



Strategic Plan
2022-2027

Dear BPS Community,

The strategic plan you will read on the following pages represents 11 months of work by nearly 250 students, parents/guardians, teachers and support staff, district leaders, city officials and community partners. Our strategic planning process began in April 2021 with an analysis of the district. The work continued during the 2021-2022 school year with the creation of planning teams that were tasked with envisioning the future of our district. Planning team members received feedback from nearly 1,000 other community members.

We are fortunate to live in a city full of people who want to be actively engaged in building a better school district for future generations of Brockton students. I am deeply grateful to every member of our community who volunteered their time to this effort.

I'd also like to thank our partners at Planning for Success and the Massachusetts Department of Elementary and Secondary Education (DESE) for supporting this work and for providing the community-led model that served as the foundation of our strategic planning process.

This plan is chapter one in what I know will be our district's success story. Let's get to work!



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**TOGETHER, WE WILL BUILD A
BETTER SCHOOL DISTRICT.**

OUR MISSION



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



OUR VISION

The Brockton Public Schools, in partnership with families and the community, is committed to creating high-quality learning opportunities for all students by:

- ✓ ensuring equitable access to effective, rigorous, and culturally responsive instruction
- ✓ honoring and celebrating the diversity of our students, staff, and community
- ✓ providing a safe, respectful, inclusive, and collaborative learning environment grounded in positive relationships

so that our students can demonstrate high levels of academic achievement and social emotional growth that lead to their future success in a global society.



OUR CORE VALUES

- Establish an equitable, diverse, inclusive, and unified district.
- Foster safe environments that facilitate growth, positive outcomes, and active learning opportunities.
- Create student-centered, accelerated learning experiences that are culturally responsive, inclusive of all learners, and support social, emotional, and physical well-being.
- Sustain partnerships with families, community, and businesses to ensure that students have equitable access to high-quality resources.

OUR THEORY OF ACTION

If we...

- ✓ Provide all students with high-quality, student-centered learning experiences founded on lived experiences that elicit excitement and engagement, and
- ✓ Enhance all students' access to learning opportunities that meet their educational, cultural, recreational, and social needs, and
- ✓ Design, create, and maintain a safe, supportive, welcoming, and inclusive environment, and
- ✓ Strengthen family, community, business, and higher educational partnerships to expand opportunities, and
- ✓ Ensure equitable access to resources that foster academic and personal growth in safe educational environments,

Then our students will...

- ✓ Demonstrate high levels of academic achievement and social emotional growth that prepare them to thrive as members of the BPS community and beyond.

HIGH-QUALITY LEARNING EXPERIENCES

Provide student-centered learning founded on lived experience through effective instruction that elicits excitement and engagement from students, families, and staff so ALL are prepared to thrive as members of the BPS community and beyond.

1.1 Establish a culturally responsive, inclusive, rigorous, and engaging PreK-12 curriculum that is consistent across the district, provides continuity across all grade levels, and reflects student identities and experiences throughout.

*SY21-22 Focus:
Active Reading and Writing*

1.2 Strengthen culturally responsive, effective instruction that fosters student independence and stamina, providing and then releasing the supports students need to access grade-level content so they can persevere when challenged and become thinkers and problem solvers.

*SY21-22 Focus:
Effective Instruction*

1.3 Provide academic and social-emotional interventions to students as needed, using data to identify needs and appropriate supports.

1.4 Expand the use of common assessments and data to improve student performance, opportunities, and outcomes.

1.5 Implement a professional development system built on districtwide expectations that promotes culturally responsive practices, student engagement, teacher leadership, and collaboration. Strengthen the educator evaluation system to consistently provide quality feedback for all educators.

1.6 Establish a pervasive growth mindset in all areas of learning, academic and social-emotional, focusing on student assets, setting high expectations, and creating a more inclusive BPS.

Objective 2

ACCESS TO LEARNING OPPORTUNITIES

Enhance all students' access to learning opportunities that meet their educational, cultural, recreational, and social needs.

2.1. Expand the inclusion of students with disabilities, ensuring their access to grade-level content and peers, and re-designing systems, structures, and schedules to provide equitable access to all district learning opportunities.

2.2 Redesign instruction for English language learners, creating a common vision of shared responsibility for all ELL students, providing supports and technology, and redesigning systems, structures, schedules, and family communications to provide ELL students equitable access to all district learning opportunities.

2.3 Redesign the Talented and Gifted Program (TAG) as well as its family communications and outreach in order to provide equitable access to all student groups.

2.4 Increase access to Advanced Placement opportunities for all students, including students with disabilities and English language learners, by enhancing, preparing, and adopting pre-AP opportunities that prepare students for the rigor of an AP course load.



WELCOMING AND INCLUSIVE ENVIRONMENTS

Design, create, and maintain a safe, supportive, welcoming, and inclusive environment of positive relationships, where the academic, social, and emotional well-being of the entire school community is supported.



3.1 Create a multi-tiered system that proactively supports the social-emotional wellness of students and staff, fosters trusting relationships, and promotes school spirit and pride. Specific emphasis will be placed on the development of social-emotional learning curricula and restorative justice practices.

*SY21-22 Focus:
Positive Relationships*

3.2 Provide prompt, culturally responsive, multilingual communication to all stakeholders in an effort to build partnerships between schools and families, and provide families with up-to-date information about student learning and progress.

3.3 Recruit, hire and retain a diverse workforce that reflects the diversity of our community and create a pipeline for future staff starting with high school students.

3.4 Provide students, families, and staff with opportunities to share feedback about their experiences with BPS.

3.5 Provide opportunities for student leadership, agency, and voice so that students are genuine stakeholders in decision making.



Objective 4

FAMILY AND COMMUNITY PARTNERSHIPS

Strengthen family, community, business, and higher education partnerships to expand opportunities for students to pursue goals and interests, develop 21st century skills, and prepare for post-graduation success.

4.1 Develop relationships with local institutes of higher education to expand dual enrollment and develop early college and dual enrollment pathways for all students to earn college credit, regardless of physical, learning, or social-emotional needs.

4.2 Create business and vocational partnerships to develop apprenticeship and internship programs that support student interests and provide additional career pathways.

4.3 Collaborate with community organizations and families to provide enrichment programming for students and families to support the acquisition of valuable life skills and support their ability to successfully navigate the education system.

Objective 5

EQUITABLE RESOURCES

Ensure equitable access to resources that foster academic and personal growth in safe educational environments.

5.1 Work with students and all of our stakeholder groups to develop criteria and a system to ensure the equitable, districtwide distribution of resources, including but not limited to technology, academic supports and curricula, human capital, and facilities.

5.2 Ensure all school facilities are maintained and provide a positive learning environment.

5.3 Develop and maintain a clear, comprehensive budget document that is made publicly available.



TURNING WORDS INTO ACTION

The strategic plan provides a bird's eye view of the work that must be done to better serve the students of Brockton and facilitate improved student outcomes. Our implementation of the previously referenced objectives and initiatives will be reflected in detail in the district's annual action plans.

Each year, the district's leadership team will pull a small number of initiatives from this strategic plan to build a detailed action plan. Some of the initiatives permeate everything that we do and will therefore be represented in every action plan. However, it is critical to focus on a few key areas each year so that we can create meaningful, lasting change.

Once the annual action plans are created, they will be sent electronically to the BPS community and posted on our website. We will encourage every member of our community to rally around the annual action plans so that there is buy-in across the district.



The Brockton Public Schools

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