

**Clark Avenue Middle School**

**School Improvement Plan  
2016-2017**



**Michael Talbot  
Principal**

**Julie Shea  
Assistant Principal**

**Matthew Webber  
Assistant Principal**

**Clark Avenue Middle School**

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Chelsea, Massachusetts 02150  
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**School Site Council 2015-2016**

Mary Leverone-Principal on Assignment  
Steve Edelstein – 5<sup>th</sup> grade teacher  
Marlene Garcia – Parent Liaison  
Aracelis Rodriguez – Parent

**School Administration**

Michael Talbot-Principal  
Julie Shea-Assistant Principal  
Mathew Webb-Assistant Principal  
Michele Vaccaro-Special Education Coordinator

**Accelerated Improvement Team**

Mike Talbot, Principal  
Julie Shea, Assistant Principal  
Matthew Webb, Assistant Principal  
Michele Sodergren, Humanities Coordinator 5-12  
Shannon O'Brien, Literacy Coach  
Katherine Schneeberger  
Larissa DeBenedetto  
Anne Boyd – 7<sup>th</sup> grade History  
Kelly McInnis – 8<sup>th</sup> grade Special Education  
Stephanie Haffa – 7/8 Autism teacher

### **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.

<b>District Mission</b>	
Chelsea Public Schools is a gateway school system that welcomes and educates ALL students and families.	
<b>District Vision</b>	
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.	
<b>District Thematic Goal</b>	
<i>Design, implement, and monitor a comprehensive and coherent instructional system embedded in a safe and supportive learning environment across the school district.</i>	
<b>District Theory of Action</b>	
<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>	
<b>District Strategic Objective (to achieve Thematic Goal)</b>	
<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 &amp; 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 &amp; Depth</i> <i>Using Assessment to Inform Instruction</i> <i>Promoting the Development of Social-emotional Skills</i>
<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 &amp; Depth</i> <i>Using Assessment to Inform Instruction</i> <i>Promoting the Development of Social-emotional Skills</i>	
<b>District Strategic Initiative</b>	
<ol style="list-style-type: none"> <li>1. Improve the rigor and daily effectiveness of standards-based lessons through the use of district identified instructional practices.</li> <li>2. Create classroom climates and school environments that provide opportunities for students to grow in the areas of engagement, motivation, persistence and collaboration.</li> </ol>	

<b>School Mission</b>
<i>To improve student learning by inspiring students to find their strengths and talents by giving them skills and knowledge they need to become successful and productive members of the community and the 21<sup>st</sup> century. To accomplish our mission and promote learning for all students, we will become better educators through collaboration and the use of research based teaching practices.</i>

<b>School Vision</b>
<i>By 2021, the Clark Avenue Middle School will ensure diverse opportunities and pathways for all students to succeed in High School, 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.</i>
<b>Thematic Goal</b>
<i>Implement a strengthened core instructional system, which utilizes active inquiry and problem solving in student-centered classrooms with complex texts and tasks.</i>
<b>Theory of Action</b>
<i>In 2016-2017 , if all Clark Avenue Middle School stakeholders commit to the implementation of student-centered learning strategies in support of the district identified instructional practice of Active Inquiry/Problem Solving and purposeful text and task complexity, then student engagement and achievement will increase.</i>
<b>Student Learning Goal Results 2015-2016</b>
<i>27% of students met or exceeded expectation on the ELA/Literacy PARCC exam and 26% met or exceeded expectations in the Math PARCC exam. The Clark Avenue Middle School did not meet our targeted growth for student achievement and is currently a Level 3 school in the 6 percentile.</i>
<b>Student Learning Goals 2016-2017</b>
<i>Target Goal on State Assessments Move 10% of students from: Level 1 to Level 2 Level 2 to Level 3 Level 3 to Level 4 Level 4 to Level 5 Resulting in a total move of 40% of students</i>
<b>Strategic Objective (to achieve thematic Goal)</b>
Student-Centered Instructional Strategies, Active Inquiry/Problem Solving and Purposeful Text and Task Complexity
<b>Strategic Initiatives</b>
1. Improve the rigor and daily effectiveness of standards-based lessons through the use of student-centered instructional practices.

<b>Benchmarks</b>	
Strategic Objective	Strengthen Tier I Instruction through Student-Centered Strategies
Strategic Initiatives	Improve the rigor and daily effectiveness of Standards-based lessons through the use of student-centered instructional strategies.
SMART Goal	By the end of the 2016-2017 school year, 100% of Clark Avenue Middle School staff members will implement identified student centered instructional strategies, purposeful text and task complexity, and regular and routine feedback to students. Growth will be measured through learning walks, observations and feedback, targeted professional development offerings (informed by learning walks) and student growth and achievement.
Essential Questions	<ul style="list-style-type: none"> <li>• What does it mean to consistently provide high quality instruction that meets the needs of and challenges all students?</li> <li>• What does it mean for student learning to create a coherent rigorous and engaging learning environment in every classroom?</li> <li>• How can the use of an active inquiry, problem –solving model improve student achievement?</li> <li>• How can the use of complex text and task in classroom instruction improve student learning.</li> </ul>
Benchmark 1	By November 100% of all staff members will have a common understanding of school’s identified instructional practices
Benchmark 2	By January identified instructional strategies that promote student centered learning are observed in 100% of classrooms.
Benchmark 3	By the end of the 2016-2017 school year, identified instructional strategies which promote student centered learning are sustained in 100% of classrooms. CAMS will show growth from the 2016 SQR data by reaching 75% in categories 3 and 4 in 6 of the 11 SQR indicators with at least one indicator in all four elements.

1 Problem Statements & Proposed Solutions	4 Strategies	5 Resources	6 Measures of Implementation (Outputs)	3 Measures of Change (Outcomes)		2 Goals (Desired Impact)
<i>What is our proposal for addressing the problem?</i>	<i>What are the specific means, methods, or approaches we will use to solve the problem(s) we identified?</i>	<i>What supports are available to the district or our schools to implement our strategies?</i>	<i>How will we know whether the strategies we described were implemented by the adults?</i>	<i>What intermediate and longer-term results do we expect to achieve as measured by changes in skills, knowledge, and behavior?</i>		<i>What are the sustained effects or consequences we expect to see over a multi-year period?</i>
<p>Learning walk observations show and SQR data from 2016 show that classroom instruction is not consistently engaging and challenging for all students and that assessments and feedback are not systematically used to inform student progress.</p> <p>In addition, data from the 2015* PARCC administration indicates that 76% of students scored below proficient in ELA and 71% of students scored below proficient in mathematics.</p>	<p>Implementation of a coaching cycle and/or PLT cycle that allows for the vetting of existing lessons, including feedback on the observed lessons and the use of LASW protocol. These coaching strategies will be used to gauge if the objectives of the grade level Common Core standards were met and if the students were engaged in appropriately complex tasks. For existing teachers, this coaching cycle will be used to strengthen the planning and implementation of the AIP strategies, with a focus on question generating.</p> <p>Provide professional development for new teachers on differentiation and the implementation of instructional strategies to promote student-centered classrooms and engage students in active inquiry/problem solving through reciprocal teaching, learning notebooks, academically productive talk, and flexible grouping. This professional development will be given through differentiated faculty meetings, leveraging master teachers and mentor teachers, and peer observations.</p> <p>Communicate a common understanding of purposeful text and task complexity and</p>	<p><b>Outside:</b></p> <ul style="list-style-type: none"> <li>•DSAC Partners – (invite to participate in formative learning walks)</li> <li>•Write Boston provides PD around text and task complexity in writing in ELA and History; and provide coaching support to coaches in classroom observation and feedback.</li> <li>•KEYS provide modeling and classroom support for student-centered strategies for staff.</li> <li>•BU Consortium – provide full day PD to support math content teachers on student-centered strategies and complex tasks</li> </ul> <p><b>Within:</b></p> <ul style="list-style-type: none"> <li>•Master Teachers will be peer models for demonstrating the</li> </ul>	<ul style="list-style-type: none"> <li>•Non-evaluative learning walks using the SQR tool by administrators, coaches, and district coordinators</li> <li>•Student work: Looking at samples and data from student work</li> <li>•Lesson plans that align to grade level content and practice standards of the Common Core</li> <li>•Agendas for PLC, faculty meetings and district-wide PD</li> <li>•PLC, faculty meeting &amp; PD feedback</li> <li>•MasteryConnect data from benchmark assessments (ELA, Math, and Science) and at least six formative assessments in each core content area.</li> </ul>	<p>100% of teachers will plan and implement lessons that provide structures that engage students in high-level critical thinking and are aligned to grade level content and practice standards of the Common Core.</p> <p>100% of teachers will design and implement lessons that engage and challenge all students by using instructional practices outside direct instruction (small group, guided practice, independent practice). Strategies include active inquiry/problem solving through Reciprocal Teaching, Learning Notebooks, Academically Productive Talk, and Flexible Grouping.</p>	<p>100% of students will be observed engaged in academic conversation with each other as well as posing questions in the cycle of inquiry to the teacher and peers.</p> <p>100% of students will be observed explaining their thinking and reasoning.</p> <p>100% of students will be observed deeply engaged in complex</p>	<p>Strengthen existing teacher capacity in the purposeful and consistent implementation of student-based practices in the classroom by providing professional development, coaching, and feedback on the use of instructional strategies including active inquiry/problem solving, reciprocal teaching, learning notebooks, academically productive talk, and flexible grouping.</p> <p>Build new teacher capacity in the implementation of student-based practices in the classroom by providing professional development, coaching, and feedback on the use of instructional strategies including active inquiry/problem solving, reciprocal teaching, learning notebooks, academically productive talk, and flexible grouping.</p> <p>All teachers will purposefully plan and implement lessons that include CAMS student-centered instructional practices.</p> <p>All teachers will provide daily, real time</p>

<p>(*Once final data are available from PARCC, these data will be updated.)</p>	<p>student-centered learning. The common understanding will be shared with the faculty and will be revisited at faculty meetings, PLT meetings and other professional development meetings (early release and full PD days).</p> <p>Continue to implement a process for peer observation to utilize modeling of successful practices as a teaching tool using the SQR Inventory Tool.</p> <p>Provide supports for teachers in developing complex tasks and the use of student-centered strategies, with a focus of the supports being on providing real time feedback to students and utilizing tools (for example, goal setting and self-reflections) to improve student metacognition.</p> <p>Collect, review, and reflect upon data on a monthly basis with the ILT and communicate it with staff on a monthly basis. Administrators and coaches will provide regular and timely (monthly) feedback specific to instructional practices and opportunities for student-centered engagement.</p> <p>Inform instruction and support student learning by developing ongoing, regular formative assessments. Provide professional development to teachers in the use of MasteryConnect for both benchmark and formative assessments by November 1. As part of the data review cycle, all teachers will review student data from formative and benchmark assessments on a regular basis, and then with colleagues, coaches, coordinators, and/or administrators to improve student learning.</p> <p>Provide regular professional development and support for coaches in the areas of supporting teachers in the areas of instructional strategy, content, and practices.</p>	<p>instructional practices.</p> <ul style="list-style-type: none"> <li>•Coaches will conduct coaching cycles with individual teachers, facilitate PLC meetings, and offer co-planning with teachers.</li> <li>•Administrators will provide feedback from observations and support with PD</li> <li>•Chelsea Professional Learning Academy provides content PD for teachers</li> <li>•Chelsea Online Learning Network</li> <li>•District Coordinators</li> <li>•SQR Instructional Inventory Look-Fors</li> <li>•SDP</li> <li>•MasteryConnect: School-based trainers will include teachers, coaches, and administrators.</li> <li>•Identified instructional practice and strategies</li> <li>•Professional Development Resources from CAMS Google Site</li> <li>•Vertical and horizontal coaches' meetings</li> <li>•Monthly CAMS check-in meetings</li> </ul>	<p>Use of MasteryConnect is not limited to core content area teachers.</p> <ul style="list-style-type: none"> <li>•School Works annual visit</li> </ul>	<p>Learning walks using the SQR inventory will be used to assess the effectiveness of implementation.</p> <p>100% of teachers will develop tasks and utilize complex text for classroom instruction and assessments and will provide real time feedback to students on progress towards mastery of the standards on a daily basis.</p> <p>100% of teachers will develop and utilize varied formative assessments and analyze results to plan, and, when necessary, make adjustments to student groups and learning activities.</p> <p>CAMS will show growth from the 2016 School Quality Review data by reaching 75% in categories 3 and 4 in 6 of the 11 SQR indicators with at least one indicator from all four elements.</p>	<p>tasks and effectively using feedback from teachers and peers.</p> <p>100% of students will be observed articulating goals and improving their work based on self-reflection.</p>	<p>feedback on student progress towards the content and practice standards of the Common Core.</p> <p>Students will be observed consistently engaged and challenged in complex tasks.</p> <p>Students will be observed asking questions and making comments that reveal deep engagement with the learning objectives.</p> <p>Strengthen teacher capacity in using assessment data to inform instruction for improved student outcomes. 80% of students will reach proficiency on district benchmark assessments and 80% of students meeting the expected growth level for their grade and baseline SRI score (for example, a 7<sup>th</sup> grade student with a fall lexile level of 940 is expected to grow by 47 points while a 7<sup>th</sup> grade student with a fall lexile level of 500 is expected to grow by 100 points).</p> <p>Strengthen student performance on state assessment by moving 10% of students from:</p> <p>Level 1 to 2 Level 2 to 3 Level 3 to 4 Level 4 to 5</p> <p>Which will result in 40% of students improving their performance level on the state-administered assessment.</p>
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## PROGRESS MONITORING 2016-2017

Planned Action	Frequency of Monitoring?			How will we progress monitor progress?	Who's responsible?
	Weekly	Monthly	Quarterly		
<p>1A. Implement a coaching cycle and/or PLT cycle that allows for the vetting of existing lessons, including feedback on the observed lessons and the use of LASW protocol. These coaching strategies will be used to gauge if the objectives of the grade level Common Core standards were met and if the students were engaged in appropriately complex tasks.</p> <p>1B. For existing teachers, this coaching cycle will be used to strengthen the planning and implementation of the AIP strategies, with a focus on question generating.</p>	Coaches, Administrators, Teachers	Coaches, Administrators, Teachers	Coaches, Administrators, Coordinators, Teachers, Stakeholders	<ul style="list-style-type: none"> <li>• Coaches will collaborate with and provide feedback to teachers around lesson planning and implementation of said lesson plans.</li> <li>• Administrators during classroom observations, walkthroughs, and PLTs</li> <li>• Feedback from administrators</li> <li>• PLT agendas</li> <li>• Student Work / Student Notebooks</li> <li>• SQR Inventory</li> </ul>	Coaches, Administrators, Coordinators, Teachers, Stakeholders
<p>2. Provide professional development for new teachers on differentiation and the implementation of instructional strategies to promote student-centered classrooms and engage students in active inquiry/problem solving through reciprocal teaching, learning notebooks, academically productive talk, and flexible grouping. This professional development will be given through differentiated faculty meetings, leveraging master teachers and mentor teachers, and peer observations.</p>	Coaches	Administrators, Coordinators	Coaches, Administrators, Coordinators, Teachers, Stakeholders	<ul style="list-style-type: none"> <li>• Faculty meeting agendas</li> <li>• Optional professional development for new staff after school (4<sup>th</sup> Wednesday?)</li> <li>• Coaching cycles and differentiated PLTs</li> <li>• Peer observations of mentor teachers and master teachers</li> <li>• Administrators during classroom observations, walkthroughs, and PLTs</li> <li>• Feedback from administrators</li> <li>• PLT agendas</li> <li>• Student Work / Student Notebooks</li> <li>• SQR Inventory</li> </ul>	Coaches, Administrators, Coordinators, Teachers, Stakeholders

<p>3. Communicate a common understanding of purposeful text and task complexity and student-centered learning. The common understandings will be shared with the faculty and will be revisited at faculty meetings, PLT meetings and other professional development meetings (early release and full PD days).</p>	<p>Coaches, Administrators, Teachers</p>	<p>Coaches, Administrators, Teachers</p>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>	<ul style="list-style-type: none"> <li>• Walkthroughs</li> <li>• Observations</li> <li>• Coaching cycles</li> <li>• Faculty meeting agendas</li> </ul>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>
<p>4. Continue to implement a process for peer observation to utilize modeling of successful practices as a teaching tool using the SQR Inventory Tool or other common peer observation tool.</p>		<p>Administrators, Master and Mentor Teachers</p>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>	<ul style="list-style-type: none"> <li>• PLT agendas</li> <li>• Teacher reflections</li> <li>• Mentor teachers</li> <li>• Schoolwide peer observations logs</li> </ul>	<p>Coaches, Administrators, Peers, Coordinators, Stakeholders</p>
<p>5. Provide supports for teachers in developing complex tasks and the use of student-centered strategies, with a focus of the supports being on providing real time feedback to students and utilizing tools (for example, goal setting and self-reflections) to improve student metacognition.</p>	<p>Coaches</p>	<p>Administrators, Master and Mentor Teachers</p>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>	<ul style="list-style-type: none"> <li>• SQR Inventory</li> <li>• Walkthroughs</li> <li>• Observations</li> <li>• Coaching cycles</li> <li>• PLT agendas</li> <li>• Looking at Student Work</li> </ul>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>
<p>6. Collect, review, and reflect upon data on a monthly basis with the ILT and communicate it with staff on a monthly basis. Administrators and coaches will provide regular and timely (monthly) feedback specific to instructional practices and opportunities for student-centered engagement.</p>		<p>Coaches, Administrators, Coordinators, Teachers</p>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>	<ul style="list-style-type: none"> <li>• ILT agendas</li> <li>• PLT/faculty meeting agendas</li> <li>• Other administrative communications (bulletin board, CAMS Communicator, etc)</li> </ul>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>
<p>7. Inform instruction and support student learning by developing ongoing, regular formative assessments. Provide professional development to teachers in the use of MasteryConnect for both benchmark and formative assessments by November 1. As part of the data review cycle, all teachers will review student data from formative and</p>	<p>Teachers</p>	<p>Administrators</p>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>	<ul style="list-style-type: none"> <li>• MasteryConnect reports</li> <li>• Agendas from MasteryConnect trainings</li> <li>• Agendas from PLT's, faculty meetings</li> <li>• Observations</li> </ul>	<p>Coaches, Administrators, Coordinators, Teachers, Stakeholders</p>

benchmark assessments on a regular basis, and then collaborate with colleagues, coaches, coordinators, and/or administrators to improve student learning.					
8. Provide regular professional development and support for coaches in the areas of supporting teachers in the areas of instructional strategy, content, and practices.	Coaches, Coordinators	Coaches, Lead Teachers	Coaches, Administrators, Coordinators, Stakeholders	<ul style="list-style-type: none"> <li>• Agendas from content-specific coaches meetings</li> <li>• Agendas from monthly meetings</li> <li>• Agendas from WriteBoston Professional Development</li> </ul>	Administrators, Coordinators, Stakeholders

## 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

- CPLA Calendar

# DATA

## PARCC

### All Students

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 CPI 2016	Science CPI 2015
69.4	70.3		40	37		60.5	64.4		29	40		51.4	58.2




### ELL Students

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 CPI 2016	Science CPI 2015
58.1	54.8		40	36.5		48.3	56.0		25	45		45.2	46.8

### Special Education Students

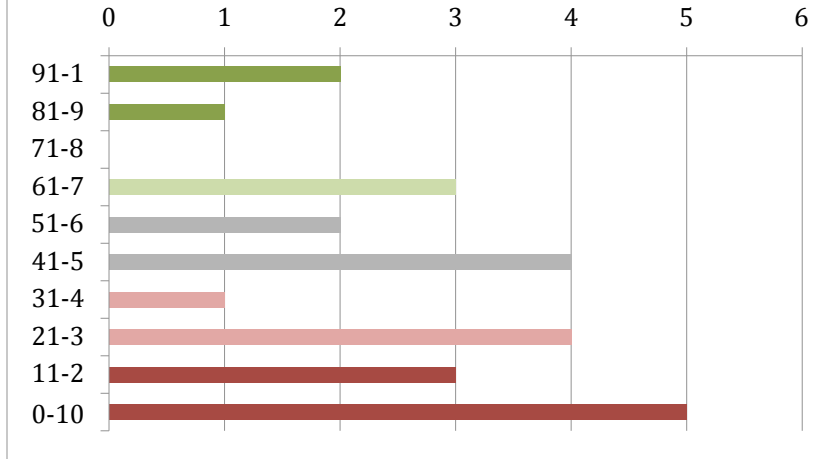
ELA CPI 2016	ELA CPI 2015		ELA SGP 2016	ELA SGP 2015		Math CPI 2016	Math CPI 2015		Math SGP 2016	Math SGP 2015		Science CPI 2016	Science CPI 2015
53.4	46.6		36	34		44.5	41.3		27	40		40.0	44.7

### SGP Impact Rating

0 - 35	Low	
36-64	Moderate	
65- 100	High	

# ACCESS

## Number of Students at Each SGP Range on ACCESS 2016



## Demographic Background

### Enrollment Data

Enrollment by Race/Ethnicity			
Race	% of School	% of District	% of State
African American	3.5	5.8	8.8
Asian	1.8	1.5	6.5
Hispanic	88.0	84.6	18.6
Native American	0.2	0.2	0.2
White	5.1	6.9	62.7
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	1.5	0.9	3.2

Enrollment by Gender			
	School	District	State
Male	301	3,321	488,472
Female	249	2,998	464,957
Total	550	6,319	953,429

Enrollment by Grade																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
District	276	528	641	637	560	568	401	389	385	413	492	447	310	268	4	6,319
Clark Ave	0	0	0	0	0	0	154	128	135	133	0	0	0	0	0	550

### Selected Populations

	% of School	% of District	% of State
First Language Not English	84.5	79.6	19.0
English Language Learner	4.5	26.6	9.0
Economically Disadvantage	54.0	49.5	27.4
Students with Disabilities	13.3	13.0	17.2
High Needs	65.8	71.8	43.5

### Mobility Rate

6.5
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### Attendance Summary

2011-2012 96.8%
2012-2013 96.1%
2013-2014 96.2%
2014-2015 96.0%
2015-2016 96.1%

### Teacher Data

#### % Licensed in Current Assignment

2012-2013 97.4%
2013-2014 100%
2014-2015 97.4%
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

## Teacher Survey

**Overview. Detailed teachers responses and recommendations for improvement are on file in the school.**

**Which level and how many years have you been teaching in Chelsea?**

Answer Choices	Responses
Grade 5	20.93%
Grade 6	16.28%
Grade 7	20.93%
Grade 8	16.28%
Specialist	13.95%
Coach	6.98%
Student Support	9.30%
<b>Total Respondents: 43</b>	
Answer Choices	Responses
Grade 5	20.93%
Grade 6	16.28%
Grade 7	20.93%
Grade 8	16.28%
Specialist	13.95%
Coach	6.98%
Student Support	9.30%
<b>Total Respondents: 43</b>	

## How effective were we as a school in

	Highly Effective	Mostly Effective	Somewhat Effective	Ineffective	Total	Weighted Average
Communicating the purpose and strategies in our AIP	44.19% 19	51.16% 22	4.65% 2	0.00% 0	43	3.40
Providing PD on student-centered practices	14.29% 6	66.67% 28	19.05% 8	0.00% 0	42	2.95
Providing opportunities for peer observations of classroom teaching <b>Text</b>	23.81% 10	26.19% 11	30.95% 13	19.05% 8	42	2.55
Providing topics at PLT or faculty meetings that promote high expectations	25.00% 11	54.55% 24	20.45% 9	0.00% 0	44	3.05
Looking at student work	20.45% 9	43.18% 19	31.82% 14	4.55% 2	44	2.80
Action planning based on data	15.91% 7	47.73% 21	36.36% 16	0.00% 0	44	2.80
Setting classroom routines and expectations	18.18% 8	45.45% 20	34.09% 15	2.27% 1	44	2.80
Reflecting/improving on our instruction	20.45% 9	61.36% 27	18.18% 8	0.00% 0	44	3.02

**How effective were you individually in:**

	Highly Effective	Mostly Effective	Somewhat Effective	Ineffective	Total	Weighted Average
Implementing student-centered practices	20.45% 9	47.73% 21	27.27% 12	4.55% 2	44	2.84
Reflecting on peer observations and implementing best practices in my classroom	16.28% 7	60.47% 26	13.95% 6	9.30% 4	43	2.84
Looking at student work	22.73% 10	61.36% 27	15.91% 7	0.00% 0	44	3.07
Action planning based on data	20.45% 9	56.82% 25	20.45% 9	2.27% 1	44	2.95
Setting classroom routines and expectations	36.36% 16	50.00% 22	13.64% 6	0.00% 0	44	3.23
Reflecting/improving on our instruction	29.55% 13	59.09% 26	11.36% 5	0.00% 0	44	3.18

**Out of the following PD opportunities please choose the top 3 that you can Benefit from:**

	First Choice	Second Choice	Third Choice	Total	Weighted Average
Working successfully with difficult or disruptive students	53.85% 7	30.77% 4	15.38% 2	13	1.62
Student engagement and motivation	40.00% 6	26.67% 4	33.33% 5	15	1.93
Learning notebooks	55.56% 5	11.11% 1	33.33% 3	9	1.78
Classroom management	33.33% 4	25.00% 3	41.67% 5	12	2.08
Inclusion	37.50% 3	12.50% 1	50.00% 4	8	2.13
Strategies for involving families	37.50% 3	62.50% 5	0.00% 0	8	1.63
Differentiated Instruction	33.33% 3	33.33% 3	33.33% 3	9	2.00
Effective use of technology to improve teaching and learning	25.00% 2	25.00% 2	50.00% 4	8	2.25
Effective use of centers in the classroom	33.33% 2	33.33% 2	33.33% 2	6	2.00
UbD	50.00% 2	50.00% 2	0.00% 0	4	1.50
APT	33.33% 1	66.67% 2	0.00% 0	3	1.67
Reciprocal teaching	33.33% 1	0.00% 0	66.67% 2	3	2.33
Flexible grouping	33.33% 1	0.00% 0	66.67% 2	3	2.33
RTI and interventions for struggling learners	12.50% 1	37.50% 3	50.00% 4	8	2.38
Teaching and addressing the needs of ELL students	33.33% 1	33.33% 1	33.33% 1	3	2.00
Understanding and using data to improve classroom practice and student learning	11.11% 1	66.67% 6	22.22% 2	9	2.11
Text/task complexity	16.67% 1	33.33% 2	50.00% 3	6	2.33
Curriculum integration and project-based learning	0.00% 0	33.33% 1	66.67% 2	3	2.67
Performance based assessments	0.00% 0	100.00% 2	0.00% 0	2	2.00

**Which of the following would you be willing to help plan and collaborate on for PD?**

	First Choice	Second Choice	Third Choice	Total	Weighted Average
Working successfully with difficult or disruptive students	53.85% 7	30.77% 4	15.38% 2	13	1.62
Student engagement and motivation	40.00% 6	26.67% 4	33.33% 5	15	1.93
Learning notebooks	55.56% 5	11.11% 1	33.33% 3	9	1.78
Classroom management	33.33% 4	25.00% 3	41.67% 5	12	2.08
Inclusion	37.50% 3	12.50% 1	50.00% 4	8	2.13
Strategies for involving families	37.50% 3	62.50% 5	0.00% 0	8	1.63
Differentiated Instruction	33.33% 3	33.33% 3	33.33% 3	9	2.00
Effective use of technology to improve teaching and learning	25.00% 2	25.00% 2	50.00% 4	8	2.25
Effective use of centers in the classroom	33.33% 2	33.33% 2	33.33% 2	6	2.00
UbD	50.00% 2	50.00% 2	0.00% 0	4	1.50
APT	33.33% 1	66.67% 2	0.00% 0	3	1.67
Reciprocal teaching	33.33% 1	0.00% 0	66.67% 2	3	2.33
Flexible grouping	33.33% 1	0.00% 0	66.67% 2	3	2.33
RTI and interventions for struggling learners	12.50% 1	37.50% 3	50.00% 4	8	2.38
Teaching and addressing the needs of ELL students	33.33% 1	33.33% 1	33.33% 1	3	2.00
Understanding and using data to improve classroom practice and student learning	11.11% 1	66.67% 6	22.22% 2	9	2.11
Text/task complexity	16.67% 1	33.33% 2	50.00% 3	6	2.33
Curriculum integration and project-based learning	0.00% 0	33.33% 1	66.67% 2	3	2.67
Performance based assessments	0.00% 0	100.00% 2	0.00% 0	2	2.00

## Student Survey

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
<b>I carry out the five Cougar Traits of Citizenship, Leadership, Accountability, Respect, and Knowledge</b>	<b>34.22%</b>	<b>63.13%</b>	<b>2.65%</b>
<b>Education is important to me.</b>	<b>81.20%</b>	<b>17.83%</b>	<b>0.96%</b>
<b>On most days I feel I am learning something important</b>	<b>38.07</b>	<b>58.07%</b>	<b>3.86%I</b>
<b>I feel that I can ask my teacher for help when I don't understand something that was taught in class.</b>	<b>42.17%</b>	<b>48.92%</b>	<b>8.92%</b>
<b>I feel my school is a safe place to be.</b>	<b>46.99%</b>	<b>42.41%</b>	<b>10.60%</b>
<b>There is an adult at school I can speak to when I need advice or have a problem.</b>	<b>48.19%</b>	<b>35.18%</b>	<b>16.63%</b>
<b>If I need help, there is someone at home to help me with my homework.</b>	<b>46.75%</b>	<b>37.11%</b>	<b>16.14%</b>
<b>I have a special time and place to do my homework.</b>	<b>46.75%</b>	<b>39.76%</b>	<b>13.49%</b>
<b>I can use a computer with internet access at home.</b>	<b>60.96%</b>	<b>23.37%</b>	<b>15.66%</b>
<b>My parents have visited my school this year.</b>	<b>34.46%</b>	<b>46.51%</b>	<b>19.04%</b>

## Parent Survey

<b>Do You as a Family:</b>	<b>Always</b>	<b>Sometimes</b>	<b>Unable</b>
Know what programs are available at school for your child?	39.58%	58.33%	2.08%
Ask for extra meeting or conferences with teachers at school?	33.33%	41.67%	25.00%
Talk to your child about safety at school?	64.58%	35.42%	0.00%
Understand what your child is expected to learn in school?	64.58%	33.33%	2.08%
Attend parent meetings or family functions at school?	41.67%	45.83%	12.50%
Feel welcome when you visit the school?	82.61%	17.39%	0.00%
Limit how much your child watches television & video games?	52.08%	41.67%	6.25%
Help your child with homework and provide a place to work?	56.25%	33.33%	10.42%
Volunteer to help at school?	12.77%	29.79%	57.45%
<b>Does The Clark Avenue Middle School</b>			
Offer teaching and activities that are helping your child?	57.45%	34.04%	8.51%
Provide a safe place for your child to learn?	80.85%	17.02%	2.13%
Provide you with information about attendance and promotion?	63.83%	31.91%	4.26%
Show respect for all children and adults?	97.83%	2.17%	0.00%
Give you enough opportunities to talk with the teachers?	72.34%	25.53%	2.13%
Communicate with your family about important topics?	65.90%	51.06%	4.26%
Suggest ways for you to express your opinions and ideas?	44.60%	51.06%	4.26%
Propose ways that you could volunteer or help at school?	36.17%	42.55%	21.28%
<b>Supply the types of training that you want?</b>	<b>38.30%</b>	<b>53.19%</b>	<b>8.51%</b>



## **Programs and Support Services**

### **Tiered Instruction/Intervention Model Description**

The Clark Avenue Middle School has a Tiered Model of Instruction and Intervention for delivery of instruction to all students. The organizational framework consists of three tiers of instructional processes using a response to intervention (RTI) model. Our goal over time is to have 80% of our students successful in Tier 1 or core instruction; 15% will need additional time and support in a Tier II supplemental instructional model; and 5% of our students will need extra time, support, and targeted instruction in a Tier III intensive model. The tiered model of instruction is supported through ongoing professional development and the faculty's commitment toward becoming a Professional Learning Community. To further explain, the first level (Tier I or Core Instruction) is delivery of high quality classroom instruction to all students by highly qualified teachers executing best practices. Tier I instruction will be delivered in student-centered classrooms using an inquiry based/problem solving model. The second level (Tier II or Supplemental) is supplemental instruction, intervention and support for those students identified through assessment data that includes SRI, ANet, MCAS, PARCC and student grades as not meeting benchmarks for performance and considered as some risk for academic failure. Supplemental instruction at the Tier II level includes small group (6-8 students) targeted instruction in both the general education classroom and pull out. In the general education classroom instruction takes place with co-teachers and support staff as well as targeted instruction during Math 2 blocks and Reading Intervention periods provided by classroom teachers, coaches, Title I teachers, Special Education teachers, and ELL teachers. Tier II instruction uses programs that address specific identified learning needs. In addition to the above mentioned data sources, students are progress monitored on a quarterly basis to determine responsiveness to the RTI model. The expectation is that students supported at the Tier II level will make the necessary gains and meet benchmarks for returning to the Tier I instructional level. The third level (Tier III or Intensive) is intensive support and service delivery which is provided to our Special Education population as well as to those high risk students who have been identified through the data mentioned at the Tier II level. These students have not yet responded to the first two levels of instruction and require more individualized delivery of instruction. In addition to Tier II level interventions, intensive instruction is provided in small groups, Math 2 blocks and Reading Interventions by Special Education teachers

### **Special Education Services**

In the 2016-2017 school year, the Clark Avenue Middle School will continue for the seventh year as an inclusion school utilizing the co-teaching inclusion model of instruction for our students with disabilities. Students on IEPs are assigned to inclusion homerooms where they learn alongside their general education peers. The co-teaching model of instruction is designed to ensure students with

disabilities access to the general curriculum in the least restrictive environment in accordance with state and federal laws. The co-teaching model allows for both access to the general education curriculum and individualized instruction in the general education setting. There are two Special Education teachers at each grade level (except 7<sup>th</sup>). In the two, teacher co-taught classrooms, the general educator and special educator share equally in the instructional responsibility and accountability for the students they are assigned. Small group spaces allow flexibility in moving students between and among the three tiers of instruction according to performance data results.

Last year, we expanded our Social Communications program and now have two classrooms (grades 5/6 and grades 7/8) which are tailored to meet the needs of students with autism. The goal is to mainstream these students for academic classes during the school day.

Students with disabilities are identified for after school programming in order to increase their skills in Math and Literacy. Special Education teachers use research-based programs and practices in order to provide explicit instruction. All Special Education teachers have been trained in the use of Assistive Technology and employ both low and high-tech devices to support and enhance the curriculum. Special Education teachers work with the Instructional Support Team (IST) to conduct observations of students who have been referred to the Team.

The Clark Avenue Middle School is participating in the Massachusetts Tiered System of Support (MTSS) grant which provides professional development that is designed to train school and district teams in their development and implementation of school and district-wide tiered systems of support. The professional development offered for both academic and behavioral support provides a framework for school improvement that focuses on system level change across the classroom, school, and district to meet the academic and non-academic needs of all students, including students with disabilities, English Language Learners, and students who are academically advanced. This school year we are in Year 3 of the MTSS: PBIS Academy and Year 2 of the MTSS: Tiered Academic Instruction – Literacy Academy.

### **English Language Learners Program**

The Clark Avenue Middle School currently provides for a multi-leveled approach to meeting the needs of its English Language Learners student population. Students entering the mainstream from the ELL program currently housed at the Browne Middle School are supported through literacy and/or content-based instruction by an English Language Learners (ELL) teacher in Tier I and Tier II

instructional models in the regular education classroom. In accordance with the state regulation designed to strengthen the teaching and learning of English Language Learners, every core academic teacher and administrator will become SEI endorsed. All educators have either met the state requirements or are working toward the SEI endorsement requirements. ELLs receive Title I services and ELL intervention during the Reading Intervention period. All ELLs students assigned to the Clark Avenue Middle School participate in school level and state level testing programs, including ACCESS for ELLs English Language Proficiency Test, PARCC, and MCAS. ELL students are targeted for after school intervention and enrichment programs.

## **Title 1**

The ELA Coach oversees the school based and district based reading assessments and other informal assessments. The coach reviews data with teachers to identify students who are “at risk”, plan intervention strategies, and provide remediation through Tier II and Tier III instruction. Intervention is provided to at-risk students (students who are below grade level shown through reading assessments) in a pull out model during the grade level, workshop period. Students receive instruction in a small group setting which enables teachers to focus on their abilities to read fluently, decode unfamiliar words, and to improve their comprehension through explicit, direct instruction.

The SRI reading assessment is given to all students in grades 5-8 and it provides immediate, actionable data on students' reading levels and growth over time. SRI helps educators differentiate instruction, make meaningful intervention choices, and forecasts growth toward grade-level state tests, and demonstrate accountability.

In grades 6 and 8, we use the model where Title I teachers are part of the grade level clusters and incorporated in the daily rotation. This provides intensive writing instruction and intervention to all 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> students through the Writing Workshop Model. Teachers are able to confer with students and provide instruction in repose to their individual needs.

Title I teachers meet monthly with the Writing Coordinator and participate in all staff development provided at the school level. Title I funds are used to support parent involvement activities throughout the year.

## **After School/Before School/Summer School**

The Clark Avenue Middle School offers its students both academic support and enrichment activities through the before and after school and summer school school programming.

The After School and Before School programs offer enrichment activities that support students' social, emotional, intellectual and physical development. The classes and clubs are offered throughout the school year except for the intramural sports program which offers three sports to students within the year. Each activity meets one to two times per week and is taught by staff from within the school. The after and before school programs are open to students from all grade levels with the exception of some offerings that are specific to certain ages.

The Summer School program is available to students who have failed and/or struggled in their core academic classes during the year. Summer School is mandatory for students who have failed two or more classes for the year and passing the specified summer courses is required for promotion to the next grade. Summer School is also available to students who need the additional academic support and practice in a certain subject but who have not necessarily failed that class for the year. These students are often recommended by teachers and/or selected by parents to help better prepare their student for the upcoming year.

### **Procedures for Homeless/Migratory/Mobile Students**

**All New & Mobile Students:** Within the first couple of days of weeks entering 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**

**Grades 4-5:** 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. 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. An Open House is held in the spring and tours of the school are conducted by the Principal and Assistant Principal.

**Grades 8-9:** The transition from 8<sup>th</sup> grade to high school is supported in several ways at the middle school level. All 8<sup>th</sup> grade students visit Chelsea High School where they are taken on a tour of the school and attend one class accompanied by an upperclassman. The Chelsea High School guidance counselors also visit The Clark Avenue Middle school, speaking to each of the 8<sup>th</sup> grade homerooms about the offerings at CHS as well as introduce them to the course registration process and distribute the course catalogs. The actual registration process of each 8<sup>th</sup> grader at CHS is facilitated by The Clark Avenue School guidance counselor in the spring.

Information on Northeast Vocational High School is also presented to all 8<sup>th</sup> grade students. Northeast admissions director comes to the Clark Avenue School in the early fall to introduce the students to the offerings at and application process of his school in an assembly format. The Clark Avenue School guidance counselor follows up in the later fall and winter by providing information to students and their families on Northeast Open Houses. The application process which begins in the winter is also facilitated by The Clark Avenue School guidance counselor. This includes helping students and parents decide if they want to apply and then completing and submitting the applications.

Selected at-risk 8<sup>th</sup> graders are assigned to small groups that typically meet weekly or bi-weekly with a mentor staff member to help provide extra support for these students' and their transition to high school. These students are selected for this additional type of Tier

II support based on issues with academics, attendance and/or behavior.

## **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 Communités	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
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
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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**

**Assistant Principals:** Two full time Assistant Principals are assigned to the school to assist students and families in adhering to the established discipline guidelines in accordance with school and district policies and general laws. The Assistant Principals take proactive measures to ensure the safety of all students by encouraging positive student behaviors, meditating with students and families to resolve issues, assisting teachers with implementing behavior management practices, and serving as liaisons to community organizations.

**Social Worker:** A full time social worker is assigned to the school to support the psychological and social well-being of students and assist students and families in crisis. The social worker's responsibilities include providing supports to students to function effectively in the school environment, facilitating student groups, counseling students in crisis, providing parent outreach, providing supports and strategies to teachers dealing with student behavioral issues, coordinating outside services, and assisting to ensure the well-being of all students and families.

**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**

**PBIS:** Positive Behavioral Interventions and Supports (PBIS) is a tiered behavioral framework system of teaching behavioral expectations across the school. Our vision is that PBIS be implemented as an effective, proactive process for improving social competence, citizenship and academic achievement for all students. Our mission is to provide leadership, professional development, resources and on-going support in order to successfully implement PBIS with a common culture, vision and language. We are participating in the multi-year PBIS Academy offered through the Department of Elementary and Secondary Education to support the implementation and sustainability of this tiered behavioral framework.

**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 is a program that emphasizes early intervention and nonphysical methods for preventing and/or managing disruptive behaviors. There is a building based CPI certified team and all staff members attend professional development on CPI's principles.

**Advisory Periods:** The Advisory Curriculum developed for district wide use in addressing priority health behaviors will be implemented beginning with the 2014-2015 school year. Topics will include those identified through data and trends that indicate an increase in at risk activities and behaviors. The goal is to educate students on the detrimental consequences of at risk behaviors using research that shows that students who engage in such activities are significantly more likely to earn failing grades and be at risk for dropping out of school.

## **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**

### **Parent Involvement Plan**

The Clark Avenue Middle School, in consultation with the teachers, building based administrators, program administrators, and parents of participating children, have developed and agreed upon this parent involvement policy.

The Clark Avenue 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 Clark Avenue 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 Clark Avenue 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 Clark Avenue Middle School also provide 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 Clark Avenue Middle School, in consultation with the undersigned teachers, principals, program administrators, and parents of participating children, have developed and agreed upon this parent involvement policy. This policy shall be incorporated into the Chelsea Public Schools consolidated application for selected programs funded under the No Child Left Behind Act of 2001.

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

5. It is the policy of the Clark Avenue 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 Clark Avenue 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:
  - ⌚ 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:

2014 Accountability Status

Level 3

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

Clark Level 3

Browne Level 3

WSTA Level 3

- ⌚ The reasons for the identification:
  - The Clark Avenue School 2016 Trans. CPI is 69.4 for ELA and 60.5 for Math did not meet the target for both groups. The cumulative PPI is based on improvement over the last four years. The Clark Avenue School percentile of 6 indicates that Clark Avenue School students overall performance is better than 6% of other schools in the same grade span across the state.
  - Based on 2016 PARCC progress and performance results, the Clark Avenue School is ranked as a Level 3 school in 2016 placing the Clark Avenue School among the lowest performing 20% of Massachusetts schools.
- ⌚ 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, Principal Coffee Hours, 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 after school programs or 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.
- ⌚ 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 to 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 to 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 Clark Avenue 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
  - Once the Clark Avenue Middle School Improvement Plan is published, the plan will be presented to the faculty who will implement the strategies without delay. The plan addendum will be presented to parents attending the School Site Council Meeting. The plan will be available on the website and in the principal's and superintendent's office for parents to review.
- (2) a description of corrective actions or restructuring plans.
  - The 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 Clark Avenue 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 who are highly qualified in the Clark Avenue 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 PIRC's and other expert providers to:

- (1) provide assistance to parents of children served by the Clark Avenue 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 Clark Avenue Middle School holds a Fall Open House where the parents have an opportunity to meet the teachers and learn about the expectations for the coming year. Assessments and curriculum are discussed at School Site Council Meetings. A Parent Conference will be held in November for parents to discuss student progress, and view content and language objectives from the Framework standards and strands displayed on the boards in each room. In February, the school will send home a information regarding the stat testing for parents. The packet will explain the state exams and tell parents how they can help their children prepare for the exams by reinforcing the importance of academic achievement at home. A middle school parent liaison was hired to support outreach.

(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 Clark Avenue Middle School distributes parent educational packets during the year that include strategies being implemented in classrooms and tips on how parents can assist their children at home. The school conducts several Family Events such as Family Game Night, an evening of Art, Poetry and Literacy, and a Family Math Night.

(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 Clark Avenue 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. The school works with the district's parent 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.

(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

- Information regarding school events is sent through flyers and the Alert Now system which has offered us expanded parent outreach. Information includes upcoming school events, school site council and faculty meetings, parent-teacher conferences, and dates when progress reports and report cards will be sent home.

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

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

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

- School Site Council members are encouraged to invite other parents to participate in the council, parent workshops, and to attend conferences. The School works with the Parent Liaison to enlist and encourage parents them to participate in the schools.

(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 Chelsea Public Schools partners with organizations such as the Chelsea Community Schools, REACH, and other community organizations to increase parental involvement and educational activities in the city. Chelsea Community Schools (CCS) enhances the lives of Chelsea residents by providing affordable, high-quality education and recreation programs for youth and adults. A popular CCS program is the after school homework help “Mates” program offered to grade 6 students. All Chelsea students in grade 7 are invited to apply to the REACH program. Accepted students commit to attending the program through 10<sup>th</sup> grade. REACH's six key components are: School Success/College Preparation, Career Awareness/Preparation, Family Inclusion, Community Collaborations/Case Management, Leadership Development and Staff Development, and Healthy Living/Skills for Life

(D) The Clark Avenue 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 Clark Avenue Middle School integrates Title I and locally-funded parent involvement programs.

(E) To ensure the effectiveness of this parent involvement policy;

- The Clark Ave 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 Clark Avenue 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 be used to revise/develop new strategies for more effective parent involvement.

- Parents are asked to evaluate the effectiveness of parental involvement activities in an annual survey. 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 school improvement plan. The School site council makes recommendations for school improvement plans based on the results of the surveys.

(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. 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. The middle school parent liaison conducts outreach services for parents.

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 Clark Avenue Middle School Home/School Involvement Contract

(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;

- The Middle School Home/School Contract will be discussed at the Fall Open House and signed by teachers, parents and students

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

- The Clark Avenue Middle School sends home reports on student progress throughout the school year. Reports sent to parents include: quarterly school report cards with written comments, quarterly special education progress reports, annually a letter is sent with individual MCAS scores and an explanation from the state.

(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 to observe student work and activities including Student Work Exhibitions, and Concerts. Parents can call to make an appointment to meet with their teachers or school administrators or speak to them on the phone at any time.

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

- (1) Parents are consulted in the development or revision of the required two-year school improvement plan;

See section A 5:

- (2) 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

**HOME/SCHOOL INVOLVEMENT CONTRACT**  
**Clark Avenue Middle School**  
**School/Home Involvement Contract 2016-2017**

**HOMEROOM TEACHER**

I understand that the school experience is important to every student. Therefore, I agree to carry out the following responsibilities:

1. Implement instructional strategies in my teaching that will assist your child in their learning.
2. Familiarize myself with the needs of your child.
3. Encourage your child to perform to the best of his or her ability.
4. Communicate regularly with you concerning your child's progress.
5. Maintain regular contact with the other teachers involved in your child's education.

\_\_\_\_\_  
*Teacher's Signature*

\_\_\_\_\_  
*Date*

**STUDENT**

I know my education is important. I understand that participation in my child's education will contribute to his or her achievement and motivation. Therefore, I agree to carry out the following:

1. Perform to the best of my ability.
2. Be at school on time unless I am sick.
3. Be responsible for my own behavior.
4. Pay attention and ask for help when needed.
5. Return completed homework on time.

\_\_\_\_\_  
*Student's Signature*

\_\_\_\_\_  
*Date*

**PARENT/GUARDIAN**

I realize that my child's education is very important. I understand that participation in my child's education will contribute to his or her achievement and motivation. Therefore, I agree to carry out the following responsibilities:

1. Visit my child's school, or make written or telephone contact, at least once a year.
2. Provide a quiet place for my child to study and complete homework assignments.
3. Encourage my child to read and write on a daily basis.
4. Make sure my child attends school regularly and arrives each day *on time*, unless he or she is sick.

\_\_\_\_\_  
*Parent/Guardian's Signature*

\_\_\_\_\_  
*Date*

## Parent Involvement Calendar

August 31	Grade 5 and 6 Assemblies
September 1	Grade 7 and 8 Assemblies
September 6	Annual Family Pot Luck Dinner 5:30-7:00 pm
September 13	Open House 5:00-7:00 pm
September 21	Informational Band Night 6:00 pm
September 28	School Site Council Meeting 4:00 pm
October 7	Principal's Coffee Hour 8:30 am
October 26	School Site Council Meeting 4:00 pm
November 2 and 3	Student Pictures
November 4	End of First Quarter
November 8	Parent Conferences 12:15-6:30 Report Cards Distributed
November 14, 15,17,18	1 <sup>st</sup> Quarter Awards Assemblies @ 8:30 am
November 16	School Site Council Meeting 4:00 pm
December 2	Principal's Coffee Hour – 8:30 am
December 13	Family Game Night 5:30-7:00 pm
December 9	2 <sup>nd</sup> Quarter Progress Reports
December 14	Winter Concert 6:00 pm
January 25	School Site Council Meeting 4:00 pm
January/February 31, 1, 2, 3	2 <sup>nd</sup> Quarter Awards Assemblies 8:30 am
February 10	Principal's Coffee Hour 8:30 am
March 1	School Site Council 4:00 pm
March 14	Parent Conferences 5:30-7:30 pm
March 15	All District Choral Concert 6:00 pm
March 16	All District Band Concert 6:00 pm
March 29	School Site Council 4:00 pm
March TBD	Math Family Night 5:30-7:00 pm
March 31	End of Third Quarter
April 7	Principal's Coffee Hour 8:30 am
April 10,11,12,13	3 <sup>rd</sup> Quarter Awards Assembly 8:30 pm

April 26	8 <sup>th</sup> Grade Class Pictures
April 26	School Site Council Meeting 4:00 pm
April TBD	Family Fit Night
May 24	School Site Council Meeting 4:00 pm
May 24	Art/Poetry/Literacy Night 4:30-6:00 pm
May 24	Spring Concert 6:00
June 2	Principal's Coffee Hour 8:30 a.m

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 8<sup>th</sup> 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	Where are your students in their proficiency of the standards? How do you know?

		does standard mastery look like?	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.
Jan 11	101	Flexible Math Topic	Topic will depend on identified need.
	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

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Consolidation of Programs

All state, local, and federal programs are consolidated to meet the needs of all of the students attending the Clark Avenue 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.