

State of the Schools

June 2018

**Superintendent
Kathleen A. Smith, JD**

Brockton School Committee



2017-2018

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Thomas J. Minichiello, Jr., Vice-Chair

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Brett Gormley
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Superintendent

Kathleen A. Smith, JD

Deputy Superintendent

Michael P. Thomas

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Salvatore Terrasi, Ph.D.
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Office of the Superintendent



The Superintendent began her fifth year leading the Brockton Public Schools knowing full well how challenging it would be to open the doors for the 2017-2018 school year, having lost 80 educators and dozens of other staff members due to cuts made to fill a \$16 million budget gap. Structural inadequacies in the state school funding mechanism have forced the district to the forefront of local, state and federal advocacy, leading a movement for Equity in Education in the Commonwealth so that Brockton students, and ALL students receive a fair and equitable education.

Closing the budget gap resulted in larger class sizes, fewer materials, programs and extracurricular activities for our over 17,000 students, who hail from all corners of the globe. Students, staff, parents and others converged on the State House to advocate for the passage of Senate Bill 2325, An Act Modernizing the Foundation Budget for the 21st Century, proposing fairer funding to urban districts like Brockton. We will continue to advocate through legislation, the courts and the ballot box to further this effort for fair funding.

Despite sometimes overwhelming difficulties, the resilience of the Brockton Public Schools has never shined brighter as staff pulled together this year to serve our students and families, persevering under the most challenging of circumstances. As a whole, they personify the credo of Instructional Excellence for Every Student, Every Day, proving that the Brockton Public Schools is determined to continue to provide the quality education that is our hallmark.

During the 2017-2018 school year, the Brockton Public Schools:

- Conducted infrastructure trials for the conversion to MCAS 2.0, the high stakes state assessment that must be fully online by 2019;
- Updated curriculum including Reach for Reading, Imagine Learning, Playworks;
- Continued to expand opportunities to serve nutritious meals to children at no cost and send food home on weekends
- Produced a first-time State Champion Mens Soccer team and three-time State Champion wrestler among other athletics victories;
- Basketball and Track coaches named coaches of the year by State Athletic Associations
- Continued to excel on the national and federal level in the Fine Arts.



We pull together for the sake of our over 17,000 students – from native Brocktonians whose families have lived in the City of Champions for generations – to those who have joined us from all corners of the globe. All are welcome here

The Brockton Public Schools' FY19 budget forecast emerges as a continued challenge with 100 Reduction in Force slips distributed by the contractual date of May 15 along with 34 Involuntary Transfer notices, promising more cuts to programs and personnel in a system already fully reduced and now challenged to close an \$8 to \$9 million budget gap. We are all working collaboratively in the City of Brockton to close this gap.

Among the options are closing a middle school, saving \$2.1 million, or consolidating another, saving

\$417,000. The district is also looking at the possibility of phasing out a middle school and applying to the Massachusetts School Building Authority for reimbursement to renovate it.

As we move forward, the Superintendent will continue to advocate for equity in education while steadily implementing the district's Strategic Plan, based on the three key components of: **instructional excellence, supportive environment and community engagement.**

Instructional Excellence

- Digital literacy for staff and students
- Thorough audit of K-8 assessments
- Survey teachers/administrators on the use of assessment data to inform instruction
- Implement online testing MCAS 2.0 in all elementary and middle schools
- Implement Reach for Reading Literacy program
- Implement Imagine Learning Literacy and Math programs
- Move to a coaching model/ILTs



Supportive Environment

- Brockton is continually recognized as a leader in social, emotional and supportive environments;
- Educators from Australia and Wisconsin came to Brockton to learn from our trauma-sensitive initiatives and practices
- Meeting needs of community with the debut of the Amitie Two-Way Dual Language Program
- Moving all three dual language programs to create a new global studies school.

Community Engagement

- The District Capacity Project Code of Conduct Task Force trained staff and parents for a World Café forum on input for dress code, discipline, bullying
- Held Four Superintendent Community Outreach Forums to connect and partner with parents, community
- Joint City/School Safety and Security Forum drew 300 parents who want to work as partners
- Created series of videos and outreach materials for safety/district marketing efforts
- Launched parent and student portal with districtwide training for staff/parents
- Ongoing improvements/upgrades to internal/external interactive website and social media efforts
- Public awareness grassroots campaign **Save Our Schools, Brockton Kids Count**



Leading the Nation

The district was pleased to participate in the year-long Leading the Nation initiative with the state Department of Elementary and Secondary Education to celebrate the 25th Anniversary of State Education Reform and the fact that Massachusetts does lead the nation in many academic areas.

Brockton students were featured in print, TV and radio ads and the district was invited to the State House for a celebration in April highlighting Jami McDuffy Milnamow, the original plaintiff in Brockton's Equity in Education lawsuit against the state.



During Leading the Nation week in May, Brockton was chosen for the Leading the Nation media tour and presented a marvelous Celebration of the Arts at Brockton High School to showcase how integral the Fine Arts are to our schools and our lives. Visitors included Senior Associate Commissioner Cliff Chuang of the Department of Elementary and Secondary Education and its spokeswoman Jacqueline Reis.



Facilities Masterplan

The long-awaited citywide Facilities Masterplan and its short- and long-range plan to maintain, renovate and potentially replace school buildings is finally moving forward after many years. Arrowstreet Inc., an architecture and design firm evaluated all 22 schools over the past several years with an expert in educational physical learning environments who visited our schools, offered four “visioning” workshops with administrators, teachers and principals, and is now close to finalizing the long-term repair and renovation plans for the Facilities Masterplan. Brockton must look carefully at its school buildings in terms of infrastructure and technology needs for the future. This will be an integral component of the final masterplan. The city's elected officials and residents may want to take advantage of the Massachusetts School Building Authority.

Policies

The executive staff and School Committee, under the direction of Executive Director Dr. Salvatore Terrasi have been working tirelessly to update the Brockton Public Schools' administrative policy manual through a partnership with the Massachusetts Association of School Committees. The goal is to have all policies updated and approved by the Brockton School Committee during the 2018-2019 school year. This has been a thoughtful and painstaking process and in the end hundreds upon hundreds of important directives that affect students, staff and families will be as clear and responsive as they can be for the good and safety of all.

Equity in Education

Chief Budget Officer Aldo Petronio, administrators, the School Committee, the Executive Team and the Superintendent continue to advocate with other urban school districts and state and federal officials for fair funding for Brockton. Discussions about an Equity in Education lawsuit have yielded significant interest from districts across the state who agree that the formula as it stands is broken and that the recommendations of the Foundation Budget Review Commission must be implemented. High-profile press for our day on Beacon Hill was reported in respected news outlets from the Boston Globe to WGBH, WBUR and all Boston TV stations, furthering a wave of momentum that keeps the Brockton Public Schools at the forefront of this issue. We are pleased at the support of our state elected leaders, our City Council and School Committee.



Office of Learning & Teaching

The Office of Learning and Teaching (OLT) offers professional development opportunities that are relevant and connected to classroom instruction. Each year, the staff in Learning and Teaching works in collaboration with other departments to educate hundreds of teachers on instructional content and classroom strategies to support all our students.



In 2011, the state of Massachusetts adopted rigorous standards across all grade levels, PreK-12. The Office of Learning and Teaching prepares our teachers and students to meet these new standards as well as the knowledge and skills needed for demands of a 21st Century technology driven society. In addition, professional development offerings include job-embedded support, as well as college-level courses, offered through various university partnerships.

The Office of Learning and Teaching endorses a guaranteed and equitable curriculum for all students. PLCs, Strategic Planning Councils and Steering Committees provide opportunities for teachers and administrators to shaping our curriculum, instruction, intervention and assessment.

2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • OTL created a streamlined District Strategic Plan and shared it with stakeholders. • We provided high quality resources for teachers including: Reach for Reading to Grades K-2, Foundations Grades K-1 and EnVisions Math K-8. • We expanded Reach for Reading in Grades 3-5. The roll out complete of these materials is complete. • We expanded Foundations in PreK and Grade 2. The roll out of these materials is complete. • All students in Grades 3-8 took online MCAS. • All ILCs and LACs received professional development in coaching to support teachers and students. • The number of school-based PLCs increased from last year. • Frontline to launch SY 2018-2019 to manage professional development activities and PDPs for all teachers. • Continued expansion to digital textbooks, online resources, and assessments so that our classrooms are engaging spaces which are reflective of real world applications. • Elementary Principal received ongoing PD from Teachers 21 in Collaborative School Cultures. • The Middle School Associate Principals meet monthly and have content-specific leads. • PD for 50 Building and District Administrators on reducing classroom anxiety. • Educational Researcher Mike Schmoker met with E Team members and district department heads/coordinators to discuss curriculum. • OTL established a Professional Development Council that meets monthly. • PreK opens in September 2018. 	<p>Continued eliminations of teaching positions for the third year has resulted in large class sizes at all levels.</p> <p>Our budget for professional development has caused fewer offerings for staff, as well as diminished funds for instructional and supplementary resources.</p> <p>Cuts to positions in the Office of Learning and Teaching weaken instructional support for the 6-12 levels, and district curriculum alignment, K - 12.</p> <p>For the Brockton Public Schools to create learning experiences for students that are more reflective of today, we must enhance the digital literacy skills of both students and staff.</p> <ul style="list-style-type: none"> • Funding for technology needs to be increased so there are one-to-one devices for students and teachers throughout the district. • Our instructional support positions are critical to successfully integrating instructional content with technology.

Brockton High School

The largest public high school in the state with 4,175 students, Brockton High School remains a national model of urban educational excellence with LEVEL 2 status from the Massachusetts Department of Education.

This year, BHS was awarded 297 John and Abigail Adams Scholarships.

- In 2017, Brockton High School was recognized by the International Center for Leadership in Education as a Sustained Model of Excellence and will be highlighted by founder Willard Daggett, Ph.D. at this year's Model Schools Conference.
- In 2016, BHS was named one of the nation's best high schools by *US News & World Report* (the 6th time since 2009).
- *Newsweek* Magazine named it one of America's Top 500 high schools for serving the needs of low income students.
- It earned a place on the College Board's Gaston Caperton Opportunity Honor Roll for Expanding Opportunities and Access to traditionally underrepresented students.
- BHS is fully accredited through NEASC following a self-report, a site visit and editing a final report.



BHS provides a wide array of options for students of all abilities, including a full range of services for English language learners and special education students, as well as Advanced Placement, online learning, dual enrollment courses and International Baccalaureate programs.

Brockton High School has focused efforts on expanding Advanced Placement and International Baccalaureate offerings and dual enrollment, encouraging students and families to explore advanced coursework as they prepare for college and career. The school's instructional leadership team continues to work on curriculum development that includes the schoolwide focus on literacy, introduction of a STEM program, as well as the school's other Core Values, Beliefs and 21st Century Expectations.

Impacts of Cuts for 2017-2018

- The new schedule required all students to take a sixth class. With the elimination 14 teachers in the two previous years and additional cuts this year, some students began the school year with additional Directed Academic periods in their schedules. The lack of elective classes is concerning to students, parents and faculty.
- The reduction in staff also negatively affects the student-teacher ratio making it difficult to address discipline issues in hallways and common areas, which is a major safety concern.
- Larger Directed Academics (study halls) due to limited elective options.
- Funding had to be dedicated to paying teachers for teaching electives during their prep time to relieve the number of students with multiple Directed Academic periods.

Impacts of Projected Cuts for 2018-2019

- Brockton High School uses the gymnasium for intramurals in the morning to relieve the number of students in the cafeterias before school. Cuts to that funding will eliminate access to approximately 200 students to use the gym from 6:45-7:15 a.m.
- Teachers will teach an additional class with large class sizes and less time.
- Fewer electives means students will have more than one period that may not fill with a class.
- Required collaboration time will leave some areas unsupervised, which is a daily safety concern especially during the lunch periods.

Brockton High School's strength remains its people: a talented and committed administrative team, faculty and staff who put the needs of students first. While the school's leadership transitioned in the past several years, expectations and student achievement remain high, with national recognition, a testament to the strong team and motivated student body.



Business and Career Education



The Business, Instructional Technology and Career Education Department consists of 25 teachers in schools throughout the district. We support three teachers at the middle school level who teach students about engineering design; there are 19 teachers at Brockton High School in the Business and Career Education Department along with two digital literacy specialists also located at the high school.

The department also provides support to our Instructional Technology Coordinators who work in most schools.

During school year 2017-2018, the department offered support throughout the district in digital literacy, and it offered career exploration and business education at the high school level.

The Business and Career Education Department has made its focus to strive to remain current in the career fields and technology skills that students need for success and it adds or modifies courses as necessary to fit current trends.

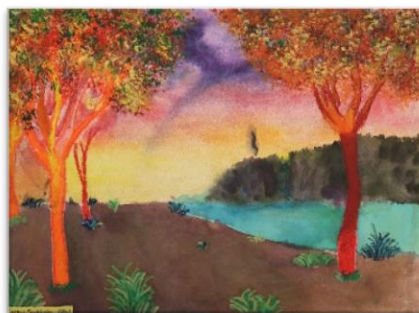
<i>2017-2018 Successes</i>	<i>2017-2018 Challenges</i>
<ul style="list-style-type: none">• 41 students became Certified Nursing Assistants• 400 new Sprint mobile devices were given to students who did not have them, to assist with closing the homework gap outside the school.• New Cisco and A+ Certified students at high school level• The print shop operation improved to optimum productivity	<ul style="list-style-type: none">• We need to increase staff to offer more challenging computer-based classes; this may be done by adding staff or removing offerings that do not provide students with current skills.• One-to-one devices for students and for teachers to have the technology to teach are key



Art Department K-12

The K-12 Fine Arts program provides an aesthetic, intellectual and stimulating atmosphere for creative and technical proficiency. The sequential arts program is designed to awaken the child's awareness of beauty in life and nature and to develop a deep appreciation of social and cultural backgrounds. Students learn to create original pieces of artwork that reflect who they are and what they think while developing their visual literacy, reading, writing and speaking about their artwork and the work of others.

The K-12 Art Department consists of 25 teachers in 20 buildings including nine teachers at Brockton High School, one for each of six middle and alternative schools as well as 10 teachers to serve students in 12 elementary schools.



Brockton High School Course Offerings

2D Design	Ceramics	Photography I
3D Design.	Digital Imaging I	Photography II
Acting I	Digital Imaging II	Play Production
Acting II	Drawing and Painting I	Printmaking
Advanced Drawing and Painting	Drawing and Painting II	Producing Television Programs
Advanced Television and Media Production		Sculpture
Aesthetics of Film	History of Theatre	Technical Set Design
AP Art / Drawing	Illustration	Technical Theatre
Art Studio	Musical Production	Television Documentaries

Annual Visual Art Exhibitions

- Annual K-8 Art Show
- Annual Faculty Art Show
- HarborOne Bank Art Show
- Brockton Public Library Art Smart
- UMASS Dartmouth – Emerging Young Artist Show
- Summerfest Art Exhibit

SY 2017- 2018 Awards

Scholastic Art and Writing Awards 2018

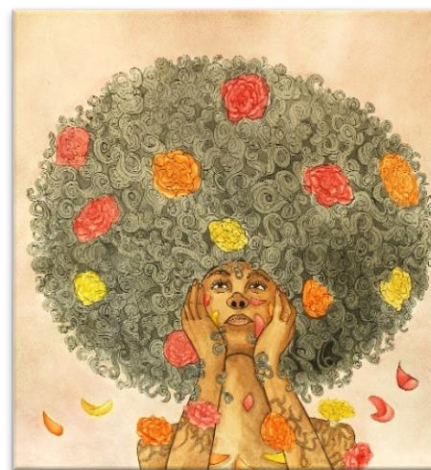
We would like to congratulate Brockton High School students on their success in the 2018 Scholastic Art Awards. Thousands of individual student art works are submitted from around the state and it is a great honor to be recognized as a Gold, Silver or Honorable Mention winner. Brockton High School students continue to represent the city well, inspiring others with their art work.

Brockton High School

Valerie Dehonnet	Gold Key, Painting
Angela Girodier	Gold Key, Painting
Stanley Luc	Gold Key, Painting
Zeus Jansen Lujares	Gold Key, Ceramics
Benjamin McCoy	Gold Key, Drawing and Silver Key, Drawing
Jennifer Danh	Silver Key, Drawing
Simon Schultz	Silver Key, Photography
Alissa Taxiera	Silver Key, Drawing
Dayna Cunha	Honorable Mention, Printmaking
Silviano Sanches	Honorable Mention, Painting
Elizabeth Williams	Honorable Mention, Printmaking

North Middle School

Kalina De Carvalho	Gold Key Printmaking
Kaya Tavares	Honorable Mention Drawing



National Scholastic Art and Writing Awards

The Art Department is pleased to announce Valerie Dehonnet's and Angela Girodier's National Recognition in the Scholastic Art and Writing Awards, presented by the Alliance for Young Artists and Writers.

Valerie Dehonnet
Angela Girodier

Gold Key, Painting entitled "Mentor"
Silver Key, Painting entitled "Hidden Light Portrait"

Each year, the Alliance partners with more than 100 visual arts and literary arts organizations across the country to bring the Scholastic Awards to local communities. Teens in grades 7–12 apply in 29 areas of art and writing. In 2018, students submitted nearly 350,000 works of art and writing to the Scholastic Awards.

Students receiving Gold Keys, Silver Keys, Honorable Mentions, or American Visions & Voices Nominations are celebrated within their communities through local exhibitions and ceremonies. Gold Key works are then judged nationally by an impressive panel of creative industry experts to receive National Medals, including Gold, Silver, American Visions & Voices, Portfolio Silver with Distinction or Portfolio Gold Medals and Special Achievement Awards. **National Medalist are recognized in part at the National Ceremony at Carnegie Hall in New York City on Thursday, June 7.**

We are proud to have these two talented students represent Brockton High School in this year's National Scholastic Art and Writing Awards.



"Mentor"
Valerie Dehonnet
National Gold Key, Painting



"Hidden Light Portrait"
Angela Girodier
National Silver Key, Painting

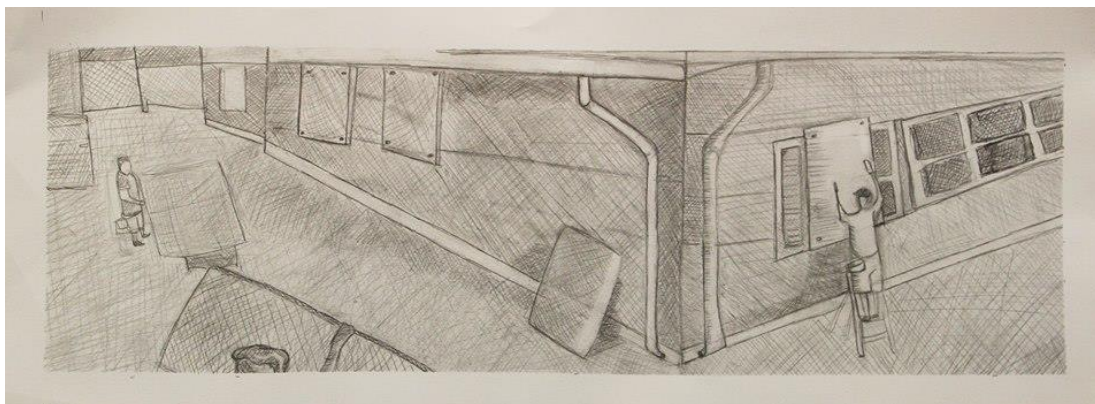


We are pleased to announce two of our Brockton High School art students have been awarded Honorable Mentions for their artwork in the University of Massachusetts Lowell's Cool Science Art Competition. Contest entrees needed to convey concepts dealing with a variety of environmental topics.

We would like to issue congratulations to: **Annika Lutz '20**, **Brandon Ugbesia '18** and their teachers Mrs. DeSimone and Dr. Emily Hart.



Annika Lutz '20



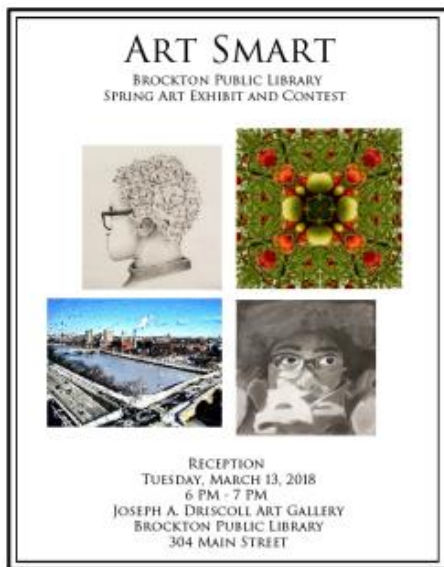
Brandon Ugbesia '18

Cool Science is a collaborative effort between the University of Massachusetts Lowell's College of Education and the University of Massachusetts Boston's Department of Environmental, Earth and Ocean Sciences.

The Cool Science team brings an inter-disciplinary approach to the challenge of improving public understanding of climate change science. Cool Science aims to engage students, teachers, parents and the public with the science of climate change.

For the 6th Annual Climate Change Artwork Competition, we asked students and teachers to choose one of the following questions to address with their artwork:

1. How are plants in Massachusetts being affected by climate change?
2. How does the changing climate affect extreme weather in New England?
3. What can we do to be ready for extreme weather events caused by climate change?
4. What inventions are people making to reduce the impacts of climate change?



Art Smart 2018

The Annual Art Smart competition was held at the Brockton Public Library Monday, March 19. We would like to thank the parents and community members who came out to support us and see the artwork of 30 Brockton High School student artists.

The winners:

1st place

Olivia Cutts - "Untitled"-Acrylic

2nd place

Alissa Taxiera - "Unknown Garden" -Graphite

3rd place

Benjamin McCoy - "Devious Consumption" - Colored Pencil

Honorable Mention

Jennifer Danh - "Reindeer"-Watercolor/Ink

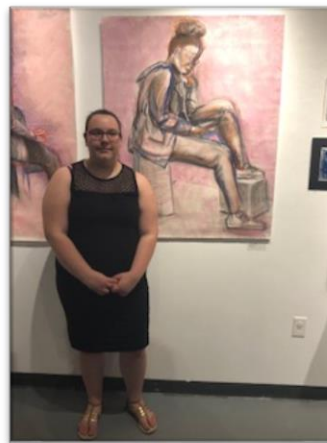
Honorable Mention

Diana Diaz - "The Color of a Man's Delicacy"-Watercolor



UMASS Dartmouth Emerging Young Artists Show

Artwork by three of our students was selected to be shown in the CVPA UMASS Dartmouth Juried 2018 Emerging Young Artists Exhibition. The exhibition's Call for Artists drew more than 800 entrees, 66 pieces were chosen for the exhibit and three of those 66 were BHS students! Congratulations to **Stanley Luc**, **Annjala Rock** and **Alicia Ebanks**. The reception and award presentation were held on Saturday, February 10.



Fuller Craft Museum Partnership

The Fuller Craft Museum and the Brockton Public Schools again collaborate to allow all our third and fifth-grade students an opportunity to view the exhibits. For many of our students, this is their first experience visiting an art museum. The art teacher the museum docents work together to make a meaningful experience including pre-and post activities.



BHS Drama Club “Bone Chiller”



2017 METG Monologue Scholarship

The Massachusetts Educational Theatre Guild held its annual monologue acting scholarships at St. John’s Prep in Danvers. METG member schools send their strongest senior actors to vie for the scholarships. Brockton High School sent 5 outstanding seniors to the competition including **Zeiana Andrade**, **Cole Analoro**, **Nikita DaRosa**, **Aisha Grullon**, and **Nick Spivey**. Each presented two contrasting monologues not to exceed four minutes in length.

After much deliberation from the judges, an Emerson College Acting Professor and a working actress in the Boston Theatre scene, the results were announced. Brockton High School senior, **Zeiana Andrade** earned a **2nd place** and Brockton High School senior, **Nikita DaRosa** earned an **Honorable Mention**. Only seven students out of the entire 135 school membership were recognized and two were from Brockton! For the third year in a row, Brockton High School Actors have been awarded top placements. Winners perform their pieces at the Massachusetts State Drama Festival in March and at the Awards Night in April where they will receive their awards.

Massachusetts Educational Drama Guild Drama Festival

The Drama Club won 1st place at the semi-finals of the New England Drama Festival. Congratulations go to **Hailey Deltano**, **Nikita DaRosa**, **Joey Polvere**, **Cole Analoro** and **Dante Lamarre** for outstanding acting. Set design awards went to **Nick Alvarez**, **Montana Mendes**, **Cole Analoro**, **India Bethel**, and **Kelly Locke**.

Costume design awards went to **Ziona Bodden**, **Demani Williams**, **Amy Duong**, **Ashley Phan**, **Mya McKinnon** and **Olivia Wainwright**. Brockton performed its comedy, "Suite Surrender", in the State finals on March 24th at the Back Bay Events Theatre in Boston.

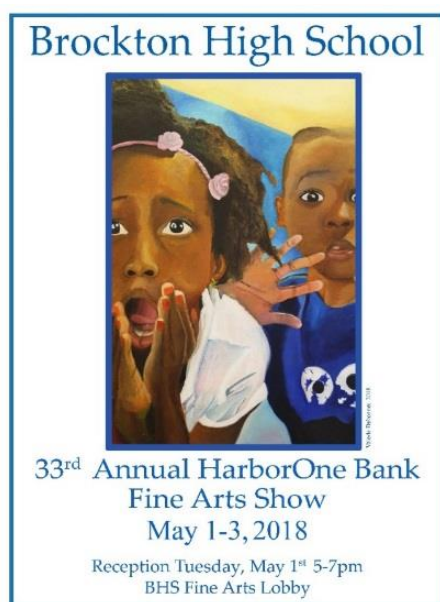


THIS JUST IN: 2018 MET Musical Award Nominations to the Cast and Crew of "9 to 5"

Best Lighting Design & Execution
Best Stage Management
Best Props Design & Management...
Best Set Design & Execution
Best Choral Ensemble
Best Acting Ensemble
Best Supporting Actress - **Hailey Deltano**
Best Leading Actress - **Helen Linehan**
Best Overall Production

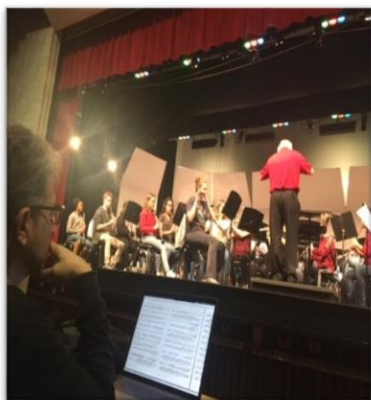
More Events

Annual Harbor One Art Show and Spring Musical



Brockton Public Schools Faculty Art Show 2018

Music Department



The Music Department in Brockton has been recognized as one of the largest and best programs in the state and by *School Band and Orchestra Magazine* as one of the best in the country. We are winners of numerous awards throughout the state and country in various festivals and competitions.

Students that have graduated from the program are currently performing with professional organizations including major symphonies, jazz groups and shows on Broadway, to name a few.

Currently we service more than 1,500 students both in the choral and instrumental program, and all instruction in classrooms citywide. We continue to strive to maintain a high level of instruction to all students with our current staff to service not only students, but also the community.

2017-2018 Achievements

- Commission an original work called “Brockton” by composer Randy Klein in conjunction with the centennial celebration for the Brockton Rotary Club. Performance depicting the history of Brockton.
- One of the largest instrumental enrollments citywide
- Ensembles perform throughout the community and for functions including parades, senior living facilities, the Rotary Club, Taste of Metro South
- Middle and senior high school students participate annually in the District Festival and All-State Festival
- 30 students out of 60 chosen to perform in Southeastern Music Festival
- 8 student represented BHS at the All-State Music Festival
- Five choral students performed with the 2017 American Choral Directors Conference in the National Honor Choir in Pittsburgh.
- Choral ensembles win Gold medal at the MICCA Music Festival
- BHS Wind Ensemble and Jazz Ensemble placed first in the Festival of Music at Washington, DC and receiving the prestigious Esprit de Corps Award as Outstanding Festival Performers.
- Past students perform in major symphonies here and around the world; in jazz groups such as Brian Zetzer, Tommy Dorsey Band and on Broadway.
- Citywide concert performances at all levels for parents and the community
- Spring Pops Concerts featured the accompaniment of Jazz Great Chris Vadala



Department of Bilingual/ESL Services

Brockton is the fourth largest diverse district in Massachusetts, with 4,160 English Learners (ELs) and 406 formerly English Learner (FEL) students. English Learner Enrollment continues to increase each year, with 973 new students entering Brockton Public Schools since July 3, 2017. Among those designated as English Learners, 2,255 speak Cape Verdean, 824 speak Haitian, 657 speak Spanish, 217 speak Portuguese and 39 speak Vietnamese. An additional 22 languages are spoken by students in the district, including Quechua, French, Chinese and Yoruba.



The Bilingual Department continually strives for a variety of programming options for English Language Learners with different proficiency and educational backgrounds. Additionally, central to its mission is the engagement of families of linguistically and culturally diverse backgrounds into the schools and district.

Recent budgetary constraints led to the reduction of Bilingual Community Facilitators, leaving the system with only one Haitian Community Facilitator and only three Cape Verdean Facilitators to provide important language support services for the 36.9 percent of students whose first language is not English and their families.

2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Brockton continued to offer highly lauded, varied programming for students, including dual immersion, structured English immersion, transitional bilingual education, and BHS literacy programming for students who have gaps in their literacy development. • Brockton's Programs for English Learners were highlighted as an exemplary model in the Massachusetts Budget and Policy Center in the October 2017 report, "Excellence for All: Supporting English Learners in Massachusetts" and in the February 2018 Edition of the MTA Today magazine • Expansion of the Unidos Portuguese Immersion Program at the Raymond School to Grade 1. • Approval of the Amitié French Immersion Program at the Baker Elementary School for a Fall 2018 launch. • Title III funded advocates provided services for Cape Verdean, Portuguese, Haitian, French and Spanish speaking families. • Expansion of family engagement activities with the Parent Academy program. Programs offered this year in the families' native languages include "Understanding the Parent Manual," "Bullying and Cyberbullying," "ACCESS and LAT Night," and "Celebration of Hispanic Culture and Language." 	<ul style="list-style-type: none"> • The elimination of all SEI designated paraprofessionals in 2017 due to budget constraints. This leads to a decrease in native language support for newcomers in classes. • Bilingual programs remain understaffed with a reduction of a Bilingual Department head, ESL teachers, adjustment counselors, bilingual special education teachers, and bilingual community facilitators. There is no Cape Verdean speaking adjustment counselor in middle school. • There is only one Haitian Community Relations Facilitator serving 824 families, and only three Cape Verdean Community Relations Facilitators serving 2,255 families. • The system needs to expand programming at the high-school level and establish programming at the middle school for students with limited or interrupted educational backgrounds. • Given the transient nature of our population and the influx of newcomers, many SEI class enrollments exceed those in general education.

The Bilingual Department has done an excellent job of engaging families and providing educational programming that is responsive to both students' English language development levels and educational backgrounds. The reduction in staff who speak the families' native languages has made supporting ELLs more difficult, but the department is confident that with the allocation of necessary resources, the Brockton Public Schools will be able to maintain its position as the statewide leader in programming and opportunities of all linguistically and culturally diverse students and their families.



Communications and Media Services

The Brockton Public Schools' Communications Office builds understanding and increases awareness of the district's brand of high-achieving students and state championship winning arts and athletic programs, along with unique opportunities through leadership, advocacy, media and public relations outreach, marketing and partnership opportunities, both inside the Brockton Public Schools and through contact with peers, parents, media outlets, legislative liaisons, regional businesses and groups.



The office manages day-to-day communication with the district's 3,400 employees, runs the annual United Way campaign along with other philanthropy and disaster relief drives, and produces the Superintendent's Red and Golden Apple Awards programs, which recognizes educators and others who go above and beyond.

The Communications Director is a member of the Superintendent's Executive Team, works directly with the Deputy Superintendent and the Superintendent on confidential issues, sends out Connect Ed calls for weather and

other important district imperatives while overseeing four departments: Word Processing, Central Administration Reception, the BPS Website/Web Content Manager, and Brockton High School's Print Shop.

The Communications Office oversees social media and outreach campaigns for district platforms as well as individual social media platforms for all schools, departments and clubs.



It assists in setting the district academic, supplementary and events calendars with Learning and Teaching and Operations, along with ensuring that all back-to school materials – including calendars and handbooks - are updated, produced and translated so close to 17,000 students are prepared for the next school year.

We also plan and produce community, safety and other forums with the Superintendent for maximum outreach and conversation.

2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Our part-time web consultant position for the BPS website converted to a full-time web content manager through a retirement, enabling us to better manage mandated legal compliance on our website while developing web, marketing and community partnership pages and multiple means of getting our word out to stakeholders • We continually place high-profile stories about BPS successes and challenges in the nation's best publications and media outlets including the Boston Globe, National Public Radio, WGBH; covering Breakfast in the Classroom, the Equity in Education Lawsuit and Brockton High's music program, as just a few. • Superintendent Community Forums and the Safety and Security Forum drew crowds of interested, active parents and community members. • We began texting in addition to sending out Connect Ed phone calls and have had very good feedback that parents and staff appreciate that added effort to contact them. • We launched our BPS Happenings electronic, interactive newsletter. 	<ul style="list-style-type: none"> • And office with one of the biggest responsibilities and challenges has the smallest staff, with one director and one web content manager; additional staff support for optimum outreach and effect would be useful • A fulltime Americorps VISTA volunteer we obtained through a grant at no cost to the BPS to assist the department for a full year reneged at the 11th hour. Efforts are underway to find additional, free staffing opportunities that would allow the office to increase outreach even more.



Student Support Services

At the beginning of the 2017-2018 school year, the Pupil Personnel Office was reorganized and renamed the Office Student Support Services. This office oversees the departments of Special Education, Guidance Services, Nursing and Attendance Officers. Student Support Services also works with the leaders of the districts alternative pathways and provides supports for all schools regarding the Civil Rights of students (including bullying, harassment and due process).

The office also collaborates with several departments within the Brockton Public Schools, community partners, social service agencies and outreach organizations to support students and families.



In the past year, the Office of Student Support Services helped to develop the protocol that is used in Plymouth County regarding the commercial sexual exploitation of children.

The protocol was presented to guidance and adjustment counselors in the school system. Students Support Services, BPS Health Department and the Plymouth County District Attorney's Office have collaborated to provide drug awareness and prevention presentations at the middle and high schools.

Other collaborations included work with the DESE to provide training and support to principals and the faculty and staff at the high school on LGBTQ issues and ways to support students.

This school year, the Student Support Services has redesigned and reinstituted the System-wide Crisis Management Tactical Team. The team consists of 35 members including administrators, teachers, counselors, nurses, administrative assistants, and support staff who will be trained in crisis management, post crisis and grief counseling.

The Diversity Education Steering Committee (DESC) was developed out of the Office of Students Support



Services and focuses on creating professional development workshop for administrators, faculty and staff regarding social justice issues and diversity. This committee will also support the work of curriculum and instruction steering committees in the development of lessons and design of materials that provide broader, more diverse perspectives.

Dropout prevention and supporting at risk students is an on-going focus of the district and Students Supports Services. The Keith Center Schools of Frederick Douglass Academy,



Champion High School and the Pathways Center, as well as Edison Academy provide high school students opportunities to earn a diploma in a smaller setting that tailors each student's schedule to meet their academic and personal needs and long-term goals.

The Office of Student Support Services continues to provide training and support for educators and building leaders in the Positive Behavior Intervention System (PBIS) and in Helping Traumatized Children Learn.

Training in Youth Mental Health First Aid, CPR and CPI de-escalation techniques have been ongoing throughout the district for several years and will continue to be a focus of the district's professional development for educators and staff.

Accomplishments in 2017-2018 have included

- Successful completion of a DESE Coordinated Program Review Mid Cycle Tiered Monitored Review
- Continued expansion in trauma-sensitive schools
- Expanding partnerships with community organizations
- Participation in a roundtable discussion with the National Dropout Prevention Center and the Successful Practices Network on addressing disparities in student achievement

Ongoing Challenges

- Funding/staffing: the district needs additional psychologists, bilingual psychologists, counselors (guidance and adjustment) and nursing staff to fully support students and provide quality programming that addresses the needs of our diverse population of students.
- Funding/programs: the district also needs to expand program options for student that are focused on career and life ready skills. This would require opportunities to develop more vocational options and redesigning structures of existing programs to address the social, emotional and developmental needs of students beyond what can be done within the current time, funding and staffing perimeters.

Brockton High School Athletics



Brockton High School is known for its high academic standards, athletic excellence and good sportsmanship. The BHS Athletic Program was previously selected as the #1 Athletic Program in Massachusetts by Sports Illustrated and student athletes and coaches have won many championships and awards, making us proud of our role in the City of Champions.

This year saw many successes under the direction of our Athletic Director Kevin Karo.

2017-2018 Accomplishments	2017-2018 Challenges
<ul style="list-style-type: none"> • Three sports seasons produced forty-seven (47) teams and involved over 1,000 student athletes. • Twelve (12) Big 3 Championships in eight (8) different sports, not including the spring 2018 season. • Boys soccer team won the first state title in school history. • Leonardo Teixeira was named <i>Boston Globe</i> soccer player of the year and Herminio Furtado was named <i>Boston Globe</i> soccer coach of the year. • Cole Wyman became the first student athlete in BHS history to win the state wrestling title three years in a row. • Freshman Nicole Dunbury was named <i>Brockton Enterprise</i> female runner of the year in cross country. • Bob Boen was named as the MIAA Boys Basketball Coach of the Year. • Several student athletes earned scholarships to local colleges and universities for their outstanding performance on the field and in the classroom. • Several members of the boys track team qualified for the New Balance Invitational in New York City. • Several student athletes were recognized by the Enterprise, Globe and MIAA for their excellence in the classroom and on the field. • BHS proudly and successfully hosted MIAA tournaments and championships for soccer and wrestling. • BHS Lacrosse was awarded a \$10,000 grant from the Bill Belichick Foundation. • Family ID was successfully implemented for online registration. 	<ul style="list-style-type: none"> • Transportation costs are increasing and with the addition of three new sports teams (Girls and Boys JV Lacrosse and Unified Track), the cost of travel will be a financial burden. • Providing quality athletic fields for all sports teams and at all levels is a top priority. Our grounds crew does an excellent job with what we must work with, but we would like all our fields to be at the highest level. It would be ideal to add two synthetic turf fields at BHS so the playing surface at Marciano Stadium does not get overused. • Equipment costs are increasing for all sports. There are certain items that need to be purchased each year and we want to provide our student athletes with the best quality possible.

Physical Education K-12

The Brockton Public Schools Physical Education Department curriculum focuses on physical fitness, motor skill development, cooperative games and exposing students to lifelong physical activities. All schools have certified physical education teachers implementing the curriculum.

The department collaborates yearly with the Special Education Department to conduct Special Olympics for Brockton Special Education students at all three levels.

Elementary

- Continue to implement SPARK curriculum into existing classroom activities
- Continued to support the development of interactive recess through implementation of the Play works program at all schools.
- Conducted Fitness Day events with all Elementary schools participating



Middle School

- 2014 Recipient of the Carol White Physical Education Grant for the Middle Schools, which created fitness rooms at each of the middle schools. We are in our final year (1 yr. extension) of the grant and are unable now to sustain the changes we have made over the last three years due to budget constraints.
- Increased before- and after-school opportunities consisting of Intramurals, middle school athletics, Safe Routes to School bike program, family health nights
- Conducted Fitness Day events with all middle schools participating



High School

- Continue to develop new curriculum to target a variety of student interests along with multiple course offerings
- Created a new Water Fitness Class to include a CPR and AED certificate that will be issued by teacher.
- Implemented a new Physical Education class for our ninth grade ELL students
- Upgraded cardio room and helped create a new state of the art weight room for our Physical Education program and athletics
- Continue to service approximately half the student body per year with offerings at each grade level



Wellness K-12

The Brockton Public Schools is one of the few districts in Massachusetts providing students with Health Education in all grades. Since 1992, the department has maintained certified health teachers teaching at all three levels: elementary, middle and high school.

Our curriculum is aligned to the National Health Education Standards and the Massachusetts Health Education Frameworks. Each year, health teachers focus lessons on nutrition, emotional wellness, healthy relationships, body systems, human growth and development, conflict resolution skills, substance abuse prevention, bullying prevention, internet safety and healthy decision making. Students learn health concepts and practice health skills in every unit.

Members of the department often collaborate with other special content teachers on wellness initiatives. A prime example of this collaboration is seen each fall, at the elementary level, when Health, Physical Education and Art teachers work together in implementing the Walk Safe Program. Students learn about pedestrian and bus safety in the health classroom, practice the skills in the gymnasium with stand-up road signs, and then create artwork that is displayed sharing their understanding of these safety rules.

The Wellness Department has also been instrumental in securing grant funding to address health issues facing our students. Recent initiatives have focused on improving breakfast by implementing Breakfast in the Classroom and Grab N Go breakfast options, updating the substance abuse prevention and human growth and development curriculum at all levels.

Community collaborations have provided professional development workshops for staff on critical health issues facing our students. Additionally, the Wellness Department works to implement system-wide strategies to comply with local, state and national health regulations/laws that impact youth.

The newest area of focus this year has been to implement a Workplace Wellness Initiative with staffs at the Central Administration

Building and School

Registration/Parent Information Center. Wellness events included healthy cooking demonstrations, fitness challenges, farmers market incentives and staff lunch room updates, to name a few.

Challenges in 2017-2018

- Staffing at all three levels was decreased this year due to budget constraints.
- Providing equitable curriculum implementation due to schedules and staffing issues



Special Education Department



The Brockton Public Schools' Special Education Department services students with varying disabilities from the age of 3-22. The district has approximately 2,600 students with disabilities. The state average percentage of students with disabilities is 17.2 percent while Brockton maintains a percentage well below the state average at 15.2%. It was also noted, the number of varied programs in district reduces the number of Out of District Placements. Students receive a high-quality education from licensed special education teachers, certified related service providers and highly qualified support staff.

The Special Education Department focuses on programming, compliance, support and communication. Our goal is to evaluate and analyze existing programs to strengthen and enhance student performance. All programs are individualized and structured. The staff utilize effective practices and strategies. The curriculum is aligned with the district and common core. The programs are geared towards individual academic, social and behavioral needs. We provide a continuum of services throughout the district.

Communication is key. The Special Education Department has an "Open Door Policy". We provide parents communications in their native language. We encourage our teachers to communicate with parents via newsletters or notes home.



"A Team Above All
Above All A Team"

Challenges in 2017-2018

The Special Education Department would like to provide parents with additional supports and assistance in navigating the system and accessing services, both in the school district and the community.

Research, Assessment, Accountability & Technology

The Assessment, Accountability, & Technology Department rolled out many important technology driven initiatives in the 2017-18 school year. The department consists of four major divisions; 1) Research, Assessment Accountability, 2) Student Data Services, 3) Technology, and, 4) Instructional Technology. Almost all areas of the Brockton Public Schools rely on the services that some or all of these interconnected departments provide.

The 2017-2018 school year was the first year in which all Brockton schools administered the online Next Generation state assessment, or MCAS 2.0, for grades 3-8. It took substantial effort preparing thousands of devices and fine tuning the technical infrastructure in schools, training school staff, and providing on-site support during the spring testing window.

In addition to a new test, the state is also revising its accountability system. Brockton's Accountability department continues to work to influence state accountability policy through the Executive Directors serving on the state's Accountability and Assistance Advisory Council and works with the district to understand changes to the system.



This fall the department trained all school staff in how to provide a texting option for all automated calls. To continue working on increasing communication with parents, the department rolled out the student and parent portal for Infinite Campus for all middle schools.

This initiative allows parents to check student grades, behaviors and attendance via an internet connection.

The department helped train school staff in how use various functions in Infinite Campus.

Another major initiative was the continued rollout of Office 365. We undertook a major training effort in the fall and continue to be available for assistance in this cloud-based platform. The department continues to support all instructional software in the district.

This year marked the adoption of Imagine Literacy and Imagine Math along with ST Math. The department is responsible for making sure all staff and student data is accurately reflected in the software along with assisting schools with technical assistance and troubleshooting.



We are confident that despite formidable challenges, we provide robust systems of data and network security. We work hard to provide highly accurate data, conduct insightful actionable research to guide instruction and strategic decisions, and make a direct impact from our board roles on education policy in our area of expertise. Finally, we support tens of thousands of users using myriad instructional software.



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Successfully implemented MCAS 2.0 online grades 3-8. • Implemented texting as option for automated calls. • Implemented student and parent portal feature in Infinite Campus to track student grades, attendance, and behavior. • Implement and support ST Math, Imagine Literacy and Imagine Math instructional software and continue to support all other instructional software in the district. • Led and supported widespread adoption of Office 365. • Train all school administrative assistants in various functions of Infinite Campus. • Upgraded technology infrastructure and substantially increased network security. 	<ul style="list-style-type: none"> • Personnel with requisite technical knowledge. We support over 19,000 users with a small fraction of recommended technicians, network administrators, and database administrators. • We are not staffed appropriately to support instructional software. We have far more instructional software, our students must take state tests online and we have cut staff. • Vendors do not provide our needed data in a desired form, this is most notably the case with instructional software. • Student data security is exceedingly difficult to ensure with the proliferation of companies that provide attractive “free software” that rely on data mining usage data.

Operations



The Facilities Department maintains 22 schools and three buildings with almost 3 million square feet under roof and maintains the outside grounds for all 25 buildings. The age of our buildings ranges from more than 100 years to seven years with the majority having been built from the mid-1950s to the early 1970s.

We have 100 custodians, six travelers, six outside grounds and 12 craftsmen (one plumbers, six carpenters and one HVAC.) Work orders and small projects are done daily, and our staff also responds to emergency situations.

For the last several years, the Brockton Public Schools has been working with Arrowstreet Inc., a Boston-based architecture and design firm. Arrowstreet is close to finalizing the long-term repair and renovation plans for the City of Brockton's Facilities Masterplan.

Last summer, the Deputy Superintendent worked in collaboration with principals and the Facilities Department to plan the logistical moves of the Goddard, Huntington, Gilmore and Barrett Russell schools following a vote of the Brockton School Committee. The move, while complex, was completed successfully in time for the opening of school.

Major Accomplishments of 2017-2018

- New STEM classroom in the Brockton High School Fine Arts Building
- Security upgrades: doors, frames, hardware, FOBS and cameras
- New LED lighting both inside and outside schools
- Electrical upgrades
- HVAC upgrades
- New masonry toilet partitions
- Improvements to Baker School baseball field
- Moved the Goddard, Huntington and Gilmore staffs to new buildings; moved the Gilmore playground to the Barrett Russell Early Childhood Center School
- Built three new bathrooms at the Barrett Russell Early Childhood Center School
- Continued installation of water hydration stations

Ongoing Challenges of 2017-2018

- Staffing levels are difficult due to layoffs and long-term leaves for illness and injury
- Budget constraints limit the number of projects and upgrades we can accomplish

Human Resources

The Human Resources Office continues to ensure that the district employs high quality staff for all positions throughout the district. Educating all our students is a team effort and we hire the best staff to be part of this team. Working with all union groups to negotiate and comply with contractual language is an ongoing process.

Human Resources oversees the Reduction in Force processes for certified and non-certified staff, and administers recalls, transfers and unemployment benefits for those affected by the budget shortfall.



The Human Resources Office continues to comply with guidelines around background checks by ensuring and tracking processes for fingerprinting and CORI checks. These are enormous undertakings, with more than 5,000 fingerprint results having been screened and tracked through the office. The fingerprint requirement is in addition to the CORI process that is completed in accordance with the School Committee policy.

Human Resources staff members are committed to improving efficiencies using technology and programs that will streamline processes, and are utilizing many digital platforms to recruit, induct and retain highly qualified teachers from diverse backgrounds. One of the office's largest responsibilities is participating in ongoing negotiations with seven unions and guiding the School Committee in those operations.

The Human Resources Office is committed to promoting the high expectations and supportive environment in BPS to recruit and retain talented staff in all areas. Department administrators provide supports to current staff, so each member can perform at the highest levels which will in turn impact our students, and improve efficiencies through development/adoption of programs and processes that will streamline the various HR functions.

As a means of improving efficiencies, we implemented the attendance management and substitute system, Absence Management, which is used by all employees. We are currently working to utilize more functions of the program in the hopes of reducing the time required as well as the paper necessary to make these requests. It is our goal to move this process to a paperless system soon.

2017-2018 Challenges

- Budgetary constraints have required the district to implement a Reduction in Force across all union and non-union groups.
- Staffing levels are already at a minimum. Additional Reductions in Force will reduce staff significantly.

Brockton Public Schools Staff

SY 2017---2018

Certified Staff

Non-Certified Staff

Adjustment Counselors	34		Administrative Assistants	74
Adult Learning	4		Attendance Officers	2
Art	23		Bilingual Community Facilitators	9
Bilingual	85		Computer Technicians	16
Bilingual Special Education	1		Confidential Administrative Assistants	6
Business Education	7			
Elementary	333		Custodians	107
English	86		ELL Immigrant Family Advocate	3
Family and Consumer Science	0		Food Service	173
Foreign Language	28		Monitor Teacher Assistants	107
Guidance	26		Paraprofessionals	307
Health	19		Parent Liaisons	0
Hearing Impaired	2		School Police	6
Industrial Arts/Tech Ed	9		Therapy/Therapeutic Support	11
Informational Technology	1		Other	43
Instructional Technology	3		TOTAL	864
Librarians	0			
Mathematics	83			
Media Specialist	1			
Music	25			
Music Therapist	1			
Nurses	29			
Occupational Education	6			
Occupational Therapists	10			
Physical Education	27			
Physical Therapist	1			
Pre-school Teachers	4			
Psychologists	10			
Reading	10			
Science	64			
Social Studies	59			
Special Education	204			
Speech Therapist	21			
Union Administrators	63			
Non- Union Administrators	51			
TOTAL	1330			

School Registration/Parent Information Center

The School Registration and Parent Information Center (SRPIC) works throughout the year to enroll new students in the district. Brockton's enrollment has grown by 1,230 students since 2010, and the SRPIC has worked collaboratively with district and building administrators to ensure that students are placed in the most appropriate setting.



The School Registration and Parent Information Center registers all students in Grades PreK-12, including Pathways, Edison Academy, Frederick Douglas Academy, Huntington Therapeutic School, Champion High School, and Gateway to College.

During the year, the SRPIC's staff members work to enroll those who are moving into the district from other schools in the state, in the country, and from across the globe. In the spring, the district begins the school registration and assignment process for 5th graders selecting a middle school and incoming kindergarteners are enrolled for the fall as well as Barrett School kindergarten students who will be moving onto 1st grade. 12,533 families visited SRPIC from June 1, 2017 to May 29, 2018 for registrations, transfers, information, transportation, appeals, etc.



Great care is taken in providing assignments, and more than 90 percent of families who submit completed registration packets or transfers receive their first choice of schools. These percentages are outstanding for the number of registrations and transfers processed during the school year.

The SRPIC does an excellent job of reaching out to families, to educate them about their choices and provide tours, Kindergarten Showcase events, and other information to help parents make an educated choice for their children. All documents are translated into French, Portuguese and Spanish to ensure that newcomers and their families are supported and receive detailed information in their respective languages as they register.

High School	
Brockton High School	4,043
Champion High	149
Edison Academy	278
	4,470
Early Childhood	
Barrett Russell	298
	298
Elementary School	
Angelo	911
Arnone	717
Baker	817
Brookfield	663
Downey	656
George	942
Gilmore	544
Hancock	660
Kennedy	614
Raymond	918
	7,452
K-8 School	
Davis	1,024
	1,024
Middle Schools	
Ashfield	501
East	505
North	634
Plouffe Academy	680
South	478
West	651
	3,449
Alternative	
Huntington	63
FDA	60
Gateway to College	27
Outside Placement	84
Services Only	40
DYS Incarcerated	8
	282
Total Enrollment	16,975

Where do Our Students Come From?

2,809 – 53% of the total registrations were new students or those returning from other school systems

Out of City	Out of State	Out of Country	Others
Boston Area (186)	Florida (57)	Cape Verde (244)	Charter Schools (15)
Fall River (36)	Puerto Rico (23)	Haiti (80)	New Heights (29)
Taunton (29)	New York (20)	Nigeria (10)	Private Schools (50)
Randolph (24)	Rhode Island (10)	Portugal (10)	S. Eastern Reg. (17)
New Bedford (22)	Georgia (10)	US Virgin Islands (9)	Home School (9)
Stoughton (20)	Maryland (9)	Brazil (9)	Virtual Online (3)
Quincy (15)	New Jersey (8)	Dominican Rep. (6)	
Holbrook (10)	North Carolina (7)	Jamaica (5)	
Easton (9)	South Carolina (6)	Santo Domingo (3)	
Worcester (8)	California (6)	Ecuador (3)	



We are also very proud to have a highly qualified and diverse staff with an aim at representing the cultural and linguistic make-up of the City of Brockton which speaks a variety of languages.

More than a School Registration Office... More than a Parent Information Center...SRPIC has become a family service center. SRPIC staff has been connecting parents with resources to promote the development of an effective partnership that will insure educational

equity and quality.

Research shows that parent involvement plays a major role in students' achievement and success: they succeed academically; they have better attendance; they show proper behavior; they exhibit better social skills; and they aspire to higher education.



joins forces with parents, students and others about communication, student learning, parenting, school decision making, volunteering and works together with the community.

Parents are our partners in education and the Brockton Public Schools strive to give parents the tools they need to assist their children as they learn and grow.

The Parent Engagement Program offers a variety of exciting activities for parents by providing free professional development and informational workshops in addition to a variety of family activity nights.

The program is valued by parents, children, educators, and community members, whose annual input help shape the topics offered. The Parent Engagement Program

Financial Services

The Financial Services Department oversees the Fiscal 2018 \$171.9 million City Council-approved Brockton Public Schools budget for education and transportation. The office has worked collaboratively with the Superintendent and School Committee in prioritizing spending practices within the confines of the budget and managing contracts and expenditures.

The Fiscal 2019 Local Funded School Education Budget request is \$6.8 million more than Fiscal 2018. This is due to rising labor, health and charter school costs; however, this increase reflects a level services budget.

In Fiscal 2017, the New Heights Charter School opened in Brockton, enrolling 230 students, taking \$2.7 million in revenues from Brockton Public Schools and will increase its enrollment by 105 seats per year until it reaches its charter limit of 735 seats.

In Fiscal 2018 the enrollment in New Heights was over 300 students and additional seats at the Foxboro and South Shore charters increased taking dozens more students from Brockton.

The Chief Budget Officer and Superintendent have been advocating relentlessly for a change in the State's Chapter 70 Aid to education funding formula.



Testifying before a legislative study committee at hearings across the Commonwealth, the Chief Budget Officer and Superintendent have argued cash-strapped Gateway Cities like Brockton need more support, as they service a student body with greater needs.

Personal meetings with State House and Senate leaders and the threat of an equity in education law suit has helped direct more funds to urban districts, but the amount is still insufficient to meet the needs and state mandates.

Below are the actual cuts made to help balance the FY19 budget. The remainder of the shortfall, \$5,274,836 will come from teaching and support positions throughout the district.



FY19 Superintendents Recommended Budget

\$ 173,986,216

FY19 School Committee Proposed Budget

\$ 168,460,867

Level Services

FY19 Mayor's Recommended Budget

\$ 159,300,000

Actual

FY19 Additional Chapter 70

\$ -

Shortfall from School Comm Recommended Budget

\$ (9,160,867)

\$ (9,160,867)

FY19 Budget Shortfall \$ (5,274,836)

Total Savings & Reductions \$ 3,886,031

4/3/2018 Round 1

			Cut	Total Cut	
Budget Book Page 22	#1	Pre-Buying of Supplies from FY18 Budget	\$ 500,000	\$ 500,000	
Budget Book Page 27	#2	Pre-Paying for SPED out of district tuitions from FY18	\$ 500,000	\$ 500,000	
Budget Book Page 9	#3	Add Middle School After School Supervisors	\$ (8,769)	\$ (8,769)	
Budget Book Page 2	#4	Additional Certified Personnel	\$ 300,000	\$ 300,000	
Budget Book Page 2	#5	Additional Non-Certified Personnel	\$ 100,000	\$ 100,000	
Budget Book Page 2	#6	Administrative Retirements Do-Not-Fill	\$ 250,000	\$ 250,000	
Budget Book Page 2	#7	Project Grads Supplemental Funding	\$ 225,000	\$ 225,000	
Budget Book Page 17	#8	Electrical Services	\$ 50,000	\$ 50,000	
Budget Book Page 22	#9	School & Teacher Moves	\$ 45,000	\$ 45,000	
Budget Book Page 27	#10	Gateway to College	\$ 498,300	\$ 498,300	
Budget Book Page 28	#11	Wiki-Spaces	\$ 4,000	\$ 4,000	
Budget Book Page 28	#12	Read 180 Fast Math	\$ 30,000	\$ 30,000	
Budget Book Page 28	#13	Learning.com	\$ 80,000	\$ 80,000	
Budget Book Page 28	#14	Moodle	\$ 8,000	\$ 8,000	
Budget Book Page 28	#15	Learning Management Systems	\$ 100,000	\$ 100,000	
Budget Book Page 28	#16	Stoneware	\$ 7,000	\$ 7,000	
Budget Book Page 28	#17	Proposed 2nd year Lease for Student Devices	\$ 322,000	\$ 322,000	Sum Round 1
Budget Book Page 21	#18	Ockers Computers, Network & Support	\$ 60,000	\$ 60,000	\$ 3,070,531

5/1/2018 Round 2

			Cut	Total Cut	
Budget Book Page 22	#19	School Spring Recruiting & Applicant Mgt. System	\$ 10,000	\$ 10,000	
Budget Book Page 8	#20	SPED Contingency	\$ 50,000	\$ 50,000	
Budget Book Page 22	#21	Champion City Chapt 222	\$ 39,000	\$ 39,000	
Budget Book Page 21	#22	AllOne Employee Assistance Program	\$ 39,000	\$ 39,000	
Budget Book Page x	#23	Community Schools Facilities Charge Back	\$ 200,000	\$ 200,000	
Budget Book Page 21	#24	District Capacity Project	\$ 7,500	\$ 7,500	Sum Round 2
Budget Book Page 22	#25	Potential Grant Loss account	\$ 150,000	\$ 150,000	\$ 495,500

5/7/2018 Round 3

			Cut	Total Cut	
Budget Book Page 8	#26	SPED Summer Pre-School Program	\$ 30,000	\$ 30,000	Sum Round 3
Budget Book Page 8	#27	SPED Summer Therapists for all Summer Programs	\$ 70,000	\$ 70,000	\$ 100,000

5/15/2018 Round 4

			Cut	Total Cut	
Budget Book Page 24	#28	SPED Curr. Materials, Special Nursing, etc.	\$ 100,000	\$ 100,000	Sum Round 4
Budget Book Page 27	#29	SPED Nursing Home & Hospital	\$ 120,000	\$ 120,000	\$ 220,000

The school Superintendent, Mayor, School Committee and Executive Team meet regularly to discuss the budget. State and Local revenues are discussed as well as ways to reduce costs.



BROCKTON PUBLIC SCHOOLS FY19 BUDGET DISCUSSION

			Required Contractual Increases	Level Services with Required Contractual Increases
		FY18		FY19
Net School Spending				
	FY18 Budget Appropriation	\$ 161,683,361		
a	Certified Personal Services	\$ 117,065,474	\$ 3,466,698	\$ 120,532,172
b	Non-Certified Personal Services	\$ 21,469,072	\$ 1,346,375	\$ 22,815,447
c	Ordinary Maintenance	\$ 23,128,815	\$ 1,964,433	\$ 25,093,248
	Out of State Travel	\$ 20,000	\$ -	\$ 20,000
		\$ 161,683,361	\$ 6,777,506	\$ 168,460,867
Non-Net School Spending				FY19 Requested
	Budget Appropriation	\$ 8,328,820		\$ 10,477,535
	Circuit Breaker Funding	\$ 1,800,000		\$ 1,100,000
	Salaries & Crossing Guards	\$ 929,238	\$ 1,897	\$ 931,135
d	School Busses 48	\$ 3,336,624	\$ 331,600	\$ 3,668,224
d	SPED Vans 52 In-District	\$ 3,196,180	\$ 358,400	\$ 3,554,580
e	SPED Vans/Vehicles Out-of-District	\$ 1,698,000	\$ 700,000	\$ 2,398,000
	McKinney Vento Homeless	\$ 1,025,596	\$ -	\$ 1,025,596
		\$ 10,185,638	\$ 1,391,897	\$ 11,577,535

A short look back at the budget for the Brockton Public Schools shows that the change to how the state recognizes and counts low income students has had a profound negative impact to Brockton. Low income students used to be accounted for by lunch applications. The state changed this method in FY16 and used a new process called Direct Certification. The student enrollment files of each district are compared to various state agencies to determine income status. Brockton has thousands of undocumented students, therefore these students do not appear on any state agency data base and subsequently not counted for funding for the district.

Brockton Public Schools Chapter 70 History						
		FY15	FY16	FY17	FY18	FY19
1	Enrollment	17,469	17,694	17,674	17,888	17,802
2	Per Pupil Reimbursement Rate	\$ 11,601	\$ 11,839	\$ 11,482	\$ 11,741	\$ 12,159
3	Foundation budget	\$ 202,656,341	\$ 209,479,318	\$ 202,933,234	\$ 210,027,968	\$ 216,450,172
<div> <p>Our increase in Foundation Budget came with an increase (\$5 million) in Chapter 70 (partly from an increase in enrollment)</p> <p>Due to the DESE not counting all of our low income students, our Foundation Budget dropped dramatically. Although we have more students our Chapter 70 did not increase</p> <p>Although our Foundation Budget rose by more than \$6 million dollars, our Chapter 70 barely increased. This is partly due to the DESE changing the reimbursement rate for Economically Disadvantaged students. The rate was lowered by more than \$200 for each student. Brockton should have received over \$2.5 million dollars for these students but the lowering of the rate netted Brockton only \$400k</p> </div>						
		Governor's #		House #		
4	Chapter 70 aid	\$ 164,865,060	\$ 170,040,928	\$ 171,012,998	\$ 171,370,758	\$ 172,850,827
5	Required district contribution	\$ 37,791,281	\$ 39,438,390	\$ 40,436,538	\$ 42,268,830	\$ 43,599,345
6	Required net school spending (NSS)	\$ 202,656,341	\$ 209,479,318	\$ 211,449,536	\$ 213,639,588	\$ 216,450,172
<div> <p>Lost 4546 students</p> <p>Picked up over 600 students but the Decile reimbursement rate was lowered by more than \$200 per student.....net increase only \$400k.....should have been \$2.5 million</p> </div>						
7	Low Income Students (EcoDis)	13,775	14,349	9,803	10,171	10,787
8	Low Income Students (EcoDis) \$\$	\$ 43,870,944	\$ 46,413,809	\$ 40,535,405	\$ 42,524,036	\$ 42,927,622
9	School Choice Receiving \$\$	\$ 94,800	\$ 115,000	\$ 227,944	\$ 163,758	\$ 173,715
10	School Choice Sending \$\$	\$ 1,007,809	\$ 1,037,038	\$ 1,328,260	\$ 1,427,128	\$ 1,548,075
*No real budget concerns for the school choice program. The \$5,000 cost per child is a more realistic cost, unlike the average student cost that is given to the charters.						
New Heights Opened						
11	Charter School Reimbursement \$\$	\$ 273,365	\$ 561,728	\$ 3,054,373	\$ 2,262,238	\$ 2,144,843
12	Charter School Assessment \$\$	\$ 3,373,301	\$ 4,036,601	\$ 7,511,821	\$ 10,634,615	\$ 13,676,947
<div> <p>Dramatic Increase in Assessment \$ 3,475,220 \$ 3,122,794 \$ 3,042,332</p> <p>Three years of lost revenues \$ 9,640,346</p> <p>less a small increase in reimbursements +/- \$1.6 million</p> </div>						
**The opening of New Heights Charter School and the expansion of the number of seats at other local charters has caused approximately a \$10 million dollar increase in Brockton's charter costs over the past few years. Because of the state not fully funding the reimbursement schedule for sending districts, Brockton has lost millions in revenues that were meant to offset these charter costs.						

Community Schools



Brockton Community Schools was founded in 1970 to provide community education, enrichment and recreation opportunities to children and adults. It has grown and evolved to serve thousands in a wide variety of programs, from basketball leagues to cooking courses, English as a Second Language and woodworking to Driver's Ed, yoga and aquatics. Community Schools also provides highly successful before- and after-school child care, offering safe spaces and caring adults throughout the year. Community Schools oversees four major areas: academic support and enrichment, continuing education and ESL services, summer programming and community recreation.

<i>2017-2018 Successes</i>	<i>2017-2018 Challenges</i>
<ul style="list-style-type: none"> • Smart Start Extended Day has continued to grow in capacity in 11 schools throughout the district with 1,300+ students and families served. • The Adult Learning Center added a vocational certificate program as an option for students. Two cohorts of adults participated in a Certified Nursing Assistant program. • 21st Century grants provided afterschool programs in five elementary schools and Extended Learning Time funds for the Raymond. The elementary Power Scholars program resulted in a 3 month gain in literacy and a 2.5 month gain in math skills. This program is offered in collaboration with the Old Colony YMCA. • We continue to offer a wide variety of both youth and adult enrichment programs throughout the year. • Community Schools Basketball provided over 500 students with athletic and sportsmanship skills, competitive games and clinics from November through March. • Students were provided scholarships to various programs throughout the school year and summer, from a variety of sources. 	<ul style="list-style-type: none"> • Funding decreases in both local and grant sources meant a decrease in afterschool programs throughout the district. • Adult Learning Center has a waiting list of over 1,200 adults looking to improve their English, Reading, Math and Career skills. • Need for increased funding through grants and local money for programs. • Community Schools has experienced decreased enrollments in Adult Enrichment. New classes are being created to rejuvenate the program. • Loss of staff due to budget constraints has had an impact on the Community Schools office and its operations.

Community School Staffing

	Supervisor	Non-BEA Supervisor	Teacher	MTA	Para	College	High School	Admin Asst.	Other
<i>CS Office</i>	3							3 FT/1 PT	1
<i>Extended Day</i>	33	3	141	108	90	56	3	1-summer	3
<i>BARC After School</i>		1	5		7				
<i>21st Century</i>	8		29	6	10	2	1		
<i>Adult Aquatics</i>			2						
<i>Adult Enrichment</i>			7						
<i>Driver Education</i>	2		4						
<i>Expressway to English</i>			1						
<i>Youth Aquatics/SNAP</i>	1		1			13	18		4
<i>Adult Learning Center</i>	2		25						
<i>Total</i>	49	4	215	114	107	71	22	0	8

Grants Office

Grants Office Mission

The mission of the Brockton Public Schools Grants Office is to procure federal, state and private grant resources to support teaching and learning that ensures all students a quality education that will effectively prepare them for college and career in a global economy.



Grants Office Goals

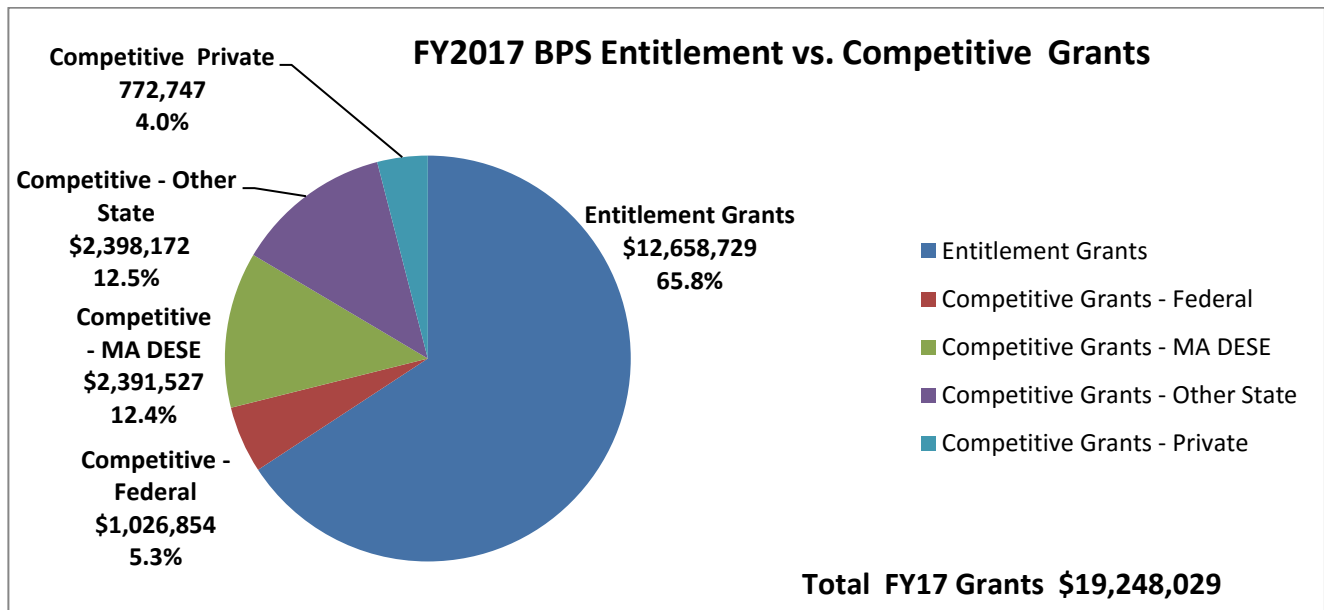
- Ensure grant proposals comply with district policies and procedures, including, approval by the BPS School Committee.
- Align grant/resource development with the district Strategic Plan and School Improvement Plans.
- Provide a central clearinghouse and a central file repository for all Brockton grants.
- Assist BPS teaching staff and administrators with:
 - Grant research to identify aligned funding sources.
 - Grant proposal design and development.
 - Grant writing, editing, and technical assistance.
- Provide Quality Assurance to ensure accuracy, effectiveness, timeliness, and competitive presentation of district grant proposals to prospective funding agencies.
- Ensure compliance with public and private grant funding agencies, including program management, monitoring and evaluation; programmatic and fiscal reporting guidelines.



Grants Office Objectives

Objective 1:

Increase competitive, discretionary grants. Work with district administrators and teaching staff to research, identify and prepare effective, competitive grant proposals to local, state, federal, corporate and private foundation grant sources to support BPS teaching and learning.



Objective 1 (continued)

Establish corporate and foundation partnerships - cultivate corporate and private foundation donors via:

- Brockton Education Foundation 501(c)(3)
- BPS Strategic Plan
- Brockton School Committee

Objective 2

Communicate resources and technical assistance offered by the Grants Office.

- Grant Writing Workshop(s) for BPS teachers and administrators.
 - Building-based Resource Development Teams – support building-level grant writing teams by providing best-practice grant training, guidance and technical assistance/support in grant research, proposal development, writing, and submission.

Objective 3

Promote awareness of Grants Office services, technical assistance, and resources.

- Post regular updates to Grants Office web page:
<http://www.brocktonpublicschools.com/page.cfm?p=1462>,
- Distribute grant opportunities, relevant education articles, white papers, etc.
- Maintain and update BPS Grants Database
- Conduct district Grants Needs Assessment Survey
- Provide technical assistance and support for grant managers
 - MUNIS accounting system grant set up and reporting
 - MA DESE budget amendments and final reports
 - MA DESE EdGrants online grant applications, payment and management system
 - USED Grants.gov and System of Award Management (SAM).

Successes

- FY2017: \$6,589,300 in competitive/discretionary grants from federal, state and private sources (see chart above) out of \$19,248,029 total grants.
- AmeriCorps VISTA (Volunteers in Service to America) 3-year grant to leverage capacity of Grants Office and launch building-level Resource Development Teams district wide.
- AmeriCorps/CNCS BPS Early Literacy Grant to deploy 20 AmeriCorps tutors to high-need elementary schools to close early literacy achievement gaps for students in grades K, 1, and 3.

Challenges

- Dynamics of political climate and impact on education policy, including federal and state grant budget reductions.

FY2018-19 Grants Forecast

- USED Innovative Approaches to Literacy Grant, 3-year grant of approximately \$750,000 to improve literacy skills in high need schools.
 - Sprint 1Million Program, continuation of 5-year commitment (begun in 2017) to provide 2,000 mobile devices with up to 4 years of free internet access for low-income Brockton High School students to close the “Homework Gap.”

Food Service Department

The Food Service Department is managed by Chartwells K-12. We serve 9,500 breakfasts each school day along with 13,500 lunches daily. We also provide catering services throughout the district, from a simple continental breakfast to a complete dinner buffet. We have a staff of 171 dedicated food service professionals preparing meals each day, along with three Food Service Directors, an Executive Chef, a Registered Dietitian and a Resident District Manager on site to manage the day-to-day operation.

District Successes

Mobile Teaching Kitchen

Chartwells introduced Elly The Mobile Teaching Kitchen, named after Chartwells' principles of Eat. Learn. Live, to many students and faculty in the Brockton High School parking lot. Elly is a shipping container-turned-kitchen that has traveled thousands of miles to cook up change in schools. Students and faculty had the opportunity to understand how Elly engages, inspires and teaches kids about food, cooking skills, and sustainable choices. Students also learned new culinary skills by creating their own soft taco with chicken and fresh citrus avocado salsa. We know our responsibility extends beyond the four walls of the cafeteria, so we consider food and nutrition education a key commitment to the district.



Fresh Fruit and Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) is a grant opportunity for schools to provide children with fresh fruits and vegetables during the school day, at no cost to the children. The goal of the program is to promote the consumption of fruits and vegetables among school-aged children, educate students about the benefits of fruits and vegetables, and expose them to new varieties. Teaching children healthful eating habits may help promote a healthy school environment, improve student health, and help combat childhood obesity.



In school year 2017-2018, the Food Service Department was awarded \$151,350 for the Fresh Fruit and Vegetable Grant. We have Four schools participating in the program in school year 2017-2018 (George, Downey and Arnone and Brookfield). The students enjoy different varieties of fruits and vegetables three times a week. Carts are delivered to the hallways and once the carts arrive, students are encouraged to enter the hallway to grab fresh fruit or fresh vegetables. Once students take their fresh snack, they return

to class to enjoy the daily offerings. Some varieties on the menu include fresh snap peas, fresh berries, plums, apricots, pepper strips, pineapples, and more. The menus also change with the season to promote local, sustainable foods.

Brockton Food Service Named National Account of the Year



Our Entire Foodservice team was so honored to receive this Be-A-Star award, called National Account of the Year. This program recognizes associates and accounts for exceeding in business excellence by providing great results every day. We are very grateful for this award and want to continue striving for excellence each and every day.

Whole Grain Waiver

Brockton Receives Pasta Waiver For School Year 2017-2018

Background:

Massachusetts and the USDA have offered districts flexibility through applying for a whole-grain rich waiver for the 2017-2018 school year.

Whole grain-rich waivers allow districts to add more variety into their menus, helping to provide more appetizing meals. This helps boost student meal satisfaction, which can increase overall meal participation. Whole grain-waivers can also help remedy ongoing concerns surrounding food waste.

Application Process:



To obtain the state's approval for a Whole Grain-Rich Waiver, students signed petitions requesting enriched-white pastas be served in place of whole grain-rich products due to poor quality, flavor and texture. The whole-grain rich products Brockton Public Schools requested to waiver were spaghetti, elbow macaroni, rotini, and penne. Over 1700 students signed the petition (>10% ADP) and Brockton Public Schools was officially rewarded with the waiver in January for the 2017-2018.

Tower Gardens Arrive at Brockton Public Schools



Chartwells donated Hydroponic Gardens to Brockton High, Ashfield Middle School and Gilmore Elementary School. Tower gardens are vertical, aeroponic growing systems, that allow schools to grow up to 20 vegetables, herbs, fruits and flowers in less than three square feet—indoors. This means schools can enjoy harvests all year long! Although traditional gardens are a great learning tool, most of the crops are harvested in summer when students are not in school. Student's really enjoy watching seeds turn to edible produce, it is an amazing process.



District Challenges

The department's biggest challenge is keeping up with new, ever-changing state and federal regulations. Over the last several years, the National School Lunch Program has implemented new regulations in both school breakfast and lunch program. Along with keeping a wide variety of offerings for our breakfast in the classroom program

Adult Learning Center

The Brockton Adult Learning Center offers a nurturing learning environment that is respectful of students' cultural identity and responsive to the changing needs of our students and community. Our comprehensive adult basic education program is designed to help adults improve their reading, writing, speaking, listening, math and problem-solving skills. Classes cover a broad range of skill levels from beginning to secondary-level instruction (including HiSET and GED preparation) and from



beginning to more advanced levels of English language learning. The Adult Learning Center (ALC) also offers a family learning class, Adult Career Pathways classes, CNA and HHA preparation classes, English for Employment courses, and US citizenship preparation classes.

2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> • The Department of Elementary and Secondary Education/Adult and Community Learning Services requested to use portions of the Adult Learning Center curriculum as models for other adult basic education programs. • The partnerships that we've developed with local agencies such as the Southeast Justice Center, BAWIB, Massasoit, Criolas Unidas, UMASS Nutrition program, Associated Home Care, the Academy for Healthcare Training and others have increased the education and job training opportunities for our students. • We have achieved a 1-1 student/computer ratio. • The ALC is one of five programs in the state to receive a perfect score on the DESE/ACLS state performance measures. 	<ul style="list-style-type: none"> • A reduction of \$47,000 in the Adult Learning Center budget eliminated the resources needed to provide additional evening classes. • A shortage of space within the building limits our ability to expand the program and increase the number of classes offered yearly. • The ALC has a waiting list of nearly 1300 individuals. Having the staff and resources to seek out and apply for additional sources of funding could help alleviate the length of time people wait for classes. • 50% of the people on the waiting list are beginning English language learners. It takes time for these individuals to become proficient in English, progress through the advanced classes and receive a certificate of completion.



One of the most exciting ventures undertaken by the ALC this year was the addition of contextualized instruction in the healthcare industry. Two cohorts of students participated in a Supportive Home Health Aide (SHHA) certification program as well as a Certified Nursing Assistant (CNA) program. With a grant funded through DESE and in partnership with the Brockton Area Workforce Investment Board, CareerWorks, Associated Home Care and the Academy for Healthcare Training, twenty-four students have become SHHAs and eight students have completed the CNA course and are awaiting an appointment to test. In FY 19, we are hoping to expand the

present scope of instruction in the healthcare field to include a training program focused on Ophthalmic Assistants.

Ashfield Middle School

Ashfield Middle School provides a rigorous learning environment with multimodal approaches to learning. We aim to provide students with real life experiences and applications. The school uses common assessments and planning time to collaboratively create demanding lessons to attain high expectations for all students. We promote the Tiger qualities of Tenaciousness, Inquisitiveness, Graciousness, Empathy and Respectfulness for all students. We offer Second Steps classes every week to help students make decisions, stand-up for and advocate for themselves and their friends, and discuss topical issues young adults face in their daily lives.



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> Scored in top 3 for both CPI and growth for ELA and Math MCAS each grade, the only school to score high in both categories. Grade 8 math was number 1 in both growth and CPI across the city Strong Girls and Boys leadership programs recognized for outstanding work by MARC at BSU for anti-bullying programs. Creation of Ashfield Allies, and SADD to support educational goals regarding gender roles and equity and drug abuse education Empower Yourself again awarded multiple honors and recognition for Financial Literacy Education 	<ul style="list-style-type: none"> Reductions in Support Staff (7 paras) Increases in class size Lack of Tech Ed teacher Shared Associate Principal (loss of IRS) Reduced materials budget Loss of funding for Drama Club and other student activities Shortage of Tablets even though most texts and resources are online for students: No Math textbooks, both SS and Science books are from 2004 replaced with online texts and resources but not a 1:1 deployment

The Ashfield Middle School has written grants which have funded the following: a hydroponic garden in the lobby that is used in school lunches, a healthy eating program, WIFI hotspots and Chromebooks for students to borrow, a field trip to Freedom Riders civil rights play and other student opportunities. We also have received Play 60 and the New England Dairy Council grants for the past 4 years which have funded water bottles for all students, playground equipment, classroom bike pedals for under desks, trips to Gillette and leadership training.

Edgar B. Davis K – 8 School



The Davis School is a Kindergarten through Grade 8 school with 1,050 students who come from culturally diverse backgrounds. The Davis is committed to academic excellence, which is reflected in city and state-wide testing results. The entire staff works together to ensure that every youngster's individual academic, social and emotional needs are met; it is equally as committed to working with parents and guardians to provide a positive, nurturing, safe and secure environment for each child. The Davis School community works competitively to create an educational climate for champions. In partnership with parents, we work for each child to attain his/her potential, guaranteeing an environment that motivates and creates an arena for every youngster to shine.

<i>2017-2018 Successes</i>	<i>2017-2018 Challenges</i>
<ul style="list-style-type: none"> • Consistent growth and achievement in High Stakes Testing for 8 years • Teachers' expertise and commitment result in students' positive response to new and innovative programs, pilots and tech programs • Invention Convention Competition/BSU • School culture creates a TEAM ATTITUDE that all children can succeed • City acclaimed Band and Chorus • Lights on for the Arts to feature Music & Theater • SEI Cape Verdean Strand • BSU Partnership • School-Wide Science Fair 	<ul style="list-style-type: none"> • Large class sizes • Loss of paraprofessional support • Loss of qualified Technology Instruction • Several areas need walls to separate pods for improved teaching and learning • Only one Title I teacher for entire school • SEI 4/5 split with large numbers • Loss of Creole Speaking Counselor • Greatly reduced school operating budget • Loss of after-school sports program • Loss of after-school support programs



Davis thrives on a challenge. We constantly aspire to grab the brass ring. Many activities are created to encourage creativity and the imagination. The STEM/STEAM educational attitude is welcomed. See the picture to the left where an eighth -grade group created an electrified "ball" and programmed its movement using the students' cell phones. The "Magic Ball" travelled all about the school to everyone's amazement. This is just one example of the innovation that is occurring in our classrooms daily.

We are a proud teaching family. We accept every challenge and work together to attain success for every youngster. Our reputation throughout the city speaks for itself. It is however, getting exceedingly difficult to perform with the yearly school budget difficulties. The instability created does not send a positive message to the city's stakeholders. Despite a budget shortfall, the Davis will continue to try and do more with less; because, our children deserve more. The city needs to commit to the children of Brockton and give them an arena of opportunity for their success on all levels; academic, performance, arts, social/emotional stability, music, and athletics. The Davis strives to educate the whole child and remains ready, willing, and able to help every child to become successful 21st Century thinkers and innovators.

East Middle School

The Mission of East Middle School is to provide an effective and high-quality education designed to prepare every student to become self-reliant, technologically literate, problem solvers, innovators, inventors, and logical thinkers prepared to address “the grand challenges of the 21st century.”

The East Middle School staff is dedicated to making every moment in the classroom count, paying close attention to our students’ unique learning needs, and inspiring them to think creatively and produce authentic student work. Through high expectations, dedication and collaboration with students and families, we will develop successful lifelong learners.



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Despite reduction in staff, increased class sizes and limited resources, staff morale continues to remain high. • Teachers deliver engaging, high quality instruction to meet the diverse needs of all students. • Students participate in a variety of elective courses. • Our partnership with Bridgewater State University continues to provide our staff and students with a variety of educational and enrichment opportunities. 	<ul style="list-style-type: none"> • Reduction in staffing coupled with an increase in student enrollment. • Reduced support for our Special Ed students due to a loss of 5 support staff members. • Loss of a Bilingual Guidance Counselor to support our large Bilingual student population (42%) and their families. • Large class sizes with up to 34 students in core academic classes. • Common planning time, Professional Learning Communities (PLCs) and our Arts Initiatives have been eliminated. • Lack of curriculum and resources.



This year several East Middle School Staff members have been recognized for their hard work and dedication to the students and staff. Former Administrative Assistant, Krysten Conley and School Adjustment Counselor, Melissa Monteiro-Puopolo were awarded the Superintendents’ Red Apple Award and classroom teachers, Helen Son and Brian Cassell were awarded the Excellence in Education Award from Southeastern Regional Vocational Technical High School.

North Middle School

North Middle School strives to maintain the Brockton Public Schools' standard of instructional excellence for every student, every day. The vision of North Middle School is to provide a rigorous learning environment that enables all students to attain the skills, problem solving abilities and conceptual understanding necessary to achieve proficiency in all subjects. The school is proudly comprised of 640 students; of whom approximately 40% are English Learners. The dedicated staff is committed to meeting the varying needs of all students.

~Home of the North Knights~



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Schedule created to protect Professional Learning Team meetings • Professional Learning Time enables teams to continue collaboration around the Cycle of Professional Practice • North Middle School staff remains positive and dedicated to student success despite budget cut challenges • State assessments are administered on tablets building-wide increasing staff and student's technological proficiency • A teacher was hired after the start of the year to reduce class size in Social Studies 	<ul style="list-style-type: none"> • Loss of Bilingual Guidance Counselor and Bilingual MSN results in only one certified teacher to communicate with parents in Cape Verdean Creole; making communication with families a challenge • Students at North need to increase their use of technology during instructional blocks to be successful with on-line testing, but there are only enough tablets for 55% of the students • Twelve math and science classes at North exceed 35 students in a class. Many of the classes include bilingual students and newcomers • Decrease in staff despite increase in enrollment



In September of 2017, North Middle School adopted the North pledge to engage students in positive behavior. Students are motivated to earn the title “Knight of the Term” by engaging in behaviors that exhibit these positive characteristics. Students are awarded a Knight of the Term shirt that they wear proudly throughout the school. The characteristics focused on are perseverance, effort, respectful behavior and kindness to students and staff.

Inspire, Teach, Achieve, Learn

Plouffe Academy

~Home of the Championship Wolves: Leaders of the Pack~

Plouffe Academy provides an inclusive, safe, and respectful environment that encourages students and staff to become active, compassionate, and lifelong learners. We aim to develop young people with strong character and determination who strive to create a better and more peaceful world through intercultural understanding and respect. We will continuously reflect upon and respond to the needs of all learners as we acquire the skills, attitudes, and knowledge to be creative problem solvers, reflective thinkers, and caring citizens of a global community.



An I.B. World School

2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> Teachers and staff go above and beyond the call of duty to meet the diverse needs of all our learners. Teachers volunteer for Afterschool Programs such as Movie Club, Music Madness, KIP, GLEE Club, and Art/Mural Club. Students are challenged with rigorous and meaningful lessons that focus on global concepts and tie in with current events. Our Community and Service Program continues to grow with students donating 3,000+ hours of service for meaningful causes throughout the City of Champions. With the WHOLE CHILD in mind, TEACHING and LEARNING remain at the crux of our collective efforts. 	<ul style="list-style-type: none"> Large class sizes with up to 34 students in some core academic and language classes. Reduction in staffing coupled with an increase in student enrollment. Increased teaching load for teachers. Common Planning Time and IB training for teachers have been eliminated. Paras and MTAs assigned to SPED programs are pulled for coverage, especially on those days with a shortage of substitutes. Even though Plouffe Academy is a model for other IB schools in the region, it is becoming increasingly difficult to fulfill specific requirements of specialized programs such as TBE and Two-Way Spanish without sufficient staffing.



The IB learner profile traits are emphasized and celebrated throughout the school year. We are proud of the caliber of our students as they showcase their intelligences, talents and capabilities in the classroom, on the athletic fields, through their community and service hours, and on the performing arts stage. Year after year, Plouffe Academy is well represented in local, regional and state competitions and performances, such as NHD, Junior Districts, MMEA All State Festival, All-City concerts, Special Olympics, and Science Fair.

“Intelligence plus character – that is the goal of true education.” ~Martin Luther King, Jr.~

Teachers, staff and administrators remain steadfastly committed to the noble ideals of education; we strongly believe in teaching to the heart and mind of every student. We embrace instruction which is meaningful, hands-on, and rooted in global concepts will best prepare our students for a positive future inundated with passion, purpose, and productivity. We want our students to have “the world in their hands”, and we aim to give them the means and opportunities to achieve their dreams.

South Middle School



South Middle School embodies an active collaboration of staff, students, families, and the community. Our school provides a safe, productive learning environment, which strives to maximize each student academically, emotionally, socially, and physically. Basic skills, critical thinking, and essential life skills are developed to shape our students into exemplary citizens who properly exercise their rights and responsibilities in our democratic society. Our students will leave South Middle School academically proficient, responsible members of the school community, and ready to transition successfully to high school.

Dragon Country



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Our staff members work to provide quality education to all students as they struggle through the lack of less programs and teachers • Teachers volunteer Afterschool Programs, such as Chess Club, Scholar in Training (SIT), and Books to Basketball. • Technology is deeply infused in all core subject matter. • The students and staff, through our Student Council group, incorporate academics and community awareness. • Incorporating exciting positive, high energy events like Day of Kindness, Great Goddess Day, March Madness Dodgeball Event. • Teachers strive every day to teach the WHOLE CHILD! 	<ul style="list-style-type: none"> • Larger class sizes in some of our core academic subjects. • Reduction in staffing with compromised materials and programs. • Remediation programs in math and science were eliminated causing gaps in students' achievement levels. • Increased teaching load for teachers. • Common Planning Time and training for teachers have been challenged. • Paras and MTAs assigned to SPED programs are pulled for coverage, especially on those days with a shortage of substitutes. • Decrease staffing produced supervision concerns throughout the surrounding campus area.



South Middle School strives to excel in all areas of academic excellence throughout the school year. We are proud of our students' successes in scholastic intelligences, musical talent, and on the athletic fields. Year after year, our South Dragons are represented in local competitions and performances, such as All-City concerts, Special Olympics, Latin Exam, Math League, and Science Fair.

Once a Dragon... ALWAYS A DRAGON!

West Middle School

The vision of West Middle School is the establishment of an environment which is conducive to learning.

- We will attain excellence in a safe, nurturing environment.
- We will provide each student the opportunity to achieve his/her full potential.
- We will celebrate our multiculturalism which arises from our diverse ethnicity.
- We will involve the larger community in the education of our children and in fostering respect for both education and educators.
- The vision will be enhanced by means of individual respect of rights of others.



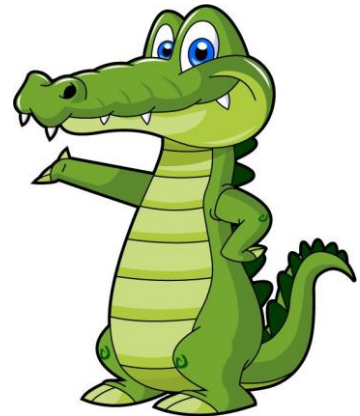
2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Students in Grade 8 successfully use Front Row for Math enrichment. • Successfully participated in MCAS using computer-based testing. • Staff is becoming familiar and utilizing Infinite Campus Gradebook and daily classroom attendance. • Parents and students are using the student/parent portal to access Infinite Campus gradebook. • Student representation in district, state, and national competitions for National History Day. • Student representation in the regional Science Fair. • Students achieving Magna Cum Laude, Maxima Cum Laude, and Cum Laude in the National Latin Exam • Participation in the NAEP exam. • Strong ISEI program • Strong EI program 	<ul style="list-style-type: none"> • Large Class Sizes • Reductions in staffing • Shortage of materials and supplies • Shortage of curriculum materials such as textbooks and novels • Weak WiFi in certain parts of the building (makes computer-based testing difficult) • Older building limitations (leaks, etc.) • Out-dated Intercom system, lack of phones in classrooms • Lack of a bilingual liaison • Lack of extensive and ongoing PD for new initiatives (Gradebook, Envisions, etc.)



Louis F. Angelo School

The Angelo School is home to students from across the globe. Our community engenders the participation, respect and dignity of all students, whether an English Language Learner, student with disabilities or student who is talented and gifted. Our vision is to educate all students to high academic standards while supporting the development of the whole child.

Our mission is to deliver a rigorous academic program to ensure that each student is proficient in effective communication, critical reasoning and logical problem solving. We will seek to meet the needs of all learners in a student-centered, data-driven learning community, in which we continually collect, analyze and act on student performance data to improve teaching and learning.



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • We have maintained our national accreditation with NAEYC, a mark of excellence in early childhood education. • In partnership with the South Shore Conservatory, through funding from the Goddard Foundation, we expanded the Imagine Arts program to support social emotional health in our students with autism through music and movement. • In partnership with the Massachusetts Cultural Council's STAR Residency Grant, our students were treated to fun, interactive Engineering in Action activities, where they worked collaboratively through the engineering design process of design-build-test redesign cycle, helping them to develop critical communication, collaboration and problem-solving skills. 	<ul style="list-style-type: none"> • Increased class sizes • Reduction in staffing • Shortage of substitutes • Lack of materials and supplies • Leaking roof, masonry in disrepair • Inadequate resources to support the increasing social emotional needs of students



A group of dedicated teachers brought the GIRLS ON THE RUN after-school program to life at the Angelo School. The GOTR mission serves to inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running. This 10-week volunteer-powered after-school program encourages positive emotional, social, mental and physical development.

Whether creating excitement about STEAM (Science, Technology, Engineering, Arts and Math) through challenges where students gain technical skills by exploring creative, collaborative solutions for real-world problems to orchestrating Coding Family Nights where parents can get in on the action, the Angelo School is GOING FULL STEAM AHEAD!

Dr. William H. Arnone School



The mission of the Arnone School is to work in conjunction with parents and the community to raise a generation of literate, socially aware, global citizens. The Arnone Tigers believe in Respect, Responsibility, Safety, and Kindness. At the Arnone School, the students and staff are a family of learners.

<i>2017-2018 Successes</i>	<i>2017-2018 Challenges</i>
<ul style="list-style-type: none"> • Arnone awarded a \$200,000 Turn Around Grant to accelerate achievement • Students responding to individualized teaching methods and instruction • Week-end Family Field Trips increase family engagement • Continued focus on Social Emotional Learning: Calm Classroom, PBIS, Calming Corners 	<ul style="list-style-type: none"> • Large class sizes • Reductions in staffing • Shortage of materials and supplies



School Highlights

“A Day in the Life” Family Days

Full implementation of Reader’s Workshop

Implementation of Foundations K-2

REACH materials for all grade levels

The Arnone is more fortunate than other schools because despite tremendous financial barriers, the district has supported it with resources and other assistance to obtain a sizable turnaround grant which will help the school to rapidly accelerate academic achievement.

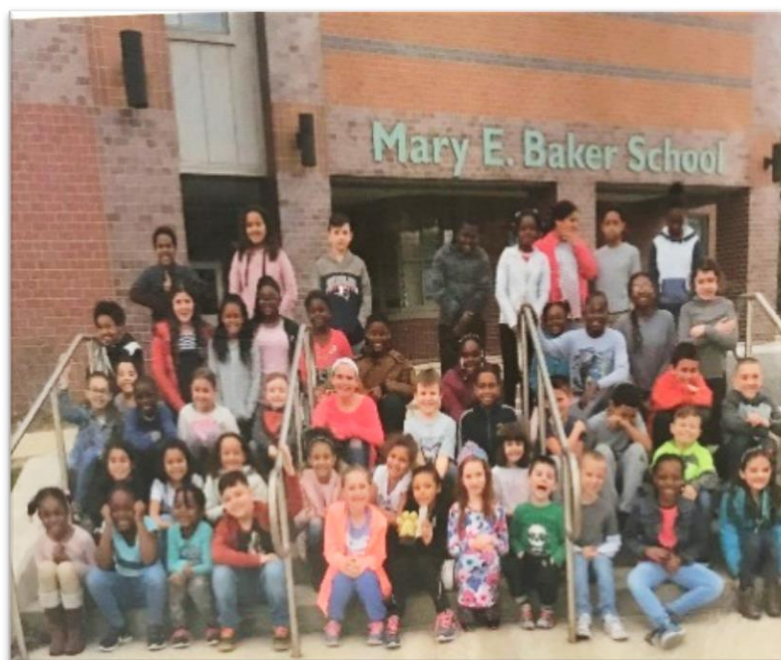
The school continues to be a leader in social emotional learning and has hosted colleagues from Iceland, Australia, Framingham, and Wisconsin during the 2017-2018 school year. The staff are deeply committed to the well-being of every child at the Arnone School!

Mary E. Baker School

The mission of the Mary E. Baker School is to provide a quality education in a safe and supportive environment, which respects the diversity of all individuals, develops strong social skills, and responsible citizens, involves parents and community, and instills a love of learning in an atmosphere that promotes academic excellence and recognizes student achievement.



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • School wide shared focus on rigorous teaching and learning • Consistent standards-based, engaging, rigorous lessons that meet the needs of all students • Strong parent involvement • Partnership with Bridgewater State University • Additional Interventionists to support ELA instruction 	<ul style="list-style-type: none"> • Large class sizes • Reductions in staffing • Shortage of materials and supplies



With the addition of a Parent Engagement Liaison this year, we have been able to connect with parents on a much broader and deeper level. Events such as, the Polar Express in English and French, Bingo for Books, How to Read the Report Card, Line Dancing, Zumba, along with numerous volunteer opportunities, have brought families into the Baker School on a regular basis. Through surveys, we will work to continue and expand these connections based on the wants and needs of the Baker community. We strive to collaborate and actively partner with parents to create lasting relationships that will support individual student growth and overall success.

The Baker School works daily to maintain a climate and culture with high expectations for all, that supports student success and actively engages families. As a trauma sensitive school, we have established and provide effective social emotional resources and supports and expanded learning opportunities for students in need of such supports and assistance. Several programs, such as, Zones of Regulation, Calm Classroom, Peace Corner, Choose To Be Nice, Reflection Room, ensure that we support the whole child.

Barrett Russell Early Childhood Center

The Barrett Russell Early Childhood Center currently houses 288 three, four, and five-year-old students. 170 of those students are on IEPs. The other 118 are peer models. We have 13 classrooms. Two classrooms are full day. The other eleven are split sessions. We have 11 substantially separate classes and 13 integrated classes. Our teachers are all dually certified in Special Education as well as Early Childhood. We offer Speech, OT, APE, and OT services in the school, as well as teachers of the visually impaired and hearing impaired



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Moved staff from Gilmore to Barrett Russell. • School wide trainings offered in Helping Traumatized Children Learn, Social Communication and ASD, Using Visuals and Social Stories, PBIS • Schoolwide trainings opened to sub separate K teachers who share similar students. • Partnership with BSU, Massasoit, and Stonehill for student teachers • Partnership with UMass Boston and Harvard for Family Engagement activities and classes. • Partnership with Raising a Reader 	<ul style="list-style-type: none"> • Staff and students moved to a different, smaller building • Roof leaks • Lack of storage space • Lack of large, motor space for physical therapy, adaptive phys ed and occupational therapy • No administrative support staff (AP or ILT)



OUR VISION

To educate the whole child in a safe and nurturing environment that builds a strong educational foundation, fosters curiosity and develops a life-long love of learning.

OUR MISSION

To create an exciting learning community that values respect, responsibility, safety and kindness - where students are

engaged and ready to learn and students are supported in learning at high levels to reach their greatest potential in academic, social and emotional growth.

Brookfield Elementary School



Through collaboration and teamwork, the Brookfield School Staff will meet the needs of all students by collecting and analyzing data, so we can maximize the potential of all learners. We will strengthen our family involvement, develop strong social skills, and produce good citizens by providing quality education in a safe and nurturing environment.

2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • TLA – Building stamina in student reading • Smooth transition to Reader's Workshop, including mini lessons, anchor charts, and individual student conferring. • PLC's – Focus in writing is paying off, students are writing more. Smooth transition into the cycle of inquiry around writing. • Smooth transition to Readers Workshop, including mini lessons, anchor charts and individual student conferring. • PLCs – Focus in writing paying off, students are writing more. Smooth transition into the cycle of inquiry around writing. • Strong PTO Involvement • Implementation of Calm Classroom • Donor's Choose – many teachers applied for and received supplies • 21st Century Program • MCAS Online for the first time. 	<ul style="list-style-type: none"> • Large class sizes, especially in SEI • Reductions in staffing, most noticeable in SAC and Paras • Staff Morale • Consistent PLT meetings due to coverage difficulties • Less flexibility with Literacy and STEM coaches, as well as Title 1 teachers. • Substitutes



Our PLC, through thoughtful analysis, determined a need for a common assessment in writing. To this end we developed a baseline writing prompt in narrative, expository, and opinion at every grade level. Grade level teams scored student work using a common rubric, identified anchor papers, determined strengths and weaknesses, and developed shared focus lessons to address student needs. Teams then re-analyzed student work. This cycle of inquiry produced a common language for understanding student and teacher needs. As an incentive, teachers give out a Power Writer award daily.

The Brookfield School worked diligently this year to improve our home school connection. With the work of our PTO and our Parent Engagement Liaison we brought hundreds of parents to the Brookfield School. Events such as Paint Night, Literacy Pottery Night, Bingo for Books, Zumba, Spaghetti Dinner, and dances at each grade level have brought families and staff together in a fun and enriching environment

Joseph Downey School



The mission of the Downey Elementary School is to provide a supportive environment where students can maximize their potential in Reading, Math and Science while emphasizing free thinking, responsibility, diversity and respect for all. Our staff is committed to creating a stimulating climate that motivates students to be self-initiating and discriminating while making decisions regarding learning. The school's mentor program, as just one example, is an amazing vehicle for all staff and students to help and support one another. There is no goal too lofty for the Downey Ducks! See us achieve and soar when we work together!

<i>2017-2018 Successes</i>	<i>2017-2018 Challenges</i>
<ul style="list-style-type: none"> • Consistent growth in standardized tests • Commitment to including families in the Downey School community • Dedication to diversity, equity, and a growing mindset of students and staff • Caring staff and faculty that work collaboratively to ensure student success • Innovative programs • Partnerships with local businesses and foundations • Outstanding facilities maintenance 	<ul style="list-style-type: none"> • Large class sizes • Adequate staffing to serve students' needs • Shortage of materials and supplies • Making technology accessible to all students K-5 • Walls needed to separate classrooms • Ongoing technology support for teachers • Lack of substitutes when needed • Supporting the needs of our behavioral students



At the Downey Community School, we design, develop, and implement engaging high quality, differentiated lessons and units that address the Common Core State Standards. Teachers and support staff strive to promote a positive behavioral mindset as we continue to implement PBIS. We cultivate and nurture our current partnerships with Shaws Supermarkets, Plimoth Plantation through the Yawkey Foundation, MA Department of Public Health Seal Program, Therapeutic Agencies, and Brockton Fire Department.

Downey Kids Count is a unique endeavor we have implemented at the Downey School. We truly believe that every student is important and will be successful. This program has enabled us to make essential connections with students. Each and every child has a staff member that is a champion for them, in addition to their regular classroom teacher. Once per month, students join their mentor in a small group setting for a 40-minute period. Groups participate in team-building activities, strategic games, art projects, science and engineering experiments, and giving back to the community, just to name a few! This is a great opportunity to build our school community by strengthening connections with one another.

Manthala George Jr., School



The George School is the largest elementary school in Brockton serving over 940 students in grades K-5. Along with general education classrooms, our school houses several programs such as the JUNTOS Spanish Two-Way program, Spanish Sheltered English Immersion, Special Education Inclusion, Intermediate Emotionally Impaired and Intermediate City Resource Room.

GEORGE SCHOOL VISION

To provide instructional excellence for every student, every day and to value our diversity for each student to be a contributing member in a global community.

NUESTRA MISIÓN

Educar al niño/a en su totalidad en un ambiente seguro y propicio donde los estudiantes participan en el aprendizaje y son desafiados a alcanzar lo máximo potencial académico, social, emocional y crecimiento físico.

The mission of our school is to educate the whole child in a welcoming, safe and supportive environment where students are engaged in learning and challenged to reach their greatest potential for academic, social, emotional and physical growth. We strive to provide instructional excellence for every student, every day and to value our diversity for each student to be a contributing member in a global community.

2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> One of five schools in Massachusetts to partner with the Trauma and Learning Policy Initiative as a “demonstration school” to create a trauma sensitive learning environment Partnerships with Stonehill College, Bridgewater State University and Southeastern Regional High School Partnership with the South Shore Conservatory to bring the ImagineARTS program to all Kindergarten classrooms Strong development of a professional learning community Embedded technology with student computers, interactive whiteboards and document cameras in every classroom as well as 1:1 devices for all students in grades 3-5. Transition year for school uniforms 	<ul style="list-style-type: none"> Reduction in staffing – paraprofessionals, Title I teachers, ESL teacher Reduction in budget for classroom supplies and materials Larger class sizes
	School Highlights
	<p><i>The George School has greatly improved parent engagement this year through a variety of programs offered during and after school. Some events include: Choose to be Nice Day, Bingo for Books, STEM Nights, Hour of Code, Halloween Dance, the Winter Ball and more! We also began a new series of workshops designed specifically for our Spanish speaking families newer to the country called Conversacion.</i></p>



The George School has an active PTA that strives to create an inclusive environment for all families. The Massachusetts PTA recognized several members of the George School this year.

- Mr. Michael Henry (PTA President) – Spotlight on Men Award
- Mr. Louis Ghelfi – Outstanding Teacher of the Year
- Mrs. Natalie Pohl – Outstanding Principal of the Year

Two students also won awards for their artwork entered in the Massachusetts PTA Reflections program.

Gilmore School



The Gilmore Elementary School is an exceptional learning community that offers rigorous instruction and holds high academic expectations for all students. Our goal is to provide high quality education, in a safe and supportive learning environment, to ensure that every student reaches his/her individual goals. At the Gilmore School, we are committed to helping students achieve their very best: "Every Child, Every Day, Soaring to Success"

Formerly the Huntington Elementary School, the Gilmore serves as the district's original turnaround school. In 2010, the efforts of strong leadership, vision, and layered initiatives over time revolutionized us into one of the early school models for the National Center for Time on Learning and MA Expanded Learning Time Schools. We were 1 of 16 public elementary schools in MA and 1 of 161 in the nation. As pioneers of this work, we joined the ELT consortium and remain dedicated to ensuring that every minute counts to provide vigorous learning opportunities for our students. All students attend school for 90 minutes over the standard elementary school day within the district. This amounts to 43 additional school days per academic year. Allowing more time to close both the achievement and opportunity gaps of high needs children.



Our school offers a 1:1 technology initiative in grades 1-5. As students wear their Gilmore uniforms, we instill the core values of strong moral character and high expectations. Through our enrichment hours, we provide quality programming under the themes of character education, community service learning, STEAM, health/wellness and fitness, and the arts. The Gilmore's vision is to be leaders in STEAM education, preparing and inspiring generations of learners to meet the challenges of the global society.

Our ELT affords us the opportunity to establish strong structures within our Professional Learning Community that has yielded ongoing improvements to close the opportunity, achievement and engagement gaps for our students. A promising practice, since 2012, is that of "looping," a strategy that keeps a cohort of students with the same teacher from one grade level to the

next. We have embedded professional development for faculty allowing for 3,010 minutes of collaboration throughout the year focused on improving practice and instruction. Additionally, we focus on establishing a safe and supportive learning environment through embedded character education focused on calm classroom and self-regulation practices.

2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • We have leveraged resources with partnering organizations to support additional needs of students including Bridgewater State University, the YMCA, Brockton Public Library, Science from Scientists, and Imagine Arts. These partnerships provide enrichment programming, parent support/education, and ensure time for our teachers to have weekly common planning meetings at all grade levels. • We have increased the number of events for families and community members. This provides opportunity for families to become more involved partners in their child's educational experiences. The Gilmore averages 3 school-wide family and community events per month. • Collaborated with BSU to provide Adult English Classes on site at the Gilmore weekly at no cost • Gilmore Grade 4 MCAS 2016-17 SY showed students performing 44 percent above their peers with similar MCAS histories in ELA and 46 percent above their peers with similar MCAS histories in math. • Grade 5 MCAS 2016-17 SY showed students performing 46 percent above their peers with similar MCAS histories in ELA and 75 percent above their peers with similar MCAS histories in math. • Calm Classroom has been implemented schoolwide to promote mindfulness skills that support mental and emotional well-being. • All grades have integrated eLearning into our blended learning model using programs that include ST Math, Imagine Learning, Imagine Math, and Discovery Education as part of our daily routine. The blended learning model has shown to help teachers cater to the individual needs of our learner, most students have unique learning styles and benefit from a variety of teaching techniques. 	<ul style="list-style-type: none"> • Larger class sizes due to a reduction in staff. • Without additional staff to provide intervention and classroom support the Gilmore school struggles to meet the social, emotional, and academic needs of all students. In fact, 84.4% of students are considered high needs. That is two times greater than the state average reporting at 46.6%. The district average is 69.3%. • The Gilmore has approximately 86% of the student population speaking English as a second language. Due to the elimination of all SEI designated paraprofessional teachers, we continue to struggle to meet the needs of these learners. • As enrollment continues to increase the Gilmore school has a shortage of adequate classroom space for teachers and specialists to provide high quality lessons. • Most ELT schools suffer from natural attrition. Yet, the Gilmore has been able to create a culture that supports and retains staff. However, the budget process and RIF actions have negatively impacted on our ability to maintain key faculty members who have been involuntary transferred or laid off. • Due to a reduction in our funding on the district/city side the Gilmore school has been forced to use ELT grant money to support teachers' salaries through our extended learning time hours. This loss of district level funding hinders the school's ability to sustain ELT initiatives, student programs, partnerships and as a result puts the ELT grant in jeopardy for renewal. • The lack of funds to support teaching positions, has resulted in our inability to properly staff the school particularly in the areas of Music, Band, Health, and Art.

Strengths

Students benefiting from the looping structure have yielded ambitious growth scores in STAR from year to year, close to 60% in both Math and ELA.

Challenges

Due to RIF, and loss of staff, only 3 of the 8 teachers were in their position to continue their loops, leading to a delayed start to instruction gained during Year 2 of a loop.





Hancock School



Home of the Huskies

We foster the commitment to building a school culture of kindness and respect for all members of our community. We provide an education that will result in academic achievement, as well as social-emotional growth. We take pride in growing strong, independent learners with good stamina and a growth mindset. Our Professional Learning Community creates a structure to collaborate and to move our school forward as our students are held to the highest expectations.



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • Implementation of Reader's Workshop Model in grades 3-5, Reach for Reading in grades 1 and 2, and Foundations in Kindergarten and grade 1 • Introduction of Guided Math Workshop in grades K-5 • Strengthening of science units through teacher collaborative planning • Significant gains in English Language Arts MCAS scores • Schoolwide focus on mini lessons with clear teaching points in both ELA and Math • Schoolwide utilization of Imagine Learning • Stonehill tutors • Positive Behavior Intervention System to promote respect, responsibility, safety and kindness • Citizen of the month • One to one tablets in grades 3-5 	2018-2019 Future Goals
	<ul style="list-style-type: none"> • Large class sizes • Providing consistent coverage for PLCs and conferencing • Time for professional development • Need for interventionists • Shortage of materials and supplies • Coaching time • Continue Reader's Workshop model with continued focus on clear teaching points and independent reading • Implementation of Reach for Reading in grades 3-5 • Continue Guided Math Workshop with focus on using data to drive small group instruction • Grade level lead teachers working with facilitator to address instructional, cultural and structural needs of the building • Development of data collection systems to drive instruction in both ELA & Math • Alignment of science units with Reach for Reading • Build in more time for classroom colleague planning, observations and debriefing • Improve school culture • Create healthy eating habits and promote physical activities for our students

John F. Kennedy School

The mission of the Kennedy Elementary School is to provide education of the highest quality that motivates all students to excel, meets their individual needs and prepares them for the future. We strive to educate our students in a nurturing, challenging and inclusive environment. The Kennedy School, partnering with parents, families and the community, helps students attain knowledge and develop the skills and intellectual curiosity to become independent and self-sufficient learners who will contribute responsibly in a global community. By providing opportunities to create meaning and develop understanding in a variety of contexts, the Kennedy School prepares students to grow and act in a well-informed, creative and compassionate manner.



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • High expectations for student learning and performance help to cultivate our Kennedy Level One environment. • All staff support each other, so that all staff can focus on student support. • Increase of computer tablets available for student use with the availability of programs to supplement differentiated learning. • Teachers development and continued implementation of focused literacy instruction and Guided Mathematics Workshop have impacted student progress and achievement. • Kennedy families as partners for success! 	<ul style="list-style-type: none"> • Increase in class size enrollment. • Elimination and reduction of staffing across all areas- teachers, paraprofessionals, school adjustment counselors, Title One, specialists, custodians — has impacted school operations. • Shortage of materials and supplies. • Coverage challenges to provide for consistent common planning time for grade levels. • Split grade level SEI class remains, with students of very varied needs. • Technology support for students and staff.



The Kennedy teachers have been engaged in the design, development, and implementation of high-quality differentiated lessons that address the Next Generation Science Standards with hands-on experiences for student learners. All Kennedy Grade level teams have been involved with SEED (Science and Engineering Elementary Development) professional coaching from motivating scientists using Kennedy students as models. The Kennedy School has strived and obtained grant funding for continued STEM opportunities for students which

will assist in the creation of a Maker Space Lab Environment to help students moving forward with STEM experiences and the materials needed for discovery and exploring.

The Kennedy School strives to maintain and nurture a positive learning environment. Students have succeeded with our PBIS implementation that cultivates positive behavior and kindness. Some examples show that our Kennedy Community has provided holiday help for local homeless shelters and our Kennedy families who benefit from assistance. We have partnered with the Brockton VA Hospital for Veteran's support. We provide a BIGS in School mentoring program with support from Stonehill College and the YMCA. Our Kennedy PAC helps to foster family involvement providing social activities and funds for student enrichment and experiences.

Raymond School

The Mission of the Raymond School is to create a safe learning environment where students will grow to be independent thinkers and will succeed academically, socially and emotionally.

The Raymond School is committed to providing both staff and students with a supportive and collaborative learning community where high expectations for all members will lead to academic success.

We consider ourselves all members of a Professional Learning Community and through this work we strive to meet the needs of all our students. This work has been instrumental in improving the climate and culture of our learning environment and has helped lead us to improved test scores and student growth.



2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> Continued staff dedication and commitment to all working together as a Professional Learning Community. The work of our building-wide facilitator and our grade level facilitators on our “Inquiry-based Cycle” work. Partnership with the following organizations and clubs: Bridgewater State University, Stonehill College, Imagine Arts from the SS Conservatory of Music, BHS Boxer Mentors and RSVP Retired Volunteers. Raymond students’ performance growth percentile continues to show improvement each year Tablets for each of our students in grades 3 through 5 allowing for the integration of technology into all content areas. The growth of our Unidos dual language program School Uniform policy with 98% participation Continued implementation of the PBIS model to support the social emotional needs of our students. Continue to utilize our very own “Sensory Area” to assist students to regulate their self-control. Implemented the Calm Classroom program this year with all Kindergarten classrooms participating to increase and support student mindfulness skills. Students are positively responding to daily check-ins and individualized behavior management plans. 	<ul style="list-style-type: none"> Student population that consists of 81.5% designated by DESE as High Needs as compared to the district average of 69.3% and the state average of 46.6%. Larger class sizes The elimination of SEI classroom paraprofessionals Reductions in Title 1 staff – leading to less students participating in much needed academic support/intervention groups Shortage of materials and supplies Walls in three of our pods - needed to provide the optimal learning environment for every Raymond student

- Raymond PTA providing free monthly family events such as Bingo for Books, Fall Family Festival, Holiday Pancake Breakfast, Donuts with Dudes, and Muffins with Moms events which have led to an increase in family participation.
- Our Logan Family Center has increased the amount of family events they are sponsoring for the Raymond families by securing a MA Cultural Council grant on behalf of the Raymond School.
- Playworks – our structured recess plan
- Piloted the Jumpstart for K program
- Staff reaching out to “Donors Choose” for donations of classroom materials and supplies



Our partnership with BSU has led to many wonderful opportunities for our staff and students – opportunities such as having student teachers here each semester, staff training on the MARC bullying prevention program, Science Methods students holding their weekly classes here creating hands-on Science lessons and then implementing these lessons in the classrooms, these science methods students also provided science investigations to our families during Parent Conferences, Scientist of the Month visits, Invention Convention, visits to the BSU observatory, National Children’s Day celebration and to their yearly theater productions

The Raymond Staff has done an excellent job living up to their pledge this year to “do more with less”. We are staying motivated and working hard to continue to provide our students with an excellent education each and every day! We are so proud of all of our accomplishments this year and plan to continue to strive for excellence.

Thomas Edison Academy

The mission of Thomas Edison Academy is to implement an innovative school that offers instructional support and intervention strategies that reconnect students who are over aged and under credited for grade level, and are either at-risk of, or have already dropped out of school. Edison Academy seeks to embrace students in a high school diploma program focused on essential academics, and career and college readiness. Edison Academy will accelerate student progress and maximize the effectiveness of how curriculum and instruction are delivered. Through development of 21st Century literacy skills and a responsive personalized learning experience necessary to become responsible and productive members of a diverse society.

Instruction focuses on enabling students to demonstrate the literacy skills of reading, writing, speaking, and reasoning and preparing them to participate actively as citizens in a technologically advanced society.



<i>2017-2018 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> • Another year of increased student enrollment • Offered three dual credit classes in partnership with Massasoit Community College, Sociology, Early Childhood Education, English as a Second Language, and Beginning Windows Technology • Expanded course offerings for English Learners • Increased enrollment and services offered for special education students • Offered outstanding culturally appropriate student support services • Minimal student behavior/discipline issues 	<ul style="list-style-type: none"> • Per capita budget shortfalls limit dual credit offerings • Limited office and meeting space which creates challenges for protecting student information and confidentiality • Some large class sizes due to need for ESL and MCAS science staff



Since its conversion to a Chapter 70 school in 2012, Edison Academy has continually expanded as a community of educators committed to serving the needs of an increasingly more diverse student body. Edison Academy supports adult learners, English learners, special needs learners, homeless learners, and current or potential high school dropout students. Students attending this evening program have access to a full complement of professional and caring teaching and support staff as well as essential community resources. Through career literacy classes and professional guidance staff Edison Academy Students become learners who take charge

of their education process, and create a learning plan to set and accomplish career goals.

The year in review for Edison Academy: we partnered with Health Imperatives and offered women's

health workshops; offered four dual-credit classes in partnership with Massasoit Community College (MCC); conducted 'on-the-spot-admission' process with MCC; conducted another successful annual College and Career Fair with 31 vendors; Edison Academy students attended the STEM Career Day at Bridgewater State University; Connecting Activities Day, and Construction Career Day. With the largest student enrollment to date, approximately 600 students Edison Academy is proudly poised to produce its largest graduating class with a projection of approximately 220 graduates for the class of 2018.

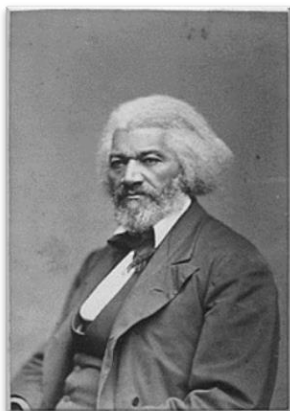
Keith Alternative Schools

Champion High School/Frederick Douglass Academy



The mission of Champion High School and Frederick Douglass Academy is to provide an alternative setting for at-risk learners. Many Champion and FDA students have significant trauma histories. FDA students also struggle with significant behavioral challenges. Students in both schools struggle with issues relating to bullying, anxiety, depression and lack of consistent academic success. We support these students by providing a smaller academic atmosphere that centers on support, counseling and positive relationship building. We provide a flexible learning environment that is tailored to the individual needs of the students. We believe all students can succeed with the help of caring adults and the right academic and social/emotional supports.

2017-2018 Successes	2017-2018 Challenges
<ul style="list-style-type: none"> • MCAS scores have shown improvement. • Revised curriculum is being implemented in core academic areas • Restorative Justice approach to behavior management. • Read 180 supports struggling learners • A College and Career Readiness Seminar has been piloted this year • Students have taken a variety of field trips centered around college and career exploration • work collaboratively with community partners to assist families and students in crisis • Student groups such as the GSA and student council are taking an active role in school activities • We offer counseling through BAMSI, Safe Corners, and school guidance services • Students can take Massasoit college classes at school 	<ul style="list-style-type: none"> • We lack the staffing necessary to fully meet the academic and social/emotional needs of our students • Reductions in staffing require us to share elective teachers with another school thereby limiting the availability of classes like art, music, and health • We lack the resources to provide a full range of elective courses • Difficulty serving IEPs of all students with limited number of MSN teachers • Shortages of materials/supplies/technology • Significant numbers of students in crisis stretch our school adjustment counselor services to the limit • Behavioral challenges presented by at-risk students require additional support



Enrollment at Champion High School has grown this year as students seek a smaller, more personalized educational experience. Most Champion students will pass all MCAS exams and graduate with a diploma rather than a certificate.

The Keith Center puts a great emphasis on Safe and Supportive schools. All teachers, staff, and students receive annual training on issues faced by LGBTQ students. Students who have dealt with bullying issues report that they feel supported by the school and by other students.

Over-age/under-credited students received personalized scheduling and guidance, and many will catch up on credits and graduate.



Brockton High School
470 Forest Avenue
Brockton, MA 02301
(508) 580-7633
Principal: Clifford Murray, Ed.D.



**Thomas Edison Academy at
Brockton High School**
470 Forest Avenue
Brockton, MA 02301
(508) 580-7633
Principal: James Cobbs, Ph.D.



Ashfield Middle School
225 Coe Road
Brockton, MA 02302
(508) 580-7268
Principal: Barbara Lovell, Ed.D.



East Middle School
464 Centre Street
Brockton, MA 02302
(508) 580-7371
Principal: Kelly Silva, Ed.D.



North Middle School
108 Oak Street
Brockton, MA 02301
(508) 580-7371
Principal: Alison Ramsay



Plouffe Academy
250 Crescent Street
Brockton, MA 02302
(508) 894-4301
Principal: Michelle Nessralla



South Middle School
105 Keith Avenue Extension
Brockton, MA 02301
(508) 580-7311
Principal: Diane Lynch



West Middle School
271 West Street
Brockton, MA 02301
(508) 580-7381
Principal: Carleton Campbell



**Frederick Douglass Academy
at the Keith Center**
175 Warren Avenue
Brockton, MA 02301
(508) 580-7033
Principal: Cynthia Burns



**Champion High School
at the Keith Center**
175 Warren Avenue
Brockton, MA 02301
(508) 894-4377
Principal: Cynthia Burns



**School Registration/
Parent Information Center**
60 Crescent Street
Brockton, MA 02301
(508) 580-7950
Director: Soraya DeBarros, Ph.D.



Adult Learning Center
211 Crescent Street
Brockton, MA 02302
(508) 580-7475
Coordinator: Kathleen Quinn



**Huntington Therapeutic
Day School**
1121 Warren Avenue
Brockton, MA 02301
(508) 580-7235
Principal: Jay Lander



**Central Administrative
Offices**
43 Crescent Street
Brockton, MA 02301
(508) 580-7000



Louis F. Angelo School
472 North Main Street Brockton,
MA 02301
(508) 894-4501
Principal: Márcia Andrade-Serpa



Dr. William Arnone School
135 Belmont Street
Brockton, MA 02301
(508) 894-4440
Principal: Colleen Proudler



Mary E. Baker School
45 Quincy Street
Brockton, MA 02302
(508) 894-4427
Principal: Valerie Brower-Foote



**Barrett Russell Early
Childhood Center**
45 Oakdale Street
Brockton, MA 02301
(508) 894-4418
Principal: Joanne Camillo



Brookfield School
135 Jon Drive
Brockton, MA 02302
(508) 580-7257
Principal: Marguerite Masson



Edgar B. Davis K-8 School
130 Plain Street
Brockton, MA 02302
(508) 580-7360
Principal: Darlene Campbell



Joseph Downey School
55 Electric Avenue
Brockton, MA 02302
(508) 580-7221
Principal: John Kelly



Manthala George, Jr. School
180 Colonel Bell Drive
Brockton, MA 02301
(508) 580-7913
Principal: Natalie Pohl



Gilmore School
150 Clinton Street
Brockton, MA 02302
(508) 580-7685
Principal: Marybeth O'Brien



Hancock School
125 Pearl Street
Brockton, MA 02301
(508) 580-7252
Principal: Stephen Shaw



John F. Kennedy School
900 Ash Street
Brockton, MA 02301
(508) 580-7278
Principal: Brian Rogan



Oscar Raymond School
125 Oak Street
Brockton, MA 02301
(508) 580-7364
Principal: Carol McGrath