in my school treat students with respect	18.0%	15.4%	44.7%	26.3%	7.9%	2.77
My teachers encourage me to try out new ideas (think independently)	5.0%	14.8%	38.2%	24.3%	18.1%	3.16
I have been insulted, teased, harassed, or otherwise verbally abused more than once in this school.	29.3%	26.8%	24.4%	14.6%	4.9%	2.39
In my school, we talk about the way our actions will affect others	4.9%	22.0%	46.6%	22.0%	7.3%	3.00
Students have friends at school they can turn to if they have questions about homework.	4.8%	17.2%	36.6%	34.2%	7.2%	3.22
In my school, we discuss issues that help me think about how to be a good person.	10.0%	34.1%	36.7%	12.2%	7.3%	2.73
In my school, there are clear rules against physically hurting other people (for example hitting, pushing, tripping)	4.8%	10.0%	46.5%	36.6%	2.4%	3.22
Students have friends at school they can trust and talk to if they have problems	2.5%	11.0%	31.7%	48.8%	4.8%	3.39
Adults in this school have high expectations for students' success	4.8%	7.2%	46.4%	31.7%	9.9%	3.34
There are adults in my school that I can talk to if I am having problems	19.5%	24.4%	26.8%	22.0%	7.2%	2.73

Students have been offered numerous incentives throughout the year. As we plan for next year your input is essential. Rate each incentive offered this year on the scale from “very unsuccessful” to “very successful.” Your input will help us identify what incentives to offer next year.

Prompt	Very Unsuccessful	Unsuccessful	Successful	Very Successful	Have not participated, but would like to	Have not participated, does not sound interesting
Dress down day	8.3%	11.1%	8.4%	69.4%	0%	2.8%
Weekly HR gym time for highest Bulldog Buck homeroom	17.1%	29.3%	26.8%	19.5%	2.4%	4.9%
Student/teacher sports games (most grades played a version of dodgeball)	12.5%	12.5%	37.5%	30.0%	7.5%	0%
Student appreciation banquet (this happened in November with your teachers cooking pasta garlic bread for incentive earners)	12.4%	15.0%	17.5%	20.0%	32.6%	2.5%
Ice cream incentive during lunch for no referrals (this is offered about every month)	9.8%	17.1%	26.8%	24.4%	17.1%	4.9%
Movie incentive (incentive earners watch a movie during the last two periods of the day)	12.2%	9.8%	36.6%	34.2%	7.3%	0%
School dance	19.5%	19.6%	26.8%	31.7%	0%	2.4%
Field day	12.0%	10.0%	29.3%	48.8%	0%	2.2%

Programs and Support Services

Three-Tiered Model of Instruction

The Joseph A. Browne Middle School uses a 3-tiered model of instruction for all students. The tiers are described as follows:

Tier 1

All students receive 50 minutes of instruction per day in ELA, writing, math, Science, social studies, and unified arts. The curricula for all of the subjects are aligned with state standards and are used district-wide. Quarterly pacing guidelines have been developed for the five core content areas and are used throughout the district. Interim assessments developed 5 District Partnership, that align with state standards are given to all students in four times per year, including Level Two ELL students. All students in Tier 1 have access to tutoring programs, Homework Help, and other after-school programs designed to help students with academic and organizational issues. All students receive 50 additional minutes of leveled Math or Literacy support in our extended day through our partnership with Citizen Schools.

Tier 2

Using assessment data, students are grouped into reading and math support during mandatory extended day classes. Literacy groups include reading remediation, using Read 180 and evidence-based phonics instruction. Math students are grouped similarly, with remediation informed by students' results on the iReady assessments that target below grade-level skills. ELL students receive language intervention using Lexia and Rosetta Stone.

Tier 3

Students in Tier 3 will also be referred to the Instructional Support Team for additional improvement strategies. The IST will make appropriate referrals for evaluations for special education.

Three-Tiered Model of Intervention – Behavioral

Tier-1

All students are expected to abide by the Middle Schools Code of Discipline. Students are given a copy of the handbook containing the code on the first day of school. Students breaking school rules are given consequences based on the discipline code, including detention, short-term suspension, and notification to parents. Parents must come to school for a meeting with the dean in cases where students are beginning to show a pattern of negative behavior.

Tier-2

Students who continue to demonstrate negative behaviors are placed on behavior plans and/or participate in groups with our school social workers. Students may be referred to the social worker for check-ins and short-term counseling. Parents are encouraged to seek professional help for students in need of longer term counseling.

Tier 3

The social worker conducts a Functional Behavioral Analysis when students are chronic disruptions to the learning environment in the school. Students may be referred to the court system for a Child Requiring Assistance order. Observations may be arranged through Shore Collaborative for additional input. Referrals to the Instructional Support Team may be initiated to gather additional information and make recommendations for additional support. Students in Tier-3 may be appropriate candidates for referral to the district-wide Behavioral Support Team.

Special Education Services

The Joseph A. Browne School uses the inclusion model of instruction for special education students. All special education students in the Browne School have moderate needs. There are no learning centers in our school.

Each grade level has one certified special education teacher assigned to the cluster. The special education students are placed in one or two of the four homerooms in each grade level. The special education teachers teach math and English Language Arts with those homerooms, with the regular education teacher, as well as literacy and math workshops. The teachers also service special education ELL and alternative program students.

Special education and regular education teachers are expected to collaborate in planning for the math and ELA classes they teach together. Methods and resources for differentiated instruction should be included in the lesson plans. In the classes, the teachers work with students who need accommodations and/or additional support by providing extra resources, using a different teaching strategy, and re-teaching missed concepts.

English Language Learners

The Joseph A. Browne School provides the Sheltered English Immersion (SEI) program for all middle school students in the district. There are 11 ELL teachers. There are approximately 275 ELL students in the school. Students are placed in classes by grade level using their educational history, if available, or by age if the students have limited or no formal education. The ELL students are

identified by the following levels:

ELL1: Students with limited to no English skills in speaking, listening, reading, and writing are considered beginner students, or level 1. ELL1 students receive the majority of instruction in ESL, math, LEA, and writing. Limited content in social studies and science is taught apart from incorporating content through literacy and ELA class.

ELL2: Students who have developed intermediate English skills in speaking, listening, reading, and writing are identified as level 2 students. These classes receive instruction in all of the content areas as well as ESL instruction. The 7th and 8th grade teachers, along with the ELL teachers, present district-wide curricula in science and social studies.

ELL3: Students who have demonstrated English Proficiency, begin to take mainstream classes to prepare to mainstream fully. These students take one or two classes in the mainstream and continue to receive ESL instruction and support in their SEI classroom. Based on assessments by the mainstream and ELL teachers, and monitoring of their academic progress, students mainstream fully when it is deemed appropriate to do so, based on guidelines provided by DESE. The students are then reclassified and receive support in the classrooms by the ESL teachers.

ESL: Students who are no longer in SEI classes, but continue to need ESL instruction and support. They are categorized by DESE as high intermediate on the MEPA and MELA-O. The ESL students receive services as long as necessary.

FLEP: Formally Limited English Proficient (FLEP) students are those who, based on MEPA, MELA-0, academic, and MCAS performance, are proficient in English and no longer need ESL services. FLEP students are monitored for two years to ensure they continue to make academic progress. After two years they no longer carry any classification.

Title 1

Title I funds are used to support parent involvement activities, professional development of staff, consultants, and three reading/writing teachers. The Title I staff oversees the school based, and district based assessments including the DIBELS Daze and other informal assessments. Title I staff reviews data with classroom teachers to identify students who are “at risk”, plan intervention strategies, and provide remediation through Tier II and Tier III instruction. Title I teachers attend monthly department meetings and participate in all staff development provided at the school level. Title I funds are used to support parent involvement activities throughout the year.

Title I teachers work with classroom teachers utilizing a collaborative model to provide ongoing support to all students in regular and ELL classrooms. Title I reading teachers are used to provide supplemental instruction to students in the classroom, who score below the proficiency levels on the SRA, and fluency assessments. All students receive 30 minutes of literacy workshop a day, and the reading specialists provide small group instruction during this time to students most in need based on these assessments.

After School/Before School/Summer School Vacation School Expanded Learning Time

Despite the loss of our schoolwide Expanded Learning Time grant from the DESE, we continue to believe that additional learning minutes are critical for our students to close the opportunity gap. We have deepened and extended our partnership with Citizen Schools to encompass all grades in our school this year.

Our partnership with Citizen Schools provides students with a daily math intervention of 70 minutes, twice a week 100 minute session of a college- and career-oriented apprenticeship, and twice a week 100 minute blended learning math intervention and extension. Members of the Citizen Schools team regularly collaborate with our teachers to supplement, remediate and extend the work of math class to ensure that students have the opportunity to review below grade level standards, review in a complementary way grade level work, and to extend their learning through real-world application, depending on their academic readiness. Students also have the chance to visit local private businesses to learn real-world professional skills. They write computer programs, argue mock trials, and design circuitry alongside professionals in these fields and others. Finally, students have the chance to explore local colleges, participate in sports and team-building games, and learn about high-interest topics to pre-teens and teenagers. We regularly evaluate the effectiveness of this programming through quarterly data reviews where we examine student Mastery Connect and iReady assessments, attendance, grades and behavior data. Additionally, we collect qualitative evidence through observation with the members of the campus Citizen School leadership team who are also a part of the school's administrative team.

Procedures for Homeless/Migratory/Mobile Students

All New & Mobile Students: Within the first couple of weeks into the district, new students are assessed in literacy, and math to determine skill levels. If necessary, students are assigned to the tiered level of support suitable for their needs. Office staff contacts the previous school requesting the student's records. Records are reviewed by appropriate staff and changes are made to the students schedule as needed. Students entering with an IEP, receive services per the IEP. In order to ensure continuation of services an amendment to the IEP is promptly developed by the Team members. Non-English speaking, or limited English speaking students entering the district are screened and assessed at PIC by trained professionals to determine level of English proficiency and assigned to the appropriate program. Students and parents receive a copy of the Student Handbook to ensure an understanding of the policies, procedures, and expectations for academic excellence and behavior in the Chelsea Public Schools.

Homeless Students: A homeless student can attend either the local school or continue in the school of origin, if this is in their best interest.

The students have access to the same programs and services that are available to all Chelsea students including, but not limited to, transportation to and from the school of origin, supplemental programs, special education services, school nutrition program, Title I

services, school nurse services, before and after school, and summer enrichment programs.

In determining the type of transportation to be offered, the homeless liaison for the Chelsea Public Schools will take into account the best interest of the student, the student's age, the distance to be traveled, access to public transportation, and the parent's circumstances.

Migratory Students: The Massachusetts Migrant Education Program provides supplemental educational opportunities to the children of migratory agricultural workers, migratory fisherman and out of school youth. The program's major components include regional Family Support Projects that provide migrant students with extended learning opportunities such as homework assistance and tutoring; educational programs for out of school youth; parent empowerment and family literacy services; student and family advocacy; outreach and recruitment services; and summer services that provide language development instruction and academic enrichment during a six week summer program. The District Mass Migrant Liaison is available to provide information and assistance for migrant students and families.

Transitions

In the spring, the parents of fourth grade students are invited to a coffee hour at the Complex to meet with and ask questions of the Principals of the three middle schools. The middle schools host an open house night for fourth grade students and their families to visit and tour the schools. In addition, a group of middle school students speak at a special fourth grade assembly at the complex and answer questions about the three middle schools.

In the winter of each year, the high school guidance counselors meet with every eighth grade homeroom to talk about the high school, expectations, and courses. In the spring, students walk to the high school with their teachers and guidance counselor to tour the school and join in on some high school classes. During the summer an Introduction to High School Week is offered to incoming freshmen. This is a weeklong voluntary program with a variety of activities and ends with a barbeque. Finally, the week before school starts there is a mandatory orientation week for the students. Programs are available for parents. In the spring, the high school offers a Parent Breakfast. CHS staff share information about CHS and parents have an opportunity to share information about their children. Visits for parents and students are encouraged and arranged over the summer.

Guidance and Social workers meet in May at the fourth-fifth and eighth-ninth grade levels in an effort to ensure a smooth transition for students.

Accommodations for Diverse Learners (DCAP)

Purpose

General education is the door to learning through which all students are expected to enter; it is the goal of Chelsea Public Schools to make the general education environment the appropriate placement for all students. The plan encompasses efforts as follows:

- Analysis of diverse learning styles within the regular classroom;
- Accommodations to meet needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to regular education staff through professional development and collaboration.

Instructional Support Team (IST)

IST is a regular education initiative designed to allow teachers to receive support from professional peers when they have questions about a student's progress. Members of the IST include the Principal/Assistant Principal or designee, a regular education teacher, a special education teacher, guidance counselor, and other building personnel determined by the principal. Parents may be invited to join IST meetings to participate in the process.

Instructional Support and Intervention Process

1. Any teacher, counselor, administrator, or other staff member who recognizes difficulties a student is experiencing may initiate a referral to IST. The goal of this referral is to initiate a process to develop accommodations/interventions that will allow the student to be successful in the regular education setting. An "IST Referral Form" is completed by the referring professional and forwarded to the IST chair.
2. The IST is convened and the referred student's teacher is included in the meeting. Discussion focuses on the needs and lack of progress demonstrated by the student. The IST process is one of confidentiality and respect. The IST acts in a collaborative and supportive manner. Instructional strategies are offered through a brainstorming format. Because of the varied expertise of the IST members, instructional strategies often reflect alternative methods of instruction not yet explored by the classroom teacher. A written plan for instructional support and intervention, including a summary of the discussion of the meeting(s) is completed.
3. Within 4 to 6 weeks, the IST reconvenes to assess the student's progress. The classroom teacher keeps careful documentation of progress and presents the information. Thorough documentation is a critical component of this process.
4. After careful review of the documentation and teacher's reports of the student's progress, the IST determines if the student is demonstrating improved achievement.
 - ⌚ If improvement is demonstrated, the accommodations and strategies that have been implemented will continue as needed to sustain improvement.

- ⌚ If improvement has not been demonstrated, the IST determines if a referral for additional assessments and/or interventions is recommended.
- ⌚ If improvement has not been made and a disability is suspected, a referral for a special education evaluation is initiated. If student is found “not eligible” the IST should reassess and intervene.

DCAP General Overview

Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students’ learning needs.

New Teacher Training	Grade Level and Department Meetings	Individual Student Success Plans	Math Training
Mentoring Program	Coffee with the Principal	Data Analysis Training	Differentiated Instruction training
Professional Development Plans	Professional Learning Communities	Curriculum Committees	Professional Development Activities
Instructional Support Teams (IST)	Common Planning/Co-teaching	Literacy Training	

Support Services available to students through regular education, including services to address the needs of students whose behavior may interfere with learning.

ELA and Math Coaches & Leads	Alternative Program (5-12)	School Adjustment Counselors	Technology Resources
Reading Specialists	Behavior Support Program (PK-4)	Individual and group Counseling	After School Programs
Reading and/or Math Workshop	School Psychologists	Guidance Counselors/ Career Counseling	REACH Program (7-10)

Encouragement of Parental Involvement in student’s education.

School Councils	School Tours	Newsletters	Special Education PAC
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Open Houses	Parent Conferences	Class/Grade Level Events/Activities	
District Website	Parent Surveys	Monthly Calendars	

Curriculum/Instruction/ Assessment Strategies (This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students)

Provide Multi-modal Presentations	Provide Individual Help in the Classroom	Offer Oral Testing	Provide Wait Time
Utilize Differentiated Instruction & Assignments	Arrange Small Group Instruction	Offer un-time testing	Provide Study Guides
Develop Alternative Assessments	Utilize Transition Cues	Develop Integrated curriculum Projects	Provide Strategies to Parents
Repeat or re-teach concepts with a different approach	Incorporate Incentives	Provide Visual Cues	Provide Manipulatives
Offer Peer Teaching/group Activities	Use Technology Assisted Instruction	Break Down Tasks into Manageable Steps	Provide home copies of reference tools/textbooks
Model Content Reading Strategies	Model Use of Graphic Organizers	Shorten Assignments	Provide ESL Supports

Behavioral Intervention Strategies

Individual and Small Group Counseling	Use Charts & Graphs to Monitor Expectations	Experiment with Use of Space	Consult with School Psychologists, Social Workers, Special Needs Staff
Arrange Seating Accommodations	Adjust Classroom Management Strategies	Remove Distractions	Include Positive Reinforcements/incentives
Develop Behavior Plans	Facilitate Parent Support/Communication	Provide Strategies to Parents	

Organizational Strategies

Provide Daily Agenda	Use flexible Grouping	Use Cooperative learning strategies	Provide strategies to Parents
Implement a frequent Progress reporting System	Use Team Teaching	Co-plan by grade level teams	

Student Safety

Student Outreach

Student Outreach

Social Worker, Guidance Counselor: A full time social worker and guidance counselor are assigned to the school to assist students and families in crisis. The social worker's responsibilities include reaching out to parents, forming student groups, counseling students in crisis, assisting teachers with behavior management issues, and overseeing attendance.

Homework Initiative: All students who complete 90% or more of their homework each week are entered into a lottery. Students are randomly selected from this lottery to attend Celtics games, a Bruins game, and other field trips, such as to Fenway Park and Boston University. At the end of the year, all students with homework completion of 90% or better are invited to participate in a school carnival, with games and activities. Students with perfect homework completion are taken to Six Flags New England at the end of the year.

Attendance Awards: Each quarter, students with perfect attendance are given book awards. At the end of the year, students with perfect attendance are given certificates, books, and medals.

End of Year Awards Night: At the end of the year, parents are invited to an awards ceremony. Students are given awards in academic areas and for attendance, improvement, citizenship, and character.

Classroom Awards: 5th and 6th grade teachers have behavioral incentives for the classroom. When the behavioral goal is met, the students are treated to an ice cream party, pizza party, or extra recess.

Nursing Staff: A full time nurse is assigned to the school and is on hand to manage medical emergencies and to dispense doctor and parent authorized medication to students.

Safe and Drug Free Schools Program

Open Circle: Open Circle is implemented in the 5th grade level and is a social and emotional learning program that works to help children become ethical people, contributing citizens, and successful learners. By implementing Open Circle we are fostering the development of relationships that support a safe, caring, and respectful learning community.

Aggressors, Victims, and Bystanders: Aggressors, Victims, and Bystanders is a conflict resolution model designed for middle school

students. The program focuses on the four-step Think-First Model of Conflict Resolution which provides students with a framework for dealing with and changing the habits of thought that can result in violence. By implementing Aggressors, Victims, and Bystanders across the school community, we are developing students' conflict resolution skills and helping to prevent incidences of violence and aggression within the school.

Crisis Prevention Institute: CPI assistance, which is available from four members of the Browne Middle School, enable qualified teachers to respond to a student who is engaging in violent and unsafe behaviors.

Student Discipline: We are committed to providing students and faculty with a safe and orderly environment in which teaching and learning can take place. Parents are required to acknowledge, in writing, the receipt of and their responsibility to review and discuss the Code of Discipline and Student/Parent Handbook with their student(s). PBIS (Positive Behavior Intervention and Support) systems are being developed and utilized throughout the school.

School Security: In order to assist with the maintenance of a safe learning environment, the Chelsea Public Schools employs security monitors and the assistance of a School Resource Officer. This staff works under the direction of the Assistant Principal and in concert with the Dean of Students as representatives of the building Principal. With their assistance, students and teachers can focus on academic achievement and not be distracted by disorderly behavior. The Dean of Students, school social worker, and guidance counselor provide students who are at risk with support, counseling, and alternative strategies for inappropriate behavior. The goal is to work with students and parents to set appropriate expectations for student conduct. Ramifications for discernible behaviors are articulated in the Code of Discipline and through a 3-tiered model of intervention.

Anti-Bullying Policy

The Chelsea Public School System is committed to maintaining a school environment where students are free from bullying and cyber-bullying and the effects thereof.

Acts of bullying and cyber-bullying are prohibited:

(i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school district; or through the use of technology or an electronic device owned, leased or used by the school district and

(ii) at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by the school district, if the acts create a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

Retaliation against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited.

A copy of the complete anti-bullying policy is available in the school office and is included in the student handbook. The policy outlines expectations and procedures for reporting obligations, investigation procedures, determination, and disciplinary action.

Parent Involvement Plan

Parent Involvement Parent Involvement Plan

The Joseph A. Browne Middle School, in consultation with the teachers, building principals, program administrators, and parents of participating children, have developed and agreed upon this parent involvement policy.

The Browne Middle School welcomes the participation of parents in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of the Browne Middle School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's schools. The Browne Middle School strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. To the extent practicable, the Browne Middle School also provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.

The following policies are intended to specifically address parts A-F of section 1118 (a) of the No Child Left Behind Act of 2001:

- (A) It is the policy of the Browne Middle School to consult parents, teachers, principals, and program administrators of federally funded programs in the development and revision of the district's consolidated application for federal funds under section 1112 and in the process of school review and improvement under section 1116 of the No Child Left Behind Act of 2001. The process of school review includes timely publication and dissemination of the results of its annual progress report to parents,

teachers, principals, and the school community. It is the intent of the Browne Middle School that parents of participating children understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents of children attending such schools are provided promptly with the following information:

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency (Chelsea Public Schools) and the State educational agency (Massachusetts Department of Education) involved;

2013 Accountability Status

Level 3

The Accountability Status at the three middle schools in Chelsea is as follows:

Browne	Level 3
Clark	Level 3
WSTA	Level 3

2. The reasons for the identification;

- Based on 2016 PARCC progress and performance results, The Browne Middle School is ranked as a Level 3 school. The Browne School 2016 cumulative progress and performance index (PPI) of 37 for all students and 38 for high needs students did not meet the target of 75 for both groups. The cumulative PPI is based on improvement over the last four years. The Browne School percentile of 4 indicates that Browne School students overall performance is better than 4% of other schools in the same grade span across the state.

3. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;

- Parents can become involved in addressing academic issues by keeping informed about their child's academic progress and ways they can support their child's education. Attending school related functions including Open House and Parent Workshops, reading and responding to student report cards, and Individualized Education Programs. Parents need to ensure that their child maintains an excellent attendance record, completes homework every night, and is enrolled in summer and vacation school if recommended. Parents are invited to attend a variety of parent workshops designed to inform parents about curriculum and grade level expectations. Parents are encouraged to answer parent

surveys, participate in the School Site Council meetings to advise school staff regarding educational issues of school policy. Parents should contact the school, speak to teachers, or meet with administrators if they have any questions, concerns, or suggestions about their child's education. The Browne Middle School parent liaison assists with parent outreach.

4. An explanation of the parents' option to transfer their child to another public school, including the provision of transportation to the new school, and information on the academic achievement of the school or schools to which the child may transfer.

➤ Not Applicable. Massachusetts received a waiver for this NCLB provision in February 2012.

If the school is in its second year of improvement or subject to corrective action or restructuring, a notice explaining how parents can obtain supplemental education services for their child, including:

(a) The identity of approved providers of those services available within the Chelsea Public Schools:

(b) A brief description of the services, qualification, and demonstrated effectiveness of the providers; and,

(c) If requested, assistance in choosing a provider.

➤ Not Applicable. Massachusetts received a waiver for this NCLB provision in February 2012.

Chelsea Public Schools also publishes and disseminates to parents and to the public, information regarding any actions taken by the Browne Middle School or the Chelsea Public Schools to address the problems that led to the identification of a school for improvement, corrective action, or restructuring, including:

(1) an explanation of what the school and district is doing to address the problem of low achievement; and

➤ The Joseph A. Browne School Improvement Plan is published on the Chelsea Public Schools website and is available in the principal's office. The plan is developed by the school leadership and improvement teams and is presented to the faculty who will implement the strategies without delay. Additional supports are provided for the Browne Middle school including extended day learning opportunities and leadership and progress monitoring coaching through the District Support and Assistance Center. In addition to several district supports the district also funds a Reading and Math Coach for the Browne School.

(2) a description of corrective actions or restructuring plans.

➤ A School Improvement Plan was revised to become an Accelerated Improvement Plan (AIP), covering the 2016-2017 school year.

In order to address section 200.61 Parents' Right to Know of the Final Regulations of the No Child Left Behind Act, it is the policy of the Browne Middle School to notify parents of participating children each school year that parents may request and the district will provide information on the professional qualifications of the student's classroom teachers and whether the child is provided services by paraprofessionals and, if so, their qualifications.

- A School Report Card is sent home in November, indicating the percentage of teachers that are highly qualified in the Browne Middle School along with a letter from the Superintendent notifying parents of their right to request information regarding qualifications of their child's teacher. Information regarding professional qualifications of the students' teacher will be sent in written form, within a week of the parent's request.

(B) It is the policy of the Chelsea Public Schools to partner with federally-funded Parent Information Resource Centers (PIRCs) and other expert service providers to provide technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

(C) Chelsea Public Schools in order to build the capacity of schools and parents for strong parental performance, partners with local PIRCs and other expert providers to:

(1) provide assistance to parents of children served by the Browne Middle School or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

- The Browne School holds a Fall Open House where teachers provide an overview of the curriculum, standards, Massachusetts Curriculum Frameworks, and assessments such as quarterly exit and MCAS exams. The assessments and curriculum are further discussed with parents during parent-teacher conferences and at the first School Site Council Meeting. The school offers an MCAS prep parent coffee hour where parents have the opportunity to see example test items and learn how to support their children. A Middle School Parent Liaison supports outreach efforts.

(2) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

- The Browne Middle School holds several parent educational workshops during the year including MCAS Prep Night, Academic Support Night for Literacy, Academic Support Night for Math, and a Parenting Program. These training opportunities will provide parents with strategies they can use at home to assist their children with their school work.

(3) educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

- The Browne Middle School conducts a parent survey to evaluate the current parent outreach strategies. An analysis of parent survey results is prepared. The results are disseminated to staff and parents and are used in planning parent outreach strategies for the next school year. The school works with the middle school parent liaison coordinator to improve parent communication and encourage other parents to be involved in the school. School administrators discuss the importance of parent involvement with staff and encourage them to reach out to parents. It is a requirement of the school that all families receive at least one individualized outreach from teachers each month and we track the completion of this through google tracking documents.

(4) ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

- Schedules and information are sent home in both English and Spanish regarding upcoming school events, school site council meetings, parent-teacher conferences, and the dates when progress reports and report cards are sent home.

(5) provide such other reasonable support for parental involvement activities under this section as parents may request.

- Translators are hired for many parent events and meetings (parent-teacher conferences, workshops, TEAM meetings, etc).

(6) may train parents to enhance the involvement of other parents;

The Browne Middle School is working with the middle school parent liaison, to increase parent communication and involvement.

School Site Council members are encouraged to invite other parents to participate in the council and to attend parent workshops and conferences.

(7) may adopt and implement model approaches to improving parental involvement; and

(8) may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

- The Browne School partners with organizations such as Citizen Schools, the Chelsea Community Schools, and other community organizations to increase parental involvement and educational activities in the city. The Browne School administrators and support staff communicate frequently with community agencies regarding student behavior and academic progress.

(D) The Browne Middle School to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federally-funded educational programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- The Browne Middle School integrates Title I and locally-funded parent involvement programs.

(E) To ensure the effectiveness of this parent involvement policy, The Browne Middle School conducts, with the involvement of parents, an annual evaluation of its parent involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized under the parent involvement section on the No Child Left Behind Act of 2001. This evaluation will focus particular attention on parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The Browne Middle School uses the findings of this evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.

Explain how your school will evaluate its parent involvement policy (needs assessment). Explain how the findings will used to revise/develop new strategies for more effective parent involvement.

- Parents are asked to evaluate the effectiveness of parental involvement activities in a spring survey and through questionnaires distributed at individual events. Teachers are also asked to evaluate parental involvement activities and identify the events that were successful in improving student achievement. Results from both surveys are analyzed and incorporated into the annual school improvement plan. The School site council makes recommendations for school improvement plans based on the results of the surveys. The School Parent Involvement Action Committee incorporates recommendations and analysis of survey results to create a parent involvement action plan.

(F) It is the policy of the Chelsea Public Schools to involve parents in the activities served under this part by monitoring local schools to assure that participating schools:

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

- (3) carry out capacity-building activities for parents listed in (C) above;
- (4) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- (5) provide parents of participating children —
 - (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (6) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Provide an explanation of how your school will meet with requirements listed in part F.

- An Annual Meeting will be conducted as part of the Fall Open House to inform parents of Title I programming and participation. Parent educational and information meetings, Parent-teacher conferences, Open Houses are scheduled at a variety of times, morning, afternoon, and the evening to accommodate parents' schedules. The School Site Council reviews and makes recommendations for the school improvement plan. The Fall Open House provides parents with a description of the curriculum and achievement standards. A coffee hour provides parents with an explanation of district quarterly assessments and state MCAS exams. The School encourages parents to call and set up meetings with teachers and principals to discuss student progress. Social workers and guidance counselors make home visits as necessary during the school year.

As a component of the school-level parental involvement policy, each school served under this part jointly develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. These compacts —

- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework

completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and see attached sample school-parent compact.

- Teachers review every statement in the compact with the students in the first days of school. The students are instructed to bring the compact home to discuss with their parents, to sign jointly and then return to the school.

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

Explain how and when the school-parent compact will be discussed.

- The Compact is sent home with children in the first week of school. It is discussed in the first Coffee Hour of the year with parents.

(B) frequent reports to parents on their children's progress; and

- The Browne School sends home reports on student progress throughout the school year. Reports sent to parents include: quarterly school report cards with comments, quarterly special education progress reports, annually a letter is sent with individual PARCC/MCAS scores and an explanation from the state, Students' Success Plans are sent home at the end of the first quarter for identified students.

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

- Parents are invited to the school for school and classroom events. Parents are also invited to volunteer in their child's classroom, and to chaperone on field trips. Parents can call to make an appointment to meet with their teachers or school administrators or speak to them on the phone.

For schools identified for improvement, corrective action, or restructuring, the Browne Middle School ensures that:

Parents are consulted in the development or revision of the school improvement plan via the School Site Council.

See section A 5:

The plan includes a description of how the school will provide written notice about the identification to parents of each student enrolled in the school; and

See section A 4

The plan includes strategies to promote effective parental involvement at the school.

See section C

Joseph A. Browne Middle School Home-School Compact

School Responsibilities/Responsabilidades de la

As a school, we will:

- Provide high quality curriculum and instruction using the Massachusetts Curriculum Frameworks
- Meet monthly with families to discuss supports your child can receive in school
- Communicate regularly with students and families regarding progress using family conferences home

Guardian Responsibilities/Responsabilidades del

As a parent/guardian, I will

- Ensure that my child attends school, on time, and gets adequate sleep and proper nutrition to be successful in school.
- Regularly monitor my child's progress in school by reviewing assignments.
- Communicate regularly with members of the school

Como padre/tutor, you voy a:

- Asegurar que mi hijo asiste a la escuela, a tiempo, y duerma lo suficiente y tenga una nutrición adecuada para tener éxito en la escuela.
- Monitorear regularmente el progreso de mi hijo en la escuela mediante la revisión de las asignaciones.
- Comunicarme regularmente con los maestros por teléfono, correo electrónico o en persona
- Estar disponible para reunirme con los maestros o directores de mi hijo si mi hijo tiene dificultades en la escuela

Signature of guardian/Firma del tutor

Student Responsibilities/Responsabilidades del

As a student, I will:

- Respect the School, Others and Myself
- Come to school on time, ready to learn
- Complete classwork and homework
- Practice reading at home for at least 30 minutes every day using the strategies I learned at school
- Be a positive leader in the school

Signature of student/Firma del estudiante

**Joseph A. Browne
Middle School
Home-School
Compact**

BMS:
respect

David Liebowitz

Principal

Kevin Griffin

Assistant Principal

Kiki Moschella

Assistant Principal

Joseph A. Browne School Parent Activity Calendar

September 2014

1	Coffee with the Principals	8:00 am
13	Open House	5:00 – 7:00 pm
28	School Site Council Meeting	5:30-7:00 pm

October 2014

6	Coffee with the Principals	8:00 am
26	School Site Council Meeting	5:00 pm

November 2014

3	Coffee with the Principals	8:00 am
8	Parent Teacher Conferences	12:00-5:30
16	School Site Council Meeting	5:30-7:00 pm

December 2014

1	Coffee with the Principals	8:00 am
16	Winter Concert	4:00-6:00
21	School Site Council Meeting	5:30-7:00 pm

January 2015

5	Coffee with the Principals	8:00 am
25	School Site Council Meeting	5:30-7:00 pm

February 2015

2	Coffee with the Principals	8:00 am
5	Family Night	5:30-7:00pm
22	School Site Council Meeting	5:30-7:00 pm

March 2015

2	Parent Teacher Conferences	5:30 – 7:30 pm
2	Coffee with the Principals	8:00 am
8	All District Chorus Concert	6:00 pm
9	All District Band Concert	6:00-8:00 pm
29	School Site Council Meeting	5:30-7:00 pm

April 2015

6	Coffee with the Principals	8:00 am
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26	School Site Council Meeting	5:30-7:00 pm
May 2015		
4	Coffee with the Principals	8:00 am
24	School Site Council Meeting	5:30-7:00 pm
June 2015		
1	Coffee with the Principals	8:00 am
14	School Site Council	5:30-7:00 pm

The awards ceremony will be scheduled when the superintendent announces last day of school.

The administrators will be working with the School Site Council to plan and schedule additional parent activities, including, but not limited to, monthly grade-level parent breakfasts, math and literacy content nights, Who Wants to be a College Student Night, Family Fun nights, and parenting workshops.

We also are launching a pilot program with 30 8th grade families to host a series of monthly workshops on supporting children for success in high school. These occur at irregular times throughout the year, one each month.

Professional Development

In addition to the Professional Development that is conducted at the school level during PLT and Faculty Meetings, the district offers extensive Professional Development for faculty and Staff.

Chelsea Professional Learning Academy

Courses are offered at three levels each month:

101 level courses-Induction Series

201 level courses- Intermediate Series

301 Level Courses-Advanced Series

2016- 2017 Middle School ELA CPLA Offerings

Month	Level	Title	Description
Sept 14	201	Reading Professionally to Strengthen Teaching Practice	Where in your practice would you like to dive deeper? What professional literature is available to support your professional growth? Teachers will join in reading and supporting each other in a study of teaching practice.
Oct 12	101	Notebook	The readers and writers notebook is a tool for students' to track their thinking and develop the habits of mind of living a literary life. Teachers will learn how to use this tool for assessing students' literacy skills.
	201	Building Independence: How do we create structures and routines for student success?	Set the stage for independence early. Explore systems and structures to put in place now that allow students to do the heavy lifting.
Nov 9	101	Purposefully interacting with texts	What is close reading? Does everything we read have to be read closely? Teachers will explore ways to select texts for close reading that allow students to construct new understanding about texts as readers and writers.
	201	Reading Professionally to Strengthen Teaching Practice	Now that you have decided what your professional practice goal is for the 2016-2017 school year, build a plan with support from colleagues to implement the change you want to see in your teaching.
Dec 14	101	LASW	Teachers will learn effective strategies for looking at student work and planning

			instruction accordingly.
	201	Building Independence: What does standard mastery look like?	Where are your students in their proficiency of the standards? How do you know? Teachers will learn how to use the learning progressions to plan instruction to meet the needs of students.
Jan 11	101	Notebook	Teachers will revisit the learning notebooks and will engage into a collaborative discussion to support one another with implementation of learning notebooks.
	201	Building Independence: How do we give targeted feedback? And what do students do with that feedback?	Teachers will learn how to make their conferences more effective and efficient by providing targeted feedback that will most benefit the student at that point.
Feb 8	101	Close Reading	Teachers will revisit close reading and will engage into a collaborative discussion to support one another with the implementation of close reading.
	201	Professional Practice	Coming down the homestretch with your professional practice goal, how are you doing?
Mar 8	101	LASW	Teachers will learn to plan practices and differentiation based off the student work that they bring.
	201	Building Independence: How do we get students to have effective independent small group discussions?	A noisy classroom takes a lot of planning. Collaborate with other teachers to create situations in which students discuss, debate, and present your objectives.
April 12	101	Notebook	Continuing collaboration about Readers/Writers Notebooks. What are you finding that is working? What do you still need support with?
	201	Professional Practice	Share learning from your professional practice goal with colleagues and learn from others about their professional practice goal progress.
May 10	101	Close Reading	Are your students good at using skills with you but struggle to apply them to their own reading? Teachers will continue to work to learn how to implement structures and systems that enable students to internalize and transfer skills.
	201	Professional Practice	What impact did your professional practice goal have on student work? Looking at student work for tracks of the instructional practice of your professional practice goal.

			Celebrate the impact of teaching!
June 14	101	Reflection on Year	Teachers will assess the growth of their students and based on that assessment will refine the reading and writing expectations for next year.
	201	Reading Professionally to Strengthen Teaching Practice	Where in your practice would you like to dive deeper next year? What professional literature do you need to support your professional growth moving forward? What collegial support do you need?

2016- 2017 Middle School Math CPLA Offerings

Month	Level	Title	Description
Sept 14	301	Rational Numbers	Teachers will explore effective ways to teach either fractions or integer operations.
Oct 12	101	Classroom Culture for Successful Math Lessons	Learn how teachers set up a math classroom and lesson plans for success.
	201	Doable Differentiation	Teachers will explore simple strategies to differentiate to meet the needs of all students and maximize learning.
Nov 9	101	Powerful Math Objectives	Teachers will unpack standards to create targeted objectives.
	201	Progression of the Number line	The number line is a crucial model that spans the curriculum. Teachers will explore how to incorporate this powerful tool into their teaching.
Dec 14	101	Checks for Understanding	Teachers will explore various ways to formally and informally assess student learning and how to use data to adapt their lessons.
	201	Integrating Technology into Teaching	Teachers will learn how to utilize technology in their classrooms in an efficient and productive manner. Resources include Google Classroom, virtual manipulatives, and math websites designed to build student skills and understanding.
	101	Flexible Math Topic	Topic will depend on identified need.

Jan 11	301	Teaching Equations and Functions	Teachers will explore effective ways to teach either equations or functions.
Feb 8	101	Student Centered Hands-on Activities	Using manipulatives and hands-on activities can be crucial for students' conceptual understanding. Explore ways to employ these strategies in your classroom successfully.
	201	Strategies for a Student Centered Math Classroom	Stop talking and let the students do the heavy lifting! Collaborate on how to shift the focus of your classroom from teacher driven to student centered.
Mar 8	101	Blending Math Resources	Teachers will explore how to blend UbD units, texts and online resources into meaningful instructional plans.
	201	Modeling and Multiple Representations	Creating multiple models to represent and explain a mathematical situation is a difficult task for students. Teachers will explore how to support students in demonstrating proficiency with this math practice.
April 12	101	Flexible Math Topic	Topic will depend on identified need.
	201	Balancing Procedural/Conceptual /Application	Balanced mathematics instruction contains all three components of procedural, application and conceptual teaching. Teachers will explore how to use all three.
May 10	101	Effectively using essential questions and understandings	Essential questions and understandings are the driving forces behind strong units. Teachers will learn how to develop meaningful essential questions and understandings and how to incorporate both into everyday teaching.
	201	Guided UbD Writing	Teachers will work on one of the three stages of writing a UbD unit for next year.
June 14	101	Reflection on Year	All subjects will reflect on year and celebrate

2016-2017 Middle School Science/Tech CPLA Offerings

Month	Level	Title	Description
Sept 14	201	STEMScopes	Teachers will explore STEMScopes resources as a follow up to the recent STEMscopes training workshop.
Oct 12	101	Planning from Standards	Teachers will work with the MA Frameworks, the 5DP Yearlong Plans, unpacking documents,

			UbD units, STEMscopes and Gizmos to inform instructional planning for their classrooms.
Nov 9	101	DDM Templates	Teachers will explore the Chelsea Middle School Science DDM templates and rubrics and gain an understanding of implementation and expectations.
Dec 14	101	Formative Assessments	Teachers will investigate how formative assessment can be used to inform instruction using MasteryConnect.
Jan 11	101	Technology in the science classroom	Teachers will learn strategies on how to effectively use the various technology resources available to them in their classrooms. (ie: PBS Media, Gizmos, Discovery Ed., BrainPop, socrative, quizlet, & STEMScopes)
Feb 8	101	Embedding the Science & Engineering Practices	Teachers will learn what these practices are and how they play out in an effective classroom.
Mar 8	101	Inquiry pt1: Strategies for hands-on work	Teachers will learn strategies to make hands-on work effective in their classroom
April 12	101	Inquiry pt2: Mini-labs	Teachers will explore how to use mini-labs effectively in their instruction for various purposes.
May 10	101	Discussing science in the classroom	Teachers will gain experience in planning and implementing effective discussion techniques in the classroom.
June 14	101	Reflection on Year	All subjects will reflect on year and celebrate

2016- 2017 Middle School History CPLA Offerings

Month	Level	Title	Description
Oct 12	101	What Does An Effective History Class Look Like?	Teachers will explore instructional frameworks with routines and procedures that set the stage for learning.
Nov 9	101	Planning from Standards, YLPs, Units	Teachers will unpack the Massachusetts Frameworks, the 5DP Yearlong Plans and UbD Units to inform instructional planning for their classrooms.
Dec 14	101	Working with Primary and Secondary Documents	Primary and secondary documents are tools for historians. Teachers will explore effective ways of using these documents with students.

Jan 11	101	Formative Assessment/Looking at Student Work	Teachers will learn effective strategies for looking at student work against the standards and planning instruction accordingly.
Feb 8	101	Reading and Writing Like a Historian	Teachers will examine the Literacy Frameworks for History and explore effective strategies for teaching students to read and write like historians.
Mar 8	101	Conferring with Historians	Teachers will learn the essentials of conferring and feedback that help move students along the continuum of learning.
April 12	101	Using Mini DBQs in History Classes	Teachers will learn the nuts and bolts of Mini-Qs and how to use these resources with students.
May 10	101	Assessing Student Growth Over a School Year	Teachers will assess the growth of their students and based on that assessment will refine their expectations for next year.
June 14	101	Reflection on Year	All subjects will reflect on year and celebrate

Consolidation of Programs

All state, local, and federal programs are consolidated to meet the needs of all of the students attending the Browne Middle School. Funding from these resources support professional development, parent involvement, reduced class size, free and reduced lunch, purchasing of materials, after school classes, and summer school programming.