

# State of the Schools



Kathleen A. Smith, JD  
Superintendent of Schools

## March 2019



## Table of Contents

Brockton School Committee.....	1
Superintendent of Schools.....	1
Deputy Superintendent of Schools .....	1
Executive Leadership Team .....	1
Office of the Superintendent.....	2
Instructional Excellence .....	3
Supportive Environment .....	3
Community Engagement.....	3
Leading the Nation .....	4
Facilities Masterplan .....	4
Policies .....	4
Equity in Education.....	5
Department of Bilingual/ESL Services.....	6
Communications and Media Services.....	8
Community Schools .....	10
Facilities .....	11
Financial Services.....	13
Grants Office .....	14
Human Resources .....	16
Office of Learning & Teaching .....	18
Physical Education, K-12 .....	20
Research, Student Data & Technology.....	21
School Registration/Parent Information Center.....	23
Special Education .....	24
Office of Student Support Services .....	25
Wellness K-12 .....	27
Brockton High School .....	28
Art Department K-12.....	30
Music Department .....	39
Brockton High School Athletics.....	40
Business, Technology & Career Education .....	41
Food Service Department .....	42
Barrett Russell Early Childhood Center .....	44
Louis B. Angelo Elementary School .....	45
Dr. William Arnone Community School.....	46
Mary E. Baker Elementary School .....	47
Brookfield Elementary School.....	48
Edgar B. Davis K - 8 School .....	49
Joseph Downey Elementary School .....	50
Manthala George Jr. Elementary School .....	51
Gilmore Elementary School .....	52
Hancock Elementary School.....	55
John F. Kennedy Elementary School.....	56
Oscar F. Raymond Elementary School.....	58
Ashfield Middle School.....	60
East Middle School.....	61
North Middle School .....	62
Plouffe Academy: An I.B. World School.....	63
South Middle School .....	64
West Middle School .....	65
Keith Alternative Schools.....	66
Champion High School/Frederick Douglass Academy .....	66
Thomas Edison Academy .....	68
Huntington Day School .....	69
Adult Learning Center .....	70
BPS District Schools/Buildings.....	72

# Brockton School Committee



**Back Row:** J. Sullivan, T. Minichiello, J. Asack, T. Sullivan, M. D'Agostino  
**Front Row:** L. Plant, B. Carpenter, K. Smith, B. Gormley

**2018-2019**

Mayor Bill Carpenter, Chair  
Thomas J. Minichiello, Jr., Vice-Chair

Joyce J. Asack  
Mark S. D'Agostino  
Brett M. Gormley  
Lisa M. Plant  
Judy A. Sullivan  
Timothy J. Sullivan

## **Superintendent of Schools**

Kathleen A. Smith, JD

## **Deputy Superintendent of Schools**

Michael P. Thomas

## **Executive Leadership Team**

Michele M. Bolton  
Ethan R. Cancell, Ed.D.  
Kathleen F. Moran, Ed.D.  
Clifford N. Murray, Ed.D.  
Aldo E. Petronio  
June A. Saba-Maguire  
Salvatore Terrasi, Ph.D.  
Michael P. Thomas  
Sharon R. Wolder

# Office of the Superintendent



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

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

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

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

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



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

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

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

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

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

### Instructional Excellence

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



### Supportive Environment

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

### Community Engagement

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





### **Leading the Nation**

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

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



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



### **Facilities Masterplan**

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

### **Policies**

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

## Equity in Education

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





# Department of Bilingual/ESL Services

Brockton is the fourth largest diverse district in Massachusetts, with 4,326 English Learners (ELs) and 928 Formerly English Learner (FEL) students. Together, this comprises 31.8% of the Brockton Public Schools' population. English Learner enrollment continues to increase each year, with 708 new students entering Brockton Public Schools in the first four months of the 2018-2019 school year alone. Among those designated as English Learners, 2,309 speak Cape Verdean, 824 speak Haitian, 670 speak Spanish, 222 speak Portuguese and 38 speak Vietnamese. An additional 22 languages are spoken by students in the district, including Quechua, French, Chinese and Yoruba.

The Bilingual Department continually strives for a variety of programming options for English Language Learners with different proficiency and educational backgrounds. Additionally, central to its mission is the engagement of families of linguistically and culturally diverse backgrounds into the schools and district. In the 2018-2019 school year, Brockton Public Schools expanded its dual language programming to include French through the launch of the Amitié program at the Manthala George School. The launch celebration in June included the Consul General of Haiti, representatives from the French and Quebec consulates, and Greg Roberts from the American Council of International Education. Amitié joined the Juntos Spanish program and the Unidos Portuguese program at the George, creating the first three language strand Global Studies School in the State of Massachusetts.

Recent budgetary constraints led to the reduction of Bilingual Community Facilitators, leaving the system with only one Haitian Community Facilitator and only three Cape Verdean Facilitators to provide important language support services for the 40.9 percent of students whose first language is not English and their families.

The Bilingual Department has done an excellent job of engaging families and providing educational programming that is responsive to both students' English language development levels and educational backgrounds. The reduction in staff who speak the families' native languages has made supporting

ELLs more difficult, but the department is confident that with the allocation of necessary resources, the Brockton Public Schools will be able to maintain its position as the statewide leader in programming and opportunities of all linguistically and culturally diverse students and their families.





<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• The Unidos program won the national Portuguese language school of the year by Focus Brazil organization and its students performed at the Portuguese festival in Boston for the President of Portugal.</li> <li>• Brockton hosted its first visiting Portuguese teacher, a joint program with the Department of Elementary and Secondary Education and the Government of Portugal.</li> <li>• Launch of the Amitié French Immersion program and the integration of all program into the Manthala George School, launching the first three language strand global studies school in the Massachusetts.</li> <li>• Brockton continued to offer highly lauded, varied programming for students, including dual immersion, structured English immersion, transitional bilingual education, and BHS literacy programming for students who have gaps in their literacy development.</li> <li>• The Department continued to offer monthly family engagement activities with the Parent Academy program. Programs offered this year in the families' native languages include "An Introduction to the Parent Manual," "Understanding Social Media," "ACCESS and LAT Night," and "International Night of Portuguese Language and Culture".</li> </ul>	<ul style="list-style-type: none"> <li>• The continued increase of the number of English learners and their families in Brockton Public Schools has strained the available programs, staff and resources – lack of SEI paraprofessionals, guidance and adjustment counselors, bilingual special education teachers who speak the students' primary languages. Enrollment in many of the SEI classes at the elementary level exceeds comparable classes in general education.</li> <li>• Bilingual programs remain understaffed with a reduction of a Bilingual Department head and Community Relations Facilitators. There is only one Haitian Community Relations Facilitator serving 824 families, and only three Cape Verdean Community Relations Facilitators serving 2,309 families.</li> <li>• The system needs to expand programming at the high-school level and establish programming at the middle school for students with limited or interrupted educational backgrounds.</li> <li>• The LOOK Act (Bilingual PAC, increased parental choice, Seal of Biliteracy, proficiency targets, etc.) require implementation of new regulations in the district.</li> </ul>

# Communications and Media Services

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



The office manages day-to-day communication with the district's 3,400 employees, runs the annual United Way campaign along with other philanthropy and disaster relief drives, and produces the Superintendent's Red and Gold Apple Awards programs, which recognize educators and others who go above and beyond. We held the first annual Snowball Social for staff, the entry price of which was an unwrapped gift or gift card for our neediest students. Yielding hundreds upon hundreds of presents, families were treated to the annual

Holiday Dinner of Champions at Brockton High School this year, with raffles, face painting, Santa, a DJ and more, a truly magical and memorable evening for all.

The Communications Director serves on the Superintendent's Executive Team, works directly with the Deputy Superintendent and the Superintendent on confidential issues, sends out Connect Ed calls for weather and other district imperatives while overseeing four departments: Word Processing, Central Administration Reception, the BPS Website/Web Content Manager, and Brockton High School's Print Shop's output.

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

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

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





<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• We continually place high-profile stories about BPS successes and challenges in the nation's best publications and media outlets including the Boston Globe, National Public Radio, WGBH; covering Breakfast in the Classroom, the Equity in Education Lawsuit and Brockton High's music program, as just a few.</li> <li>• A change in focus from large community forums to intimate meetings with parents has gone well including Tea with The Superintendent.</li> <li>• Texting important messaging in addition to Connect Ed calls and social media posting continues to yield positive feedback from parents and staff who appreciate that added effort to contact them.</li> <li>• Meetings are being held with School Messenger, a vendor that combines the Connect Ed component with the Web and an app for home and classroom contact that could bump up our ability to reach all stakeholders.</li> <li>• The Choose Brockton initiative is moving forward steadily; the 20-page color brochure will market the school district's many unique assets through realtors, businesses and the web.</li> </ul>	<ul style="list-style-type: none"> <li>• An office with one of the biggest responsibilities and challenges has the smallest staff, with one director and a web content manager position that this year went unfilled; additional staff support for optimum outreach and effect is key.</li> <li>• In hand with that key position loss, it has been a challenge to create editions of the new BPS Happenings newsletter, jointly created with the web content manager. Web pages and staff move edits are behind schedule; innovations including new marketing pages are on hold.</li> </ul>



# Community Schools



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

<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>Smart Start Extended Day has continued to grow in capacity in 11 schools throughout the district with 1,300+ students and families served.</li> <li>Four cohorts of ALC students participated in a Certified Nursing Assistant program and all have successfully passed the state exam. ALC gives priority placement to the parents of BPS children.</li> <li>21<sup>st</sup> Century grants provided afterschool programs to 275 students in five elementary schools and at South Middle School. The Power Scholars summer program provided over 140 rising 2-5<sup>th</sup> grade students with academic support in math and literacy. This program is offered in collaboration with the Old Colony YMCA</li> <li>Project Grads, now under the management of Community Schools, is operating in partnership with the Old Colony Y. Serving pregnant and parenting teens, the program offers educational support, daycare opportunities at BHS or off-site, and comprehensive case management services.</li> <li>We continue to offer a wide variety of both youth and adult enrichment programs throughout the year.</li> <li>Community Schools Basketball provided over 500 students with athletic and sportsmanship skills, competitive games and clinics from November through March.</li> <li>Students were provided scholarships to various programs throughout the school year and summer, from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Funding decreases in both local and grant sources meant a decrease in afterschool programs throughout the district.</li> <li>Adult Learning Center has a waiting list of over 1,200 adults looking to improve their English, Reading, Math and Career skills.</li> <li>Need for increased funding through grants and local money for programs.</li> <li>Community Schools has experienced decreased enrollments in Adult Enrichment. New classes are being created to rejuvenate the program.</li> </ul>

## Community Schools Staffing

	Supervisor	Non-BEA Supervisor	Teacher	MTA	Para	College	High School	Admin Asst.	Other
CS Office	3							3 FT/1 PT	1
Extended Day	33	3	123	97	88	27	0	1-summer	3
BARC After School		1	5		7				
21st Century	8	1	22	7	18	1	0	0	1
Adult Aquatics			2						
Adult Enrichment			7						
Driver Education	2		4						
Expressway to English			2						
Youth Aquatics/SNAP	1		1			13	18		4
Adult Learning Center	2		30						
<b>Total</b>	<b>49</b>	<b>5</b>	<b>196</b>	<b>104</b>	<b>113</b>	<b>41</b>	<b>22</b>	<b>5</b>	<b>9</b>

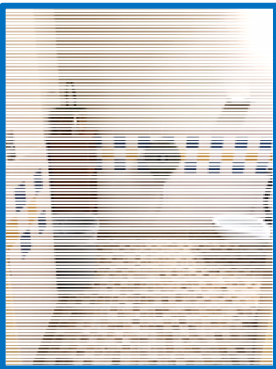
# Facilities



The Facilities Department maintains 22 schools and 3 buildings with almost 3 million square feet under roof and maintains the outside grounds for all 25 buildings. The age of our buildings ranges from more than 100 years to 10-plus years, with the majority having been built from the mid-1950s to the early 1970s.

We have 110 custodians, six travelers, six outside grounds and 12 craftsmen (two plumbers, six carpenters, three electricians and two HVAC.) More than 25-30 work orders and a variety of small projects are performed by our staff daily; our staff also responds to emergency situations as needed, as well.

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



In 2018, the decision was made to phase out North Middle School over three years for repairs and renovation with the Massachusetts School Building Authority, beginning after the 2019-2020 school year. Funds will also go toward a new roof on the Huntington Therapeutic Day School. An application was recently submitted for this project.

Construction on new security entrances for all schools is well underway and all classrooms in the Brockton Public Schools were slated to have air conditioning installed by May 15, 2019. East Middle School renovated its auditorium with new chairs; bathrooms were upgraded at the Keith Center; more than 90 hydration stations

have been installed in an ongoing program. A new ceiling and lighting was added to the West Middle School Cafeteria and a new sound and lighting system will be installed in the Brockton High School Nelson Auditorium by November 2019.

## ***Major Accomplishments of 2018-2019***

- Security upgrades: doors, frames, hardware, FOBS and cameras
- Electrical and HVAC upgrades districtwide
- Improvements to Baker School baseball field
- New security vestibules at the Ashfield, South and East Middle Schools and the Kennedy and Downey Elementary Schools
- Renovation the old shop area at South Middle School for new classrooms
- Interior renovation at the Marciano Stadium Fieldhouse; installed LED stadium lighting
- Bathroom renovations at the Angelo Elementary School; created outdoor patios



## ***Ongoing Challenges of 2018-2019***

- Budget constraints limit the number of projects and upgrades we can accomplish

Deputy Superintendent Michael Thomas and the Brockton Public Schools were highlighted IN March at a lobby day at the Massachusetts Statehouse for forward-thinking action to protect drinking water for the city's 17,000 students.

There, the U.S. Public Interest Research Groups and Environment America Research and Policy Center released "Get the Lead Out: Ensuring Safe Drinking Water for Our Children at School," which examined lead levels in drinking water around the country, grading policy and responsiveness.

The Brockton Public Schools and the City of Brockton collaboratively joined a voluntary program in October 2016 offered by the state departments of Public Health (DPH) and Environmental Protection (DEP) to test schools for lead and copper in water. Brockton chose to be one of 179 out of 351 communities to test water to assure the health and safety of the learning community.



Under the supervision of the DPH and DEP, 2,400 water samples were taken at 23 Brockton school buildings. Since then, the school department has replaced over 100 water fountains and over 300 faucets across 23 buildings.



# Financial Services





# Grants Office

## Grants Office Mission

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

## Grants Office Goals

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



## Grants Office Objectives

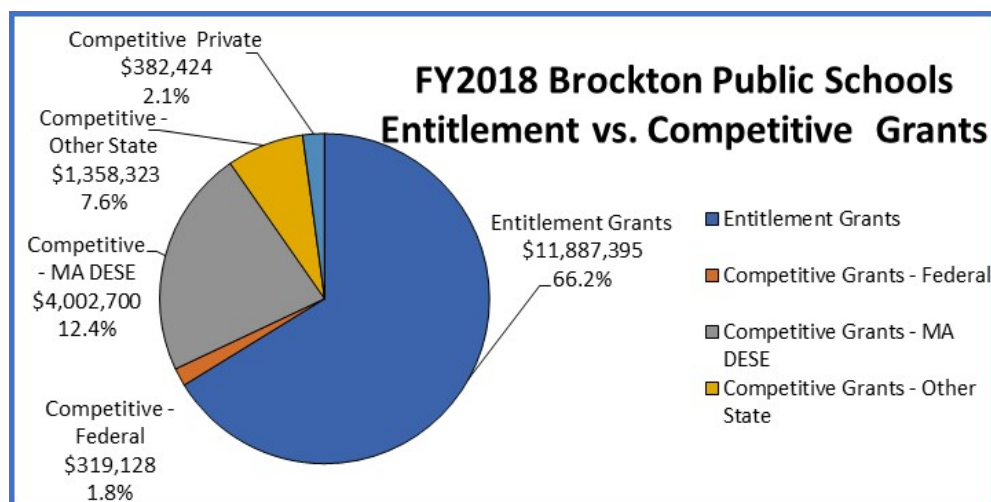
### Objective 1 Increase competitive, discretionary grants.

Work with district administrators and teaching staff to research, identify and prepare effective, competitive grant proposals to local, state, federal, corporate, and private foundation grant sources to support BPS teaching and learning. Establish corporate and foundation partnerships -- cultivate corporate and private foundation donors.

### Objective 2 Communicate resources and technical assistance offered by the Grants Office.

### Objective 3 Promote awareness of Grants Office services, technical assistance, and resources.

- Distribute grant opportunities, relevant education articles, white papers, etc.
- Maintain and update BPS Grants Database
- Conduct district Grants Needs Assessment Survey
- Provide technical assistance and support for grant managers



## FY2018 Program Impact

- FY2018: \$6,062,575 (66 grants) in competitive/discretionary grants from local, state, federal, and private sources (see chart above) out of a total of \$17,949,970 (74 grants).
- AmeriCorps/CNCS BPS Early Literacy Grant to deploy AmeriCorps tutors to high-need elementary schools to close early literacy achievement gaps for students in grades K to 3.
- New England Association for College Admission Counseling grant and American Student Assistance in-kind resources to convene a Summer College Application Bootcamp at Brockton High School.
- Major League Baseball's Baseball Tomorrow Fund to install indoor and outdoor batting cages at Brockton High School.



## FY2019 Forecast

- Innovation Pathway Designation/Health Careers Pathway
  - Planning Grant 2018-19 \$10,000
  - Implementation Grant 2019-20 \$130,000
  - Per pupil funding for cohort model in future years
- Comprehensive School Health Services
  - School Nursing Model Program/Nursing Case Manager and Bridge Program \$200,000



## Challenges

Political climate and impact on education policy, including federal and state grant budget reductions.



# Human Resources

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

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



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

Human Resources staff members are committed to improving efficiencies using technology and

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

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

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

## ***2019-2020 Challenges***

The Human Resources Department continues to provide support to all employees, while maintaining high expectations for all.

**BROCKTON PUBLIC SCHOOLS STAFF  
SY 2018–2019**

<b>Certified Staff</b>		<b>Non-Certified Staff</b>	
Adjustment Counselors	35	Administrative Assistants	78
Adult Learning	4	Attendance Officers	2
Art	23	Bilingual Community Facilitators	9
Bilingual	90	Computer Technicians	18
Bilingual Special Education	0	Confidential Administrative Assistants	6
Business Education	5	Custodians	121
Elementary	324	ELL Immigrant Family Advocate	3
English	86	Food Service	180
Family and Consumer Science	0	Monitor Teacher Assistants	140
Foreign Language	29	Paraprofessionals	314
Guidance	31	Parent Liaisons	0
Health	20	School Police	11
Hearing Impaired	2	Therapy/Therapeutic Support	10
Industrial Arts/Tech Ed	11	1 to 1 Nurses	11
Informational Technology	1	Speech, PT, and OT Assistants	9
Instructional Technology	3	Other	27
Librarians	0	<b>TOTAL</b>	<b>939</b>
Mathematics	81		
Media Specialist	1		
Music	26		
Music Therapist	0		
Nurses	28		
Occupational Education	4		
Occupational Therapists	11		
Physical Education	29		
Physical Therapist	1		
Pre-school Teachers	3		
Psychologists	11		
Reading	10		
Science	63		
Social Studies	61		
Special Education	210		
Speech Therapist	21		
Union Administrators	66		
Non- Union Administrators	44		
<b>TOTAL</b>	<b>1,334</b>		



# Office of Learning & Teaching

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



In 2018, the state of Massachusetts adopted rigorous standards across all grade levels, PreK-12. The Office of Learning and Teaching prepares our teachers and students to meet these standards as well as the knowledge and skills needed for demands of a 21<sup>st</sup> Century technology driven society. In addition, professional development offerings include job-embedded support, as well as college-level courses, offered through various university partnerships.

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

## *2018-2019 Successes*

The Office of Learning and Teaching:

- led Steering Committees that included teachers, coaches and principals to gather input and feedback on curriculum work and decisions. Some committees included, math, science, ELA, PLC, website, digital literacy and dual language.
- provided high quality resources for teachers including: Reach for Reading/K-5, Foundations/K-2, and EnVisions Math/K-8.
- expanded Reach for Reading in grades 3-5.
- individualized school-based Reach for Reading PD throughout the year.
- offered two free course sessions for teachers on Conferring with Readers.
- facilitated all grade 3-8 students in taking online MCAS.
- created online platforms of assessments, in middle school ELA and elementary/middle school math, providing students with more opportunities for online testing.
- developed, through the Digital Literacy Steering Committee, curriculum maps to include digital citizenry lessons into the health class.
- expanded device access to 1-1.
- delivered a systematic approach to PD delivery, reducing the number of times teachers are pulled from instruction.
- collaborated in the structuring of MCAS testing windows, creating a district-wide schedule to allow for more Structured Learning Time.
- provided PD opportunities for teachers in the areas of Reach for Reading, differentiated math strategies, hands-on science lessons, and Foundations.
- provided coaching PD for all Instructional Learning Coaches and Language Arts Coaches to support teachers and students.
- increased the number of school-based PLCs
- continued the expansion to digital textbooks, online resources, and assessments so that our classrooms are engaging spaces which are reflective of real world applications.
- provided ongoing PD for an elementary principal from Teachers21 in Collaborative School Cultures.

### ***2018-2019 Successes***

#### **The Office of Learning and Teaching:**

- facilitated monthly meetings for middle school Associate Principals, providing content-specific leads.
- provided PD for 50 Building and District Administrators on reducing classroom anxiety.
- facilitated curriculum discussions with Educational Researcher Mike Schmoker and E-team members, district department heads and coordinators.
- established a Professional Development Council that meets monthly.
- opened Prek in September 2018.
- continued the work of the Early Childhood Task Force in expanding experiences for young children and their families.
- consulted with Jon Saphier, president and founder of Research for Better Teaching, to launch High Expectations Teaching in August 2019.
- scheduled to launch Frontline in SY20 to manage professional development activities and Professional Development Points for all teachers.

### ***2018-2019 Challenges***

- Reductions in the professional development budget caused fewer offerings for staff, as well as diminished funds for instructional and supplementary resources.
- BPS must enhance the digital literacy skills of both students and staff.
- Our instructional support positions are critical to successfully integrating instructional content with technology.
- Need for more:
  - substitute teachers,
  - curriculum positions,
  - Additional centralized positions.
- Structures for PLCs are still a problem
- Several turnaround schools were named by the DESE and we are trying to support staff through this rigorous process.

# Physical Education, K-12

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

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

## Elementary

- Continue to implement new curriculum into existing classroom activities.
- Continue to support the development of interactive recess through implementation of the Playworks program at all schools.
- Conduct Fitness Day events with all Elementary schools participating.



## Middle School

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



## High School

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



# Research, Student Data & Technology

The Research, Assessment, Accountability, & Technology Department rolled out many important technologically driven initiatives in the 2018-19 school year. The department consists of four major divisions; 1) Research, Assessment Accountability, 2) Student Data Services, 3) Instructional Technology, and 4) Technology. Almost all areas of the Brockton Public Schools rely on the services that some, or all, of these interconnected departments provide.

The 2018-2019 school year was the first year in which all Brockton schools administered the online Next Generation state assessment, or MCAS 2.0, for all grades. It took substantial effort preparing thousands of devices and fine tuning the technical infrastructure in schools, training school staff, and providing on-site support during the spring testing window. We adopted Edcite to shift our district benchmarks to an online platform which mirrors the online MCAS. Familiarity with online testing should help prepare our students for mandatory state testing.

In addition to a new test, the state revised its accountability system. Brockton's Accountability department continues to work to influence state accountability policy through the Executive Director serving on the state's Accountability and Assistance Advisory Council and working with the district to understand changes to the system. This year 5 of our schools will submit turnaround plans to the state. To ensure that schools are meeting the needs of all students, the Accountability department was able to provide schools with data on their lowest performing students, enabling schools to craft interventions and provide additional supports for these struggling students.

To increase communication with parents, the department continues to support and increase implementation of the student and parent portal component of Infinite Campus in all middle schools. This initiative allows parents to check student grades, behaviors and attendance via an internet connection. To enhance security and to better inform parents, all schools now provide automated phone calls for attendance. The texting option for all automated calls continues to be a popular choice among parents.

The department helped train school staff in how to use various functions in Infinite Campus. Another major initiative was the on-going rollout of Office 365. We undertook a major training effort in the fall and continue to be available for assistance in this cloud-based platform. The department continues to support all instructional software in the district.

This year a highly sophisticated virus attack prompted us to upgrade our security systems. We are confident that with these substantial improvements we provide robust systems of data and network security.

We work hard to provide highly accurate data, conduct insightful actionable research to guide instruction and strategic decisions, and make a direct impact from our board roles on education policy in our area of expertise.

Finally, we support tens of thousands of users, using myriad instructional software





<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• Successfully implemented MCAS 2.0 online in grades 3-8 and grade 10.</li> <li>• All schools implemented automated attendance calls.</li> <li>• Shifted district assessments to online platform to familiarize students with online testing the state requires.</li> <li>• Used Clever (single sign on) badges for early elementary student logins.</li> <li>• Support EdCite, STAR, ST Math, Imagine Literacy and Imagine Math instructional software and continue to support all other instructional software in the district.</li> <li>• Provide training and support of cloud-based Office 365 adoption.</li> <li>• Upgraded technology infrastructure and substantially increased network security</li> <li>• Installed 200 interactive projectors</li> <li>• Invested over \$150k into the “Public Safety Network”.</li> <li>• Deployed 3,000 additional student laptops—moving us closer to 1:1.</li> <li>• Plan to deploy 3,500 additional student laptops next fiscal year, which will bring us to a 1:1 in grades 2-12.</li> <li>• Completed over 10,000 work orders this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Need for personnel with requisite technical knowledge. We support over 19,000 users with a small fraction of recommended technicians, network administrators, and database administrators.</li> <li>• We are not staffed appropriately to support instructional software. We have far more instructional software, given our students must take mandatory state tests online, and we have cut staff.</li> <li>• All vendors do not provide our needed data in a desired form. This is most notably the case with instructional software.</li> <li>• Highly sophisticated viruses substantially increase our need to invest in state of the art security systems.</li> </ul>

# School Registration/Parent Information Center

The School Registration and Parent Information Center (SRPIC) works throughout the year to enroll new students in the district. SRPIC has worked collaboratively with district and building administrators to ensure that students are placed in the most appropriate setting.



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

During the year, the SRPIC's staff members work to enroll those who are moving into the district from other schools in the state, in the country, and

from across the globe. In the spring, the district begins the school registration and assignment process for 5th graders selecting a middle school and incoming kindergarteners are enrolled for the fall. 12,340 families visited SRPIC from January 1, 2018 to December 31, 2018 for registrations, transfers, information, transportation, appeals, etc.

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

The SRPIC does an excellent job of reaching out to families, to educate them about their choices and provide tours, Kindergarten Showcases, and other information to help parents make an educated choice for their children. All documents are translated into French, Portuguese and Spanish to ensure that newcomers and their families are supported and receive detailed information in their respective languages as they register. We are very proud to have a highly qualified and diverse staff with an aim at representing the cultural and linguistic make-up of the City of Brockton which speaks a variety of languages.

More than a School Registration Office...More than a Parent Information Center...SRPIC has become a family service center. SRPIC staff has been connecting parents with resources to promote the development of an effective partnership that will insure educational equity and quality. Research shows that parent involvement plays a major role in students' achievement and success: they succeed academically; they have better attendance; they show proper behavior; they exhibit better social skills; and they aspire to higher education. Parents are our partners in education and the Brockton Public Schools strive to give parents the tools they need to assist their children as they learn and grow. The Parent Engagement Program offers a variety of exciting activities for parents by providing free professional development and informational workshops in addition to a variety of family activity nights. The program is valued by parents, children, educators, and community members, whose annual input help shape the topics offered. The Parent Engagement Program joins forces with parents, students and others about communication, student learning, parenting, school decision making, volunteering and works together with the community.

High School	
Brockton High School	4,000
Champion High School	119
Edison Academy	251
	<b>4,370</b>
Early Childhood	
Barrett Russell	269
Arnone	72
	<b>341</b>
Elementary School	
Angelo	906
Arnone	695
Baker	710
Brookfield	589
Downey	615
George	989
Gilmore	489
Hancock	563
Kennedy	614
Raymond	861
	<b>7,031</b>
K-8 School	
Davis	<b>1,041</b>
Middle Schools	
Ashfield	560
East	639
North	320
Plouffe Academy	735
South	626
West	687
	<b>3,567</b>
Alternative	
Huntington	63
FDA	39
Gateway to College	2
Outside Placement	79
Services Only	31
DYS Incarcerated	14
	<b>228</b>
<b>Total Enrollment</b>	<b>16,578</b>

# Special Education

The Special Education services students age 3-22 (preschool to after high school). Special Education is composed of four essential elements: Programming, Compliance, Support, and Communication.

Special Education is specialized instruction and/or related services for students with disabilities ages 3-22 who have not yet graduated. The goal is to provide accommodations, support and remediation to help students with disabilities make progress in the **Least Restrictive Environment (LRE)**.

The Special Education Department has a commitment to creating a smooth transition to the adult world for our student with significant disabilities. For more than twenty years, the district has provided access to supported work environments targeting job readiness skills. Job sites are based on student interest areas to help students identify those work environments for which they are well-suited. The district provides on-site job coaching with the ultimate goal of independence and competitive employment.

Boxer Buddies is a program designed to create collaborative social and civic opportunities for students with and without disabilities. Events have included Halloween Hallway, holiday caroling, karaoke parties, food drive with the Charity Guild, and a pancake breakfast to name a few.

The Boxer Buddies Unified Track Team won the 2018 MIAA State Championship. The team is comprised of students with and without disabilities who compete in track and field events to include turbo jav, shot put, and long jump. The team is getting ready for another season which will begin this month.

All students with disabilities at BHS are encouraged and supported to participate in all events and clubs with their typically developing peers. Some students travel together in a limousine as a group with adult support to the proms. It is a spectacularly inclusive event where everyone is decked out and ready to dance!

Students with autism are participating in the mentoring program at BHS so that incoming students with autism can benefit from a role model.

Special Education is driven by the **Individuals with Disabilities Education Act (IDEA)** principles set forth from the federal government. These principles are the foundation of special education. High expectations must ensure access to general education curriculum in regular education environment. Goals must be established for the performance of **Students With Disabilities (SWD)** consistent with goals for all students. Students with disabilities must be included in general state and districtwide assessments programs with appropriate accommodations and alternative assessments, necessary to evaluate progress towards goals.

Compliance is the job of the special education department. We must ensure timelines are followed for the TEAM process. The department generates consents, completes assessments within the timelines established by the state of Massachusetts, holds TEAM meetings, determines eligibility, develops serving **Individualized Education Programs (IEPs)**, generates progress reports, addresses parent requests and concerns and follows all procedural safeguards. This can be a challenge to our department given the number of evaluations, the number of service providers and reschedules due to unforeseen weather or the parent being unable to attend.

Support is crucial. The department provides trainings and workshops to special education and general education staff. In collaboration with the Bilingual Department, we provide professional development opportunities to Brockton Public Schools personnel. The special education administrators attend regularly scheduled meetings with building administrators and consult with Brockton Public School personnel and parents. The department also provides parent workshops.

Communication is key to promoting a strong home – school connection. There is an open-door policy and the department ensures all communication with parents is provided in their native language.

# Office of Student Support Services

At the beginning of the 2017-2018 school year, the Pupil Personnel Office was reorganized and renamed the **Office of Student Support Services (OSSS)**. This office oversees the departments of Special Education, Guidance Services, Nursing, Health, and Attendance. Student Support Services works with the leaders of the district's alternative pathways programs and provides supports for all schools regarding the Civil Rights of students; including bullying, harassment and due process. The Chief Officer of Student Support Services serves as the Equity Officer for all students in the Brockton Public Schools.

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

- Violence Prevention and Mental Health Intervention through the Massachusetts Attorney General's Office and the Sandy Hook Promise Foundation is a series of workshops and resources for students in all middle and high schools provided in 2019 and 2020 school years.
- Training and curriculum facilitation in Word on the Street: Educating and Empowering Young Women and Girls and Commercial Sexual Exploitation of Children (CSEC) through the Plymouth County District Attorney's Office and the Children's Advocacy Center. A team of counselors, health teachers, a nurse and the Chief Officer of Student Support Services representing the BPS completed the training and continue as part of the CSEC task force.

## OSSS Committees

- System-wide Crisis Management Tactical Team. The team consists of 35 members including administrators, teachers, counselors, nurses, administrative assistants, and support staff who will be trained in crisis management, post crisis and grief counseling.
- **Diversity Education Steering Committee (DESC)** was developed out of the Office of Students Support Services and focuses on creating **Professional Development (PD)** workshops for administrators, faculty and staff regarding social justice issues and diversity. Committee members create and deliver PD for school leaders. They also participate in trainings through the DESE Developing Cultural Proficiency Institute and the Racial Equity Institute.
- Social Emotional Learning Steering Committee, started in the 2018-219 school year, is focused on creating PD and strategies for teachers and support staff that build positive school and classroom climates through mutual respect and strong relationships.





Dropout prevention and supporting at risk students is an on-going focus of the district and Student Support Services. The Keith Center schools of Frederick Douglass Academy, Champion High School and the Pathways Center, as well as Edison Academy, provide high school students opportunities to earn a diploma in a smaller setting that tailors each student's schedule to meet their academic and personal needs and long-term goals.

The Office of Student Support Services continues to provide training and support for educators and building leaders in the **Positive Behavioral Interventions and Supports (PBIS)** and in **Helping Traumatized Children Learn**.

Through the Health and Nursing departments, the district continues to provide support and instruction in several areas including LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning), teen pregnancy, drug awareness and prevention, domestic violence, and mental and physical health related topics.

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

<i><b>2018-2019 Successes</b></i>	<i><b>2018-2019 Challenges</b></i>
<ul style="list-style-type: none"> <li>• DESE Coordinated Program Review Mid Cycle Tiered Monitored Review Site Visit</li> <li>• Principals' Academies in June and August targeting <b>Social and Emotional Learning (SEL)</b> and Cultural Proficiency</li> <li>• District wide Professional Development led by Jessica Minahan, author of <i>The Behavior Code</i>, on anxiety in the classroom.</li> <li>• Continued expansion in trauma-sensitive schools</li> <li>• Expanding partnerships with community organizations</li> <li>• Revisions to the BPS policies/student section</li> </ul>	<ul style="list-style-type: none"> <li>• Funding/staffing: The district needs additional psychologists, bilingual psychologists, guidance and adjustment counselors and nursing staff to fully support students and provide quality programming that addresses the needs of our diverse population of students.</li> <li>• Funding/programs: Students need access to more program options in career and essential skills readiness and vocational certifications. The system also needs funding to redesign structures of existing programs to address the social, emotional and developmental needs of students beyond what can be done with the current time, funding and staffing.</li> </ul>

# Wellness K-12

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



Our curriculum is aligned to the National Health Education Standards and the Massachusetts Health Education Frameworks.

Each year, health teachers focus lessons on nutrition, emotional wellness, healthy relationships, body systems, human growth and development, conflict resolution skills, substance abuse prevention, bullying prevention, digital literacy and healthy decision making. Students learn health concepts and practice health skills in every unit.

This year, wellness teachers were provided invaluable professional development trainings from our community partners. Current information was shared by the Brockton Area Prevention Collaborative, Family and Community Resources and Health Imperatives to assist teachers in instructing students. Project Impact provided two six-hour self-defense courses for

students at BHS, in the fall and winter in the afterschool program, as well as presented information in health classes on safety awareness.



The Wellness Department has always been instrumental in securing grant funding to support programing that addresses health issues facing our students. This year, the department was funded to create school wellness teams in five pilot schools to begin school based wellness improvements, re-establish

Students **Against Destructive Decisions (SADD)** chapters at each middle school and utilized funding to bring about a student led teen dating awareness campaign at Brockton High School and at the Keith Center. The Wellness Department works to implement system-wide strategies to comply with local, state and national health regulations/laws that impact youth.

Efforts continued this year to implement the Workplace Wellness Initiative with staffs at the Central Administration Building and School Registration/Parent Information Center. Wellness events included healthy cooking demonstrations, chair massages, fitness challenges, farmers market incentives, nutrition information, staff lunch room updates and a new staff wellness room for staff to use to de-stress and access wellness information.



## Challenges in 2018-2019

Staffing at the elementary level is still not at the level to provide equitable coverage and curriculum implementation.

# Brockton High School

The largest public high school in the state with 4,134 students, Brockton High School remains a national model of urban educational excellence with LEVEL 2 status from the Massachusetts Department of Education.

This year, BHS was awarded 287 John and Abigail Adams Scholarships.

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



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

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

### **Impacts of Cuts for 2018-2019**

- The new schedule requires all students to take a sixth class. With the elimination of 17 teachers in the three previous years some students may begin the school year with additional Directed Academic periods in their schedules. The lack of elective classes is concerning to students, parents and faculty.
- The reduction in staff also negatively affects the student-teacher ratio making it difficult to address discipline issues in hallways and common areas, which is a major safety concern.
- Larger Directed Academics (study halls) due to limited elective options.
- Funding had to be dedicated to paying teachers for teaching electives during their prep time to relieve the number of students with multiple Directed Academic periods.

### **Limitations of budget for 2019-2020**

- Given the significant reductions over the past several years the ability for the high school to implement and then further develop programs like AP & IB are severely curtailed.
- Teachers will teach an additional class with large class sizes and less time.
- Fewer electives means students will have more than one period that may not fill with a class.
- Required collaboration time will leave some areas unsupervised, which is a daily safety concern especially during the lunch periods.

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



# Art Department K-12

2018 -2019



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

The K-12 Art Department consisting of 26 teachers in 20 buildings, including 9 teachers at Brockton High School, one for each of six middle and alternative schools as well as 10 teachers to serve students in 11 elementary schools.

## **Brockton High School Course Offerings:**

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

## **Annual Visual Art Exhibitions**

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

## **2018 – 2019 Challenges:**

- Maintaining equity throughout the district through scheduling and staffing
- Middle school schedules and class sizes

## Scholastic Art and Writing Awards 2019

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

### Brockton High School

Annika Lutz	Gold Key, Painting
Alexia Sullivan	Gold Key, Painting
Rachele Moyes	Silver Key, Digital Art
Akim Owens	Silver Key, Drawing and Illustration
Annika Lutz	Silver Key, Painting
Benjamin McCoy	Silver Key, Painting
Lisandro Velazquez	Silver Key, Painting
Annika Lutz	Silver Key, Printmaking
Akim Owens	H.M., Art Portfolio
Amaya Gormley	H.M., Digital Art
Taylor Adams-Bass	H.M., Drawing and Illustration
Savanna Afonso	H.M., Drawing and Illustration
Taijon Andrade	H.M., Drawing and Illustration
Shailah Ferguson	H.M., Drawing and Illustration
Annika Lutz	H.M., Drawing and Illustration
Akim Owens	H.M., Drawing and Illustration
Jasmine Bonsu	H.M., Painting
Asante Martin	H.M., Photography
Daeaneira Monteiro	H.M., Photography
Victoria Sueiro	H.M., Photography

### North Middle School

Say-Yid Blanc	Gold Key, Digital Art
Say-Yid Blanc	H.M., Digital Art



## NorthEast Electrical Art Contest

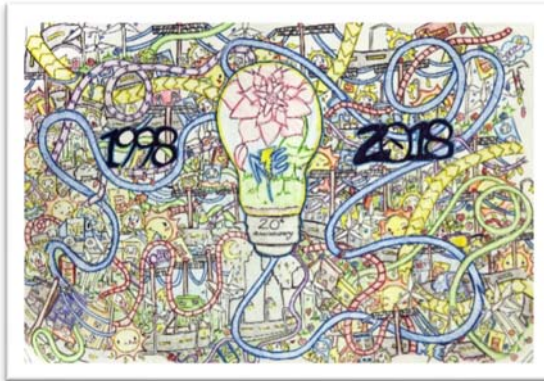
For the second year, Brockton K-12 art students participated in the NorthEast Electrical Art Competition. This year the theme was E-Commerce / NorthEast Electrical's 20<sup>th</sup> Anniversary. There were 48 entries from our K-12 students sent to NorthEast electrical for judging. The following students were the winners.

**Thomas DeSouza Jr.** Grade 4 – Raymond School / Caryln Peters, Art Teacher

**Olivia Scott-Andrade** Grade 8 – East Middle School / Germana Rodrigues, Art Teacher

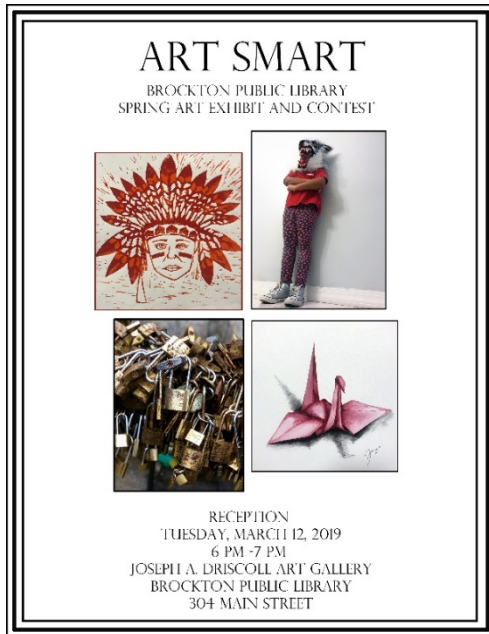
**Alicia Ebanks** Grade 11 – BHS / Annmarie Sherrick, Art teacher

The winning students received \$150 gift cards and their teachers each received \$500 gift cards to spend on supplies for their Art rooms. We thank NorthEast Electrical for and their support of the Brockton Public Schools Art Department.





# Art Smart



The annual Art Smart competition was held at the Brockton Public Library Tuesday, March 12<sup>th</sup>. We would like to thank the parents and community members that came out to support us and see the artwork of 30 Brockton High student artists.

1st Prize - Ben McCoy "Gamma"

2nd Prize - Julieth Nwosu "Esi Na Pink"

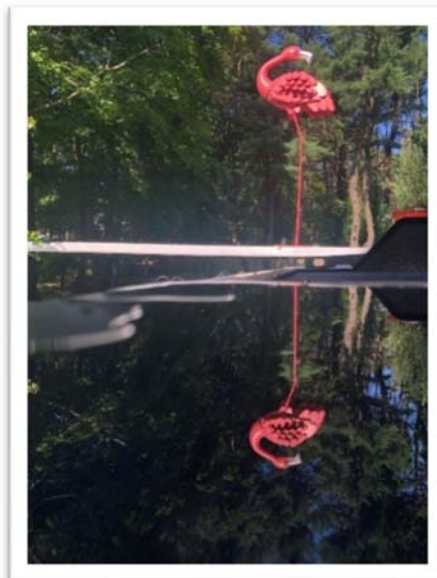
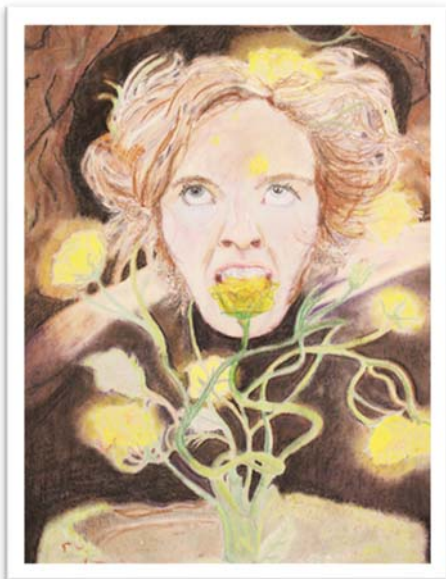
3rd Prize - Amaya Gormley "Lovers"

## Honorable Mention:

Alysha Cayer "Concealed Behind Despair"

Annika Lutz "Subterranean/Subhuman"

Nursalmi Faris "Jealousy"





## UMASS Dartmouth Emerging Young Artists Show

The BHS Fine Art department has some exciting news to share. Artwork by one of our students has been selected to be shown in the College of Visual and Performing Arts UMass Dartmouth Juried 2018 Emerging Young Artists Exhibition! The exhibition's Call for Artists drew over 800 entrees. 66 pieces were chosen for the exhibit and 1 of those 66 was BHS student Bianca Bairos!



Congratulations to Bianca for having her photo select to be part of the show. The reception and award presentation was Saturday, February 9<sup>th</sup> at the Campus Gallery in North Dartmouth, MA.



## Summerfest K-12 Art Show

### Summerfest Art Show

#### Category K-1

Khirra Lerby	K	Brookfield	HM
Julianna Brown	2	Brookfield	HM
Shayra Pena	2	George	3rd Place
Daylianni Pereira	2	Raymond	2nd Place
Geraldino De Souza	2	Arnone	1st Place

#### Category 3-5

Shane Dwyer	3	Davis	HM
Michelange Ambroise, Jr.	4	Downey	HM
Ileonora Veiga	3	Brookfield	3rd Place
Jason Pike	4	Huntington	2nd Place
Carlos Zarate	3	George	1st Place

#### Category 6-8

Lianna Gomes	7	South	HM
Katelyn Webber	6	Davis	HM
Milani DePina	7	Plouffe	3rd Place
Kassandra Munoz	8	Ashfield	3rd Place
Winsza Girodier	7	Ashfield	2nd Place
Bianca Pires	8	South	1st Place

#### Category 9-12

Brandin Goodine	12	BHS	HM
Jennifer Diaz	11	BHS	3rd Place
Josiane Santos Pires	10	BHS	2nd Place
Emma Dinopoulos	12	BHS	1st Place

#### Overall Best in Show

Jobanie Valazquez	12	BHS	
-------------------	----	-----	--

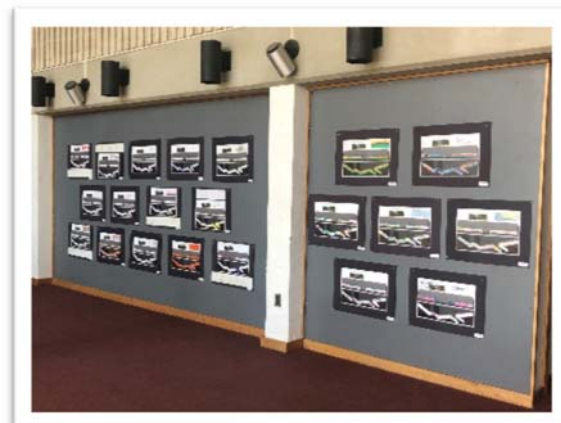
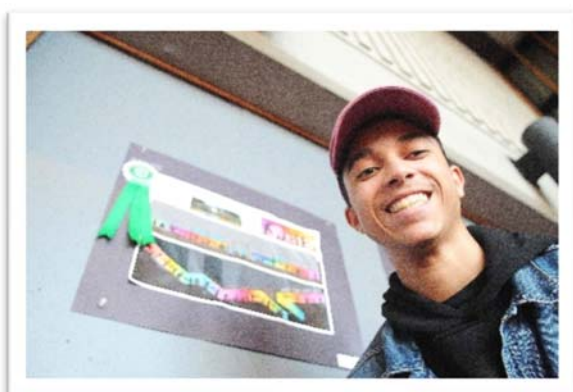
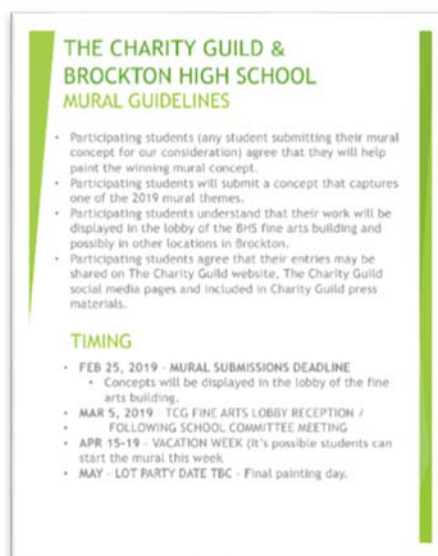


## Fuller Craft Museum Partnership

The Fuller Craft Museum and the Brockton Public Schools again collaborate to allow all our 3<sup>rd</sup> and 5<sup>th</sup> grade students an opportunity to view the exhibits. For many of our students this is their first experience visiting an art museum. The art teacher the museum docents work together to make a meaningful experience including pre and post activities.

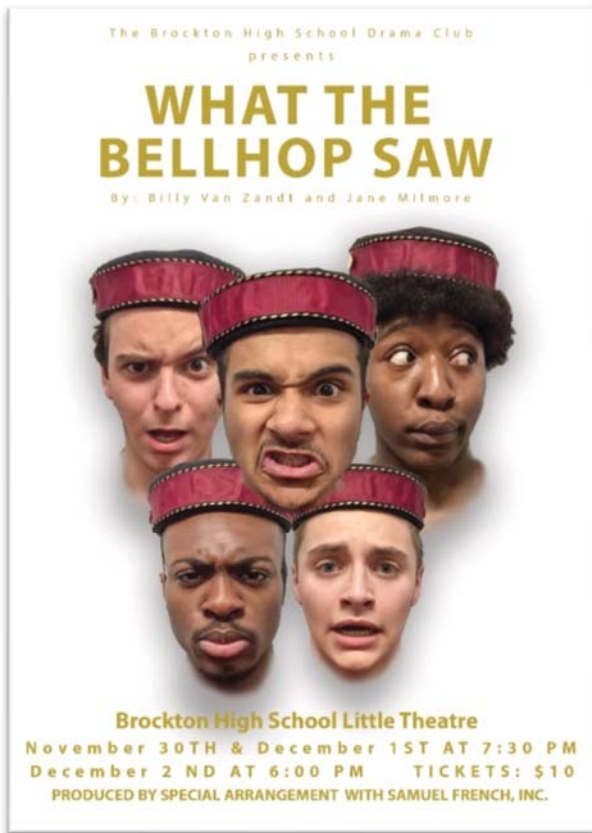


## Brockton Charity Guild – Brockton High School Mural Design





## BHS Drama Club – December Production



### 2019 METG Monolog Scholarship

The Massachusetts Educational Theatre Guild held its annual monologue acting scholarships at St. John's Prep in Danvers. METG member schools send their strongest senior actors to vie for the scholarships.

Brockton High School sent 4 outstanding seniors to the competition including Joey Polvere, Jade Etienne, Rivers Pokraka and Emily Goyette. Each presented two contrasting monologues not to exceed four minutes in length.

#### Winners

Joey Polvere Honorable Mention 4th place  
Jade Etienne Honorable Mention 5th place







**Drama Club named State Champions**

### **Massachusetts Educational Drama Guild Drama Festival**

The Drama Club place first at the preliminary and the semi-final rounds of the New England Drama Festival. The Drama Club will move on to perform Magic Theatre at the State finals Saturday, March 30<sup>th</sup> at the Back Bay Events Theatre in Boston.

Brockton High is one of 14 out of 114 schools in competition to make it to the finals. BHS has earned a spot in the finals 7 out of the last 8 years.

Thanks to the continued support of the entire Brockton community for encouraging student actors and technicians to strive for excellence in the arts.

### **Preliminaries: Winning School**

**All-Star Acting Award** Enorck Syprien, Sebastien Dupiche, Dante Lamarre, Joey Polvere

**Costume Execution Award** Kim Cruz, Amanda Williams, Olivia Wainwright,, Hope Alexiou

### **Semi-Finals: Winning School**

**All-Star Acting Award:** Enorck Syprien, Sebastien Dupiche, Dante Lamarre, Emma Jesus

### **Up Coming Events:**

- ✦ Annual HarborOne Art Show – May 7<sup>th</sup>
- ✦ Spring Musical - May 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup>
- ✦ Faculty Art Show - May 2<sup>nd</sup> – 30<sup>th</sup>  
Brockton Public Library
- ✦ Annual K-8 Art Show - May 21<sup>st</sup>-  
30<sup>th</sup> Brockton Public Library




# Music Department

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

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

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



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>• Commission an original work called “Brockton” by composer Randy Klein in conjunction with the centennial celebration for the Brockton Rotary Club. Performance depicting the history of Brockton.</li> <li>• One of the largest instrumental enrollments citywide.</li> <li>• Ensembles perform throughout the community and for functions including parades, senior living facilities, the Rotary Club, and Taste of Metro South.</li> <li>• Middle and senior high school students participate annually in the District Festival and All-State Festival.</li> <li>• 26 students out of 60 chosen to perform in Southeastern Music Festival.</li> <li>• 8 student represented BHS at the All-State Music Festival performance at Symphony Hall.</li> <li>• 2 choral students performed with the 2019 American Choral Directors Conference in the National Honor Choir in Kansas City, MO.</li> <li>• Concert Choir/Choral ensembles win 2 Gold medals at the MICCA Music Festival.</li> <li>• BHS Wind Ensemble placed first in the 2019 Festival of Music in NY and received the Grand Champion Trophy in the Overall Instrumental Category.</li> <li>• Past students perform in major symphonies here and around the world; in jazz groups such as Brian Zetzer, Tommy Dorsey Band, on Broadway and in touring companies</li> <li>• Citywide concert performances at all levels for parents and the community.</li> <li>• Spring Pops Concerts featured the accompaniment of the late jazz great Chris Vadala, saxophone performer with the Chuck Mangione Quartet.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining equality throughout the City through scheduling and staffing</li> <li>• Limited/no space for equipment</li> <li>• Shortage of equipment overall</li> <li>• Staff shortage</li> <li>• Cuts to BHS Music Electives</li> </ul> 

# Brockton High School Athletics

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

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

2018-2019 Accomplishments (Thru 3/5/19)	2019-2020 Challenges
<ul style="list-style-type: none"> <li>• Two sports seasons produced thirty-one (31) teams and involved over six hundred (600) student athletes.</li> <li>• Nine (9) Big 3 Championships in six (6) different sports, not including the spring 2019 season.</li> <li>• Nine (9) teams qualified for MIAA tournament play.</li> <li>• Boys 4 x 400 relay team won the All-States meet and qualified for the New Balance Invitational held in New York City.</li> <li>• The BHS Baseball and Softball teams were awarded over \$30,000 from Major League Baseball and The Baseball for Tomorrow Fund. The money was used to install two batting cages at BHS and to purchase new uniforms for the softball teams.</li> <li>• Bob Boen was named the National Federation of State High School Associations Northeast Boys Basketball Coach of the Year.</li> <li>• Several student athletes earned scholarships to local colleges and universities for their outstanding performance on the field and in the classroom.</li> <li>• Several student athletes were recognized by the Enterprise, Globe and MIAA for their excellence in the classroom and on the field.</li> <li>• BHS proudly and successfully hosted the MIAA south sectional wrestling tournament.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing quality athletic fields for all of our sports teams at all levels is a top priority. Our grounds crew does an excellent job with what we must work with, however, we would like <i>all</i> our fields to be at the highest level. It would be ideal to add two synthetic turf fields at BHS so the playing surface at Marciano Stadium does not get overused.</li> <li>• Transportation costs are increasing, and the cost of travel will continue to be a financial burden.</li> <li>• Equipment costs are increasing for all sports. There are certain items that need to be purchased each year and we want to</li> </ul> <div data-bbox="901 1161 1474 1539" data-label="Image"> </div> <p>provide our student athletes with the best quality possible</p>



The Brockton High School Athletic Department continues to do an excellent job providing opportunities for our students despite many obstacles. The department needs necessary resources to once again climb to its deserved position as one of the best high school athletic programs in the state, in New England and nationally.



# Business, Technology & Career Education



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

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

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

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

<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• 41 students became Certified Nursing Assistants</li> <li>• \$75,000 Project Lead the Way Grant that will provide us with a tested curriculum.</li> <li>• Automotive Technology has made several upgrades that provide students with current job training,</li> <li>• Starting our first year of high school coding classes</li> <li>• Started a personalized learning model with help from MAPLE to help personalized leaning in classes.</li> </ul>	<ul style="list-style-type: none"> <li>• We need to increase staff to offer more challenging computer-based classes; this may be done by adding staff or removing offerings that do not provide students with current skills.</li> <li>• One-to-one devices for students and for teachers to have the technology to teach are key</li> <li>• One more engineering teacher to help support our engineering and computer program initiatives</li> </ul>



Distributive Education Clubs of America (DECA) Competitors

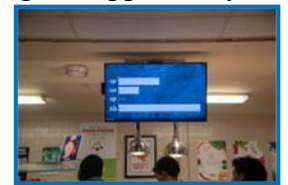


# Food Service Department

The Food Service Department is managed by Chartwells K-12. We serve 9,714 breakfasts each school day along with 13,253 lunches daily. We also provide catering services throughout the district, from a simple continental breakfast to a complete dinner buffet. We have a staff of 171 dedicated food service professionals preparing meals each day, along with three Food Service Directors, an Executive Chef, a Registered Dietitian, a Resident District Manager and a Marketing Manager on site to manage the day-to-day operation.

## Student Choice at Brockton Public Schools

Chartwells kicked off a new promotion called Student Choice. For one week in December we presented the students with three different lunch concepts; *Roast*, *Flame*, and *Choy*. The students were able to sample each new entree concept and, by the end of the week, vote on their favorite concept. The voting was done through a poll service called Poll Everywhere. The students could text in their favorite lunch and see the live results on the lunch monitors. The lunch that had the most popular vote was featured on the January menu. This was a great opportunity to spice things up during lunch. We received a lot of positive feedback from the students saying they “love the new lunches,” “the entrees are DELICIOUS,” and “can’t wait for tomorrow’s lunch.”



## Fresh Fruit and Vegetable Program

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

In school year 2018-2019, the Food Service Department was awarded \$151,350 for the Fresh Fruit and Vegetable Grant. We have four schools participating in the program. The George, Downey, Arnone, and Brookfield. Students enjoy different varieties of fruits and vegetables three times a week. Carts are delivered to the hallways and once the carts arrive, students are encouraged to enter the hallway to grab fresh fruit or fresh vegetables. Once students choose their fresh snack they return to class to enjoy the daily offerings. Some varieties on the menu include fresh snap peas, fresh berries, plums, apricots, pepper strips, pineapples and more. The menus change with the season to promote local, sustainable foods.



## Whole Grain Waiver

### Brockton Receives Pasta Waiver for School Year 2018-2019

#### Background:

Massachusetts and the USDA have offered districts flexibility through applying for a whole-grain rich waiver for the 2018-2019 school year.

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



## Application Process

To obtain the state's approval for a Whole Grain-Rich Waiver, students signed petitions requesting, due to poor quality, flavor and texture, enriched-white pastas be served in place of whole grain-rich products. The whole-grain rich products Brockton Public Schools requested to waiver were spaghetti, elbow macaroni, rotini, and penne. Over 1,700 students signed the petition (>10% ADP) and Brockton Public Schools was officially rewarded with the waiver in January for the 2018-2019 school year.

## Breakfast in the Classroom

Chartwells got a little friendly competition going within the schools to promote breakfast ratings. The classroom with the most participation for the month would win a prize. The prizes were awarded to the classroom and the teacher for encouraging the kids to eat breakfast. The teacher received a basket filled with schools supplies they need for their classrooms, and the student received a pizza or ice cream party of their choice. The Schools that wanted to participate were the Baker, Raymond, Angelo and the George.



# Barrett Russell Early Childhood Center

The Barrett Russell Early Childhood Center currently houses 247 three, four, and five-year old students. 156 of those students are on Individual Educational Plans. The other 91 are peer models. We have 13 classrooms. Two classrooms are full day. The other eleven are split sessions. We have 12 substantially separate classes and 12 integrated classes. Our teachers are all dually certified in Special Education as well as Early Childhood. We offer Speech, Occupational Therapy, Adapted Physical Education, and Physical Therapy services in the school, as well as services for visually impaired and hearing impaired.



<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• Committee established to develop common assessment to be used district-wide with pre-school classes</li> <li>• School wide trainings offered in Helping Traumatized Children Learn, Mindfulness, Sign language and Reducing Anxiety in Children</li> <li>• Partnership with BSU, Massasoit, and Stonehill for student teachers</li> <li>• Partnership with UMass Boston for Family Engagement activities and classes</li> <li>• Partnership with Raising a Reader</li> <li>• Mentor program with BHS special needs students</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of storage space</li> <li>• Space issues</li> <li>• Lack of transportation for peers</li> <li>• Attracting and retaining peer role models</li> </ul>

## OUR VISION

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



## OUR MISSION

To create an exciting learning community that values respect, responsibility, safety and kindness - where students are engaged and ready to learn and students are supported in learning at high levels to reach their greatest potential in academic, social and emotional growth.



# Louis B. Angelo Elementary School

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

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



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>Through our continued partnership with the South Shore Conservatory, all kindergarten classrooms participate in the ImagineARTS program intended to strengthen pre-literacy skills through weekly arts-integrated literacy instruction, professional development for classroom teachers, and a bridge to reading and the arts for families.</li> <li>We are committed to going FULL STEAM AHEAD in the areas of SCIENCE, TECHNOLOGY, ENGINEERING, ARTS and MATHEMATICS. By securing grant funding to offer enrichment opportunities, our students are gaining content knowledge while developing critical communication, collaboration and problem-solving skills. Included in these hands-on authentic learning experiences are: SCIENCE from SCIENTISTS, Massachusetts' Cultural Council's Star Residency Program: Engineering in Action, South Shore Natural Science Center's Biomimicry program and Mobile Education's STEAM Museum.</li> </ul>	<ul style="list-style-type: none"> <li>Increased class sizes</li> <li>Decrease in staff despite increase in enrollment of English Learners</li> <li>Shortage of substitutes</li> <li>Lack of materials and supplies</li> <li>Leaking roof, masonry in disrepair</li> <li>Inadequate resources to support the increasing social emotional needs of students</li> <li>Making technology accessible to ALL students K-5</li> </ul>

For the second consecutive year, a group of dedicated Angelo teachers have committed to a 10 week volunteer-powered **GIRLS ON THE RUN** after-school program which will involve two teams of fourth and fifth grade girls.

The GOTR mission serves to inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum that encourages positive emotional, social, mental and physical development.



Whether creating excitement about STEAM in our school-based learning experiences, our **NEW!** ANGELO AFTER-SCHOOL Engineering Program, or orchestrating Coding Family Nights where parents can get in on the action, the Angelo School is GOING FULL STEAM AHEAD!



# Dr. William Arnone Community School

The Arnone School is committed to meeting the needs of all students through a double vision. We ensure that both the social emotional needs and the academic needs of our students are met.

During the 2018-2019 school year, staff members have engaged in a number of high-quality professional development activities designed to support the double vision of the Arnone School. All staff attended a workshop with Polly Bath that focused on behavior management. To further support social and emotional learning for all students, classroom teachers have begun implementing Calm Classroom each morning and periodically throughout the day to help with transitions. The school has also embarked on a Kindness Campaign to help promote a positive learning environment for all. Each of these strategies support and enhance **Positive Behavioral Interventions and Supports (PBIS)** at the Arnone School.



<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"><li>• Implementation of half day PreK program</li><li>• Successful implementation of the SGR grant</li><li>• Increased family engagement through family field trips and parent meetings</li><li>• 1:1 devices for all grades K-5</li><li>• Monthly professional development for all support staff</li><li>• Calm Classroom implemented in all classes</li></ul>	<ul style="list-style-type: none"><li>• Per capita budget shortfalls limit supplies</li><li>• Lack of substitute teachers places a heavy burden on the school when teachers are out of the classroom</li></ul>

Family engagement has also increased this year. The Arnone has successfully hosted monthly parent meetings for several years during the school day. This year, evening meetings were introduced in order to provide parents additional opportunities to meet with school staff. Those meetings have been well received and a vibrant parent activist group has developed.



As part of the school's turnaround grant, week-end family field trips have been well received and quite popular with Arnone families.



# Mary E. Baker Elementary School

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



<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• School wide shared focus on rigorous teaching and learning</li> <li>• Consistent standards-based, engaging, rigorous lessons that meet the needs of all students</li> <li>• Strong parent involvement</li> <li>• Partnership with Bridgewater State University</li> <li>• Partnership with the South Shore Arts Council to bring Imagine Arts, a music and movement program, to our kindergarten students</li> <li>• Continued focus on social emotional learning: Peaceful Place, Positive Behavioral Interventions and Supports (PBIS), Reflection Room, Golden Paw, Individual Paws</li> <li>• AmeriCorps Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Large class sizes</li> <li>• Reductions in staffing</li> <li>• Shortage of materials and supplies</li> <li>• Shortage of substitutes</li> </ul>



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

# Brookfield Elementary School



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

<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• Reach for Reading implemented school- wide</li> <li>• Consistent Professional Learning Community (PLC) meetings</li> <li>• Strong Parent Teacher Organization (PTO) Involvement</li> <li>• Calm Classroom/ social and emotional supports are available to all</li> <li>• 21<sup>st</sup> Century Program implementation</li> <li>• BPS Innovators Grant recipients</li> <li>• AmeriCorps Interventionist to focus on early literacy skills</li> <li>• Reformation of Positive Behavioral Interventions and Supports (PBIS) team</li> <li>• America Counts grant recipient</li> <li>• Wide variety of parent engagement activities- Literacy Pottery Night, STEM Night (Science, Technology, Engineering and Mathematics)</li> </ul>	<ul style="list-style-type: none"> <li>• Turnaround Site Visits (TSV) school</li> <li>• Large class sizes in Structured English Immersion</li> <li>• Reductions in staffing, most noticeable in support staff</li> <li>• Less flexibility with Literacy and STEM coaches, as well as Title 1 teachers.</li> <li>• Lack of substitutes</li> </ul>



During PLCs, leaders and teachers use data to identify students in need of academic support, to determine interventions, and to assess students' progress. Procedures are in place to monitor student learning from introduction of skills to mastery of the content.

While student achievement is our mission, children are recognized daily through our PBIS implementation. During the week, students are acknowledged for exceeding the expectations of our school with Principal Paws. Awards are given at the end of each week. Monthly, a "Brookfield Bear" from each classroom is selected for Student of the Month, based on characteristics of being respectful, responsible, safe and kind.

The Brookfield School worked diligently this year to improve our home school connection. With the collaboration of our PTO and our Parent Engagement Liaison, hundreds of students and their parents participated in activities outside of the school day. Events such as STEM night, Literacy Pottery Night, Bingo for Books, Movie Nights, fundraisers and dances have brought the entire Brookfield community together to celebrate student achievement.



# Edgar B. Davis K - 8 School

The Davis School is a Kindergarten through Grade 8 school with 1,050 students who come from culturally diverse backgrounds. The Davis is committed to the belief that “all children can learn.” To that end, the entire



faculty, instructional leadership team, adjustment councilors, paraprofessionals, cafeteria workers and custodians work together to ensure that every youngster feels like a valued member of our community, whose individual academic, social and emotional needs are being met in a safe and nurturing environment. We are equally committed to working closely with parents and other community stakeholders to strengthen the home-to-school connection and acquire necessary resources to aid and challenge our students to become lifelong learners. The Davis community

works cooperatively to create a culture where all students will become respectful, responsible members of our learning community while achieving academic excellence.

2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>Teachers’ expertise and commitment result in students’ positive response to new and innovative programs, pilots and tech programs.</li> <li>Teachers volunteer for after-school programs to enhance 21<sup>st</sup> Century skills; such as 3D printing, Invention Convention, Science, Technology, Engineering, and Mathematics (STEM) challenge, robotics creation and programming, Box Car Derby building and competing, all part of 21<sup>st</sup> STEM engineering education.</li> <li>Consistently at the top tier of the district in achievement on high-stakes testing.</li> <li>School culture creates a TEAM ATTITUDE, where teaching and learning are at the core of our collective effort.</li> <li>A focus on the arts, including a city-acclaimed band and chorus and a Lights on for the Arts program to feature music and theater.</li> <li>The Davis garden donated almost 100 pounds of produce to local food pantries.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in staffing coupled with an increasing student enrollment</li> <li>Increased teaching load for teachers</li> <li>Common planning time for teachers has been challenging</li> <li>Paraprofessionals, Monitor Teacher Assistants (MTAs), and support staff are pulled for coverage on days when there is a shortage of substitutes</li> <li>Several areas need walls to separate pods for improved teaching and learning</li> <li>Greatly reduced school operating budget</li> </ul>

The Davis School successfully meets every challenge. As a community of learners, we celebrate and acknowledge the special talents that each child brings to our community. Our faculty is comprised of highly dedicated and innovative veteran teachers and very talented, creative younger professionals. Together, we are a faculty that is student-focused and results-driven to maximize the educational experience for all our students. As a faculty, we strive to educate the whole child academically, physically, socially and emotionally. Many activities listed above speak to these common goals.



Our reputation throughout the city speaks for itself. In a time of dwindling resources, the Davis continues to do more with less. Our standardized tests

scores are a testimony to our determination to do more because our children deserve more. The city needs to invest in its future by allocating the resources needed to help our students reach their fullest potential to become successful 21<sup>st</sup>-Century thinkers and innovators. We are committed to achieving this goal for all our students because at the Davis we live by our motto, “Don’t just dream it, just do it”.



# Joseph Downey Elementary School



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

<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• Consistent growth in standardized tests</li> <li>• Commitment to including families in the Downey School community</li> <li>• Dedication to diversity, equity, and a growing mindset of students and staff</li> <li>• Caring staff and faculty that work collaboratively to ensure student success</li> <li>• Innovative programs</li> <li>• Partnerships with local businesses and foundations</li> <li>• Outstanding facilities maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Large class sizes</li> <li>• Adequate staffing to serve students' needs</li> <li>• Shortage of materials and supplies</li> <li>• Making technology accessible to all students K-5</li> <li>• Walls needed to separate classrooms</li> <li>• Ongoing technology support for teachers</li> <li>• Lack of substitutes when needed</li> <li>• Supporting the needs of our behavioral students</li> </ul>

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

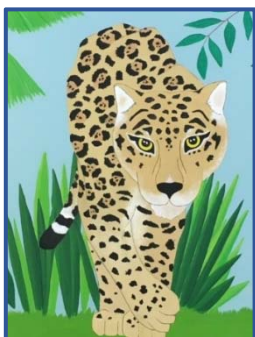


Downey Kids Count is a unique endeavor we have implemented at the Downey School. We truly believe that every student is important and will be successful. This program has enabled us to make essential connections with students. Each and every child has a staff member that is a champion for them in addition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

# Manthala George Jr. Elementary School

## A Global Studies School

The George School is the largest elementary school in Brockton, serving almost 1,000 students in grades K-5. This year we began our transition as a Global Studies School. Along with the JUNTOS Spanish Two-Way program, we now house the UNIDOS Portuguese Immersion program in grades K-2, which will expand to grade 3 next year. We also launched the AMITIÉ French immersion program this past fall in Kindergarten, which will grow to grade 1 next year. We also offer Spanish Sheltered English Immersion, general education, Special Education Inclusion (grades 3-5) and an Emotionally Impaired classroom.



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



2018-2019 Successes	2018-2019 Challenges	
<ul style="list-style-type: none"> <li>Strong development of a professional learning community with teacher leaders at each grade level working on a school-wide area of focus</li> <li>Launched school uniform policy in K-1, growing to grade 2 next year</li> <li>Continued partnerships:                             <ul style="list-style-type: none"> <li>-Trauma and Learning Policy Initiative to promote a safe and supportive school environment</li> <li>-Stonehill College, Bridgewater State University and Southeastern Regional High School to provide additional instructional support</li> <li>-South Shore Conservatory to bring the Imagine ARTS program to all Kindergarten classrooms</li> </ul> </li> <li>An active Parent Teacher Association (PTA) that strives to create an inclusive environment for all families with a variety of parent engagement activities planned both during and after school</li> <li>Community facilitators provide valuable support and translation for all families to feel welcomed as active participants in their child's school experience</li> </ul>	<ul style="list-style-type: none"> <li>Increase in student enrollment</li> <li>Larger class sizes</li> <li>Reduction in budget for classroom supplies and materials</li> <li>Lack of substitute teacher coverage</li> </ul>	
	<th data-bbox="812 1108 1479 1165">MCAS Accountability Status</th> <td data-bbox="812 1165 1479 1745"> <p>Another challenge is our MCAS accountability status of requiring focused/targeted support from DESE. The George School received a \$30,000 planning grant to apply for a School Redesign Grant (SRG). An integral component of SRG involves schools developing, implementing, and revising a turnaround plan, which guides the approach to rapid school improvement.</p> <div data-bbox="971 1476 1333 1619" data-label="Image"> </div> <div data-bbox="990 1640 1393 2066" data-label="Image"> </div> </td>	MCAS Accountability Status



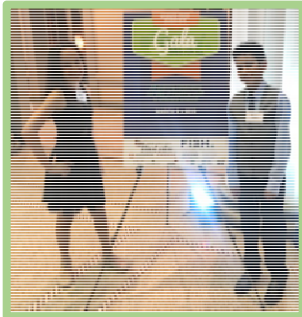


# Gilmore Elementary School



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

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



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

Our ELT affords us the opportunity to establish strong structures within our Professional Learning Community (PLC) that has yielded ongoing improvements to close the opportunity, achievement and engagement gaps for our students. A promising practice, since 2012, is that of "looping," a strategy that keeps a cohort of students with the same teacher from one grade level to the next. We have embedded professional development for faculty allowing for 3,010 minutes of collaboration throughout the year focused on improving practice and instruction. Additionally, we focus on establishing a safe and supportive learning environment through embedded character education focused on calm classroom and self-regulation practices.



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>• We have leveraged resources with partnering organizations to support additional needs of students to add to our enrichment programming. The Grow Hope Foundation pledged to fund our Spring Coding Program for 25 third graders. Our BSU Partners supported after-school Science, Technology, Engineering and Mathematics (STEM) field trip series on campus in the Math and Science Center where students were engaged in rich, hands-on Science Experiments for all of our 4<sup>th</sup> and 5<sup>th</sup> graders. Champion Builders Empowering Boys &amp; Girls Mentor Groups led by Mya Williams has developed our students in grades 3-5 as leaders. They have planned events for our school including a Mommy and Me Dinner, Friendship Dance, Family Game Night and more!</li> <li>• We have enhanced our home-to-school connection through a monthly Parent Café Dinner Series and Coffee and Conversation with the Principal Series in the mornings.</li> <li>• Our Kindergarten classrooms received tablet carts making the Gilmore Elementary School the district's 1<sup>st</sup> 1:1 Pilot School Grades K-5! Thus, enhancing our education model to encompass the practices of our blended eLearning.</li> <li>• Our Physical Education teacher, Brian McCarthy &amp; School Adjustment Counselor, Nicholas Robin have developed the GRC: Gilmore Run Club. They volunteer their time throughout the year and every Tuesday in the Spring to encourage 4<sup>th</sup> &amp; 5<sup>th</sup> graders to develop healthy habits and stamina through this run club. Students and teachers can be seen running through the Campello Community and later joining run clubs.</li> <li>• Kelli Reardon Teacher of the Year – Grow Hope Foundation Excellence in Service</li> <li>• Sandra Earley – Science from Scientists Honorary Teacher for Adaptability, bringing two students to showcase their STEM knowledge at a Fundraising Gala at MIT</li> <li>• Restored funding for TITLE I has allowed us to hire a Title I teacher. Our students requiring additional literacy intervention have shown growth in closing the achievement gap providing 44 students with additional support showing improvement by 3 reading levels in 6 weeks' time.</li> </ul>	<ul style="list-style-type: none"> <li>• Larger class sizes due to a reduction in staff.</li> <li>• Without additional staff to provide intervention and classroom support the Gilmore school struggles to meet the social, emotional, and academic needs of all students. In fact, 81.7% of students are considered high needs. That is roughly 2 times greater than the state average reporting at 47.6% and 1.25 times higher than the districts average of 71.5%.</li> <li>• The Gilmore has approximately 53.6% of the student population speaking English as a second language, which is 2.5 times higher than the state average and 1.25 times higher than the district average (State average 21.9% and district average 43.1%). Due to the elimination of all Structured English Immersion (SEI) designated paraprofessional teachers, we continue to struggle to meet the needs of these learners.</li> <li>• As enrollment continues to increase the Gilmore school has a shortage of adequate classroom space for teachers and specialists to provide high quality lessons.</li> <li>• Most ELT schools suffer from natural attrition. Yet, the Gilmore has been able to create a culture that supports and retains staff. However, the budget process and Reduction In Force (RIF) actions have negatively impacted our ability to maintain key faculty members who have been involuntary transferred or laid off for the 4<sup>rd</sup> consecutive year.</li> <li>• Due to a reduction in our funding on the district/city side the Gilmore school has been forced to use ELT grant money to support teachers' salaries through our extended learning time hours. This loss of district level funding hinders the school's ability to sustain ELT initiatives, student programs, partnerships and as a result puts the ELT grant in jeopardy for renewal.</li> <li>• The lack of funds to support teaching positions, has resulted in our inability to properly staff the school - particularly in the areas of Music, Band, Health, and Art.</li> </ul>



## Strengths

Despite the impact a transition can have on school climate and culture, the Gilmore Elementary School was able to maintain its positive climate, strong relationships with families and community members, and sustain the high-quality structures for collaboration since our move from the Huntington. Branding ourselves as the Gilmore has reinvigorated our work. Despite the many challenges listed above, high quality resources coupled with professional development and collaboration has a positive impact on our youngest learners. The adoption of FOUNDATIONS, Imagine Learning Literacy, and REACH in grades K-2 has led to steady literacy gains with more K-1 students becoming full readers. The number of students performing with foundational reading skills is 9 times greater from the start of the school year to February.

## Challenges

Over the past 6 years BPS has been inadequately funded on both the state and city level. As a result, the schools are facing high rates of teacher turnover. In fact, the Gilmore experienced a turnover rate of 44% in 2017 and in 32% in 2018.

Teacher retention is critical for an ELT School's success. The Expanded Learning Time initiative is a program funded through line item 7061-9412 that enables schools to significantly expand the hours and days in their school schedules to create integrated learning experiences for all students that are responsive to students' needs and the higher expectations set by state and federal laws. The longer school schedules enable each school to improve student achievement, as well as to motivate and engage students by: (1) Providing more instructional time in math, literacy, science and other core subjects to enable students to meet state standards; (2) Integrating enrichment and applied learning opportunities into the school day that complement and align with state standards and 21<sup>st</sup> century skills; and (3) Scheduling and organizing more time for planning, analysis, lesson design and professional development for teachers including, in some cases, the professionals from their partnering community-based organizations. The key tenets of the commitment to Expanded Learning Time are high quality instruction, enriching opportunities for students, and dedicated, focused time for teacher collaboration and development. Over the last nine years, we have layered our initiatives, invested in high quality professional development in all areas of the curriculum including core content, instructional practice, and social emotional learning. As teachers are involuntarily moved to a different school and other educators join the Gilmore, we must dedicate time to indoctrinate and train new staff. Although this is expected in any school, the RIF from the last three years have made a dramatic impact on the overall school progress. As stated previously, we experienced a 44% turnover rate in 2017 and 32 % this current year.



As an ELT school if we continue to experience staff turnover we are at greater risk than the average schools. We must find a way to stabilize the staff and allow teachers to work together on meaningful improvement plans to have a positive impact on student learning and achievement.

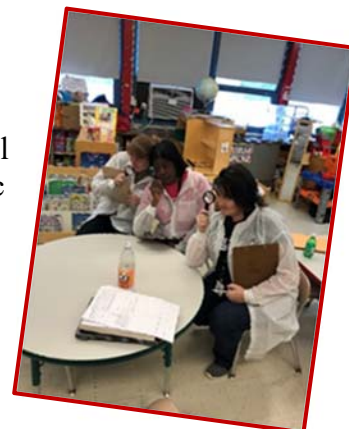
# Hancock Elementary School



*Home of the Huskies*



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



<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• Implementation of Reach for Reading in grades 3-5 and continuation of Reach for Reading in grades K-2, and Foundations in K-2</li> <li>• Continuation of Guided Math Workshop in grades K-5</li> <li>• Strengthening of science units through teacher collaborative planning and implementation of inquiry-based lessons</li> <li>• Consistent gains in English Language Arts MCAS scores</li> <li>• Implementation of PLTs to analyze data to drive targeted instruction</li> <li>• Schoolwide focus on mini lessons with clear teaching points in both ELA and Math</li> <li>• Schoolwide utilization of Imagine Learning and Imagine Math in grades 2-5</li> <li>• Stonehill tutors</li> <li>• <b>Positive Behavioral Interventions and Supports (PBIS)</b> to promote respect, responsibility, safety and kindness</li> <li>• Citizen of the month</li> <li>• One to one tablets in grades 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• Large class sizes in certain grades</li> <li>• Providing consistent coverage for PLCs, conferencing, and peer observations</li> <li>• Time for professional development</li> <li>• Need for interventionists</li> <li>• Shortage of materials and supplies</li> <li>• Coaching time</li> <li>• Maintain Instructional Support Team (IST) with fidelity</li> </ul>

## Future Goals

- Melding Reader's Workshop model with Reach for Reading in grades K-5
- Continue Guided Math Workshop with focus on using data to drive small group instruction
- Grade level lead teachers working with facilitator to address instructional, cultural and structural needs of the building
- Development of data collection systems to drive instruction in both ELA & Math
- Build in more time for classroom colleague planning, observations and debriefing
- Improve school culture
- Healthy Schools for Student Success Wellness Team to create healthy eating habits and promote physical activities for our students
- Work with PTA to support family engagement

# John F. Kennedy Elementary School

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



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>• High expectations for student learning and performance help to cultivate our Kennedy student-centered environment.</li> <li>• All staff support each other, so that all staff can focus on student support.</li> <li>• Increase of computer tablets available for student use with the various programs available to supplement differentiated learning and prepare our students for our technology-rich world.</li> <li>• Teacher development and continued implementation of focused literacy instruction and Guided Mathematics Workshop have impacted student progress and achievement.</li> <li>• Elimination of our Structured English Immersion (SEI) split grade level (Grade 4 &amp; 5) class, to provide quality instruction to students of very varied needs.</li> <li>• The opportunity to implement research based literacy programs such as REACH for Reading and FUNdations to meet student instructional needs.</li> <li>• Kennedy families as partners for success!</li> </ul>	<ul style="list-style-type: none"> <li>• Elimination and reduction of staffing across all areas – teachers, paraprofessionals, school adjustment counselors, Title 1, specialists, custodians – has impacted school operations.</li> <li>• Shortage of materials and supplies.</li> <li>• Coverage challenges to provide for consistent common planning time for grade levels.</li> <li>• Increase in class size enrollment in our SEI strand classrooms.</li> <li>• Instructional technology support for students and staff.</li> </ul> <div data-bbox="899 1203 1425 1619" data-label="Image"> A photograph of a group of students and adults on a stage. They are holding a large framed portrait of John F. Kennedy. The students are dressed in casual clothing, and the adults are in business casual attire. The background is a green curtain. </div>

The Kennedy teachers have been engaged in the design, development, and implementation of high-quality differentiated lessons that address the Next Generation Science Standards with hands-on experiences for student learners. All Kennedy Grade level teams have been involved with SEED (Science and Engineering Elementary Development) professional coaching from motivating scientists using Kennedy students as models. Grade level teachers provide leadership serving as peer science resource coaches for their team. The Kennedy School has strived and obtained grant funding for continued Science, Technology, Engineering and Mathematics (STEM) opportunities for students which will assist in the creation of a Makerspace Innovation Station, a lab environment to help students move forward with STEM experiences and the materials needed for discovery and exploring.

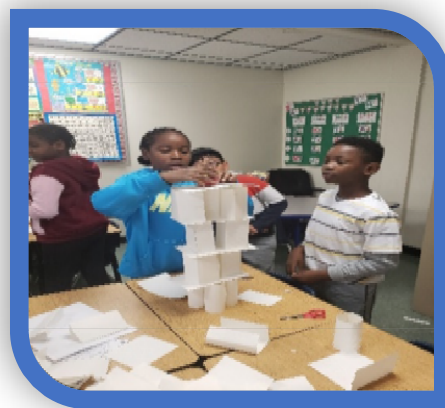


The Kennedy School has obtained a Healthy School Wellness Grant that will provide a school based committee to assess and further develop the Kennedy School as a healthy community. Our Chartwell's School Food Service partner has provided the opportunity for a fresh fruit and vegetable snack grant for all students to enjoy and experience. The Kennedy School is the BPS leader in providing "Blessings in a Backpack" weekly to assist in providing nutritious items to our students that are experiencing food insecurity in their homes.



The Kennedy School strives to maintain and nurture a positive learning environment meeting the academic, social, and emotional needs of each child. Students have succeeded with our **Positive Behavioral Interventions**

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



**Kennedy School  
brings attention to  
National Autism Day**



# Oscar F. Raymond Elementary School

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

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

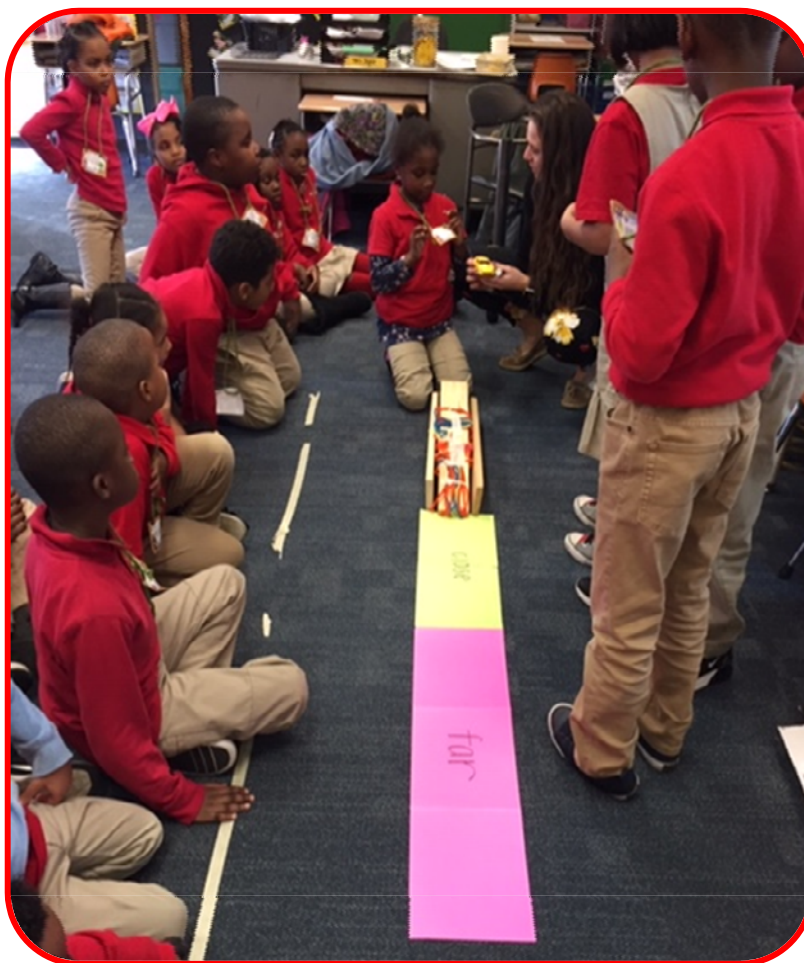


We consider ourselves all members of a **Professional Learning Community (PLC)** and through this work we strive to meet the academic and social/emotional needs of all our students. This work has led to us forming a cohesive and collegial school environment that allows for the optimal teaching environment for our students. We are proud to report that our students continued to make academic gains again this year!

2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>• Our Gr. 3 -5 students' ELA &amp; Math MCAS SGP (Student Growth Percentage) rates were the highest in the district!</li> <li>• We have achieved the level of "Meeting Targets" for our MCAS accountability status.</li> <li>• Providing opportunities for both staff and students through our partnerships with the following organizations: Bridgewater State University, Stonehill College, Brockton YMCA and the SS Conservatory of Music.</li> <li>• Tablets for each of our students in grades 3 through 5 allowing for the integration of technology into all content areas.</li> <li>• School Uniform policy with close to 100% participation.</li> <li>• Continue to decrease the amount of office referrals and suspension rates. Students are positively responding to daily check-ins and individualized behavior management plans.</li> <li>• Raymond PTA providing free monthly family events such as Bingo for Books, Fall Family Festival, Holiday Pancake Breakfast, Donuts with Dudes, and Muffins with Moms events which have led to an increase in family participation.</li> <li>• The Michele Logan Family Center has increased the amount of daytime enrichment activities they are sponsoring for our students. So far this year, our students have enjoyed the BSU Khakatay Drumming Ensemble and MathsAmazing performance. They also continue to provide night time activities for our families to participate in such as Haunted Hallway, Pajama Night Bingo for Books and Math Night.</li> </ul>	<ul style="list-style-type: none"> <li>• Student population that consists of 83.6% designated by DESE as High Needs as compared to the district average of 71.5% and the state average of 47.6%.</li> <li>• Reductions in Title 1 staff – leading to less students participating in much needed academic support/intervention groups</li> <li>• Walls are needed in three of our pods - needed to provide the optimal learning environment for every Raymond student</li> </ul> <div data-bbox="987 1272 1442 1848" data-label="Image"> </div>

Our partnership with BSU has led to many wonderful opportunities for our staff and students – opportunities such as having student teachers here each semester, student participation in the **Massachusetts Aggression Reduction Center (MARC)** bullying prevention program, Science Methods students holding their weekly classes here, creating hands-on Science lessons and then implementing these lessons into all our Grade 1 classrooms. These Science Methods students also provided science investigations to our families during Parent Conferences each fall and spring. Through our BSU collaboration we are also fortunate to provide to our students Scientist of the Month visits, Invention Convention, visits to the BSU observatory, guest readers during our Read Across America Day event, Universal Children’s Day celebration and field trips to their yearly theater productions.

The Raymond Staff continues to strive for all staff to stay motivated and work hard to provide our students with an excellent education each and every day!



# Ashfield Middle School

The Ashfield Middle School celebrates its 10<sup>th</sup> year as a middle school. Opened in 2008-2009, the school began with only 300 students and began this school year with almost 600. The school's main focus continues to be academic excellence within a supportive community of diverse learners. The Ashfield School continues to be recognized by the community for its dedication to caring for the poor and struggling in Brockton and around the world. We have received thank you notes just this year from, Father Bill's & Mainspring House, the VA hospital, Love a Child, Ollie Spears and Project Guardian Angel. Other student groups are actively supporting entrepreneurs through Kiva loans in third world countries. Students are learning firsthand about making a difference.



<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• We will begin a 1:1 computer tablet to student ratio by April</li> <li>• Reinvented Second Steps curriculum to create lessons to address bullying and other social emotional topics.</li> <li>• New safety doors to keep visitors out of the main building and keep students safe</li> <li>• Empower Yourself elective is now in its 5th year, students have visited MIT, Google, Bentley, and competed at the Federal Reserve in Boston taking 3rd place in a multi-state competition</li> <li>• Ashfield Allies, Girls Leadership, and Students Against Destructive Decisions (SADD) are running strong as leadership groups to help all students feel welcomed and included</li> <li>• We continue to have 90 minutes of math for every student in every level each grade. This has led to high growth for MCAS by grade 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment increased by 78 students and we lost a full-time teaching position thus increasing class size to 34 in most rooms</li> <li>• Budget cuts made it impossible to buy agendas for the students, but teachers are using Infinite Campus to distribute homework assignments</li> <li>• The Ashfield had disappointing science MCAS scores but made program changes and schedule changes to address this deficiency. We are looking forward to gains in science this spring.</li> </ul>

- The Ashfield Middle School is proud to offer additional after school sessions, Monday through Wednesday until 3:45, in Math, Science and English.
- We continue to support healthy eating with a hydroponic garden in the lobby that supports our cafeteria with greens and herbs.
- We partner with the NE Dairy Council and Play 60 to support a number of active elective choices for students.
- The school continues to be recognized, by the EOS Foundation, for providing daily breakfast to over 85% of our students on a daily basis through the "Grab and Go" program.





# East Middle School

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



<i><b>2018-2019 Successes</b></i>	<i><b>2018-2019 Challenges</b></i>
<ul style="list-style-type: none"><li>• A schedule was created to support common planning time and professional development during the school day.</li><li>• East Middle School staff remains positive and dedicated to student success despite budget cut challenges</li><li>• Technology is deeply infused in all core subject matter.</li><li>• Our partnership with Bridgewater State University continues to provide our staff and students with a variety of educational and enrichment opportunities.</li></ul>	<ul style="list-style-type: none"><li>• Large class sizes, with up to 34 students, in some core academic classes.</li><li>• Reduction in staffing coupled with an increase in student enrollment.</li><li>• Increased teaching load for teachers.</li><li>• Inadequate resources to support the increasing social emotional needs of students</li><li>• Inadequate curriculum and resources in some content areas.</li></ul>

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





# North Middle School

~Home of the North Knights~

North Middle School strives to maintain the Brockton Public Schools' standard of *instructional excellence for every student, every day*. The vision of North Middle School is to provide a rigorous learning environment that enables all students to attain the skills, problem solving abilities and conceptual understanding necessary to achieve proficiency in all subjects. The school is proudly comprised of 325 students. The dedicated staff is committed to meeting the varying needs of all students.



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>Schedule created to protect Professional Learning Team meetings</li> <li>Professional Learning Time enables teams to continue collaboration around the Cycle of Professional Practice</li> <li>North Middle School staff remains positive and dedicated to student success despite budget cut challenges</li> <li>State assessments are administered on tablets building-wide increasing staff and student's technological proficiency</li> <li>North is piloting a one-to-one use of tablets throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>Loss of Bilingual Guidance Counselor and Bilingual Moderate Special Needs teacher results in only one Special Education Monitor Teacher Assistant to communicate with parents in Cape Verdean Creole; making communication with families a challenge</li> <li>Losing staff and programs due to phasing out of North Middle School</li> <li>Research-based curriculum needed to support blended-learning model</li> </ul>



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

Inspire, Teach, Achieve, Learn

# Plouffe Academy: An I.B. World School

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

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



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>Teachers and staff continue to go above and beyond the call of duty to meet the academic and social/emotional needs of all our learners.</li> <li>Teachers and students participate in Afterschool Programs such as Movie Club, Art/Mural Club, American Sign Language, Student Council, Yearbook, Students Against Destructive Decisions, and Jazz Band.</li> <li>Students are challenged with rigorous and meaningful lessons that focus on global concepts, social justice, Social Emotional Learning, and current events.</li> <li>Our Community and Service Program continues to grow with students donating 3,000+ hours of service for meaningful causes throughout the City of Champions.</li> <li>With the <b>WHOLE CHILD</b> in mind, <b>TEACHING</b> and <b>LEARNING</b> remain at the crux of our collective efforts.</li> <li>The addition of a part-time Spanish teacher has significantly strengthened the Two-Way Program.</li> </ul>	<ul style="list-style-type: none"> <li>Large class sizes with up to 34 students in some core academic, language, and specialists' classes.</li> <li>Continued Reduction in staffing coupled with an increase in student enrollment.</li> <li>Maximum teaching load for teachers.</li> <li>Common Planning Time and International Baccalaureate training for teachers have been eliminated.</li> <li>Paras and Monitor Teacher Assistants assigned to Special Education programs are pulled for coverage, especially on those days with a shortage of substitutes.</li> <li>Even though Plouffe Academy is a model for other IB schools in the region, it is becoming increasingly difficult to fulfill specific requirements of specialized programs such as Transitional Bilingual Education and Two-Way Spanish without sufficient staffing.</li> <li>2018 MCAS scores place Plouffe Academy as a turnaround school; our teachers are wholly committed to improving instruction and increasing academic progress for all learners, because "we know that we can do better."</li> </ul>



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

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

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

# South Middle School



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

## Dragon Country



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>• Our staff members work to provide quality education to all students as they struggle through the lack of less programs and teachers.</li> <li>• Celebrate in our significant gains in MCAS &amp; ACCESS.</li> <li>• Teachers work in our new Afterschool Programs through a Community Schools Grant. Teacher volunteer to create after school programs like a Chess Club and Scholar In Training (SIT).</li> <li>• Technology is deeply infused in all core subject matter and will be enhanced as we will soon have one-to-one computers for our students.</li> <li>• The students and staff, through our Student Council group, incorporate academics and community awareness.</li> <li>• Incorporating exciting positive, high energy events like Day of Kindness, Great Goddess Day, March Madness Dodgeball Event.</li> <li>• Teachers strive every day to teach the WHOLE CHILD!</li> </ul>	<ul style="list-style-type: none"> <li>• Larger class sizes in some of our core academic subjects.</li> <li>• Reduction in staffing with compromised materials and programs.</li> <li>• Remediation programs in math and science were eliminated causing gaps in students' achievement levels.</li> <li>• Common Planning Time and training for teachers have been challenged.</li> <li>• Paras and Monitor Teacher Assistants assigned to Special Education and Structured English Immersion programs are pulled for coverage, especially on those days with a shortage of substitutes.</li> <li>• Decrease staffing produced supervision concerns throughout the surrounding campus area.</li> </ul>



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

**Once a Dragon... ALWAYS A DRAGON!**

# West Middle School

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

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



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>• Students in Grade 8 successfully use Freckle for Math enrichment</li> <li>• Students using EdCite to strengthen their computer-based testing skills</li> <li>• Students and teachers using Flocabulary to enhance subject knowledge</li> <li>• Teachers using BoardWorks in their classes.</li> <li>• Successfully participated in MCAS using computer-based testing</li> <li>• Staff is utilizing Infinite Campus Gradebook and daily classroom attendance</li> <li>• Parents and students are using the student/parent portal to access Infinite Campus gradebook</li> <li>• Student representation in district National History Day</li> <li>• Student representation in the regional Science Fair</li> <li>• Students participating in the National Latin Exam</li> <li>• Strong Institute for Social and Emotional Intelligence program</li> <li>• Creation of Math and ELA Intervention Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Large Class Sizes</li> <li>• Reductions in staffing</li> <li>• Shortage of materials and supplies</li> <li>• School identified as a Turnaround School; currently in the Turnaround Process</li> <li>• Shortage of curriculum materials such as textbooks and novels</li> <li>• Weak WiFi in certain parts of the building (makes computer-based testing difficult)</li> <li>• Older building limitations (leaks, etc.)</li> <li>• Out-dated Intercom system, lack of phones in classrooms</li> <li>• Lack of a bilingual liaison</li> <li>• Lack of extensive and ongoing PD for new initiatives (Gradebook, Envisions, etc.)</li> </ul>





# Keith Alternative Schools

## Champion High School/Frederick Douglass Academy

The mission of Champion High School and Frederick Douglass Academy is to provide an alternative setting for at-risk learners. Students in both schools struggle with issues relating to bullying, anxiety, depression and lack of consistent academic success. We support these students by providing them with a flexible path to graduation that also includes opportunities to develop leadership skills. The **Me to We** Program, the **Gay Straight Alliance**, and the Student Council help students connect with the community. We support students academically with a credit recovery program, career exploration field trips, and dual enrollment opportunities with Massasoit. Students also receive individual and family support through BPS and **Brockton Area Multi Services Inc. (BAMSI)** counselors. The result is a positive learning community where students can succeed.



<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• MCAS scores continue to improve as our revised curriculum is being implemented in core academic areas.</li> <li>• We work closely with Pathways, and with grant money we have been able to provide students with upper level English and computer courses through Massasoit.</li> <li>• New <b>Positive Behavioral Interventions and Supports (PBIS)</b> model is being piloted. Student IDs are scanned to award points for positive behavior. Students redeem points for items at school store.</li> <li>• Restorative Justice approach to behavior management has resulted in fewer suspensions</li> <li>• Read 180 supports struggling learners and Achieve 3000 is being used to help our Middle and High School Students.</li> <li>• Students have received leadership training through the <b>ME TO WE</b> program.</li> <li>• We offer counseling through <b>BAMSI</b>, Safe Corners, and school guidance services.</li> </ul>	<ul style="list-style-type: none"> <li>• We still need to complete a revision of the Math and Science courses. We lack the staffing necessary to fully meet the academic and social/emotional needs of our students</li> <li>• Attendance and truancy issues impact many of our students.</li> <li>• Reductions in staffing limit our ability to offer upper level ELA and Math classes.</li> <li>• We lack funds to completely integrate a Restorative Justice model into our handbook.</li> <li>• We lack the resources to provide a full range of elective courses.</li> <li>• Difficulty serving <b>Individualized Education Program (IEP)</b> of all students with limited number of Moderate Special Needs teachers.</li> <li>• Significant numbers of students in crisis stretch our school adjustment counselor services to the limit</li> <li>• Behavioral challenges presented by at-risk students require additional support</li> </ul>

There have been numerous improvements to the facilities at the Keith Center. All of the student and faculty restrooms have been painted, many have been re-tiled and unisex restrooms have been created. The Life Skills classrooms have been renovated and now have new paint, rugs and furniture. The gymnasium is also being renovated and will receive new wall mats and paint. Water filtration stations have been installed throughout the building.



We have developed positive community relationships with Massasoit, the Frederick Douglass Neighborhood Association, the National Association for the Advancement of Colored People, and various local and state charities. As a result, students have led fundraising and social awareness activities around issues such as childhood cancer.

homelessness, teen dating violence, substance abuse prevention, violence prevention, conflict resolution, and anti-bullying. The student council at Champion, made blankets and collected children's books that were donated to a shelter. The Me to We group led a voter registration drive that successfully pre-registered many students to vote. The Civics class led a holiday fundraiser that donated toys and presents to children living in shelters. The Student Council led a "Pennies for Patients" fundraiser that was recognized with a "Golden Champion" award by the Leukemia and Lymphoma Society. All of these activities help our students gain confidence while empowering them to be better citizens.



# Thomas Edison Academy

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



<i>2018-2019 Successes</i>	<i>2018-2019 Challenges</i>
<ul style="list-style-type: none"> <li>• We continue to increase student enrollment</li> <li>• Increased enrollment and services offered for special education students and special education/English Learning students</li> <li>• Offered culturally appropriate student support services</li> </ul>	<ul style="list-style-type: none"> <li>• Budget shortfalls eliminated dual credit classes</li> <li>• Edison Academy has outgrown its current space and needs additional space to better meet the needs of its growing student population</li> </ul>

Since its conversion to a Chapter 70 school in 2012, Edison Academy has continually expanded as a community of educators committed to serving the needs of an increasingly more diverse student body. Edison Academy supports adult learners, English learners, special needs learners, homeless learners, and current or potential high school dropout students. Students attending this evening program have access to a full complement of



professional and caring teaching and support staff as well as essential community resources. Through career literacy classes and professional guidance staff Edison Academy students become learners who take charge of their education process, and create a learning plan to set and accomplish career goals.

The year in review for Edison Academy: conducted 'on-the-spot-admission' process with Massasoit Community College; conducted another successful annual College and Career Fair with 31 vendors;

Edison Academy students attended the Science, Technology, Engineering and Mathematics (STEM) Career Day at Bridgewater State University; Connecting Activities Day, and Construction Career Day. With the largest student enrollment to date, approximately 600 students, Edison Academy proudly produced its largest graduating class of 267 students in 2018.



Elaine Alves  
Administrator



Kevin DaPonte  
Administrator



Nick Lee  
Administrator



Dr. Diane Davis  
Coordinator  
Special Education



Christina DeNovais  
Coordinator  
English Learning



# Huntington Day School

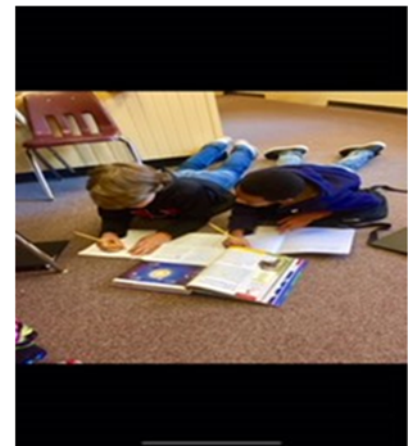
The mission of the Huntington Therapeutic Day School is to provide a safe, nurturing environment designed to challenge and support all students while recognizing their individual needs and differences. We strive to combine a district and state aligned curriculum with a highly structured behavior management program and therapeutic support services to meet the needs of our diverse learners. This nurturing environment is designed to encourage students to become life-long learners and productive citizens.



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>• Fully staffed for the first time</li> <li>• Increased use of individual plans</li> <li>• Targeted Social and Emotional Learning (SEL) classes in all middle and elementary classrooms</li> <li>• Numerous facility improvements including painting, landscaping, refinishing of gym floor</li> <li>• Successful team and relation building activities</li> <li>• Continued success on MCAS, including effective transition to online testing</li> <li>• Dedicated staff interested in working with our population</li> <li>• Implementation of online programming to strengthen remedial skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of community mental health services available</li> <li>• No Associate Principal</li> <li>• Little school police presence</li> <li>• Few enrichment classes</li> <li>• No school budgets</li> <li>• Lack of doors separating classrooms</li> <li>• Little to no professional development funding</li> <li>• No vocational program for alternative learners</li> </ul>

The Huntington Day School employs a school-wide positive behavior intervention system. Within these parameters, students earn points towards a school-wide level system. Special privileges come with higher earnings, and all students strive to obtain “Peer Leader Status”.

The focus on team building activities during the school year is enjoyed by both staff and students. In the beginning of the year everyone is divided into teams via a “draft”. Each team is collectively responsible for coming up with a team name, colors and flag. Competitions are held monthly in which students earn points for their team to earn a monthly pizza party. A character trait of the month is identified, and students compete to display attributes of the trait. The competition between the teams is exciting, with students and staff cheering on the leaders.



We at the Huntington Therapeutic Day School are proud to offer our learners exceptional academic instruction paired with social, emotional and behavioral support to be successful members of our community. We pride ourselves on the successes of our students, as well as our staff members, providing a positive climate and culture for all.

# Adult Learning Center

The Brockton Adult Learning Center (ALC) offers a nurturing learning environment that is respectful of students' cultural identity and responsive to the changing needs of our students and community. Our comprehensive adult basic education (ABE) program is designed to help adults improve their reading, writing, speaking, listening, math and problem-solving skills. Classes cover a broad range of skill levels from beginning to secondary-level instruction including; High School Equivalency Test / HiSET, General Education Diploma preparation and, from beginning to more advanced levels of, English language learning. The ALC also offers Certified Nursing Assistant and Home Health Aide preparation classes, English for Employment courses, and US citizenship preparation classes. Blended learning is an integral part of every ALC offering.



For over 30 years, the ALC has operated a highly successful Family Learning Program. This program supports students in their roles as parents, employees, and community members and guides parents in becoming full partners in the educational development of their children. This program includes an onsite BPS Pre-K classroom of 15 children and a family learning class for the parents of those children. The curricular lessons are aligned with the College and Career Readiness Standards for Adults and the MA ABE Frameworks for English for Speakers of Other Languages. The ALC is home to parents of over 700 Brockton Public School students.



2018-2019 Successes	2018-2019 Challenges
<ul style="list-style-type: none"> <li>At the National STAR Trainers meeting, the US Office of Career, Technical and Adult Education acknowledged the Brockton Adult Learning Center for “<i>superlative implementation of STAR.</i>” MA DESE/ACLS went on to say, “<i>That’s pretty awesome to be best in the nation regarding STAR.</i>”</li> <li>In support of our Trauma Sensitive K-12 schools and in partnership with the Family and Community Resource Center and the Cape Verdean Women United organization, the ALC has coordinated workshops for our adult students on <i>Immigration Trauma</i> and <i>Domestic Violence</i>.</li> <li>The ALC continues to exceed the DESE/ACLS state performance measures. In FY18, the ALC surpassed the targets for ABE and ESOL with 130% and 109% of target met.</li> </ul>	<ul style="list-style-type: none"> <li>Many adult students come to us with limited or interrupted formal education (SLIFE). These students must do double the work, learning academic English while they are studying core content areas.</li> <li>A shortage of space within the building limits our ability to expand the program and increase the number of classes offered yearly.</li> <li>The ALC has a waiting list of nearly 1000 individuals. Having the staff and resources to seek out and apply for additional sources of funding could help alleviate the length of time people wait for classes.</li> <li>50% of the people on the waiting list are beginning English language learners. It takes time for these individuals to become proficient in English, progress through the advanced classes and receive a certificate of completion.</li> </ul>

In FY19, we have continued to provide contextualized instruction in the healthcare industry as it remains the #1 priority industry according to the Southeastern MA Labor Market Blueprint. With a 100% passing rate on the state Certified Nursing Assistant (CNA) exam in FY18, we've added two additional cohorts of students in our CNA training program. With a grant funded through the Department of Elementary and Secondary Education and in partnership with MassHire Greater Brockton Workforce Board and the Academy for Healthcare Training, thirty-two students have become Certified Nursing Assistants, and nine additional students have just completed the CNA course and are awaiting an appointment to test. At the concluding ceremony for this cohort, Superintendent Smith presented citations from Senator Michael Brady and State Representatives Claire Cronin and Gerry Cassidy to each of the students. The spring cohort will complete the training program in May; we expect ten new CNAs to enter the workforce by June.





# BPS District Schools/Buildings



## Central Administrative Offices

43 Crescent Street  
Brockton, MA 02301  
(508) 580-7000



## School Registration/ Parent Information Center

60 Crescent Street  
Brockton, MA 02301  
(508) 580-7950  
Soraya de Barros, PhD  
Director.



## Brockton High School

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

## Preschool – Grade 5



## Barrett Russell Early Childhood Center

45 Oakdale Street  
Brockton, MA 02301  
(508) 894-4418  
Principal: Joanne Camillo



## Louis F. Angelo School

472 North Main Street  
Brockton, MA 02301  
(508) 894-4501  
Principal: Márcia Andrade-Serpa



## Dr. William Arnone School

135 Belmont Street  
Brockton, MA 02301  
(508) 894-4440  
Principal: Colleen Proudler



## Mary E. Baker School

45 Quincy Street  
Brockton, MA 02302  
(508) 894-4427  
Principal: Valerie Brower-Foote



## Brookfield School

135 Jon Drive  
Brockton, MA 02302  
(508) 580-7257  
Principal: Alison Ramsay



## Edgar B. Davis K-8 School

130 Plain Street  
Brockton, MA 02302  
(508) 580-7360  
Principal: Darlene Campbell

## Preschool – Grade 5



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



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



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



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



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



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

## Middle Schools



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



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



**North Middle School**  
108 Oak Street  
Brockton, MA 02301  
(508) 580-7371  
Marianne MacCormack  
Interim Principal



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



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



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

## Alternative Schools & Programs



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



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



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



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