Brockton Public Schools

# Strategic Plan

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# Instructional Excellence

| Vision |
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| Instructional excellence for every student, every day |

| Mission |
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| The Brockton Public Schools ensures student success by fulfilling the educational, social, and emotional needs of all students in the pursuit of instructional excellence. |

| Theory of Action |
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| *If* the Brockton Public Schools implements a system of instructional excellence that:<br>• delivers Common Core-aligned curriculum in a safe and supportive environment;<br>• values a strong system of growth by consistently supporting the Brockton Educator Growth and Evaluation Network (BEGEN);<br>• designs and adopts a system of quality professional development that supports all stakeholders in meeting their professional and district determined goals;<br>• and provides all students and teachers with access to quality instructional technology that improves digital literacy;<br>*then* we will ensure our students are socially, emotionally and academically prepared to succeed in a global society. |

| Areas of Focus for Strategic Objectives |
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| **Instructional Excellence**<br>The Brockton Public Schools will incorporate the use of 21$^{st}$ century instructional and assessment strategies which span grades preK-12 to ensure the delivery of an aligned curriculum in service of our districtwide commitment to the goals of College & Career Readiness.<br><br>**Supportive Environment**<br>The Brockton Public Schools is committed to the physical safety and emotional well-being of all members of the school community.<br><br>**Community Engagement**<br>The Brockton Public Schools will engage families and the community at large by communicating in linguistically and culturally appropriate ways to support the academic, social-emotional, and behavioral success of students. |

| Strategic Objectives | Strategic Initiatives | Proposed Action Steps |
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| I. Implement a seamless system of instructional excellence that includes rigorous curriculum aligned to Common Core State Standards that is correlated with local and state assessments. | 1. Align the district curriculum with the Common Core State Standards in all content areas and levels. | • Convene committee (subcommittees) to review current K-12 curriculum:<br> o expand/update where needed<br> o ensure alignment with vertical and |

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| | | horizontal articulation <br> o identify and correlate local benchmarks and state assessments |
| | 2. Correlate the Common Core State Standards with local benchmarks, state assessments, and next generation assessments at each grade level. | • Investigate the correlation of assessment with the revised curriculum <br> o Local benchmarks <br> o MCAS <br> o Next generation assessments <br> • Continue to revise benchmarks to reflect attainment of grade-level standards <br> • Identify strengths and weaknesses in each core subject by grade, school and by key subgroups |
| | 3. Increase the number, type, complexity, and opportunity for use of instructional strategies that promote higher-order thinking skills and problem solving in all grades. | • Provide explicit instruction for students in the use and application of a range of higher order thinking skills and problem solving techniques and experiences. <br> • Increase the grade-level use of higher order thinking skills and problem solving techniques by training teachers through direct instruction of teachers and modeling in the classroom with specific follow-up expectations of students and teachers. <br> • Develop instructional practices and classroom expectations to foster higher order thinking skills |
| | 4. Support teachers and administrators in accessing and/or developing exemplars/model lessons/units that demonstrate ways to successfully implement changes resulting from the Common Core State Standards. | • Continue to work with curriculum leaders in schools so that they can facilitate the development of lessons/units that address the Common Core State Standards. <br> • Continue to support teacher teams in schools in the development of lessons/units that address the Common Core State Standards. |

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| | 5. At all grade levels, deliver a rigorous curriculum aligned to the Common Core State Standards with engaging lessons that are differentiated and accessible to involve all learners. | • Provide professional development to support:<br>  o Teacher design and modification of model lessons and units to meet the needs of all students, including ELL, SWD and TAG.<br>  o Implement, review and revise lessons as needed.<br>• Create and share clearinghouse for vetted lessons/units that are accessible to teachers and staff. |
| II. Develop a system of identified best practices at all grade levels based on high quality instruction and formative assessment.<br><br>(By best practices, we mean all the descriptors that are identified in the Massachusetts Educator Evaluation System at the Proficient and Exemplary levels.) | 1. Continue to implement the Brockton Educator Growth and Evaluation Network (BEGEN) through the use of consistent standards, expectations and implementation for teachers and administrators and ensure its use as a primary mechanism for growth and improvement. | • Identify priority standards and indicators that evaluators and teachers determine will be the focus of teacher growth.<br>• Provide clear timeline and expectations for teachers and administrators<br>• Provide formal and informal professional development opportunities to support staff in developing and implementing professional and student SMART goals<br>• Provide training and support in Baseline Edge<br>• Promote districtwide collaborative culture of sharing of best practices and resources<br>• Utilize the system to include recruitment, induction, support and development of a cadre of highly qualified administrators and educators.<br>• Convene the Joint Labor Management Task Force to determine and negotiate priority standards and indicators. |
| | 2. Provide high quality 21$^{st}$ century instruction that is supported with a system of coordinated, responsive, high-level targeted professional development at every grade level and in every class. | • Provide targeted, high-level professional development to meet the needs of teachers and promote the goals of the school and district.<br>• Review and revise professional development |

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| | | as feedback and suggestions become available. <br> • Provide professional development and support to ensure the academic growth of all students with specific strategies for English Language Learners (ELLs) and Students with Disabilities (SWD). |
| | 3. Develop and implement a system to recruit and support highly qualified staff at all levels. | • Develop and implement an exemplary new teacher induction program <br> • Develop and implement a system to: <br>     o support teachers and evaluators in the educator evaluation process, <br>     o build a data base to securely collect, track, and store a variety of information such as educator licensure, SEI Endorsement, teacher ratings, attendance data, fingerprint information, etc. |
| | 4. Preserve and expand common planning time for educators at all levels to develop lessons, problem-solve and review data regularly and collaboratively. | • Work to develop opportunities for common planning time at all levels <br> • Support targeted common planning time that is already in progress <br> • Use common planning time to form a grade level collaborative to review data, brainstorm, problem solve, share ideas, and improve instructional practice |
| | 5. Develop and implement a system of supports and interventions that ensure that every child is reading at grade level by Grade 3. | • Provide differentiated reading instruction in Grades K-3 <br> • Provide school-time, and after-school reading interventions <br> • Provide a summer clinical model of reading intervention for the lowest 10 to 15% of readers in Grades 1-3 <br> • Provide quality professional development |

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| | | including classroom modeling of effective reading strategies for all students<br>• Develop community-wide focus on reading through school-based and community-based programs identifying roles and opportunities for student support<br>• Organize schools to provide early education opportunities for our youngest learners |
| | 6. Improve reading proficiency in students in Grades K-12 with school-wide focus on reading and writing in all content areas. | • Focus on reading to learn, K-12 in all content areas<br>• Focus on writing, K-12 in all content areas<br>• Provide quality professional development including classroom modeling of effective reading and writing strategies in the content areas for all students |
| | 7. Develop and implement a system of supports and interventions ensuring that every student is on grade level in all core subject areas. | • Provide differentiated instruction in core subject areas in grades K-12<br>• Develop a system for identifying students in need of support and coordinating a menu of supports to assist them, such as<br>    o school-time and/or after-school interventions<br>    o a summer academic program with engaging curriculum and instruction that will help identified students catch up in targeted core subjects.<br>    o computer assisted interventions |
| | 8. Provide access to technology to enhance digital literacy for all students and staff. | • Significantly increase the number of computers and associated materials in preparation for a next-generation assessment system<br>• Improve technological support system-wide through training, on-going support and addition of key personnel |

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| | | • Provide targeted, differentiated professional development in digital literacy to meet the needs of staff |
| | 9. Promote and support effective integration of technology in data analysis in curriculum areas to enhance lessons, support interventions, and engage students. | • Provide differentiated professional development to assist teachers to effectively use technology to support, extend, and enhance their classroom practice<br>• Increase the availability and quality of targeted research-based computer assisted interventions |
| | 10. Promote and support effective integration of technology in data analysis to efficiently identify student areas of strength and needs; modify instruction accordingly for improved student performance. | • Increase the access to technology for students at every grade level<br>• Provide teachers with access to relevant and reliable data sources to make informed instructional decisions |
| | 11. Develop a collaborative culture that uses data to improve instructional practice and as a basis for decision making | • Identify common assessment measures that all schools monitor and analyze<br>• Utilize district and school data to identify instructional areas of focus (district, school, grade, etc)<br>• Provide teachers with access to relevant and reliable data sources to make informed instructional decisions (including formal and informal, formative and summative, and the data derived from common assessments and performance tasks) |
| | 12. Prepare every student to demonstrate the knowledge, skills and abilities that are necessary to successfully complete entry-level, credit-bearing college courses, participate in certificate or workplace training programs, and enter | • Expand a system providing a range of career awareness, internship experiences and career explorations that are tied to a range of skill sets and academic requirements.<br>• Provide the opportunities to build and expand |

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| | economically viable career pathways. | a range of skills needed to obtain and sustain college and career success, including interpersonal and social skills; a personal work, attendance, and engagement ethic; and the application of a broad range of high-level reading, writing, mathematical, research and analytical skills.<br>• Expand our offerings of credit-bearing college courses.<br>• Increase opportunities to participate in certificate programs and/or workplace learning. |
| | 13. Increase the capacity of the district to implement, assess, monitor, and support instructional excellence at all levels. | • Optimize learning experiences by providing developmentally-appropriate class sizes<br>• Ensure appropriate staffing patterns to support teachers and administrators at all levels<br>• Develop and encourage teacher leadership roles at all schools to support district and school-based initiatives |
| III. Develop a system to provide a safe, clean, engaging learning environment for students and staff. | 1. Develop and implement a long- and short-range strategy for the building, maintenance, and refurbishing of school buildings to adequately provide for projected student populations at each grade level (including a possible 4 year-old program). | • Develop and implement multiple methods to track and predict student population fluctuations based on the review and assessment of a wide range of indicators<br>• Develop and implement a 10-year and 20-year facilities master plan to accommodate increased student population<br>• Develop and implement a long range strategic maintenance and refurbishing schedule based on the evaluation of the current status of school buildings<br>• Increase resourcing and development of funding for capital improvements and new facilities |

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| | 2. Provide a well-organized, clean, and engaging learning environment | • Ensure that all schools are clean and safe by regularly-scheduled reviews, daily inspections and feedback by building administrators<br>• Support teachers in creating an organized, supportive, and engaging learning environment that is age appropriate |
| | 3. Ensure a safe and nurturing learning environment for all students. | • Safe and secure buildings<br>• Continue to expand the work of safe and supportive/ trauma sensitive schools<br>• Continue to expand components of pro-social curricula and positive behavior interventions/supports in ways that are age-appropriate for specific levels<br>• School-wide behavior plans/norms<br>    o Classroom management<br>    o Bullying prevention<br>    o Exploration of alternatives to in-school suspension<br>    o Regularly monitor non-academic measures (suspension rates, SWIS data, etc.)<br>• Revise system-wide discipline guide to increase time on learning<br>• Investigate and implement policies that maintain high rates of student attendance |
| | 4. Investigate, research, develop and implement alternative learning opportunities/multiple pathways at all levels. | • Research and implement successful alternative services/supports at the elementary and middle school levels<br>• Expand pathway opportunities at all levels. |
| IV. Support and expand outreach and engagement with parents, family and community. | 1. Explore new ways to engage families effectively | • Support district, school and teacher outreach to families in targeted languages using a variety of vehicles<br>• Clarify concepts of cultural competence and |

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| | | cultural proficiency<br>  o Devise and implement a communication and professional development plan that is sensitive to the needs of a diverse community<br>• Continue Superintendent Listening Tours and student focus groups |
| | 2. Assist all families in navigating and understanding our school system | • Empower families through expanded educational opportunities and advocacy centers<br>• Translations in multiple languages<br>• Expansion of Family Connections<br>• Enhance outreach to parents, family and community through multiple media sources<br>  o Website expansion<br>  o Website accessible in multiple languages and ease of use<br>  o Establish use of Parent Portal and other paperless options<br>  o Use of local access cable<br>• Outreach/training at community-based organizations (technology, student support, etc.) |
| | 3. Develop and implement a system to use community and school partnerships to ensure every parent and community member:<br>• understands the importance of academic achievement<br>• knows specific ways they can help their child become a successful student<br>• knows (and understands why) a range of specific strategies they can use at home to help their children in their learning | • Use of all of above for targeted messages<br>• Provide family nights at schools and community-based organizations in multiple languages to make sure message in accessible<br>• Provide newsletters<br>• Grade level family letters home (and via other media) about what their children will be working on in school and how they can support them. (questions to ask, notes to check, ways to study, etc.)<br>• Website with suggested activities for families |

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| | | <ul><li>Museums, community theater, cultural events</li><li>Summer events/programs</li></ul> |
| | 4. Strengthen partnerships with community agencies, stakeholders and institutions of higher education to encourage students to pursue college, explore career pathways, and engage in a range of real-world opportunities to apply learning. | <ul><li>Develop and expand partnerships with key stakeholders including:<ul><li>Bridgewater State University, Massasoit Community College and Stonehill College</li><li>Brockton Area Workforce Investment Board (BAWIB)</li><li>Local businesses</li><li>Local community-based and human services and educational organizations</li></ul></li><li>Work with colleges and community organizations to recruit and retain a diverse and highly qualified teaching staff</li></ul> |
| | 5. Develop and implement a "Grow Your Own" teacher program to increase the number and diversity of our outstanding students who return to the Brockton Public Schools as teachers. | <ul><li>Expand future teacher clubs at middle and high school levels that provide pathways to summer and after-school options</li><li>Provide financial incentives to students who return to Brockton to teach</li><li>Provide academic and counseling support to future teacher club members to help prepare and encourage teaching as a career.</li></ul> |