

Brockton Public Schools

Entry Plan



Kathleen A. Smith, JD
Superintendent of Schools

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Entry Plan

Introduction

The Brockton Public Schools is a microcosm of the city it serves: rich in diversity, rooted in the belief that education is the basis for lifelong success, and challenged by the ever-changing demographics and economics of the day. As communities across the nation struggle to redefine the role that public education systems play in the lives of children and families, I believe that Brockton is wise to conduct a self-study and analysis to further enhance and expand services to support student growth. This endeavor will allow the district to create efficiencies and economies of scale to ensure that our work is always guided by our core values.

I was elected Superintendent of Schools by the Brockton School Committee on March 28, 2013. Before assuming my new duties in August, I conducted an independent study of the school district during the spring and early summer. As part of my entry plan, I convened a group of key advisors and opinion leaders to serve as foundation members of a district-wide Transition Team. The Foundation Team met during the spring and early summer, and Lasell College Professor and former School Committee Member Richard Bath was named chair.

Having spent more than 35 years as an educator and administrator in the Brockton Public Schools, I came to the Superintendency with clear ideas about our district's strengths, challenges and opportunities. Knowing that the district is at a pivotal point in its history, with rapidly expanding enrollments and a host of new federal and state initiatives to implement, I felt this new administration could utilize this period of change to reorganize and chart a new course for the coming years.

Information Gathering/Listening Tour

From day one, I vowed to include as many voices as possible in our self-analysis and long-term strategic planning. In September, a larger Transition Team comprised of district and school administrators, business leaders, college and university representatives and parents and community stakeholders convened to help craft a new vision for the future of the school district. Input was sought from all areas of the community and a valuable free flow of ideas ensued, providing us with a wealth of opinions and feedback that is shaping the future of our school district.




I knew it was imperative that I gather in-depth information about every aspect of the school system to augment my own knowledge base and experience in the district. Initially, I collected information by conducting “walking tours” of each of our 25 schools, interacting with faculty and staff members and gathering first person accounts of how our schools operate. I also held meetings with each school

administrative team, initial and ongoing discussions with central office administrators, and small group meetings with new teachers and staff. I gained a great deal of insight from meeting with each of these groups: I listened carefully to their successes, the challenges they faced, their vision for the future of their students, their ideas, and their plans for continual improvement. Coming away from these meetings, I was struck by the energy, enthusiasm, innovation and commitment our BPS faculty and staff have, and by their willingness to go the extra mile to help our children succeed. I plan to harness this energy to facilitate and support a responsive, responsible change process based on local and national research, results and best practices.

In August 2013 and again in February 2014, School Committee retreats were held to gather members’ thoughts about the district’s strengths and challenges and to develop shared goals and strategies for how we can resource our school district for success. The School Committee has proven to be one of the greatest resources we have in advocating for our students. I am pleased to have a close working relationship with all of our members.

In October 2013, I launched a Superintendent’s Listening Tour to gather ideas and feedback from parents and the community. Six evening meetings were held throughout the month, giving me the opportunity to converse with more than 450 residents. I met with parents at middle schools in each of the four corners of the city, and utilized translators to help communicate with parents of the three largest linguistic minorities in the city: French/Haitian Creole speakers, Portuguese/Cape Verdean Creole speakers, and Spanish and Quecha speakers.

Superintendent of Schools
Kathleen A. Smith, JD
invites parents & community members to participate in



Superintendent Forums

Superintendent Smith seeks input from parents, community members and staff as she begins developing a three-year action plan for the Brockton Public Schools. Your ideas, concerns and feedback will help shape the Superintendent's Plan and provide valuable insight into what the district does well and where there is room for improvement. Please join us at one of several forums planned this fall at sites across the city:

- Wednesday, October 9**
North Middle School Cafe - 6 PM
- Wednesday, October 16**
South Middle School Cafe - 6 PM
- Wednesday, October 23***
East Middle School Cafe - 6 PM
- Wednesday, October 30**
West Middle School Cafe - 6 PM

*translators will be on hand to assist Portuguese speakers

In December, I invited leaders of the local business community, community service providers and local and state political leaders to meet with me in small groups to discuss their experiences with the Brockton Public Schools, past and present, and to encourage them to partner with us to better serve our community. Additionally, we provided an online parent survey (see Appendix for results) about district strengths and challenges, and televised four of our public hearings on Brockton Community Access to help keep our community abreast of the work we as a system are doing to plan for the future.

I also met throughout the year with the Brockton Public Schools Special Education Parent Advisory Council (SEPAC), the Superintendent PAC, a group of PAC, PTO and PTA leaders from across the district. Additionally, I have met with and forged good working relationships with local media outlets, including The Enterprise, Brockton Community Access, WXBR and Globe South to help share the good work that is going on in our schools every day.



In regular meetings with more than 150 Brockton High School students in the Student Government Association, National Honor Society, Future Teachers Club and Youth Voice Subcommittee of the Transition Team, I encouraged open dialogue and honest assessments of our schools. Students outlined a number of the aspects of Brockton High School that they love, while also identifying issues and obstacles they face. The students identified areas they felt needed to be changed, and made cogent suggestions for how to make the improvements.



In all of these meetings, I listened to the good stories and the bad - the struggles parents face in trying to help their children academically, the dreams they have for each child, and the challenges they confront. I heard students discuss the wonderful academic opportunities they embrace, and I heard their concerns about a lack of technology, college preparation and in some cases, instances of inadequate classroom resources.

I answered questions, organized research into the questions I couldn't answer, and posed questions of my audiences. Parents relayed what they liked about their own and their child's experiences in school, and what they thought could be improved. Stakeholders provided insightful ideas and suggestions, and I shared my vision for expanded opportunities for parent involvement and multiple access points at each school and system-wide for parents with similar issues and concerns.



Community involvement has always been a central tenet of my personal and professional life, and I believe it should also be a major focus of a Superintendent of Schools. I make it a priority to sit with parents and students at Title I events, to welcome them to Parents' Academy Workshops, and to celebrate with them at concerts, science fairs, awards ceremonies and artistic and athletic events throughout the year. During my first year as

Superintendent, I also met with members of our state legislative delegation, addressed community groups like the South Shore Haitians United for Progress (SHUP), Old Colony Way Board of Directors, Brockton Rotary Club, MetroSouth Chamber of Commerce, Bridgewater State University and the Brockton Area NAACP, among others. I also participated in a wide array of community events including Keep Brockton Beautiful Day, Haitian Flag Day, Sons of Italy 100th Year Anniversary Celebration, Summerfest, the Little Red Schoolhouse Spelling Bee, JROTC Gala, BHS Halloween Hallway and many other events.

One of the greatest joys of my job is spending time with students. I get to see firsthand how important our work truly is; my visits to schools and my interactions with students are a barometer against which I measure our progress. I am always heartened to hear the stories of student success, but that joy is tempered by a sense of urgency: we must ensure that every student is given the tools to achieve the levels of knowledge, understanding, critical thinking, decision-making, and creativity they must apply and practice every day. We must also make sure that our students' basic needs, such as hunger, medical treatment and emotional wellbeing are met, so that they are ready to take advantage of every minute of exploration and opportunity in and out of the classroom.



Timeline



The Brockton School Committee unanimously elected Superintendent of Schools Kathleen A. Smith, JD on March 28, 2013. Slated to begin in her new role in August, Smith used the spring and early summer months to gather information and begin planning initiatives she would undertake as the district's new superintendent.

During the spring, the superintendent-elect brought together a group of key advisors and opinion leaders to serve as foundation members of a district-wide Transition Team. The Foundation Team members met with Mrs. Smith during the spring and early summer, and Lasell College Professor and former School Committee Member Richard Bath was named chair.

Superintendent Smith took the helm of the Brockton Public Schools on August 12, 2013 and began convening a larger Transition Team comprised of district and school administrators, business leaders, college and university representatives and parents and community stakeholders to help craft a new vision for the future of the school district. Input was sought from all areas of the community. The following is a timeline of informational meetings that were held to assist Superintendent Smith in gathering input and ideas from a broad spectrum of constituencies.

August 2013

- August 12 – Superintendent Smith assumes her duties as Superintendent of the Brockton Public Schools.
- August 17 – Superintendent Smith and the School Committee meet in retreat to discuss her entry plans and strategies for a successful opening of school.
- August 28 – the eight-member Transition Foundation Team begins planning for the launch of a larger, community-wide Transition Team that will conduct in-depth discussions of the following topics: Culture & Context, Learning & Teaching, Operations & Finance, Organizational Efficiency & Effectiveness, and Youth Voice. The Foundation Team also creates a schedule for a "Listening Tour," in which the Superintendent held evening meetings with parents, community stakeholders and students to discuss their goals and concerns for the district. The meetings will be held in all areas of the city and in English, French, Portuguese and Spanish.

September 2013

- September 3 – Superintendent Smith addresses the faculty and staff of the Brockton Public Schools in a back-to-school presentation; details of the Transition Team planning process and outreach are unveiled.
- September 4 – First day of the 2013-2014 school year.
- September 19 – The Superintendent’s Transition Team, consisting of 42 members and 8 foundation members, convenes at the Arnone School. Participants are assigned to serve on subcommittees representing the five main areas of interest. Subcommittees meet briefly and set a schedule of further meetings.



October 2013

- October 3 – Learning & Teaching Subcommittee meeting.
- October 7 – Operations & Finance Subcommittee meeting.
- **October 9** – Listening Tour meeting at North Middle School.
- **October 10** – Listening Tour meeting at Baker School with French-speaking parents.
- **October 15** – Listening Tour meeting at George School with Spanish-speaking parents.
- **October 16** – Listening Tour meeting South Middle School.
- October 16 – Organizational Efficiency & Effectiveness Subcommittee meeting.
- October 16 – Culture & Context Subcommittee meeting.
- October 17 – Learning & Teaching Subcommittee meeting.
- October 17 – Youth Voice Subcommittee meeting.
- **October 23** – Listening Tour meeting at East Middle School with Portuguese-speaking parents.
- October 30 – Listening Tour meeting at West Middle School.
- October 30 – Operations & Finance Subcommittee meeting.
- October 30 – Organizational Efficiency & Effectiveness Subcommittee Meeting.



November 2013

- November 6 – Organizational Efficiency & Effectiveness Subcommittee meeting.
- November 7 – Culture & Context Subcommittee meeting.
- November 13 – Organizational Efficiency & Effectiveness Subcommittee meeting.

December 2013

- December 7 – Foundation Members subcommittee meeting.
- December 19 – Superintendent Smith meets with community stakeholders in 30-minute, small group meetings.
- December 30 – Foundation Members subcommittee meeting.

January 2014

- January 6 – Foundation Members subcommittee meeting.
- January 24 – Met with Enterprise Managing Editor Steve Damish to discuss ongoing coverage and joint initiatives going forward.

February 2014

- February 1 – A second School Committee Retreat is held to share information, welcome new members and discuss ongoing initiatives.
- February 12 – Hosted a Transition Team Reception at Brockton High School to recognize and thank all of the Transition Team members for giving their time, energy and expertise.
- February 26 – A new Strategy Team, comprised of district and building level administrators and educators, was convened to review information, ideas and data collected in the fall by Transition Team Subcommittees. The Strategy Team was divided into subcommittees reflecting the work conducted by the Transition Team, and tasked with working on emerging themes and district vision, mission and core values.



March 2014

- March 28 – The Executive Team meets to review information gathered through Transition Team subcommittee meetings, Superintendent's Listening Tour and the DESE District Review. The team identifies strengths, challenges and opportunities to be further defined as part of the Transition and Strategy Reports.

April 2014

- April 2 – Strategy Team Subcommittees meet in a large group to write collective vision and mission statements, to identify strengths, challenges and opportunities, and to review District Review data.
- April 3-20 – Subcommittees meet to further refine emerging themes from individual areas of focus and merge information gleaned from District Review data.
- April 7 – The Organizational Efficiency & Effectiveness and Culture & Context Subcommittees of the Strategy Team met separately to discuss and prepare district Core Values.
- April 16 – Operations & Finance Subcommittee of the Strategy Team meets to discuss and prepare district Core Values.
- April 17 – Learning & Teaching Subcommittee of the Strategy Team meets to discuss and prepare district Core Values.
- April 30 – The Strategic Planning Team met as a large group to go over work done in subcommittee meetings; topics included the vision, mission and values, emerging themes and discussion of the BPS culture.



May 6 2014

- May 6 – Entry Plan is presented to the Brockton School Committee.

June 2014

- Superintendent Smith delivers a three-year Brockton Public Schools District Strategy Plan to the School Committee for review, debate and adoption.

District Review

In November, the Massachusetts Department of Elementary and Secondary Education's (DESE) Center for District and School Accountability conducted a District Review of the Brockton Public Schools, one of 20 such reviews of school districts and charter schools scheduled during the 2013-2014 school year.



The DESE District Review team visited the Brockton Public Schools from November 18-21, 2013. The review team spent time in more than 100 classrooms, collected data on performance, reviewed curriculum and gathered feedback from parents and staff. This spring, the review team provided the district with a detailed report on their findings.

I saw this as a very positive opportunity for the Brockton Public Schools to gain unbiased insight into our school system. This review will help us as we develop our long-term Strategic Plan. It is always important to assess and analyze strengths and weaknesses, and I believe the District Review team has provided us with valuable insight and recommendations that will help us to improve our schools for the benefit of our students.

District Review Timeline

September 16 – Superintendent Smith is notified that the DESE will be conducting a District Review of the Brockton Public Schools in November.

October-November – the Executive Team works with school and systemwide administrators to prepare for the upcoming District Review Team visit by preparing documents, pulling personnel files and lining up teachers, administrators, parents, School Committee and community members who will be interviewed as part of the in-depth study.

November 6 – DESE Associate Commissioner Eva Mitchell appears before the School Committee to inform them about the upcoming District Review, explain the process and answer questions.

November 18-21 – DESE Review Team visited the Brockton Public Schools. During their time in the district, the team conducted 29.5 hours of interviews and focus groups with approximately 83 stakeholders, including School Committee members, district administrators, school staff, parents, students and teachers’ association representatives. The review team conducted three focus groups with 12 elementary school teachers, eight middle school teachers and eight high school teachers.

November 21 – The Executive Team meets with the DESE Review Team to debrief on the visit and gather information about initial feedback.

January 17 – DESE District Review Team provides Superintendent Smith with an early draft of its report to assist her in her entry and strategic planning process.

February – DESE provides BPS with a draft of its District Review Report, tasking district leaders with correcting any inaccuracies before the report is finalized.



March 10 – BPS submits its final edits and clarifications as part of the District Review report vetting process.

April 12 – DESE releases the final Brockton Public Schools District Review Report.

May – The Executive Team will meet with the DESE Review Team in a Next Steps session to reflect on the review findings, make evidence-based decisions about next steps, and begin identifying DESE resources that may be useful for district and school improvement efforts.

Structure of the Report

This Entry Plan is designed to provide a reader with comprehensive information about the ideas and feedback collected and generated by the Superintendent's Transition Team, and the thoughts and experiences of parents, students, and community members as stated in large and small group meetings. It is important to note at this time that the Entry Report is not an evaluation of the school system, but a compilation of information culled from the Brockton Public Schools community; this report will serve as a reference for the Three-Year Strategy Plan that will be released in the coming weeks.

The Transition Team was divided into four major categories of focus:

- Culture & Context
- Learning & Teaching
- Organizational Efficiency & Effectiveness
- Operations & Finance



Culture and Context

Focus:

This group was charged with identifying the dynamics within BPS' communities that contribute to, or detract from, the system's efforts to ensure that all students have access to a high-quality instructional environment. The subcommittee considered the district context as it relates to internal and external factors that impact the school district's organizational climate and culture, and influence the key



purposes and work of the school district. A series of three focus group meetings occurred with one meeting in each month from September 2013 to November 2013. The following were the findings from these assemblies.

Strengths:

- The District has initiated a myriad of alternative pathways and educational programs to support the diverse needs of our youth.
- There is a solid core of support services in place providing a basic infrastructure upon which to build.
- Effective partnerships have been forged with community partners to provide students and families with a variety of services and with greater depth and levels of comprehensiveness.

Challenges:

- There is an insufficient number of teaching and professional staff who know and/or understand the student populations' languages, cultures and needs.
- There is a need to increase cultural competency across the entire District.

- There are inadequate supports and vocational services/career and college readiness opportunities available to the pathways and English language learners.
- There is a concern for a lack of equity and social justice.
- Front office staff would benefit from professional development to prepare them to be more welcoming to those visiting the schools by understanding the cultures.
- Some schools have larger numbers of SEI students in classrooms than others.
- Many parents require assistance for completion of forms required by the schools.
- The cultural relevancy of our curriculum was questioned, both in terms of race/ethnicity but also with regards to students' experiences in the world today.

Opportunities:

- New DESE regulations on student discipline can support the direction of new programs and services to youth.
- A system review could be conducted to ascertain how students are placed and how they are "routed" through the District.
- During the induction program, new teachers should receive professional development in a logical, sequential manner and be trained in cultural competence.
- Professional development opportunities could be created for all staff.
- The district would be wise to increase the number of language classes for parents, to assist them in developing language and literacy skills.
- The creation of an incentive program for our current students to come back and volunteer would be worthwhile, so that college students could return and work in the District prior to graduation.
- There are many more opportunities for partnering with various community resources, i.e. faith-based organizations, retired seniors, businesses and organizations that could support our schools.

Learning & Teaching

Focus

The Learning & Teaching Subcommittee was charged with defining the current status of BPS' efforts to make sure that all students have access to a high-quality instructional environment that grooms them for college and the world of work. During three meetings in the early fall, the subcommittee also analyzed BPS' efforts toward the transition to the Common Core State Standards, including the written, taught, and assessed curriculum.



Strengths

- The district has done an excellent job of aligning the K-8 curriculum and assessment system to the Common Core; BHS would do well to replicate this model (Plan Books, lesson binders, etc).
- The districtwide focus on math instruction is paying dividends, thanks to a coordinated approach at all levels; at the elementary level, Heather Ronan and her staff developed curriculum-rich standards-based lesson binders, BHS has adopted a new math/Algebra I curriculum that is challenging. Time constraints are always a struggle, but there is a general team effort to increase math proficiency across the district.
- At the middle school level, professional development has been greatly improved and expanded in ELA, providing teachers with information and guides in utilizing Common Core standards in their classrooms.
- BHS students are graduating with the skills and knowledge they need to succeed in college and career; the high school has adopted a new core value statement which takes into account 21st Century learning expectations.

Challenges

- The district's inability to invest in technology over the past several years has created an impediment to teachers' ability to teach 21st Century skills in a real-time kind of way. PARCC has shown how difficult our task will be to catch up.
- BHS technology is woefully inadequate to provide students with 21st century instruction and skills.
- Achievement gaps between subgroups of students have not been reduced; the district needs to ensure greater collaboration between all departments and levels.

Opportunities

- Upcoming negotiations will give the district an opportunity to address two major issues that have hampered our collective ability to address student and professional growth: the school year calendar and the daily schedule. Both of these structures must be rebuilt to support professional development and common planning.
 - Elementary – calendar/schedule make professional development and common planning time extremely difficult.
 - Elementary – in-services do not offer differentiated training as they do at MS level.
 - Middle School - there is common planning time and differentiated in-services.
 - BHS – no common planning time (just prep time); support is available only via email.
- As we restructure the district, we can make the utilization of instructional technology a districtwide focus/goal, so that students are learning with the latest technology at all times, and not just for an hour or two or with one teacher or two, but systemically.
- Bilingual students can be taught the same strategies as their peers, so that when they are mainstreamed, they are at the same level. This needs to be a district-led philosophy that bridges all levels.
- It is time to define "college & career ready" as a district.
- The Instructional Technology Dept must expand to support and train teachers in the use of technology in the classroom; Katy Buckley is only one person.

Organizational Efficiency & Effectiveness

Focus

The Organizational Efficiency & Effectiveness Subcommittee was tasked with conducting an analysis of the current organizational structure to determine whether the district is structured to achieve its desire to be the best school district in the state. The subcommittee was charged with identifying organizational efficiencies that could be studied further to streamline operations to support schools. A series of three focus group meetings occurred with one meeting in each month from September 2013 to November 2013. The following were the findings from these assemblies.



Strengths

- The district has created a good flow of information from the Superintendent and Central Office administrators to site-level leaders; the Deputy Superintendent and Executive Director of Learning & Teaching PreK-8 meet regularly with principals to share information and best practices and convey important information about ongoing initiatives, new programs and upcoming challenges.
- Content-area administrators are highly skilled in their positions and are adept at sharing information through their well-established, site-based teams.
- The use of professional development days to provide training, data review and curriculum discussion is an effective means of time management and resources.
- The Brockton Public Schools does a good job of providing opportunities for educators to access professional development, by sending teachers and administrators to conferences, bringing in expert speakers to provide trainings on-site, and by utilizing the "train the trainer" model districtwide in every curriculum area.

Challenges

- The increase in enrollment necessitates additional staff and administration to oversee growing populations, especially bilingual, special needs and early childhood.
- The administrative structure of BPS does not reflect its core mission of learning & teaching: there needs to be more centralized and coordinated support to ensure that all schools and levels are on the same page, and that students can transition seamlessly from one school to another and one level to another.
- The HR office is handling a number of major initiatives (HR Pilot Project, District Capacity, Educator Evaluation System launch and new teacher recruitment and induction) and the district should create a new position to bridge the gap between HR and Information Services, thereby handling any training, software and analysis tied to Ed Eval and other initiatives.
- The transition between middle and high school needs to be addressed through common meeting and planning of Middle and High School staff and administrators; BHS needs to do a better job of reaching out to Brockton families earlier – in 7th grade and again at the beginning of 8th – to show them what BHS offers, before they opt to go to Southeastern, Cardinal Spellman, etc.
- There is a lack of uniformity among middle schools – each has its own programming and tools.
- The Grants Office needs to be broadened to include development instead of just entitlement grants; teachers and administrators need to be trained and supported in writing smaller, school or program-based grants.
- The Communications Office needs to be expanded to better communicate with students and families whose native language is not English.
- A centralized Review Committee should be formed, tasked with determining the effectiveness of programs and services – i.e. reviewing all data to determine the effectiveness of FastMath and other curriculum programs - and making recommendations to the Learning & Teaching Office. Often, the Instructional Technology Department is not even aware of some of the educational computer programs that are in use in our schools; a central inventory of what is in use and routine analysis of all of these programs should be created so that schools can

better share what works/doesn't work (ex: Apangea); with good programs, we may also realize cost savings by buying in bulk.

- The Instructional Technology and Technology Services Departments are not adequately staffed to service the needs of a 21st century school district; staffing levels have not risen in years, despite the deployment of thousands more computers and software programs.
- All change must be justified by data.

Opportunities

- The district would do well to leverage the talents of outside business owners/CEOs to review our operational and financial structures to identify areas of cost savings; the Chamber of Commerce would be happy to oversee this project.
- Superintendent Smith's 20-year Facilities Master Plan is a necessary tool. The committee fully supports this and sees it as a vital means of plotting the district's long-term mission.
- The district can identify which positions will be open due to retirements at least a year out and allow the retiring administrator time to train their replacement, making the transition smoother and ensuring fidelity to the missions of each level, building, department or content area.



Operations and Finance

Focus:

Educational leaders and community stakeholders convened a series of three focus group meetings from September of 2013 through to the end of October of 2013. The group was charged with assessing the current status of operations and finance in the Brockton Public Schools, including efficiency and effectiveness of fiscal, human resources, facilities, strategic planning, communications, transportation and information technology functions.



Strengths:

- Staffing recovery from prior budget cuts has begun at the central level and is projected to occur for departments that should expand in order to meet the increasing needs of the district.
- The grant writers from the District provide the opportunities for more programs to be offered for the students, families and staff.
- Principals and staff believe the current budget process distributes monies evenly and that there is complete accessibility to upper management.
- The District has successfully revitalized currently owned vacant schools to be utilized to offset the increased enrollment numbers, i.e. the Barrett Russell School.
- Movement is being made to recoup funding by converting to a paperless system whereby documents will be scanned and electronically stored.
- Similar cost saving efforts will be implemented through no longer purchasing printer cartridges in bulk supply but rather having software in each computer that allows the user to purchase online only when there is a need.
- There is a high level of leveraging of resources between departments in the District.

- With regards to technology, there were many strengths noted:
 - Video conferencing capabilities are now available
 - Student technology internships occur
 - The department is working towards replacing traditional textbooks with computer based information – Brockton is the first District in the state to partner in the creation of a Science digital textbook
- A RFP for a Capital Facilities Master Plan has been completed and submitted for assessing all current facilities and creating a recommendation for a 20-year plan.
- The COPS and REMS grants greatly strengthened safety factors in all buildings.

Challenges:

- The district has not adequately allocated resources to meet the needs of increased enrollment in the bilingual and special education populations; additional staffing and space are needed, and increased general education populations are also present.
- Class sizes are much too high in many of the schools posing a particular challenge for Level 3 schools.
- There is an increased projected population growth in the city with onslaught of new housing construction.
- The older facilities are in need of repair and consideration.
- The predominant reliance on state funding provides an 18-month lag in “real time” funding, posing inaccurate reflections of the student populations and needs.
- There is a need for additional computers (approximately 12,000-15,000); technological mandates are occurring and term-cost saving initiatives could be realized with the creation of digital curriculum.
- The economic downturn has led to the consistent rise in the number of homeless students and families; services to those households are also increasing.

Opportunities:

- A Capital Plan and Facilities Master Plan would present an opportunity for the District to create a long term proactive approach as how to plan for future growth.
- Professional development budget proposals could be submitted with a rationale to better prioritize budgeting needs.
- Chapter 70 funds are very calculated with special education and bilingual youth receiving higher allocations per student – there is the opportunity to review how effectively these additional funds are being allocated.
- To increase recruitment strategies, there is an opportunity present to look at the creation of an incentive model for bringing Brockton students back into the District as teachers. Additionally, paraprofessionals could be provided incentives to obtain a bachelor's degree to become teachers.
- The Urban Superintendents Network has the potential to educate the legislation of the ever-growing and expanding need of Massachusetts cities.
- The district should evaluate a plan to more evenly distribute bilingual and special education populations across more or all schools and look to include more alternative pathways for English language learners.
- To better service our elementary populations, common planning time could be instituted at that level.
- The use of technology to communicate can be expanded upon i.e. utilizing Channel 98 as a means for communicating, especially with foreign language speakers – also the Cape Verdean, Haitian and Spanish cable shows – and the exploration of the installment of an electronic billboard on Forest Avenue for posting communications and announcements.
- Obtain funding from non-traditional efforts could be fostered through partnerships, collaborations, and the Development Office.

Emerging Themes

- BPS has yet to recover from staffing cuts of 2009, both at the district and site levels; we must make adequate staffing a priority in order to support a 17,000-student district and once again take our place as the best urban school district in the Commonwealth.
- BPS must provide leadership teams the time and human and financial resources to implement the district’s vision of a 21st century education.
- The full and successful implementation of the new Educator Evaluation System will improve instruction, and the system should be utilized to include recruitment, induction, support and development of a cadre of highly qualified administrators and educators.
- The increase in enrollment necessitates additional staff and administration to oversee growing populations, especially bilingual, special needs and early childhood; a Facilities Master Plan is essential.
- Space is limited for increased enrollments districtwide, but particularly at the elementary level and in the South Zone.
- The district has a critical need for increased technology and training.

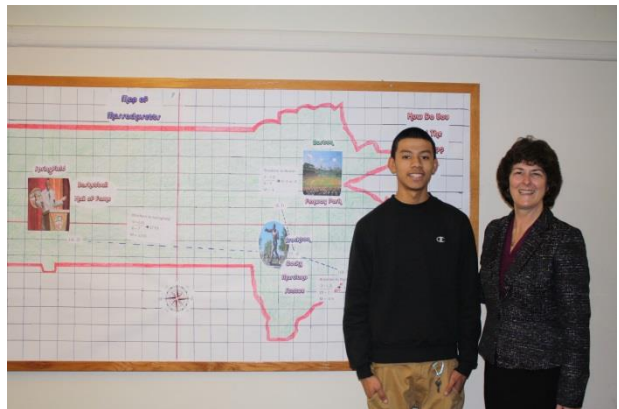


- The Instructional Technology and Technology Services Departments are not adequately staffed to service the needs of a 21st century school district; staffing levels have not risen in years, despite the deployment of thousands of additional computers and software programs.



- The full utilization of a districtwide assessment system would greatly assist in informing instructional practice.

- The district calendar and schedule need to be redesigned to support professional development and common planning time, specifically at the elementary and high school levels.



- BPS needs to define "college & career readiness," and make it a district-wide goal that is tracked and quantified.

- Ongoing professional development is essential to support all staff in achieving cultural competence.



- Communication and Parent Engagement programs should be expanded to include the creation of Special Education and Bilingual Advocacy Centers throughout the district.

- A continued focus on pathways development is needed so that all students (regular education, bilingual education, non-traditional and special education) are provided the supports, training and tools they need to continue on to higher education, the military or the workforce.

- The transition between middle and high school is often difficult for students; BPS administrators and teachers should hold regular common meeting and planning time to smooth the process for students and families; BHS needs to do a better job of marketing itself to Brockton families earlier – in 7th grade and again at the beginning of 8th – to show them what BHS offers, before they opt to go to Southeastern, Cardinal Spellman, etc.
- The Grants Office needs to be broadened to include development instead of just entitlement grants; teachers and administrators need to be trained and supported in writing smaller, school or program based grants.



Youth Voice

Focus:

From the beginning, I felt it was important that our students be given the opportunity to have a voice in the future of our district. Thus, a Youth Voice Subcommittee of the Transition Team was convened and met several times with me throughout the fall to discuss Brockton High School students' perspectives on curriculum, extracurricular opportunities, facilities and other youth issues in the schools and in the city. They expressed frank opinions and excellent ideas for how we can improve upon our systems for the benefit of future generations.

Students were proud to be part of an award-winning high school and pleased to have the chance to take advantage of all of the opportunities a 4,200-student high school affords, from Advanced Placement and International Baccalaureate classes, to the Boxer Buddies inclusion program to highly touted artistic, athletic and music programs.



The biggest problem that students identified at Brockton High School is its schedule: because of the block scheduling process, many students are hampered in their efforts to access a variety of courses. Students suggest that by adding an extra period in each day, it would give them more flexibility and freedom to enhance their course offerings, and students would like the Guidance Department to give them more control over their own schedules.

Many of the members of the Youth Voice Subcommittee were juniors and seniors, and a concern for many is the high school's protocols for college and career readiness. Many said they were not given enough counseling and advice during their junior year and lacked the assistance and information needed to apply for college admission and financial aid. The students recommended that the district begin college preparedness courses much younger, starting outreach efforts in the middle schools. Further, BHS faculty and staff should provide more support and focus on helping students prepare for the SAT test, and not just the MCAS test.

Students expressed a desire to have more developed, one-on-one relationships with teachers; the school is very large, and while teachers are supportive, the students felt it would be beneficial to have individual teacher advisors who could answer questions, give advice and serve as academic mentors. Guidance staff members' caseloads are very heavy, and students felt that being assigned a faculty advisor would assist them as they explore college and career readiness and navigate such a large academic community.



In all focus groups I held, the lack of technology came up as a recurring theme, but nowhere was it more vociferously decried as it was with our high school students. Brockton High School is woefully lacking in technology, they reported, and that has had a direct impact on how they learn. Their peers across the state and nation have access to more academically-engaging lessons and activities because they have the technology to utilize and if we want to prepare our students to truly compete and succeed in the 21st century, we must provide them with the proper tools they will need to use.

Finally, students expressed degrees of shock and chagrin at the materials they do have to use in their classrooms: all too often, teachers have different editions of textbooks, and there is difficulty in conducting lessons when some students have different texts or formatting than others. Continuity is needed, and if we are to embrace technology, the adoption of tech-based curriculum is highly recommended by our students.

The information and input I have gathered from our students is something I value greatly, and I will continue to meet with students representatives on a regular basis.

Listening Tour

Focus

I engaged in a series of Listening Tours across the city in an effort to elicit information and gain an understanding of community concerns regarding the school system. The meetings were held on October 9th at North Middle School, October 10th at the Baker



School with French/Haitian Creole-speaking parents, October 15th at the George School with Spanish-speakers, at South Middle School on October 16th, at East Middle School October 23rd with Cape Verdean and Special Education parents and at West Middle School on October 30th.

Each of these forums gave me invaluable feedback from parents and community members and allowed me the opportunity to hear their thoughts, ideas and concerns. The following is a synopsis of the information I gathered:

Strengths

- BPS/BHS have tremendous arts, music and athletic opportunities for kids; the community is proud of what the district provides.
- Parent communication is key, especially in languages – fliers, web presence and connect-ed all make a difference.
- The Two-Way program is fabulous; parents would like to see it replicated and/or expanded to other schools.
- TAG is a wonderful program that should be preserved.
- Bilingual students require time and attention as they learn the English language. There are many innovations in place that ensure that by the time students reach 10th grade at BHS, they are very successful.

- An external autism consultant conducted a review of the ASD program and provided an assessment and recommendations that assisted the District in programming and supports.
- The Superintendent has fostered a collaborative relationship with Bridgewater State University and President Dana Mohler-Faria, thereby enhancing many services to the District including closer connections to Cape Verde.
- To support our youth with substance abuse issues, the district created worked with community partners and stakeholders to open the Independence Academy, which for the past two years has provided a safe and supportive for students in recovery.



- The District utilizes surveillance cameras to support safety and is seeking to expand upon what is currently available.
- Trained police officers are in schools to further support safety; these officers are trained in GREAT and can teach as need be.
- The School Committee has made a commitment to hire the Emergency Director full time to support the efforts to keep our schools safe.



- The Listening Tours have been extremely effective and need to continue.
- The 2013 BHS graduation was very inclusive with students of special needs and students from the alternative pathway programs throughout the District.

Challenges:

- Many parents have concerns about their children's math scores and are unsure how to help them.
- Foreign language opportunities are limited; depending on the middle school, students are locked into a particular language and then have difficulty taking a second language when they reach BHS (because of scheduling issues). Parents would like students to have choices at middle and high school.
- The religious holidays impede the district's organizational needs; eliminating them will give the district flexibility in case of snow in the winter and remove odd scheduling issues at the start of the school year.
- Block scheduling at the high school makes course selection difficult for students; they often have to choose between IB, AP, foreign language and things like band, which make them fully rounded individuals.
- When a parent is trying to decide on high school placement for their child, they are informed the opportunity for a tour occurs only at a February Open House which is rather late for making an informed decision.
- Parents are unclear about standardized testing and request more information.
- There is a concern with services for autistic children and their placements – the spectrum is so broad that there needs to be expanded programming options to better service the needs of students.
- Because of the various cultural and language differences, some families do not feel comfortable in reaching out to their child's school.
- The existing suspension policy is almost a reward for some students whereby the student is allowed to stay home (their intention) versus attending school; the out-of-school suspension policy should be re-visited and other options created.
- The Cape Verdean population is very large in the city yet there is not an opportunity for the students to study their own language and culture to understand and value their heritage and not lose their identity.
- The website needs updating.

- Many eighth graders have voiced the concern there is not enough education on drugs and that the focus is primarily on bullying.
- Some students are placed on waiting lists for after-school supports.
- The GREAT and DARE programs are no longer available in the schools.
- The Plouffe Academy has a community service component but there is frustration present due to the fact that many places do not embrace having young helpers.
- Geography curriculum is lacking in the district.



Opportunities:

- Parents would like the district to establish support centers to assist special education parents and bilingual parents in better advocating for their children.
- BHS could become more competitive in the recruiting middle school students by actively engaging them and their parents earlier in their academic careers – similar to the outreach efforts of Cardinal Spellman and Southeastern Regional.
- To enhance parent/school/district communication, the adoption of a Parent Portal Student Management System should be incorporated to connect parents with their child’s school and teacher through a web-based communication system.
- A subcommittee can be formulated to research the creation of more programming for autistic youth and more social opportunities; the autism consultant could revisit the district and provide recommendations for further enhancements.

- An Advisory Committee comprised of all members of all cultures should be formed to give every constituency a voice in the district.

- When updating the website, different languages should be offered for better outreach and communication.



- The district needs to find better ways to support our youth and their families as they deal with sexting and drug issues.

- The Grants Office should be expanded and teacher leaders placed at every school to identify and write grants that will directly benefit students and offset district costs.



- Community Service should be a graduation requirement.

- The creation of a Special Education Parent Advisors to inform both the School Committee and the Superintendent about special education issues and public relations.

- Desire for more opportunities for students with special needs to participate in Community Schools athletic, enrichment and summer programs in an inclusion setting.

- Middle school report cards lack good feedback for parents.

- Parents would like to see more emphasis on teaching geography and current events.

- The district should think about extending the school year for special populations (SPED, bilingual, etc) who lose so much through "summer slide." It would help those students stay focused and continue their academic momentum.

Community Stakeholders Meetings

I met with a number of community stakeholders in small group meetings on Thursday, December 19, 2013. Forty-two community leaders, including elected officials, non-profit organization administrators, representatives of community service and linguistic minority organizations and community activists, were invited. In total, 11 guests sat down with the superintendent in four separate meetings to share their thoughts and ideas about the Brockton Public Schools' roles and responsibilities in the community, and how partnerships and collaborations could be strengthened with community groups and organizations to better serve Brockton families.

The respondents were:

- John Lynch, Executive Director of the Brockton Area ARC
- Anthony Simonelli, Executive Director of BAMSI
- Shirley Asack, business owner and incoming Ward 7 City Councilor
- Vincent Marturano, President and CEO of the Old Colony YMCA
- Peter Johnston, Dean of Advisement and Counseling at Massasoit Community College
- Doug Brown, Dean of Mathematics & Science at Massasoit Community College
- Carine Sauvignon, Associate Dean of Technology Massasoit Community College
- Juliana Langille, Executive Director of Community Connections of Brockton
- Moises Rodrigues, incoming City Councilor-at-Large
- Joe Miranda, President of the Brockton Cape Verdean Association
- Thomas Rodrigues, Member of the Board of the Brockton Cape Verdean Association

Meeting #1 – Lynch, Simonelli & Asack

Lynch came prepared with bullet points and discussed BAARC's longstanding relationships with the Brockton Public Schools and the Special Education Department, in particular. He believes the ties are strong, but could be augmented in certain areas (like after-school programming, transitions to adulthood and information/referral services) to better serve families of students with disabilities.

BPS does an excellent job of providing services to its students with disabilities, Lynch says, but there are areas where we could benefit from the expertise and partnership of community agencies.

Simonelli echoed Lynch's feelings – BPS does a good job with wraparound services and ensuring students have the right supports, but also believes we could benefit from additional assistance. The biggest challenge for agencies like BAMSI is not the partnership or collaboration, but the ability to navigate and work within the confines of each principal's priorities.

"My experience is that every school has its own unique culture and every principal has their own desire: some want outside help and others don't. Sometimes with change of leadership, we're no longer welcome."

BAMSI has a grant writer on staff and the flexibility to serve as a fiscal agent. The agency would love to partner with BPS and other agencies like BAARC on citywide collaborative initiatives, Simonelli said.

"From my standpoint, if we could get key people together and work together, we could do a lot of good," he said. "We can set up a counseling program wherever you want. The point being: there already exist a lot of resources and we need better communication."

Asack, who has children in the system, said she is very proud of the work BPS does and is looking forward to working more closely with district leaders to move the school system forward.

Meeting #2 – Marturano, Johnston, Brown & Sauvignon

Marturano provided insight into the relationship between the Old Colony YMCA and Brockton Public Schools, reinforcing that the district's willingness to collaborate often depends on the philosophy of the superintendent. He offered to work closely with the district and, like Simonelli, to provide assistance wherever needed.

"The overriding issue would be around the health and well-being of kids," Marturano said. "The Y has no direct involvement right now, but the data of BMI and obesity speaks for itself. We would love the opportunity to sit on the District Wellness Committee."

Old Colony YMCA also welcomes the opportunity to partner with BPS on expanding volunteerism in Brockton and in providing services for at-risk youth, including mentoring programs, Big Brother/Big Sister and street outreach programs.

"I think the reality is that to some degree, we get kids that exit your system into our DCF/DYS system. I'm not sure we've ever gotten together to ... exchange information," Marturano said. "Wouldn't it be neat if we could bring an exploratory meeting to interface with your people to see how that system even works – formally or informally – with an eye on improving access both ways?"

When it comes to street outreach, "we're in the alternative schools (and we are) not sure how well that system is really working. We need to re-explore that."

The Massasoit contingent expressed interest in growing the community college's relationship with BPS alternative schools and providing remediation in high school, before students matriculate to MCC.

Johnston stated that he appreciates Brockton Public Schools' efforts to create alternative pathways for non-traditional students, and its partnership on initiatives like Gateway to College and Edison Academy.

Massasoit has received a STEM/Starter Academy grant to create a summer program that gives students entering MCC in the fall a leg up on coursework.

"Eighty percent of our students start off in non-credited math classes. We want to do some spring developmental math classes with Edison and/or Keith (because they have more flexibility)," he said.

In addition, college administrators are working to create transitional ESL courses and even an additional developmental math class.

"Why are they coming (to MCC) so deficient? There's a bunch of reasons: a big piece is that the high school curriculum is so geared to MCAS and our Accuplacer (state-mandated) is so different ... so kids who we are getting A's and B's in Algebra are testing into basic math," Johnston said. "We get about 300 kids from each graduating class from Brockton High School and we're working on making the transition smooth."

Preparing students for college is an area where BHS can improve.

"The big gap for high school kids is that they really haven't done much work outside of the classroom," Johnston said. "Kids expect it can be done there. But we're teaching in three months what you do all year, and these kids need to do a lot of work on their own, seek help, make sure they've got the support they need."

Meeting #3 – Langille

The meeting with the Community Connections director was very positive, with discussions of how the district and the community service agency could work together to empower parents and community members. Community Connections has a successful Family Center outpost at the Keith Center.

Langille gave a brief synopsis of the history of Community Connections and the work it does to assist families in need.

“We don’t (provide) the services, we mostly meet with families and help them identify what are the concerns that they have? What are the things that the schools are saying they need to work on? We help the identify resources within the community – whether mental health, substance abuse, domestic violence – in some cases its just a matter of brainstorming and planning for ways to change things,” Langille explained.

Community Connections works closely with Pupil Personnel Executive Director Salvatore Terrasi and his staff, and they are now looking to focus on younger children, PreK-Grade 3, so that they can show longitudinal data on how these supports are positively impacting families in the community.

Community Connections just applied for the Working Cities grant from the Federal Reserve, in collaboration with local banks, United Way, Bridgewater State University, Stonehill College and Massasoit Community College.

“I have not worked with the Brockton Public Schools grant writer,” Langille said. “One of the things I work with the families (on) is ways to develop their capacity ... and often of the things that the families have talked about over and over is that they’d like to learn how to write grants. I went to Stonehill and she mentioned the Brockton Public Schools grant writer could be a connection for us to train the parents and then by using their search software.”

The Superintendent explained her plans for expanding the Grants office to include development and community outreach.

“My goal is to empower local residents to really have a pulse,” Langille said. “I don’t really care who gets the money. To me, it would be for us as a city to work together on 10 goals, whether it’s extending after-school programs and how can we make it happen? If we need a non-profit to take over, then we’ll talk about who fits it the best. I think we all need to start playing nice in the sand.”

Superintendent Smith talked about what types of survey data (i.e. drug use, eating habits, sexual activity, etc.) can be used to gather grant funding.

"If you keep doing for people what they could do for themselves, it becomes a challenge for their growth. But if you're not teaching them to develop those skills, they're not getting what they should get," Langille replied. "I'm very proud of Brockton Public Schools: I think there are a lot of wonderful things. There are things that should be more highlighted, I feel like there are so much good things happening and I don't know if we have the best channels of what is going on here ... we're tired of the negative part in The Enterprise."

A discussion of the expansion of the Communications Office and the creation of Parent Advocacy Centers began and Langille offered her collaboration.

"I really believe there are a lot of great things happening. Parents, if they were allowed to be involved, would support you," Langille said. "They need to feel like they are part of the solution, not part of the problem."

The creation of more English-as-a-Second Language classes for parents ensued.

"Our families live in certain areas and go to certain schools – wouldn't it be great for the parents to go to that certain school (and take classes)," Langille suggested. "Then they become leaders of that school and that neighborhood."

Empowering ESL parents can be difficult if they come from a country or region where there is distrust for government or schools. The immigrants coming from South America now have a great disadvantage because their native tongue is not a recognized Romance language, but more of a regional dialect without a written alphabet. This might be the group of parents we should work together to reach out to first, Smith and Langille agreed.

Meeting #4 – M. Rodrigues, T. Rodrigues and Miranda

The major topics of this group was communicating with non-English-speaking families and expanding foreign language instruction.

"One of the concerns that we had was several years ago we fought hard to implement Portuguese as a language of choice because we saw it as important tool," Moises Rodrigues said. "In a community as diverse as this, if we don't have community languages taught at all levels (especially middle and high school); it's almost a crime.

We all have children who were born in this country who don't speak, read or write Portuguese and it's sad they can't communicate with relatives back home or here ... it's sad that we're not being responsive to the needs of the community."

The Superintendent explained that she had heard this argument during her Listening Tour at East Middle School and is working with Foreign Language Department Head Jane Rizzitano to review language options and plan for growth in the coming years.

Moises Rodrigues suggested that the district could have a teacher placement program with Cape Verde, much like the one we utilize in our Chinese language instruction, so that the Cape Verdean government pays the teachers' salaries.

Moises Rodrigues noted that former Superintendent Basan Nembirkow had a community advisory group composed of two members from each stakeholders group, which he used as a sounding board for ideas. Rodrigues served on the board and recalled discussions about changing the Gilmore to an International Baccalaureate School, redistricting and the switch to middle schools.

Superintendent Smith explained that she wants to build more parental involvement in schools, beginning with a Parent Outreach and Advocacy Center. She said she also wants to see more diversity among the BPS teaching staff, like she saw on a recent visit to the Long Beach, CA school district.

"The diversity of their staff was shocking to me: its always a struggle for us, but I'm tired of it being a struggle," she said, asking for their help in building a program to identify Brockton High School students who plan to become teachers, and building educational and financial supports that would encourage them to return to BPS to teach.

The district's suspension policy need to be reviewed, Moises Rodrigues said.

"There is not a single parent I spoke to that wants their kid suspended (at) home. We need to move into 100% of suspensions are in-school suspensions," he said. "Some of (the students) see it as a vacation."

Thomas Rodrigues said the delivery of Bilingual services needs to be explored.

"There is a great deal of confusion in the community about Bilingual programs – how effective is it? The majority of the kids in those programs have language barriers through high school. Some can read, but they can't comprehend what they're reading," he said. "Those children are also having problems in math, because there's a lot of reading in today's math curriculum."

"I don't have a problem with the (Bilingual) program; my problem is a lack of efficiency. We are creating payroll and jobs for teachers, but those kids are not getting the education," he said.

"You get people in the bilingual program who feel that if they push kids too hard to get out of the program, that they are cutting their noses to spite their faces," Moises Rodrigues said.

Further, many Cape Verdean parents are not engaged in the schools because they have a language barrier, feel uncomfortable in speaking with administrators, and trust that schools know what's best for their children. The school district needs to do more to reach out to these parents, make them feel comfortable and invite their participation, Thomas Rodrigues said.

Moises and Thomas Rodrigues called for summer programs for bilingual students that would continue to build upon English language skills.

Miranda asked if the district has plans to hire more minority teachers.

"People apply for jobs and its something we look at," Smith explained. "We want the district to look like the city. The struggle I have is for teachers: we're fighting with every other district to get them to come to Brockton."

The men said they would help with recruiting minority candidates to teaching positions in the district.

Next Steps

Findings from this Entry Report will be shared with the Executive Leadership Team, district and school-based administrators and with the Brockton School Committee. The information gathered as part of this Entry Report will be utilized as we work together to draft a Three-Year District Strategic Plan that will be designed to support the continuous improvement and quality enhancement of services and supports offered to our Brockton children, families and staff.

Special Thanks To

Foundation Team

Richard E. Bath, Chair
Maxine Richardson
Jocelyn Meek
Jane Feroli

Mary Beth McManus
Laurie Silva
Annette Moore
Barbara Souza

Transition Teams

Culture & Context

Salvatore Terrasi, Ph.D.
José Pinheiro
Dana Mohler-Faria
Ossie Jordan
Rose Dorly Dossous
Laurie Mason
John Snelgrove
Heather Arrighi
Kevin DaPonte
Dr. Joao Rosa

Organizational Efficiency & Effectiveness

Dr. Kathleen Moran
Dr. Ethan Cancell
Chris Cooney
Amy Rossi
Dr. Clifford Murray
Alison Santoro
Donna Burrill

Learning & Teaching

Elizabeth Barry
Dr. Paul Dakin
Luis Lopes
Margaret Dutch
Carolyn Copp
Peter Johnston
Dr. Helen Virga

Operations & Finance

Michael P. Thomas
Aldo Petronio
Dr. Divina Grossman
James Blake
Joseph A. Bage
John Condon
Kenneth Thompson
Daniel Vigeant
Mark Linde
Tobias Cowans

Strategic Planning Teams

Culture & Context

Salvatore Terrasi, Ph.D.
José Pinheiro
Cynthia Burns
Jane Feroli
John Snelgrove
Maxine Richardson
Robert Perkins
William Millerick
Jariel Vergne
Eric Wescott
Heather Arrighi

Organizational Efficiency & Effectiveness

Dr. Kathleen Moran
Dr. Ethan Cancell
Dr. Clifford Murray
June Saba
Kim Gibson
Barbara J. Lovell
Jocelyn Meek
Alison Santoro
Elisa Martineu
Mary Beth McManus

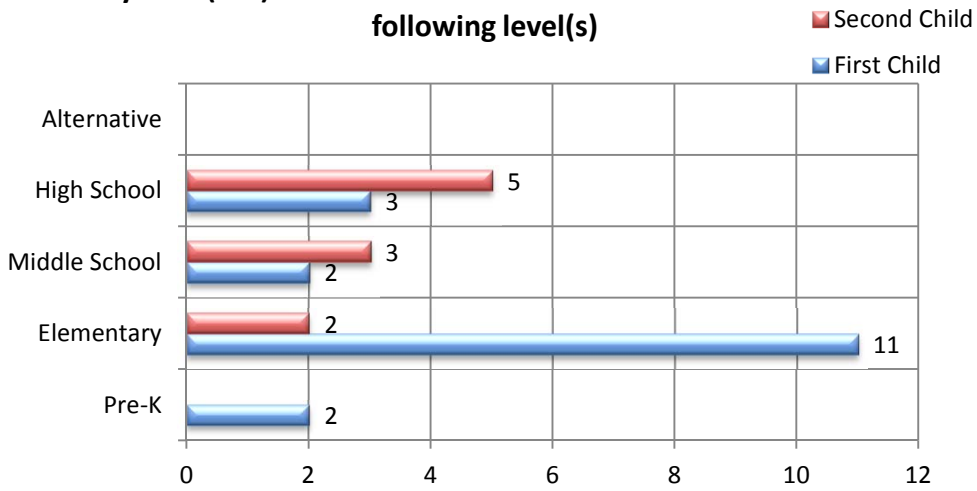
Learning & Teaching

Elizabeth Barry
Dr. Heather Ronan
Carolyn Copp
Eileen McQuaid
Dr. Julianne Andrade
Karen McCarthy
Joan Farrington
Laurie Mason
Valerie Brower
Vula Roumis
Kelly Silva

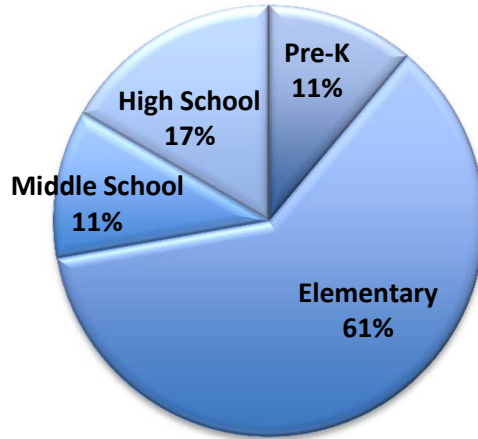
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Michael P. Thomas
Aldo Petronio
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Kenneth Thompson
Laurie Silva
Lourdes Santiago
Matt Beals
Olga Garriga
Sharon Wolder
Soraya deBarros
Vincent Cerce

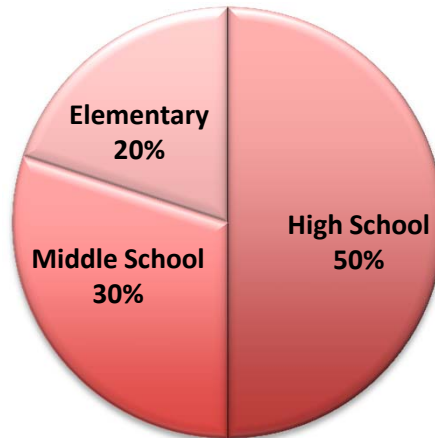
My child(ren) are enrolled in Brockton Public Schools at the following level(s)



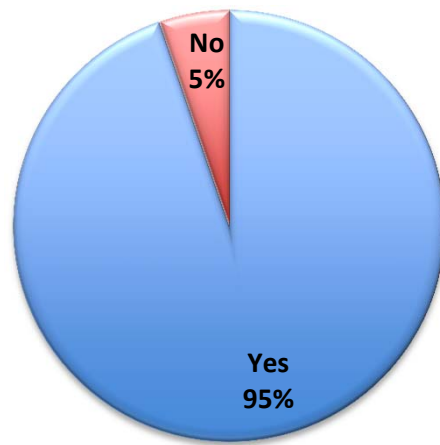
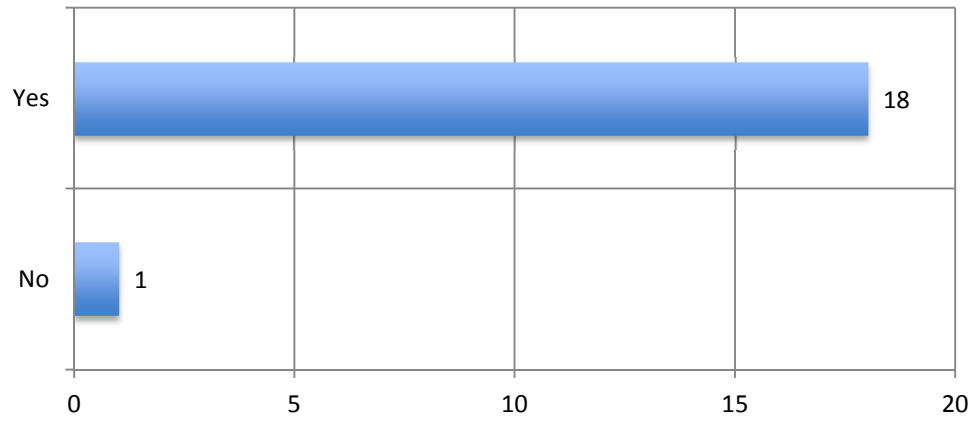
First Child



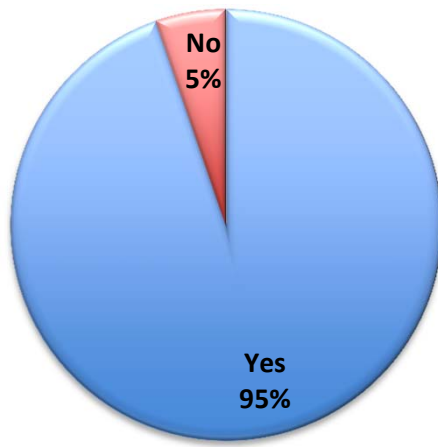
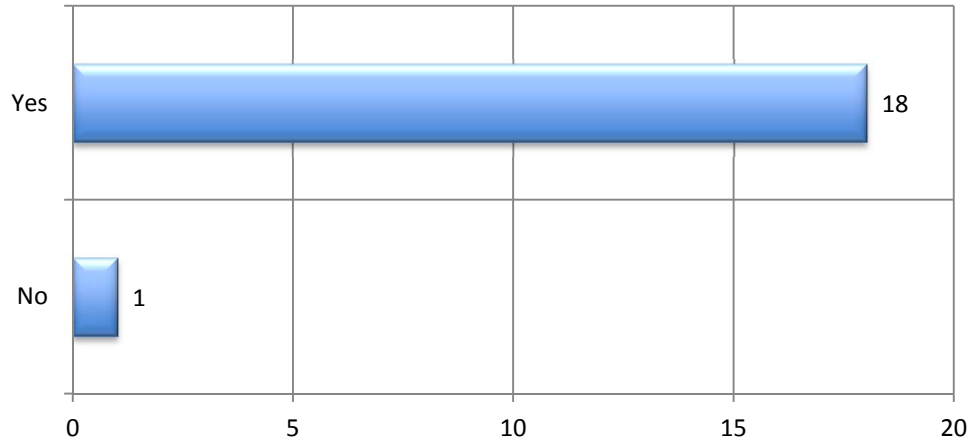
Second Child



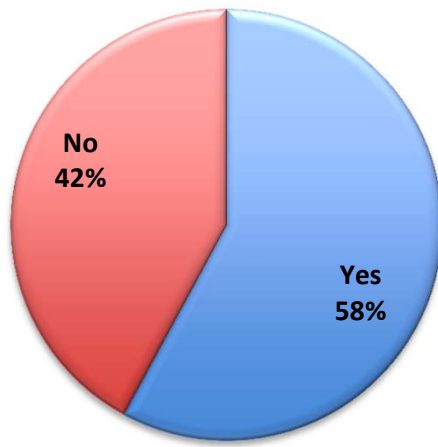
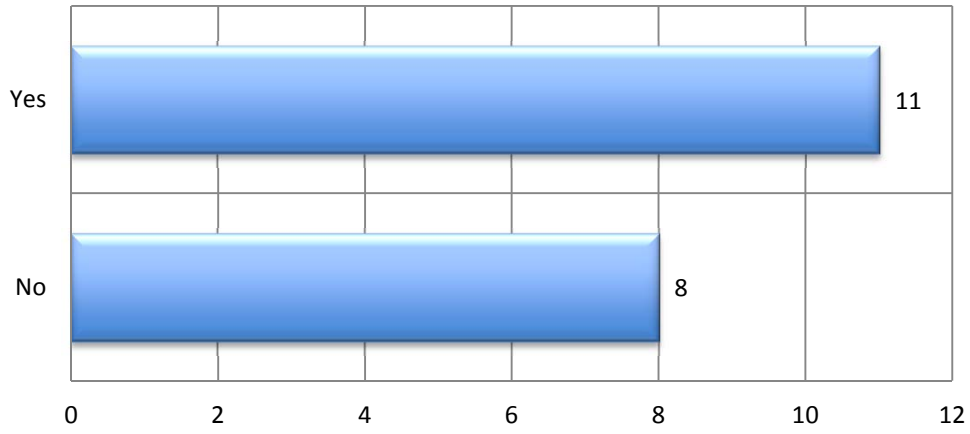
Do you feel that your child's school is warm and welcoming?



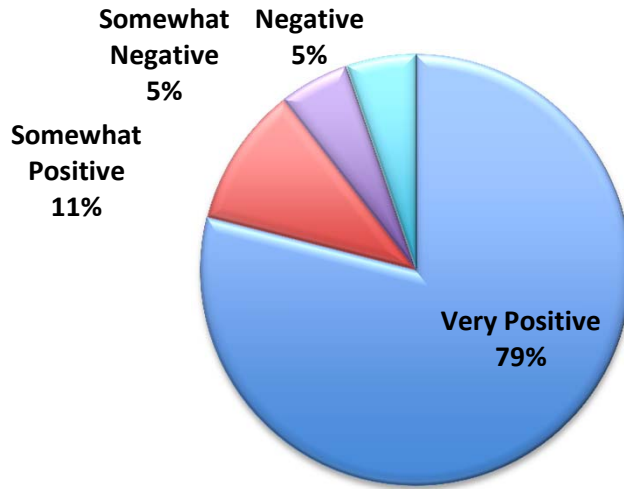
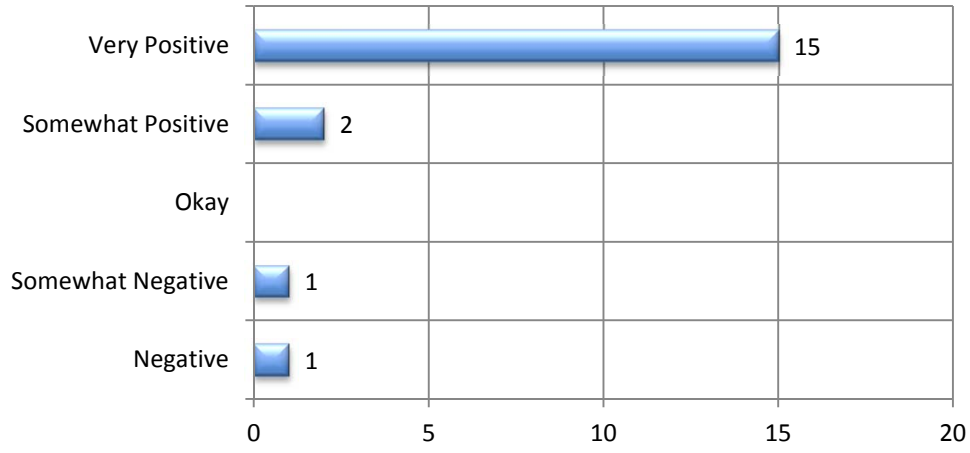
Do you find that you can give input to a teacher or administrator about school-related concerns?



Do you feel that your child's teacher(s) effectively communicate with you regarding his/her progress?



Overall my experience with the Brockton Public Schools has been:



How could the Brockton Public Schools make the education experience more rewarding for you?

Posting grades on line instead of having to wait for progress reports

More communication and involvement by high school guidance

The children have too many days off and half days

More TIMELY communication...there can never be enough and it cannot happen early or often enough.

New school on south side

Parents should have more access to principals. They should hold an annual meeting with parents going over School Improvement Plans and updated parents on the progress implementing the plans goals.

Most of the teachers are excellent. I've seen the principal almost bully children and parents into doing what she wants, I didn't like that.

higher quality education. More challenging classes.

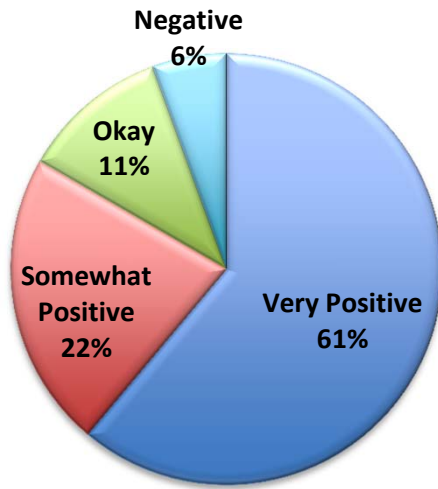
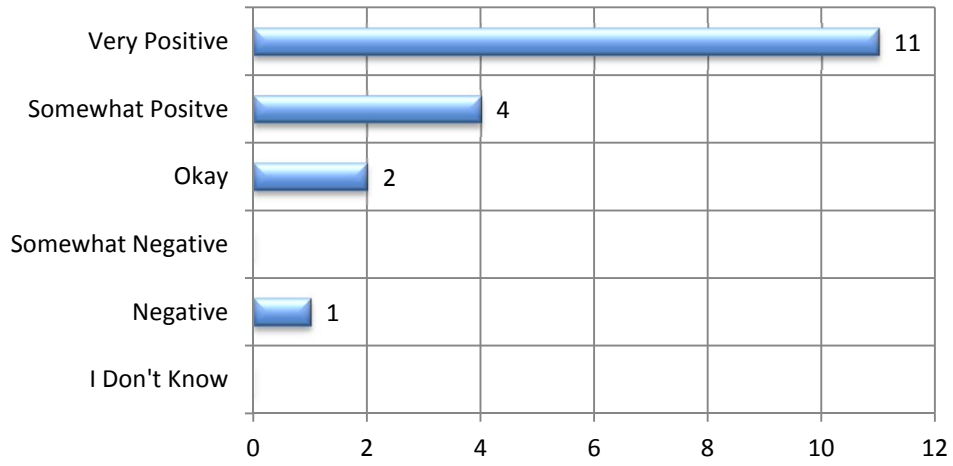
Students should be grouped by ability at earlier ages.

I believe more open communication from teachers to parents. With technology these days, teachers should be allowed to communicate with parents via email.

I would like to be able to communicate to teacher/staff/principle VIA email. My son just started kindergarten and I think it would be helpful for weekly updates/notes, especially for younger students

Would like child's teacher to communicate more

How does your child feel about school?



How could Brockton Public Schools make the education experience more rewarding for your child?

Overall, my family is satisfied with BPS. My children are happy and thriving so from their perspective I do not think there is more the school could do.

New school on south side

The year before my child started school, I tried to setup tours of schools in my zone. Some schools were very welcoming others were just TERRIBLY UNWELCOMING. Not every family is the same in the city. Some of us do our homework/care.

More challenging classes. Higher expectations and more options for advanced learners.

My child enjoys the teachers and what is being taught. Earlier, unfortunately, there were some teachers who made me scratch my head and wonder what on earth they are doing teaching small children since they obviously can't handle anything but perfection.

Better sports, smaller classes,

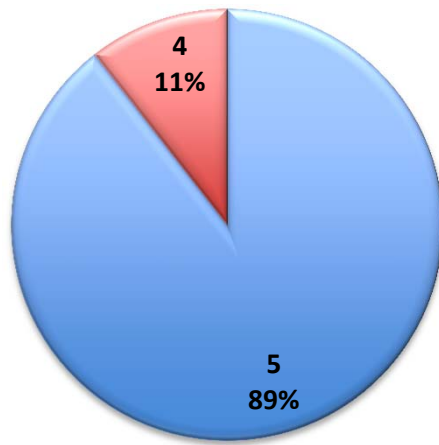
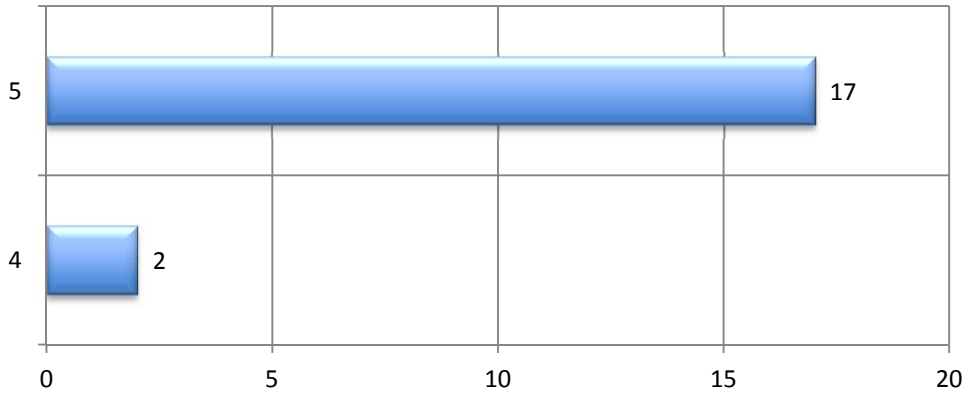
More positive reinforcement

Greater focus on the above average yet not quite top tier student

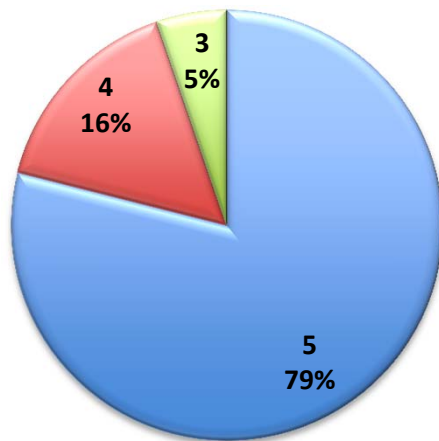
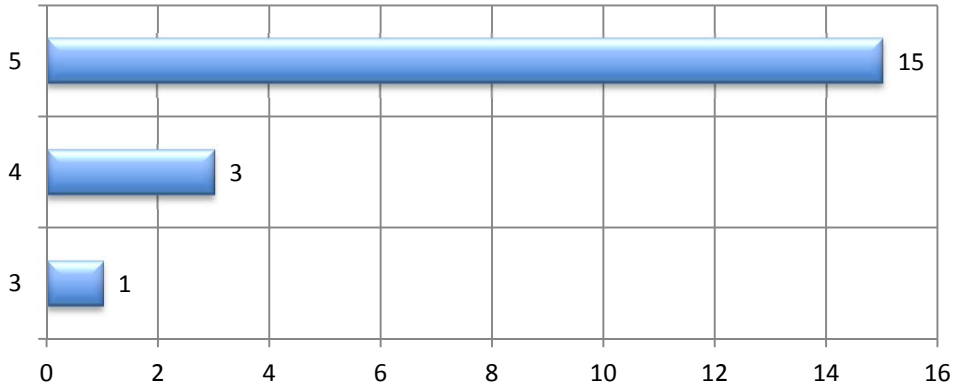
Please bring back letter grades.

More extra-curricular activities for elementary students; more parent/family events

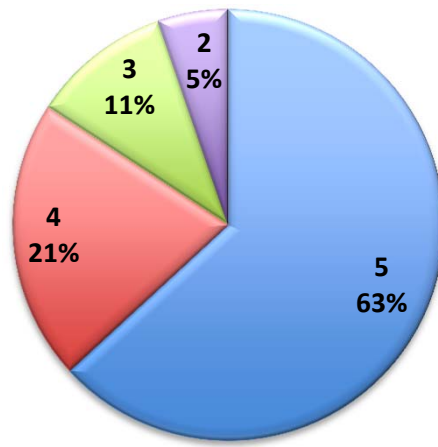
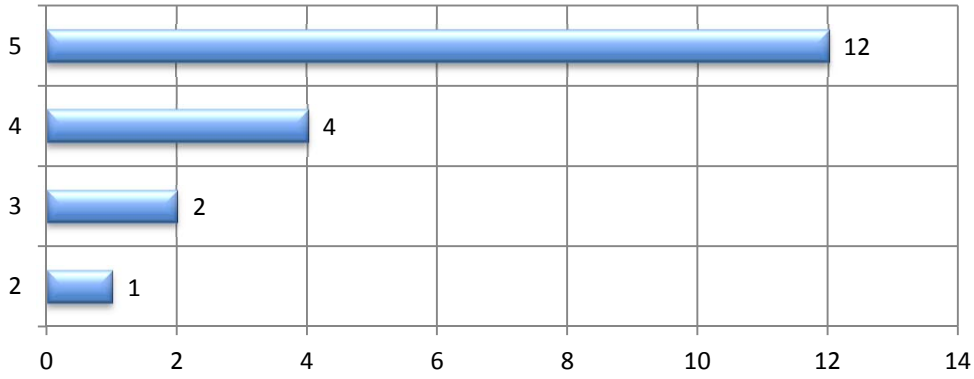
**On a scale of 1 to 5, with 5 being the highest, how important are the following areas:
Lower class size**



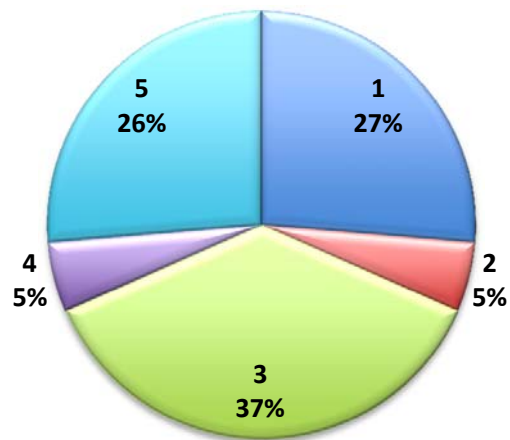
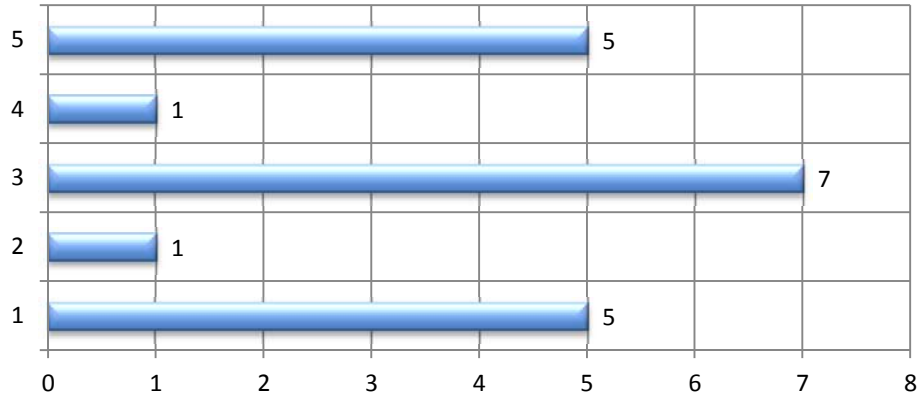
On a scale of 1 to 5, with 5 being the highest, how important are the following areas:
Improving technology in the classroom



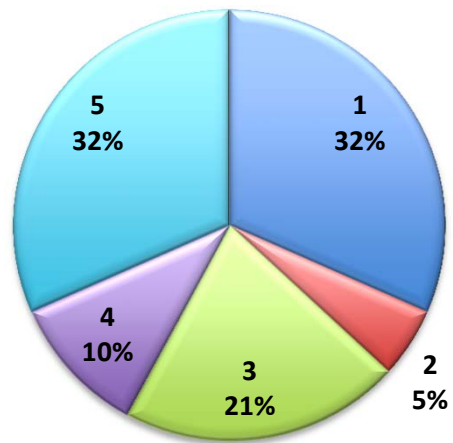
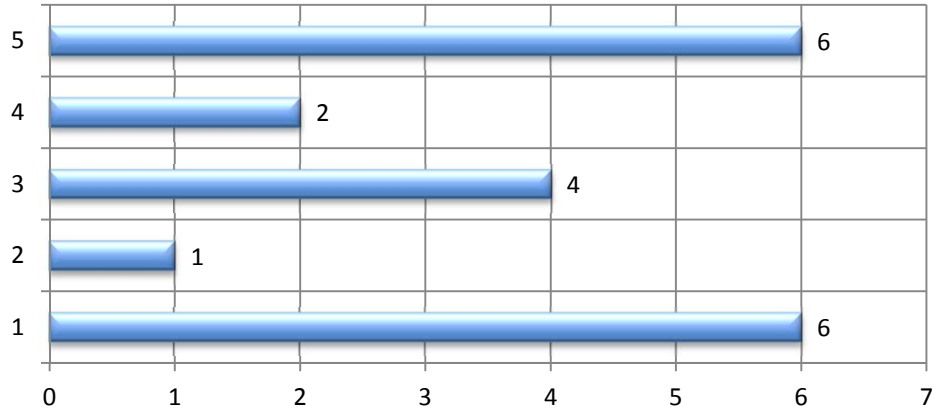
**On a scale of 1 to 5, with 5 being the highest, how important are the following areas:
Enhanced home-school communication**



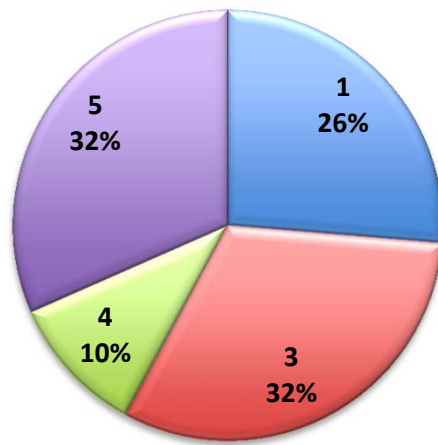
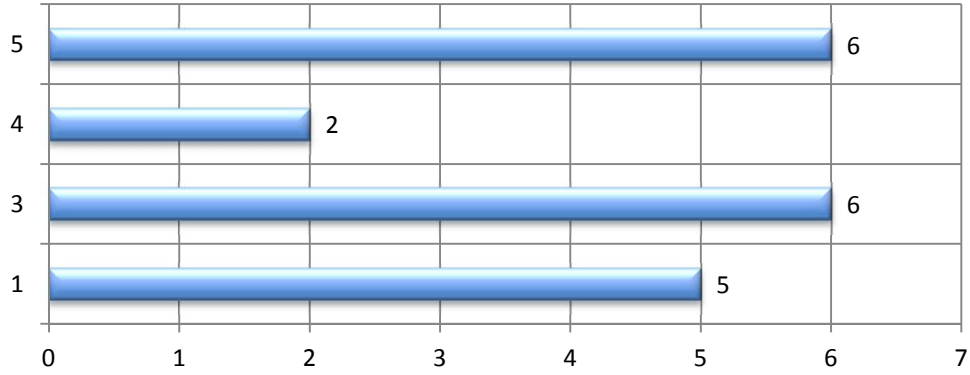
On a scale of 1 to 5, with 5 being the highest, how important are the following areas;
More alternative pathways



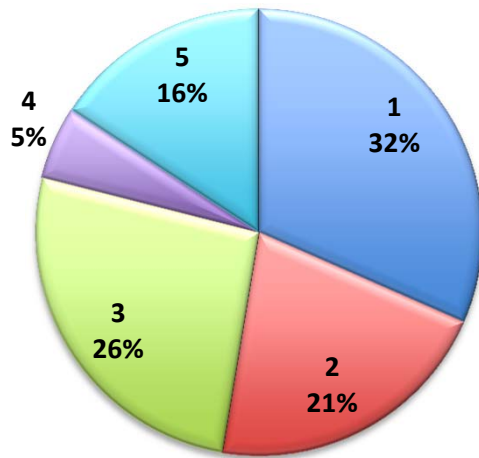
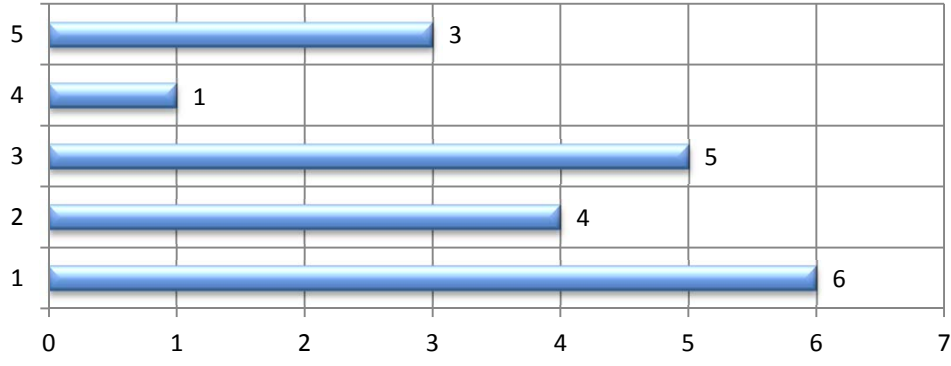
On a scale of 1 to 5, with 5 being the highest, how important are the following areas:
Full-Day PreK classes for 3- & 4-year-olds



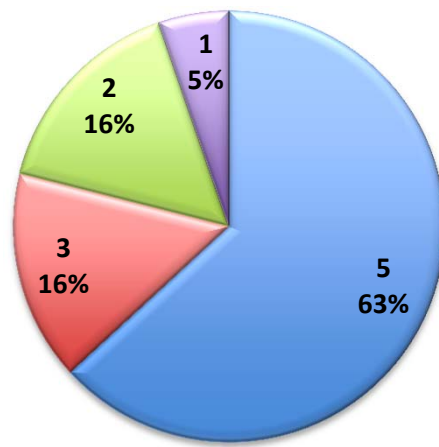
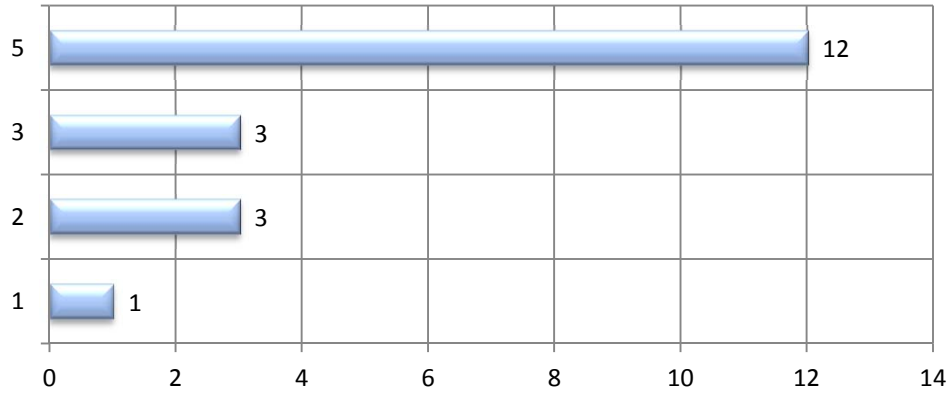
On a scale of 1 to 5, with 5 being the highest, how important are the following areas:
Increased diversity among staff



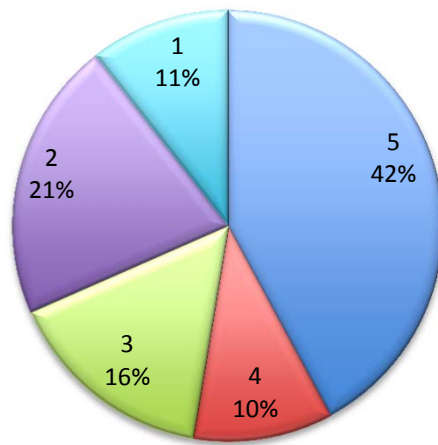
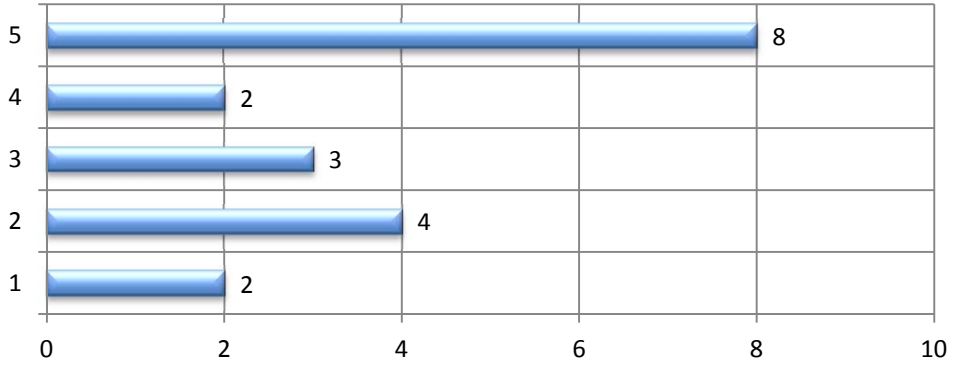
**On a scale of 1 to 5, with 5 being the highest, how important are the following areas:
More outreach to new immigrants & minorities**



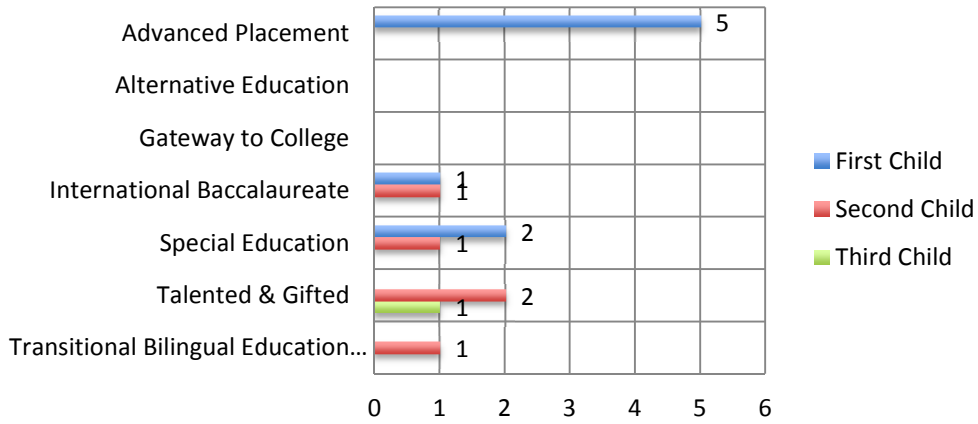
On a scale of 1 to 5, with 5 being the highest, how important are the following areas:
Reducing the drop-out rate



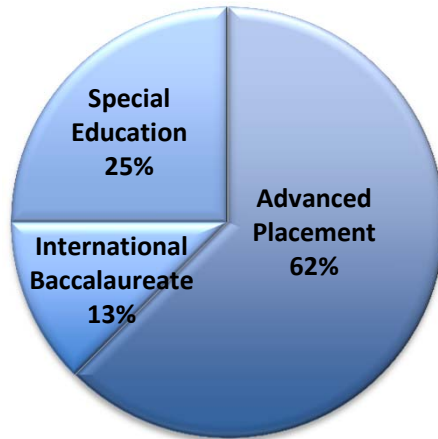
On a scale of 1 to 5, with 5 being the highest, how important are the following areas:
Increasing foreign language opportunities



What programmatic areas do/does your child(ren) participate in during the school day?



First Child



Second Child



Third Child



What educational programs would you like to see the Brockton Public Schools offer during the school day?

Arabic Courses

Longer arts periods in elementary school. That has been shown to improve test scores. Why hasn't Brockton tried this approach yet?

Advanced STEM programs for elementary, Foreign Language choice in elementary, and Music Lessons

Physical education, more history and English classes, Junior year of English a full year class for SAT reasons

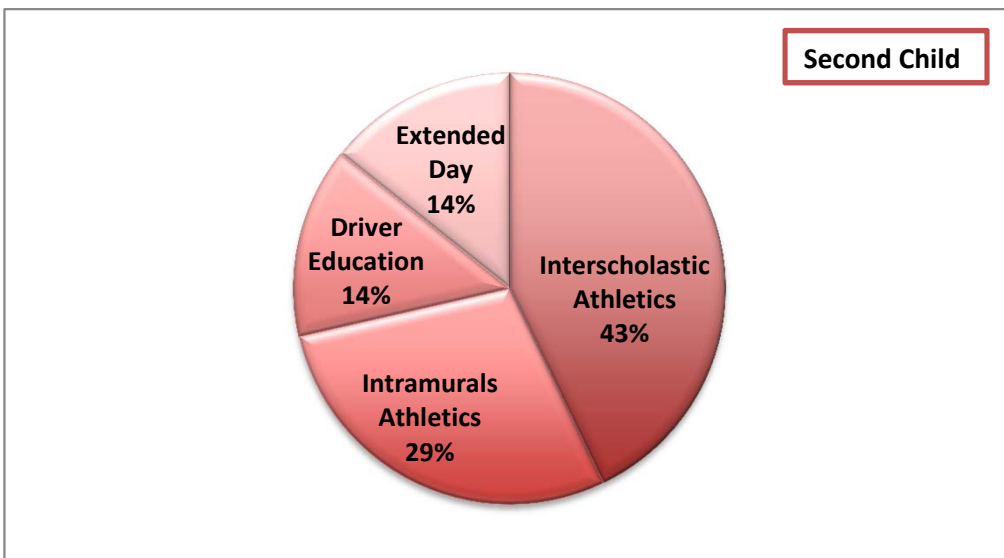
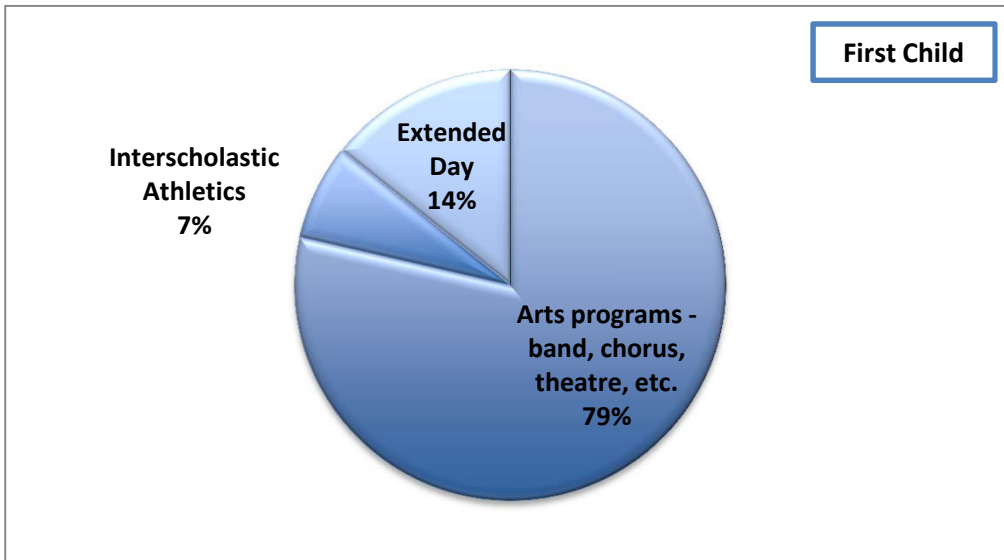
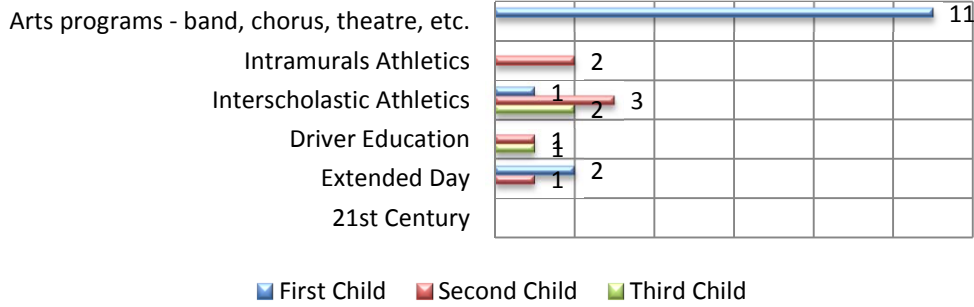
Classes around financial security and investments

More electives-get rid of Directed Academics

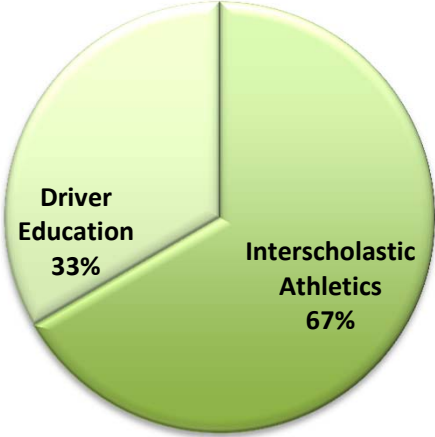
Please keep the TAG program as is- it is wonderful!

My children are too young to be involved in any of these programs. I feel like Brockton could have a better sports/recreation dept

What programmatic areas do/does your child(ren) participate in outside of the school day?



Third Child



What educational programs would you like to see the Brockton Public Schools offer outside of the school day?

Track for elementary students.

Life skills

Programs for elementary aged children...art, music, sports.

High quality music, foreign language, math circle, math competitions for elementary

It would be nice to have more intramural offerings at the Elementary/Middle school level

Girl Scouts

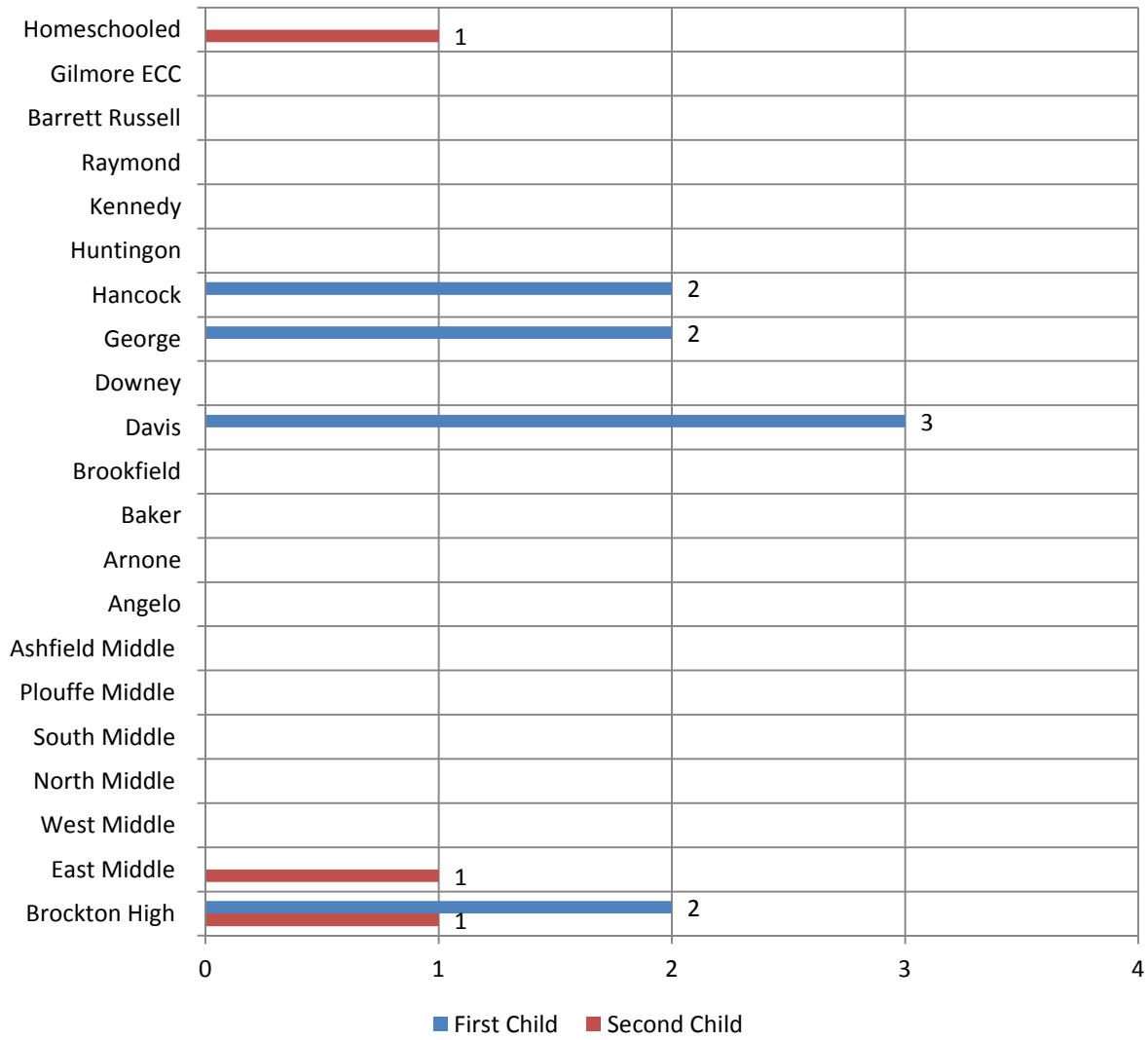
Lacrosse, more organized middle school sports

Music lessons

More fun activities - things that engage them creatively - arts, music, etc ...

Comments
Retired teacher whose children were well educated in Brockton
Stop having so many half days parent conferences can be done after school, very unnecessary
Schools need to be more receptive to families who want to be involved. We are assets to the school. Parents should be asked to opt in or out of a classroom contact lists. Rayham Public Schools has this policy. Please consider this request.

School(s) my child(ren) attends



Name provided

