

Belmonte Middle School

School Improvement Plan: 2010/2011

School Council Members:

Geoff Bruno	Principal
Laura Flynn-Glover	Parent
Catherine Giarla	Parent
Patricia Johnson	Teacher
Gregory Nickolas	Community Member
Richard Piecewicz	Teacher
Kimberly Politano	Teacher
Corinne Riley	Parent
Jim Russo	Parent

Belmonte Middle School

SCHOOL PROFILE

2010-2011

School Vision Statement:

The A.J. Belmonte Middle School is a diverse partnership of students, staff, parents, and community members dedicated to the establishment of a safe and nurturing environment in which all try to become lifelong learners. We will strive to advance the intellectual, social, emotional, and physical development of all our students.

Leadership:

Administrative Staff:

Geoff Bruno, PRINCIPAL
 Kerry Robbins, VICE PRINCIPAL
 Myra Monto, VICE PRINCIPAL

Important Teams:

Site Council
 Leadership Team (faculty and administration)
 Behavioral Support Team
 Curriculum Directors (6-12)
 Parent Advisory Board

School Day/Learning Time:

Hours: 7:50am.-2:10pm

Comprised of Seven 48 minute learning blocks: M-F

After-School:

Teachers available 2x per week for extra help:
 2:10-2:55pm

Staff Profile:

Faculty: 56
 Administration: 3
 Office Staff: 3
 Counseling/Nurse: 4
 Paraprofessionals: 10
 Custodial Staff: 7
 Average Class Size: 24

Student Demographics:

Enrollment: 706
 Male: 364
 Female: 342
 Afr-Am: 2.4%
 Asian: 1.8%
 Hispanic: 5.9%
 Native American: 0.1%
 White: 89%
 Multirace: 0.7%

School Programs and Support Services:

- Core Academic Subjects meet every day: Math, Language Arts, Science, Social Studies, Spanish (8th)
- Math and Language Arts Success Blocks for grades 6 and 7: meet every other day for the full year
- Technology & Engineering: offered to all grades (6,7,8)
- ENCORE subjects include: Physical Education, Wellness, Drama, Art, General Music, MCAS Math, Spanish, Computer Technology
- Band and Chorus ensembles (6, 7, 8). Members meet every other day for the full year.
- Special Education Teacher and Paraprofessional assigned to each academic team (2 per grade) for inclusion support services.
- Behavior intervention program implemented (2009).
- Intensive special needs program servicing students with a wide diversity of physical, emotional, and academic needs.
- Full-time school adjustment counselor and school psychologist onsite for counseling support, individual student counseling, and evaluations.
- Guidance programs and peer mediation/intervention: anti-bullying workshops/seminars for students.

Recent Improvements and Accomplishments:

Things We're Most Proud Of:

- Made Adequate Yearly Progress (AYP) in both Math and ELA for the first time since 2003
- One of 18 Middle Schools in the Commonwealth commended by the governor for closing the achievement gap
- Met DESE time on learning requirements and officially re-classified as a secondary school
- Implemented a new seven period schedule offering a more comprehensive program of study
- Provided structured time for teachers to meet in collaborative teams to strengthen learning
- Expanded Foreign Language Program: all grades receive instruction in Spanish
- Introduced Spanish as an every-day academic subject for all 8th grade students
- Developed a Math and Language Arts success program for all students in 6th and 7th grade
- Expanded Music Program for all students: most students taking music for full year
- Enhanced and enlarged Encore Programs (Tech & Engineering, Fine Arts, Music, Wellness)
- Continued to enhance and strengthen library/media center: active collaboration with staff
- Full-time Math support coaches in grades 6 and 7: Title 1 Support Teachers
- Full inclusion model implemented for students on Individual Educational Plans
- Parent X2 access implemented: parents can track academic progress, behavior, etc. online
- New Classroom technology: Smart Boards, LCD Projectors, Student Responders
- Hired project manager to begin planning process for MSBA School Renovation Project
- Strengthened necessary academic and social/emotional supports for students at risk

MCAS Results (Overall % of students scoring Advanced or Proficient):

School Performance Data:	2010	2009	2008	2007
% Profic+Adv in: 6 th Math	58	45	44	38
% Profic+Adv in: 6 th Language Arts	72	51	45	54
% Profic+Adv in: 7 th Math	47	39	42	44
% Profic+Adv in: 7 th Language Arts	67	57	58	67
% Profic+Adv in: 8 th Math	31	35	40	31
% Profic+Adv in: 8 th Language Arts	71	72	72	71
% Profic+Adv in: 8 th Science/Tech	25	24	21	25
Met Adequate Yearly Progress: ELA	Yes	No	No	Yes (all); No (subgroup)
Met Adequate Yearly Progress: Math	Yes (all); No (subgroup)	No	Yes (all); No (subgroup)	No

Student Recognition:

- Stars of the Month
- National Junior Honor Society; Middle School Scholars Recognition
- Honor Roll (every term)
- Moving on ceremony

Extracurricular Activities:

- Athletics: Cross Country, Field Hockey, Basketball, Hockey, Track
- Drama Performances (Winter and Spring); Faculty/Student Talent Show
- Band and Chorus Performances; Spring Competitions and Six Flags
- Community Service Club
- Peer Mediators
- Math Team
- After School Homework Club
- Student Social/Movie Nights
- Student Dances
- Going Green Club (Recycling)
- Model UN Club
- Expanded Peer Leadership Program: WEB leaders
- Intramural athletics: flag football, volleyball, golf clinic

School Improvement Plan (2010-2011)

Belmonte School Council Members – 2009/2010

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School Council Meeting Dates – 2010/2011

September 28, 2010
October 26, 2010
November 30, 2010
December 21, 2010
January 25, 2011

Future Dates:

February 15, 2011
March 29, 2011
April 26, 2011
May 31, 2011

Vision Statement:

The A.J Belmonte Saugus Middle School is a diverse partnership of students, staff, parents and community members dedicated to the establishment of a safe and nurturing environment in which all try to become lifelong learners. We will strive to advance the intellectual, social, emotional, and physical development of all our students. Technology, hands-on activities, and interdisciplinary instruction will enhance teaching and learning. Curriculum development will be an ongoing process geared to the needs of the children in accordance with state-mandated standards. Faculty will recognize the skill levels, learning styles, and uniqueness of its students while servicing each individual's immediate needs within an environment that promotes success for all students. Faculty, students, families, and the community will be actively involved in the educational process to create a safe, supportive environment where students are motivated to learn and believe that success is attainable. Everyone will honor and respect the differences and uniqueness of each individual while developing a sense of responsibility toward themselves, their school community, and the community at large. We, at the Belmonte Middle School, envision that our mission, in partnership with the total school-community, is to provide students with a middle school program which will meet the unique needs of preadolescents. Programs strive to recognize academic and cognitive development, while also addressing social/emotional and physiological characteristics of developing preadolescents.

Component A: Analysis of Student Performance and Achievement

Belmonte Middle School students made Adequate Yearly Progress (AYP) in both Math and English Language Arts for the first time since 2003. This is a very significant school-wide accomplishment and as the data indicates, many school improvement efforts have taken hold and had a direct impact on student achievement. Overall, the performance gap between Saugus students relative to the state average began to close in 2010. As the 2010 MCAS data demonstrates, students demonstrated marked improvements in achievement and rightly earned a commendation from Governor Patrick and the DESE for closing the proficiency gap. Should students make AYP in Math and ELA for the second consecutive year (spring 2011), Belmonte will have gone from restructuring status to having no status at all!

While the school community should certainly celebrate this success, there is still much work to do and many areas in need of continual improvement. When completing a comprehensive analysis of student performance, it is critical to look at trends over multiple years, identify specific areas of concern, communicate critical benchmarks going forward, and find targeted areas for necessary improvement. The first part of this analysis will concentrate on identifying benchmarks to achieve a goal of “no status” relative to NCLB school improvement designation.

No Child Left Behind and Adequate Yearly Progress:

With regard to Adequate Yearly Progress (as defined in the Federal No Child Left Behind Act), Belmonte students made AYP in the aggregate (all students) in both English Language Arts and Math for the first time since 2003. Students with Special Needs also hit their AYP gain target in Language Arts for the first time since 2007. Students with Special Needs have yet to hit their AYP gain target in Math.

NCLB has established the Composite Performance Index (CPI) to determine whether or not a school has made Adequate Yearly Progress in a given year. Every student earns a certain value for their performance level on a given MCAS test: 100 pts for Advanced or Proficient, 75 for High Needs Improvement, 50 for Low Needs Improvement, 25 for High Warning, and 0 for Low Warning. These scores are then totaled and averaged for every student taking each MCAS test. The table below outlines summary AYP data for Belmonte over the last four years (CPI averages) and identifies specific targets that need to be hit this year, 2011, in order to make Adequate Yearly Progress in the aggregate and with respect to the Special Education subgroup in Math and English Language Arts.

Aggregate AYP Data (All Students):

Year:	Subject:	CPI:	Gain Target:	State Target:	AYP:
2011	Mathematics		*77.3-82.3	*84.3	
2010	Mathematics	73.1	72 – 77	84.3	Yes
2009	Mathematics	68.1	71.9 – 76.9	84.3	No
2008	Mathematics	69.3	69 – 74	76.5	Yes
2007	Mathematics	66.7	69.2 – 74.2	76.5	No
2006	Mathematics	68.0	Na	68.7	No
Year:	Subject:	CPI:	Gain Target:	State Target:	AYP:
2011	Language Arts		*88.0-93.0	*90.2	
2010	Language Arts	87.4	83.4 – 88.4	90.2	Yes
2009	Language Arts	82.4	82.6 – 87.6	90.2	No
2008	Language Arts	82.1	86.1 – 90.6	85.4	No
2007	Language Arts	86.1	84.2 – 88.7	85.4	Yes
2006	Language Arts	85.1	Na	80.5	Yes

Special Education Subgroup AYP Data:

Year:	Subject:	CPI:	Gain Target:	State Target:	AYP:
2011	Mathematics		*53.8-62.8	*84.3	
2010	Mathematics	44.4	46.7 – 55.7	84.3	No
2009	Mathematics	39.0	42.5 – 51.5	84.3	No
2008	Mathematics	36.4	40.8 – 49.8	76.5	No
2007	Mathematics	36.2	42.3 – 47.3	76.5	No
2006	Mathematics	34.8	Na	68.7	No
Year:	Subject:	CPI:	Gain Target:	State Target:	AYP:
2011	Language Arts		*67.7-76.7	*90.2	
2010	Language Arts	62.9	58.5 – 67.5	90.2	Yes
2009	Language Arts	53.8	54.4 – 63.4	90.2	No
2008	Language Arts	50.7	64.9 – 69.9	85.4	No
2007	Language Arts	62.0	60.1 – 65.1	85.4	Yes
2006	Language Arts	58.7	Na	80.5	No

As demonstrated in the above tables, 2010 represents a reversal of the previous downward trend in student achievement as measured by CPI. In Math, CPI rose from 68.1 to 73.1 (an increase of 5.0), and in ELA, CPI rose from 82.4 to 87.4 (an increase of 5.0). With respect to the Special Education Subgroup, Math CPI went from 39.0 to 44.4 and ELA went from 53.8 to 62.9, close to a 10 point gain. Gain Targets are identified for 2011 MCAS testing; in order for Belmonte to make AYP for the second consecutive year, our CPI index must hit a minimum of 77.3 in Math and 88.0 in ELA. Should this be achieved this year, Belmonte will no longer be considered a school in need of restructuring or in need of improvement. According to the Federal NCLB Law, we will officially have “no status.”

MCAS Trends:

As we move forward with improvement goals necessary to make Adequate Yearly Progress (AYP), it is critical to identify the percentage of students at each grade level who scored Advanced or Proficient (A + P) and compare this from year to year. The expectation outlined in the Federal NCLB Act is that every student demonstrates proficiency in Math and Language Arts by 2014. The table below focuses on advanced and proficient trends on MCAS from 2006 to 2010.

Percentage of Students Scoring Advanced or Proficient on MCAS from 2006 – 2009; the second column compares Belmonte A + P% to the State Average A + P %:

MCAS Test	2006		2007		2008		2009		2010	
Grade 8 Math	38	(-2)	31	(-14)	40	(-9)	35	(-13)	31	(-20)
Grade 7 Math	36	(-4)	44	(-2)	42	(-5)	39	(-10)	47	(-6)
Grade 6 Math	39	(-7)	38	(-14)	44	(-12)	45	(-12)	58	(-1)
Grade 8 Language Arts	75	(1)	71	(-4)	72	(-3)	72	(-6)	71	(-7)
Grade 7 Language Arts	54	(-11)	67	(-2)	58	(-11)	57	(-13)	67	(-5)
Grade 6 Language Arts	56	(-8)	54	(-13)	45	(-22)	51	(-15)	72	(+3)
Grade 8 Science/Engineering	30	(-2)	25	(-8)	21	(-18)	24	(-15)	25	(-15)

This table demonstrates that Belmonte students demonstrated considerable improvement in achievement during 2010 in comparison to previous years. On most tests, students achieved closer to the state average and a much greater percentage of students scored in the Advanced or Proficient Category. Despite this

improvement, Belmonte students continue to score below the state average in most tested subjects. The goal will to continue to shrink this gap, eliminate it, and continue to take steps to ensure Belmonte Middle School students achieve at levels above the state average.

Component B: Statement of Needs or Identification of Gaps in Student Performance

Part I – Identify Gaps in Student Performance:

The below data tables outline Belmonte performance by grade level relative to tested reporting areas and item types. Reporting areas are identified as different groupings of common content/skill standards outlined in the MA Curriculum Frameworks and item types refer to the different types of questions students face when taking an MCAS exam: multiple choice, short answer, open response, etc.

Mathematics: Average % Correct by Standard Area and Item Type:

Reporting Category/Item Type:	2007			2008			2009			2010		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
Number Sense and Operations	58	58	58	63	54	66	66	57	62	65	61	54
Patterns, Relations, and Algebra	63	69	56	68	66	56	71	63	50	71	70	58
Geometry	66	69	50	66	63	52	68	62	47	69	68	46
Measurement	62	51	46	56	51	55	56	54	45	70	63	54
Data Analysis, Statistics, Probability	57	75	57	72	68	63	69	70	57	68	74	74
Multiple Choice	67	68	58	69	65	64	73	65	64	72	68	68
Short-Answer	57	69	51	62	67	55	57	67	59	65	69	56
Open Response	53	60	49	60	55	54	60	56	45	63	65	40

Language Arts: Average % Correct by Standard Area and Item Type:

Reporting Category/Item Type:	2007			2008			2009			2010		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
Language	76	68	75	70	81	78	78	82	80	76	81	70
Reading and Literature	62	68	67	59	65	66	66	66	66	67	67	66
Composition: Total	-	68	-	-	71	-	-	64	-	-	66	-
Composition: Topic Development	-	59	-	-	60	-	-	54	-	-	56	-
Composition: English Conventions	-	80	-	-	86	-	-	79	-	-	81	-
Multiple Choice	72	79	76	70	76	76	78	76	75	77	75	73
Open Response	40	48	54	42	49	52	44	46	51	51	52	52

Science and Technology/Engineering: Average % Correct by Standard Area and Item Type:

Reporting Category/Item Type:	2007			2008			2009			2010		
	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th	6 th	7 th	8 th
Earth and Space Science	-	-	62	-	-	56	-	-	56	-	-	58
Life Science	-	-	57	-	-	64	-	-	63	-	-	65
Physical Sciences	-	-	48	-	-	61	-	-	53	-	-	47
Technology/Engineering	-	-	66	-	-	60	-	-	54	-	-	58
Multiple Choice	-	-	64	-	-	65	-	-	62			63
Open Response	-	-	48	-	-	52	-	-	47			43

Whole School Trends:

- With regard to performance on item type, students demonstrated consistent improvement on open response questions. While a significant gap still exists when comparing results on multiple choice and open response questions, the gap is smaller. This holds true at each grade level and for each subject area.
- Math: performance needs to improve in all standard areas in order to meet AYP expectations and bring MCAS scores closer to state averages. There is no identifiable reporting area that stands out as a relative strength or weakness across grade levels or across the last three years.
- Language Arts: the gap between multiple choice and open response performance remains high in English Language Arts – in many cases, performance on open response is 20+ percentage points lower than multiple choice.
- Language Arts: with regard to composition skills, topic development is a relative weakness when compared to utilizing English conventions.
- Language Arts: Reading and Literature reporting areas are consistently below Language standards. The Reading and Literature standards represent the bulk of the questions on the ELA test, and therefore this gap in relative performance is additionally significant.
- Students continue to show steady improvement in Language Arts scores as they move up the grades, from 6th to 7th to 8th, although 6th grade made the most significant performance jump: from 51% Advanced or Proficient in 2009 to 72% Advanced or Proficient in 2010.

Grade 6 Math:

- The percentage of 6th grade students scoring in the Advanced or Proficient category improved from 45 to 58. Overall performance jumped from far below the state average to equaling the state average in one year. This difference played a significant role in Belmonte making AYP in 2010.
- Demonstrated improved performance on open response and short answer item types from 2009 to 2010: 60% to 63% and 57% to 65% respectively.
- Students performed significantly better on questions related to measurement in 2010: 70% correct vs. 56% correct in 2009.
- Questions related to Number Sense and Operations remain a relative weakness: an average of 65% correct on the 2010 MCAS.
- Consistent improvement in student performance in 6th grade math has been a central contributing factor to Belmonte meeting AYP during the 2009/2010 school year.
- Average CPI for 6th Graders jumped from 73.1 in 2009 to 79.4 in 2010.

Grade 6 Language Arts:

- The percentage of 6th grade students scoring in the Advanced or Proficient category jumped from 51 to 72. Overall performance jumped from far below the state average to exceeding the state average in one year.
- 6th grade students demonstrated improvement on Open Response questions, raising the raw score percentage from 44 to 51. A considerable gap remains between multiple choice and open response performance: 77 to 51. This gap needs to continue to shrink.

Grade 7 Math:

- Raw Score Performance improved in every reporting category from 2009 to 2010: Number Sense and Operations – 57 to 61; Patterns, Relations, and Algebra – 63 to 70; Geometry – 62 to 68; Measurement – 54 to 63; Data Analysis, Statistics, Probability – 70 to 74.
- Raw Score Performance also improved from 2009 to 2010 with regard to all item types: Multiple Choice – 65 to 68; Short Answer – 67 to 69; Open Response – 56 to 65.
- Performance improvement with regard to open response questions was the most significant. This was a contributing factor to an overall spike in performance in 2010.

- Number Sense and Measurement are areas of relative weakness (61 and 63), while Geometry and Patterns, Relations, and Algebra are areas of relative strength (74 and 70).
- The gap between multiple choice and open response performance shrank from 9 in 2009 to 3 in 2010.
- Average CPI for 7th Graders jumped from 66.8 in 2009 to 75.5 in 2010.

Grade 7 Language Arts:

- Performance on Language continues to be higher than Reading and Literature (81 vs. 67). Content focus should be on standards in the Reading and Literature reporting category.
- There is still a significant gap between multiple choice performance and open response. 7th graders demonstrated improvement in 2010 on open response questions: 46 to 52. The performance gap between multiple choice and open response is still significant: 75 to 52.
- On the Composition test, Topic Development continues to be a relative weakness and English Conventions was a relative strength (81 to 56).

Grade 8 Math:

- Performance across all reporting categories has remained low, and in some cases gotten worse over the last three years. Number Sense and Operations, Geometry, and Measurement are relative weaknesses (54, 46, and 54). Open Response performance has been very low: below 50 for two out of three years.
- Average CPI for 8th graders was 64.2 in 2010 – about the same as in 2009 (64.3). This is considerably below the Gain Target Range.

Grade 8 Language Arts:

- Results share a similar profile with Grade 6 and grade 7, with slight improvement in Open Response Performance.
- The gap between multiple choice and open response performance remains wide: 20-25 points.
- Performance on Reading and Literature Standards is below Language Standards.
- Average CPI for 8th grade showed modest improvement in 2010: from 86.9 to 87.6.

Grade 8 Science and Technology/Engineering:

- Performance in all reporting categories and item types require improvement. Life Science is an area of relative strength at 62.
- Multiple Choice performance is far superior to Open Response performance: 62 to 47. This gap needs to close in order to demonstrate improvement.

Part II – Statement of Needs:

1. Assessment: Comprehensive formative and summative assessment practices must be in place to develop a learning environment where all students are expected to learn, achieve, and improve. In order for all students to achieve academically and consistently improve on their performance in the classroom, teachers must be consistently monitoring/assessing progress in real-time. Staff cannot rely on one measure (ie MCAS or performance on summative tests) to determine what a child may or may not need to access curriculum and learn effectively. In order to create a classroom environment that supports diverse learning needs and sets high expectations for all students, a teacher must constantly assess for understanding, clarify performance standards utilizing criterion referenced rubrics, and inform instruction/curriculum priorities by periodically benchmarking progress.

- Student performance will be assessed utilizing a variety of formative and summative assessment tools designed to continually enhance student learning and inform effective teaching practice.
- Teachers in all subject disciplines will utilize common assessments to benchmark progress, diagnose specific gaps (either in curriculum or instruction), and set goals to improve student learning.
- Teachers will develop and integrate rubrics specific to authentic assessment activities in the classroom.
- Rubrics will be reviewed, even developed, with the students ahead of time utilizing exemplars to make criteria clear prior to beginning the assessment activity. This will provide clarity and encourage students to independently monitor the quality of their own work.
- Teachers will develop effective methods to formatively assess and check for understanding while teaching a lesson (ex. dip-sticking, exit tickets, medial summaries, end of lesson debriefing, etc).

Barrier(s) to Meeting This Need:

- Need all teachers on board to create common end of trimester benchmark assessments.
- Data Director (test generation and data analysis software) must be in place and fully implemented to utilize results from benchmark assessments effectively.
- Teachers must have shared understanding and professional development with regard to developing and utilizing rubrics effectively to clarify expectations with students and assess work in a meaningful, consistent, and authentic manner.
- Teachers must have the time and access to share best practices and try new techniques with regard to checking for understanding during a lesson.

2. Professional Development: Belmonte staff needs to continue strengthening internal professional development and collaborative mechanisms that are directly linked to student achievement and improved performance in the classroom. The new schedule has provided time for teachers to meet and collaborate consistently, both as interdisciplinary teams and curriculum specific teams. This structure and time needs to be utilized in the most meaningful way possible. In order for this to happen, priorities and goals must be articulated clearly. The development of professional learning communities is critical to address the following:

- Develop comprehensive formative and summative assessment practices.
- Sharing and developing effective differentiated instruction strategies to engage all learners.
- Continue to focus on co-teaching/inclusion best practices. Understanding and applying effective techniques to manage multiple learning needs, provide necessary individualized support, and strengthen achievement for students with special learning needs.
- Share and train peers on utilizing available classroom technology to enhance teaching and learning.
- Support the academic and social/emotional needs of all students effectively.

Barrier(s) to Meeting This Need:

- Teachers must have an open mind regarding differentiated instruction and effective inclusion techniques. In some instances, deep-seated beliefs with regard to how students learn and how a classroom should be managed must get broken down.
- Staff needs to feel comfortable and supported in learning new techniques from one another.

- Leadership must be open and willing to provide teachers time to observe other classrooms and actively explore new and different student engagement techniques.
3. **Distributed Leadership:** to assist implementation of the above professional development priorities, it is critical for Belmonte to provide stipends to have teachers serve as interdisciplinary team leaders. This is necessary to provide distributed leadership among the staff and to facilitate/organize all collaborative team meetings and streamline the functioning of grade level interdisciplinary teams.

Barrier(s) to Meeting This Need:

- Budgetary: six new stipends must be added to the Collective Bargaining Agreement and funded by the LEA.
 - Teams must agree to changing the team structure to include a team leader that serves as primary facilitator for all team meetings.
4. **Lower Class Size in Music and Physical Education:** Currently we have approximately 2.2 FTE (Full Time Teacher Equivalents) dedicated to Physical Education classes for all three grades and 2.0 FTE dedicated to music classes, band, and chorus ensembles. Given that PE and Music classes are full year, and all three grades must be serviced, class sizes are significantly higher than with any other middle school program. Both PE and music classes average 30 or higher, in comparison to 20-25 for the rest of the classes in the school. By increasing FTE to 3.0 in PE and 3.0 in Music, a total cost of 1.8, class size in these areas will be more manageable and equitable with the rest of the school.

Barrier(s) to Meeting This Need:

- Budgetary constraints: this need requires 2.0 FTE's at a cost of approximately \$100,000.
5. **Student Academic Intervention Program:** Belmonte staff needs to continually refine and enhance safety net support systems for struggling students. This needs to include means to identify students who are struggling, collaborate on available solutions and strategies, exchange of ideas, communicate with families, and set up remediation services that will get results. This will include mechanisms to provide extra individualized support to students during and after the school day.

Barrier(s) to Meeting This Need:

- Scheduling constraints: in order to provide additional academic support during the course of the school day, staff must problem-solve when this support will happen and what a student will be giving up in order to have a time slot for additional academic support.
 - Staffing: teams will need to be flexible in coming up with solutions on who will be providing the additional academic support and how it will be facilitated given the schedule.
6. **Classroom technology:** We continue to expand classroom technology infrastructure by adding Epson Smartlink interactive white board technology. By purchasing 15 more units, all academic classrooms would have this technology installed. In addition to installing projectors, teachers will need extensive professional development and training in how to best access and use the multitude of interactive features available to staff and students.

Barrier(s) to Meeting This Need:

- Budgetary constraints: cost of an Epson Smartlink projector is approximately \$2800 per unit. Given our needs, to outfit every academic classroom will require 15 units at a total cost of \$42,000.
7. Maintain and improve current the current schedule: in order for any of the above needs to be met, the basic structure of the new schedule must remain intact. The Belmonte Leadership team is currently working on ways to refine and improve operations and make the new schedule even stronger and more efficient. However, it is critical that funding for the positions that made the programming and scheduling change possible **MUST REMAIN** intact in order for Belmonte to function effectively as an improving, comprehensive middle school program.

Barrier(s) to Meeting This Need:

- Any potential budget shortfalls facing the town and/or the school district that would require a reduction in force.

Component C: Identify Barriers to Meeting the Needs or Closing the Gaps

*See Barriers written next to each number above

Component D: Establish Objectives

Objective 1: Implement comprehensive formative and summative assessment practices necessary to continually improve student achievement through constant refining of curriculum and instruction. Staff will monitor student learning through developing effective formative assessment techniques, crafting and using criterion based rubrics, and benchmarking progress/identifying needs analyzing locally generated common benchmark assessments.

Action Steps:	Accountability, Responsibilities:	Timeline:	Implementation Benchmarks:	Evaluation of Progress:
Identify timeline for implementation of Data Director Assessment Software	Principal; Leadership Team	Spring 2011: January, February	Staff informed of timeline; construction of benchmark assessments underway	Time line is completed and resources for implementation are in place: ie. data director database
Begin training staff on use of Data Director to generate local benchmark assessments and analyze data to inform instruction	Principal; Leadership team (data analysis subcommittee)	Spring 2011: February, March	Select teachers are trained on analysis of student data and generating benchmark assessments	Teachers understand how to bring up different student reports through data director and can create benchmark tests using item banks.
Create benchmark assessments and import tests into data director to later score and analyze	Principal; Leadership Team; Trained Teachers	Spring 2011: April, May	Benchmark assessments created in major academic subjects: math, ELA, science, and social studies	Benchmark tests completed and ready to be administered to students
Host professional development seminars on developing and using criterion referenced rubrics across the curriculum	Principal; Leadership Team (Professional Development subcommittee)	Spring 2011	Teachers begin sharing bank of rubrics: active exchange of ideas and authentic assessments	Examples of effective rubrics shared and included/added to the best practices manual (started last year)
Teachers begin collaborating, developing, and using rubrics in their classes for projects, assessments, etc.	Principal; Leadership Team; teaching partners; interdisciplinary teams	Spring 2011 – Fall 2011	Exchange of best practices team meetings are utilized to share rubric use across the curriculum and in different disciplines	Teachers actively access bank of rubrics and draw on each other's knowledge to improve assessment, instruction, and student learning.
Teachers identify best practices with regard to formative assessment techniques – checking for understanding during a lesson	Principal; Assistant Principal; Leadership Team	Spring 2011 – Fall 2011	Teachers utilize team meeting times to exchange different methods to check for understanding during a lesson	Teachers provide feedback and examples of using a peer's idea relative to checking for understanding during a lesson
Techniques are compiled into a list of best practices and disseminated to all staff	Principal; Leadership Team – Professional Development subcommittee	Spring 2011 – Fall 2011	Leadership team begins work on revising and expanding the best practices manual	Best practices manual updated with additional sections on use of rubrics and checking for understanding during a lesson
FUEL staff are utilized to assist in facilitating professional development with respect to rubrics and formative assessment	Principal; Leadership Team; FUEL staff	Spring 2011 – Fall 2011	Dates for future professional development relative to formative assessment set	Professional Development seminars organized and facilitated.

Objective 2: Hit AYP Gain Targets in Math and English Language Arts for the second consecutive year. This would elevate Belmonte to a designation of “no status” with regard to the federal No Child Left Behind Act. In addition, this would serve to assist the Saugus School District in becoming a level I district, on par with many of the strongest public school systems in the Commonwealth. In order to make AYP for the second consecutive year, Belmonte must hit the following CPI gain targets: 77.3-82.3 in Math and 88.0-93.0 in ELA.

Action Steps:	Accountability, Responsibilities:	Timeline:	Implementation Benchmarks:	Evaluation of Progress:
Conduct thorough school-wide analysis of current and past performance. Identify specific areas in need of improvement.	Principal; Admin Team; Data Analysis Team	Summer/Fall 2010	Faculty meeting presentation of AYP and MCAS results: comparing 2009 to 2008.	Staff understands AYP status and is familiar with areas in which we need to improve as a school.
Identify specific and measureable targets for improvement and communicate these to the staff.	Principal; Admin Team; Data Analysis Team	Fall/Winter 2010	Faculty Meeting Presentations and Professional Development Days centered on data analysis.	Staff can identify specific targets for improvement and understand specific areas that need to improve.
Engage faculty in analysis of data and provide collaborative time for discussions on how to improve outcomes for students.	Principal; Admin Team; Data Analysis Team	October, November, and January In-service days 2010/2011.	Facilitators guide staff through Cognos and DESE data reports and engage faculty in identifying common weaknesses and collaborating on solutions.	Staff demonstrates an understanding of content and skill areas we need to strengthen as a school. Staff has data related to the students they currently teach.
Continue professional development centered on using data to inform instruction and developing Professional Learning Communities.	Principal; Admin Team; Data Analysis Team; Curriculum Directors	February 2011 – Spring 2012	Collaborative team time is effectively utilized to merge MCAS analysis with the development of common formative assessments. This info is then used to drive instruction.	Teachers are working together to constantly assess learning in the classroom and finding effective ways to reach students struggling to learn.
Identify gaps in curriculum and come up with proactive ways to address gaps (ie. modify and/or enhance curriculum maps).	Principal; Admin Team; Data Analysis Team; Curriculum Directors	Fall 2010; Winter 2010/2011	Maps are adjusted based on analysis of 2009 MCAS results – teachers completing map coverage logs to track progress.	Curriculum logs provide accountability that teachers are following maps and allow for necessary feedback in revising maps.
Establish rubrics consistent with expectations for performance on open response MCAS questions.	Admin Team; Faculty; Curriculum Directors	Spring 2011 – Fall 2012	Faculty collaborates on developing effective rubrics for their respective subject area.	Rubrics for open response defined, published in best practices manual, and used in classrooms.
Develop effective Math and ELA Success Block curriculum that will provide effective support to students in preparation for MCAS.	Admin Team; Curriculum Directors; Success Block Teachers	Fall 2010 – Fall 2011	Success teachers work with Curriculum Directors to refine program that best supports math and language arts instruction and builds confidence for MCAS.	Curriculum and materials in place for the 2010/2011 school year along with specific maps of standards hit.

Action Steps:	Accountability, Responsibilities:	Timeline:	Implementation Benchmarks:	Evaluation of Progress:
Develop mechanism for goal-setting with individual students who are in the “warning” or “needs to improve” category.	Principal; Admin Team; Leadership Team; Faculty	Spring 2011 – Fall 2011	Faculty identifies criteria for students requiring an individual goal for MCAS improvement.	Students scoring in the Warning or low Needs to Improve category receive specific improvement goals early in the academic year.
Organize efficient and comprehensive MCAS testing schedule that ensures all testing accommodations are met and students are motivated and prepared for every test session.	Principal; Admin Team; Guidance Staff	February 2011 – May 2011; ongoing for 2011/2012 school year	Previous MCAS schedules and processes analyzed; new procedures created and communicated; draft session schedule for all spring 2010 sessions created.	MCAS session schedule set, groups for students with accommodations created; test administrators trained and ready; procedures for test security created and sent to Superintendent.
Establish internal capacity to developing formative assessments and summative benchmark assessments to gauge progress of students in real-time.	Principal; Admin Team; Leadership Team; Faculty	Spring 2011 – Fall 2011.	Faculty training on benchmark assessments and common assessments: how they fit into collaborative team time. Staff develops common assessments and utilizes to adjust instruction and share practice.	Teams are actively using multiple measures to gauge student progress on learning objectives and essential questions in curriculum maps.

Objective 3: Continue to enhance the use of new technology in the classroom and implement the many new tools acquired by the district and the school. This includes active use of an increasing supply of smartboards (now six), turning technologies, digital projectors, on-demand media server, digital projection screens, and two additional computer centers, open for teacher sign-up.

Action Steps:	Accountability, Responsibilities:	Timeline:	Implementation Benchmarks:	Evaluation of Progress:
Provide ongoing internal and external professional development for staff in how to implement new technology in the classroom.	Principal; Technology Subcommittee; Faculty	Ongoing	Staff schedules voluntary in-house training to continue developing capacity to implement new classroom technologies.	Considerable staff attendance and interest in after-school technology seminars (great start so far).
Continue to promote and utilize peer to peer instruction and spread of classroom technology.	Principal; Admin Team; Technology Subcommittee; Faculty	Ongoing	Peer to peer “tutoring” in how to use new technology is evident. PDPs for trainers are available and trainers are identified.	New technology use such as smartboards and student responders spread throughout the faculty.
Develop a long-term plan specific to Belmonte for future implementation of technology.	Principal; Admin Team; Technology Subcommittee	Fall 2009 – Fall Spring 2010	Begin work on a long term technology plan specific to Belmonte. Communicate plan to the Superintendent	Long Term Technology Plan completed and disseminated to the superintendent and school community.
Continue to expand the number of Smartboards in classrooms.	Principal; Technology Subcommittee	January 2010 – Fall 2010	Mobile smartboard installed and placed in library. Fifth classroom smartboard installed and up and running. Budget request made for additional smartboard installation for the 2010/2011 school year.	Two new smartboards up and running in the library and one more classroom. Teachers actively signing up to use mobile smartboard in classroom or in library/media center.
Expand the collection and use of the media server – digital on-demand in the classroom utilized more consistently.	Principal; Technology Subcommittee; Library/Media Specialist/AV Director	Ongoing: Spring 2010 – Fall 2010	Multi-media for use in classrooms are consistently added to the server and catalogued for use in classrooms.	Evidence of teachers using digital media captured on server in classrooms (through digital projectors).
Continue to access web-based learning activities for students.	Technology Subcommittee; Library/Media Specialist	Ongoing	Expanded list of links on the library webpage; students/teachers can access from school and at home.	Evidence of teachers and students utilizing web-based activities to supplement curriculum resources in multiple subject areas.

Objective 4: Continue to develop internal capacity to collaborate effectively, strengthen professional learning communities, and share best practices to positively impact student learning. Staff will utilize team time to effectively support the needs of students, refine and strengthen curriculum/instruction techniques, and share best practices. The leadership team will set and help coordinate professional development priorities.

Action Steps:	Accountability, Responsibilities:	Timeline:	Implementation Benchmarks:	Evaluation of Progress:
Create position, job description, and stipend for team leaders at every grade level.	Principal; Admin Team; Leadership Team	Spring 2011	Job description discussed. Budget request completed.	Team leader stipend approved, job description finalized, and team leaders appointed.
Refine norms and expectations for collaborative team meeting objectives.	Principal; Admin Team; Leadership Team; Team Leaders	Spring 2011 – Fall 2011	Appointed team leaders formulate long term agenda objectives for team meetings	Structure in place for how team meetings will be run and organized. Leaders agree on norms for collaboration and major objectives of ongoing team mtgs.
Provide ongoing professional development opportunities for staff to collaborate and share best instructional practices.	Principal; Admin Team; Leadership Team	Spring 2011 – Fall 2011	Professional Development Objectives are identified and themes for professional days are discussed and planning begins.	Staff in-service days as well as faculty meetings are organized to promote collaborative sharing among staff w/ specific themes identified for each “seminar”
Create and refine a shared document of best practices. Compose and continually add to a Belmonte Best Practices Manual.	Principal; Best Practices Subcommittee; Leadership Team	Spring 2011 – Spring 2012	Staff continue to collaborate and identify best classroom practices and record ideas in Best Practices Manual.	Best Practices Manual is published and disseminated to faculty. This is a living/breathing document that will be refined and expanded.
Use collaborative curriculum time to develop common assessments and continually use formative data to drive instructional priorities.	Principal; Leadership Team; Best Practices Subcommittee; Team Leaders; Faculty	Fall 2011 – Spring 2012	Plan in place to institute mid-year benchmark tests linked to curriculum maps and development of periodic common assessments.	Benchmark assessments in place, and grade level teaching partners collaborate on common assessments given to assess progress on standards and objectives identified in maps.

Objective 5: Provide effective services for students requiring additional support (academic and social/emotional), enhance extracurricular activities and opportunities for students to develop leadership/community building skills, and boost performance by creating a dynamic and involved community of learners.

Action Steps:	Accountability, Responsibilities:	Timeline:	Implementation Benchmarks:	Evaluation of Progress:
Continue to refine practices of a Behavioral Support Team that meets weekly to problem-solve student behavior and/or crisis response.	Principal; Admin Team	Summer/Fall 2010 – Fall 2011	Completed: BST team comprised of administration, nurse, office clerk, counseling staff, and ETL	Problem-solving student issues and crisis improved; BST serves as a mechanism of support for students and for teachers.
Continue to strengthen guidance counseling services develop successful anti-bullying programs, facilitate social skills groups, and educate students on making healthy choices.	Principal; Admin Team; Guidance/Counseling	Fall 2010 – Fall 2011	Social Skills Groups up and running throughout the school year. Anti-bullying programs and healthy choices seminars instituted (school assemblies and classroom-based seminars).	Feedback from students and from teachers is positive regarding programs. Referrals for bullying behavior decrease over time.
Expand extracurricular opportunities for students: athletics, peer leadership, community service, etc.	Principal; Admin Team; Guidance Dept; Faculty; PAB; Athletic Director	Fall 2009 – Fall 2010	Opportunities for students to sign up for after school activities increase – greater options available.	This has started: new MS hockey team, community service group founded, new math league founded.
Develop an expanded peer leadership program that provides orientation and mentorship for incoming 6 th grade students.	Principal; Admin Team; Guidance Dept	Spring 2011 – Fall 2011	Develop plan to have select group of 8 th grade peer leaders conduct orientation for incoming 6 th graders and mentor them during 6 th grade year.	Peer leaders for 2011/2012 identified through application process; orientation program for incoming grade 6 organized.
Expand on remedial reading and remedial math support offered during the school day.	Principal; Admin Team; Reading Teacher; Math Coaches; Curriculum Directors	Spring 2011 – Fall 2011	Develop reading support and math support sections integrated into the new schedule to provide targeted students with additional support.	Directed study blocks organized for students struggling academically. Peer tutoring set up for students. Sections in place on the new schedule for our reading teacher and math support coaches.
Organize and fund an after-school MCAS preparation course for students in both Math and Language Arts.	Principal; Admin Team; Leadership Team	Spring 2011; Winter/Spring 2011	Identify staff interested in teaching MCAS preparatory classes after school; devise a schedule of sessions; for 2011, focus on math sessions.	Classes for MCAS remediation underway and students focused on developing on weaknesses.

Objective 6: Revise and improve the student handbook and policies related to students to ensure clear expectations and lines of communication between faculty, student, and parent. Communication between home and school is critical; this requires policies and procedures that promote a partnership between parents and school.

Action Steps:	Accountability, Responsibilities:	Timeline:	Implementation Benchmarks:	Evaluation of Progress:
Put together a subcommittee of the leadership team committed to focusing on and improving school policies and procedures.	Principal; Leadership Team	Fall 2010 – Fall 2011	Policy Subcommittee formulated and meeting monthly to revise and improve policies and procedures at Belmonte.	Completed.
Develop focus areas and action plans for improvement. Identify short and long term goals related to policies and procedures.	Policy Subcommittee; Leadership Team	Fall 2010 – December 2010	Identified retention policy and procedure as major priority as well as dealing with students who are in danger of failing.	Completed. Priorities presented and disseminated to staff. Retention Policy amended to reflect recommendations.
Communicate ideas to the staff and get feedback.	Principal; Policy Subcommittee; Leadership Team	January 2010	Seminar on policies and procedures created for the staff.	Completed. Seminar given and feedback taken during professional day on January 14 th .
Revise retention policy and come up with procedures to address students at risk of failing in multiple subject areas.	Policy Subcommittee; Leadership Team	Fall 2010 – Spring 2011	Retention Policy and procedures revised and implemented. Students identified who need team meetings.	Completed. Students at risk have been identified and meetings scheduled. New retention procedures are implemented.
Put together a formal committee, including parent volunteers, to make recommendations and revisions to the student handbook.	Policy Subcommittee; Leadership Team	Spring 2011	Committee created and invitations to parents sent; first meeting date set.	Committee completes suggested revisions to the student handbook and presents recommendations to the Principal.
Review and Revise the Student Code of Conduct to reflect current practice	Principal; Leadership Team (Policy Subcommittee)	Spring 2011	Work on draft of an updated code of conduct	Initial draft of code of conduct completed
Get feedback from representatives of the school community: ie staff, students, and parents on proposed revision of the Disciplinary Code of Conduct	Principal; Leadership Team (Policy Subcommittee)	Spring 2011	Revisions suggested and feedback given on the initial draft of a new code of conduct.	Feedback completed – leads to a second draft
Prepare Draft of revised student handbook for school committee revision	Principal; Leadership Team (Policy Subcommittee)	Spring 2011	Final draft worked on by subcommittee and administration	Draft completed and ready for review by the school committee
Combine all revisions to create a new draft of the Student Handbook	Principal; Leadership Team (Policy Subcommittee)	Spring 2011 – Fall 2011	Any changes following school committee input made. Final draft ready for inclusion to Handbook	School handbook revised to reflect the new code of conduct.

