

**Brockton Public Schools
Brockton, Massachusetts**

**BROCKTON HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
2009 - 2010**

**Susan E. Szachowicz
Principal**

**Maria E. LeFort
Associate Principal for Curriculum and Instruction**

TABLE OF CONTENTS

I. Cover Page.....	i
II. Table of Contents.....	ii – iii
III. Mission and Vision Statements.....	1
IV. Council Roster and Statements.....	3
V. Descriptive Data.....	4
<i>A. Student Demographic</i>	
<i>B. Massachusetts Comprehensive Assessment System (MCAS)</i>	
<i>C. Performance Level Comparison</i>	
<i>D. Additional Assessment Information</i>	
VI. Executive Summary.....	9
VII. Results and Discussion: Degree of Attainment for 2007- 2008.....	13
VIII. Academic Performance Improvement Mapping Goals 2009- 2010	
Goal 1.....	19
<i>Needs Assessment.....</i>	<i>19</i>
<i>School Improvement Objective 1 and Action Plan.....</i>	<i>20</i>
<i>School Improvement Objective 2 and Action Plan.....</i>	<i>21</i>
Goal 2.....	22
<i>Needs Assessment</i>	
<i>Specific Objectives</i>	
<i>Action Plan</i>	

Goal 3..... 23

Needs Assessment

Specific Objectives

Action Plan

Goal 4..... 23

Needs Assessment

Specific Objectives

Action Plan

IX. Appendix.....24

A. School Council Minutes

B. "Best Practices" of Brockton High School

III. MISSION AND VISION STATEMENTS

MISSION STATEMENT of BROCKTON PUBLIC SCHOOLS

The mission of the Brockton Public Schools is to provide education of the highest quality that motivates all students to excel, meets their individual needs, and prepares them for the future.

MISSION and VISION STATEMENT of BROCKTON HIGH SCHOOL

Brockton High School seeks to teach our students in a safe, supportive environment the knowledge, skills, values, and behaviors 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.

Brockton High School remains a comprehensive high school while establishing smaller learning communities. We meet the individual needs of our students by providing opportunities for them to fulfill their potential and by offering choices in accordance with their own aspirations. We are committed to enhancing intellectual and emotional connections among adults and students through a personalized approach in both instruction and interpersonal relationships. Our school encourages and fosters positive, working relationships with students, families and the community.

Each Brockton High School student will demonstrate

- literacy in reading: for content (both literal and inferential); to apply pre-reading, during-reading, and post-reading strategies to all reading assignments; to research a topic; to gather information; to comprehend an argument; to determine the main idea of a passage; to understand a concept and construct meaning,
- literacy in writing: to take notes; to convey one's thinking in complete sentences; to compare and contrast; to write an open response; to describe an experiment, to report one's findings and conclusions; to generate a response to what one has read, viewed, or heard; to develop an expository essay with a formal structure,
- literacy in speaking: to convey one's thinking in complete sentences; to interpret a passage orally; to debate an issue; to participate in class discussion or a public forum; to make an oral presentation to an audience; to respond to what one has read, viewed, or heard; to communicate in a manner that allows one to be both heard and understood,
- literacy in reasoning: to create, interpret and explain a table, chart, or graph; to compute, interpret and explain numbers; to analyze and solve a word problem; to interpret and present statistics that support an argument or hypothesis; to identify, explain and make a prediction based on a pattern; to detect and explain the logic or fallacy in an argument or a solution; to use analogies and evidence to support one's thinking,
- self-expression by creatively synthesizing or combining concepts, things, information or elements to form a new and coherent whole,

- productive use and understanding of technology to obtain, exchange, evaluate and organize information,
- responsibility for one's own behaviors and actions,
- personal growth through self assessment, decision making and goal setting,
- appreciation, respect, and understanding of the similarities and differences among people,
- the ability to work cooperatively with others,
- the knowledge and skills necessary to participate responsibly in society and in the democratic process.

Brockton High School will:

- provide curriculum and instruction designed to develop students' literacy skills in reading, writing, speaking, and reasoning within all levels, grades, and disciplines,
- promote the development and use of "best practices" for effective instruction,
- provide access to the technology that supports teaching and learning,
- establish high academic standards and measure their attainment using a variety of assessments,
- provide for on-going evaluation and revision of existing courses and programs,
- provide an educational program that reflects local, state, and national standards,
- provide opportunities and resources to promote student success on local, state, and national assessment,
- provide a variety of enrichment programs and extracurricular activities designed to develop students' talents, creativity, and self-esteem,
- strive to meet the individual needs of our students by promoting greater personalization within the learning communities of the school,
- provide a safe, respectful, responsive, and inclusive learning environment that promotes physical, emotional, social and mental wellness,
- create a learning environment that models and reflects understanding and appreciation of all cultural identities,
- foster effective communication among staff, students, parents, families, and the community.

IV. BROCKTON HIGH SCHOOL COUNCIL ROSTER and STATEMENTS

This School Council has reviewed the school's budget including the professional development allocations.

The Brockton High School *School Council* reviews and approves, annually, the *Brockton High School Student-Parent Handbook* as was done for the year 2007-2008.

Name and Position

Signature

Susan E. Szachowicz _____
Principal

Maria E. LeFort _____
Co-Chairperson

Other Members

Caroline Moran _____

Linda Hains _____

Patricia O'Connor _____

Linda Walsh _____

Jeanne Holmes-Kireilis _____

Patricia Joyce _____

Elyssa Fontes _____

Richard Mosesso _____

A.

V. DESCRIPTIVE DATA

Brockton High School Student Demographics

	2006-2007	2007-2008	2008-2009
Male	2,186	2, 138	2,021
Female	2,149	2, 127	2,083
Total	4,335	4, 265	4,104

Enrollment by Race/Ethnicity

Race	2006-2007	2007-2008	2008-2009
African American	52.6	54.5	55.5
Asian	2.7	2.7	2.5
Hispanic	14.1	13.	12.9
Native American	.8	.5	.7
White	29.8	29.3	28.4

Selected Populations

	2006-2007	2007-2008	2008-2009
First Language not English	31.8	32.9	34.9
Limited English Proficient	11	11.9	13.5
Low-income	61.9	67.3	63.9
Retentions			
Special Education (total)	9.6	10.9	9.9
General Ed Modified	3.5	6.6	7.2
Up to 20% Separate	3.8	1.1	.7
21-60% Separate			
Substantially Separate	2.5	2.2	2.0

Academic Support Programs:

- MCAS support classes in English, math, and science that are held during the day and after school for all students who have failed the MCAS
- After-school SPED Mentoring Program to provide academic support for SPED students
- PLATO Labs for reading and Apangea lab for math improvement
- SAT Lab
- Access Center that provides during school support for all students
- Project Grads Teen Parent Program
- Summer School
- Credit Recovery Program
- Freshman Academy

Student Enrichment Programs:

- “Bridges Choices Explorer and Bridges Choices Planner as part of Guidance Curriculum for college and career planning
- Dual enrollment that provides an opportunity for students to take college level courses not offered at Brockton High School
- Tech. Prep. that provides internship opportunities in a variety of occupational areas
- Summer of Work and Learning provides classroom and work experience
- Internship Opportunities
- International Baccalaureate Programme
- Advanced Placement Courses
- A+ Hardware
- Medical Translation Program

B.

**Brockton High School
MCAS Results**

GRADE 10 ENGLISH LANGUAGE ARTS			
PERFORMANCE LEVEL %	2006	2007	2008
ADVANCED	21	20	26
PROFICIENT	47	42	48
NEEDS IMPROVEMENT	24	29	21
FAILING	7	9	5

GRADE 10 MATHEMATICS			
PERFORMANCE LEVEL	2006	2007	2008
ADVANCED	27	27	27
PROFICIENT	25	24	27
NEEDS IMPROVEMENT	28	31	30
FAILING	20	19	16

Adequate Yearly Progress History

		2006	2007	2008
English Language Arts	Aggregate	Yes	No	Yes
	Subgroups	No	No	No
Math	Aggregate	No	No	Yes
	Subgroups	No	No	No

C.

**Brockton High School
MCAS Results
Performance Level Comparison**

MCAS Tests of Spring 2006 Percent of Students at Each Performance Level									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
GRADE 10 - ENGLISH LANGUAGE ARTS	21	16	47	53	24	24	7	7	950
GRADE 10 - MATHEMATICS	27	40	25	27	28	21	20	12	950

MCAS Tests of Spring 2007 Percent of Students at Each Performance Level										
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	School	State	School	State	School	State	School	State		
GRADE 10 - ENGLISH LANGUAGE ARTS	20	22	42	49	29	24	9	6	964	83.9
GRADE 10 - MATHEMATICS	27	42	24	27	31	22	19	9	954	74.3

MCAS Tests of Spring 2008 Percent of Students at Each Performance Level										
Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI
	School	State	School	State	School	State	School	State		
GRADE 10 - ENGLISH LANGUAGE ARTS	26	23	48	51	21	21	5	4	877	89.1
GRADE 10 - MATHEMATICS	27	43	27	29	30	19	16	9	869	77.4

D. Additional Assessment Information

SAT RESULTS

2006

CRITICAL READING

NATIONAL	STATE	BROCKTON HIGH SCHOOL
503	513	444

WRITING

NATIONAL	STATE	BROCKTON HIGH SCHOOL
497	510	444

MATH

NATIONAL	STATE	BROCKTON HIGH SCHOOL
518	524	438

2007

CRITICAL READING

NATIONAL	STATE	BROCKTON HIGH SCHOOL
502	513	444

WRITING

NATIONAL	STATE	BROCKTON HIGH SCHOOL
494	511	439

MATH

NATIONAL	STATE	BROCKTON HIGH SCHOOL
515	512	445

2008

CRITICAL READING

NATIONAL	STATE	BROCKTON HIGH SCHOOL
502	514	446

WRITING

NATIONAL	STATE	BROCKTON HIGH SCHOOL
494	513	444

MATH

NATIONAL	STATE	BROCKTON HIGH SCHOOL
515	525	453

AP RESULTS

2006

Total number of students: 77

AP Grade	Econ	Bio	Calc	Eng. Lit.	Euro. Hist.	Gov & Pol	Physics	Chem	Studio Art Draw	Studio Art 2D Design	US Hist	Latin	Span	Total Grades Reptd	% of Total
5		3		1	2		3				3			12	12
4		4	6	5	2		2	1	2	1		1	1	25	25
3		10	4	9	3	1	3	1	1		2			34	34
2		10		3	1		1		1	1	7			24	24
1	1	1					1	3						6	6
Total	1	28	10	18	8	1	10	5	4	2	12	1	1	101	100
% Current Year Grades of 3 or higher		61	100	83	88		80	40	75	50	42	100	100		70

2007

Total number of students: 105

AP Grade	Bio	Calc	Eng. Lit.	Euro. Hist.	Env Sci	Physics	Chem	Studio Art Draw	French Lang	US Hist	Latin	Span	World Hist.	Total Grades Reptd	% of Total
5	7	4	6	3		6			2			1	1	30	21
4	3	7	5	5	1	2			4	8		1		36	25
3	5	4	8	9		1		3		9	2			41	29
2	7	6	2			1	1	1	1	4	4			27	19
1	1	2		3			1				1			8	6
Total	23	23	21	20	1	10	2	4	7	21	7	2	1	142	100
% Current Year Grades of 3 or higher	65	65	90	85	100	90	0	75	86	81	29	100	100		

2008

Total number of students: 122

AP Grade	Bio	Calc	Eng. Lit.	Euro. Hist.	Physics	Chem	Studio Art Draw	Studio Art Design	French Lang	US Hist	Latin	Span	Total Grades Reptd	% of Total
5	2	9		3	6				1	1		1	23	15
4	2	5	7	6	2	1		3	2	2		2	32	21
3	2	7	7	4	10	1	1	1	3	4	2	2	44	28
2	7	1	2	3	8	1			1	2	1	1	27	17
1	7	2		6		5			1	3	5	1	30	19
Total	20	24	16	22	26	8	1	4	8	12	8	7	56	100
% Current Year Grades of 3 or higher	30	87.5	87.5	59	69	25	100	100	75	58	25	71		

VI. EXECUTIVE SUMMARY

Brockton High School

High expectations and high standards help motivate students enrolled in Brockton High School. The Brockton High School began a restructuring process in 1995 to increase student achievement and provide a more personalized educational experience for all students. The literacy initiative to improve student skills by having all teachers assume responsibility for literacy instruction within their classes has improved student performance to the point that the school was recognized as a *Commonwealth Compass School* by the State of Massachusetts in 2002. Brockton High School has also been recognized as a *Model School* by the International Center for Leadership in Education in 2004, 2005, 2006, 2007, 2008, and again in 2009. In 2006, Brockton High School was one of only six schools in the country to be awarded *The National School Change Award* by the U.S. Department of Education and Fordham University. Most recently, in 2008, Brockton High School was recognized as *Bronze Medal School* by US News and World Report, ranking as us one of “America’s Best High Schools.”

A cornerstone of the successful school improvement effort is the creation of positive relationships among administrators, faculty, and students, built on trust, vision, and consistency. Brockton High School maintains a clear vision of the type of educational institution it wishes to be and how it will provide a high quality education that motivates and engages students. Over the past five years, the school has consistently maintained the challenge that it will:

1. provide literacy in reading, writing, speaking, and reasoning,
2. use best practices for effective instruction,
3. provide ongoing evaluation and revision of courses and programs,
4. address standards set by state and national agencies,
5. establish high academic standards using a variety of assessment instruments,
6. foster effective communication among staff, students, parents, families, and the community, and
7. seek ways to personalize the educational experience of each student.

The school culture at Brockton High, another important factor for school improvement, is student-focused and positive. In the tradition of Brockton as the City of Champions, the school is dedicated to continuous improvement with a diverse population and an experienced faculty, many of whom grew up in the city where they now teach. Some manifestations of this positive school culture are the Restructuring Committee, a group of administrators and teachers, which challenges teachers to increase their expectations for student achievement. Additionally, each department employs a steering committee to review and revise curriculum, programs, and definitions of quality student work. The faculty is experienced and supportive of one another. The Literacy Initiative reflects the emphasis on identifying student needs and provides a school-wide emphasis to address these needs. Literacy is integrated into all lessons across the grades and subjects. Ultimately, the culture is an even-tempered, positive force that is student-centered and professionally stimulating.

The hallmark of Brockton High School is the collaborative communication model operating among the administration, faculty, and student body. Administrators operate in a supportive fashion, involving faculty in decision-making and ownership of key school initiatives. Issues are identified from several sources such as the Restructuring Committee, Administrative Leadership Team meetings, departmental meetings, Student Council, or community advisory groups, which assist the school in reaching its goal of increasing achievement levels of all students. When issues are presented, they are analyzed through open discussion groups before an action is contemplated or pursued. In this fashion, the administration uses the stated mission of seeking high quality education for all students to refocus the staff’s attention on reaching the higher proficiency levels on the MCAS rather than simply the passing level. Professional training is provided using data and best practices which, in turn, is followed by departmental discussions and demonstrations of effective lessons. In addition, the administration uses the requirements of *No Child Left Behind* to emphasize Adequate Yearly Progress in faculty discussion groups designed to generate exemplary lessons and materials to assist teachers from all disciplines to strive for continuous instructional improvement.

The above-stated policies, programs, and activities represent tangible steps to achieve the goals and mission. The administration and faculty annually review the perceived strengths of the school and identify new initiatives to address areas of need. The Restructuring Committee represents a vehicle to highlight and review issues related to the school's efforts to achieve its overarching goals: to increase student achievement levels and to personalize education for all students. The 32 member committee represents academic areas, resource staff, and administration. For 2008-09, the committee was structured to address three challenging issues:

1. changing academic levels to address higher academic standards for all students
2. eliminating grade achievement
3. learning additional methods of formative assessment and addressing the results

The administration and teachers at Brockton High School are constantly looking in the mirror to use whatever data are available to assess where we are, what is working well, and correct what is not working well. This on going process has achieved a more rigorous and relevant academic program.

Data have been used differently and more extensively at the school over the past 10 years. The school makes consistent use of data to evaluate programs and to pinpoint areas in need of new or revised programming. The monthly faculty meetings and departmental steering committee meetings are devoted to reviewing data, preparing a recommended course of action, and conducting Professional Development to address areas of need. The annual School Improvement Plan is the culmination of these efforts to "target and respond." In this plan, the data from MCAS and other assessment tools are summarized with the degree of attainment of the preceding years' goals and activities. This document then lists the goals and recommended course of action for the next year based on the available data. Each goal statement includes a needs assessment, specific objectives, action plan, and evaluation. The staff uses the report to focus its energy and resources on new or continuing objectives to serve the needs of students and the needs of faculty to deliver quality instruction.

The MCAS results for the graduating class of 2008 indicate that 99% of Brockton's students passed the Math and English exam. In 2005, Massachusetts began awarding the John and Abigail Adams Scholarship to students who reach proficiency levels on the MCAS. The Adams Scholarships provide tuition support for four years at any state college. In 2005 and 2006 over 20% of Brockton's graduating seniors were awarded these scholarships. The Governor of Massachusetts along with the Commissioner of Education came to Brockton to announce the Adams Scholarship Program in 2005, recognizing the high number of Brockton students who achieved this distinction, especially noting that 25% of these students were minorities. It is noteworthy that 56% of the 2005 Brockton award recipients used the grants to further their education in public institutions, indicating that, without the scholarships, many students may have been unable to attend college financially. The staff of the high school has achieved considerable success in improving student passing rates on the MCAS, which is now raising expectations that even more students will reach proficiency levels on this test. Past success has bred higher expectations of success in the future. In fact, in 2008, 249 students, 25% of the class, were the recipients of this scholarship, shattering the state record. In 2009, 252 students, again 25% of the class, received the scholarship.

The administration and the Restructuring Committee continue to seek new avenues that would increase the rigor and relevance of the curriculum. For 2008-09, the Restructuring Committee began to focus on increasing the formative assessment skills of the faculty and addressing ways to instruct to students' weaknesses.

Brockton High School is an authorized International Baccalaureate School in the second year of offering the Diploma Programme. Enrollment in IB courses has increased since the first year. The school's open enrollment policy for Advanced Placement (AP) courses also augments student achievement. Students must be allowed the opportunity to reach their highest potential. In fact, one student pointed to the fact that students frequently ask to be placed in more demanding courses called "moving up." Brockton students participate in twelve AP courses, but the administration is seeking ways to increase both the number of courses available as well as the number of students who participate. In 2008, the number of students taking AP courses increased to 122 from 105 in 2007. All of the above outline the progressive and creative steps Brockton is taking to meet its goal of improving student achievement.

As part of the initiative to provide a more personalized education, smaller learning communities were established. Students are now assigned to one of four houses to ensure closer working relationships with teachers and to enable teachers to gain greater knowledge of student interests. Recent initiatives, including a Freshman Academy and Credit Recovery Programs, are now underway to increase the rigor and relevance of the curriculum and to support 9th grade students in the difficult year of transition to high school. Back-to-back instruction in English and Math in Freshman Academy for at-risk students continues the personalization. In addition, students with disabilities are included in the regular academic program and are supported in classrooms by special education teachers. Senior and junior students mentor freshman as another academic support. The restructuring process is making personalization of instruction and student support the vehicles to maintaining the extensive opportunities afforded by a large complex school. It is a “best of both worlds” approach, offering personal instruction targeted at individual needs while providing many options to meet individual interests.

To improve student achievement, Brockton High School also builds on its past strengths. The school has a long history and tradition of success in sports and performing arts. The philosophy and mission statement of the school dictate that students should be offered as many opportunities as feasible to maximize their talents and abilities both within and outside the classroom. As expected with a school this size, extracurricular and co-curricular programs are extensive. When a group of students expresses an interest in forming a club, activity, or service, the school makes every effort to locate an advisor and to provide support for legitimate requests.

Currently, Brockton High School has over 45 clubs and student activities. Teachers consistently seek out students who are not active in extracurricular activities and encourage their participation in the “life of the school outside the classroom.” Again, the faculty operates with an expressed belief that students who participate in the fuller life of the school tend to be happier, higher achieving, and more productive. The clubs and activities range from the traditional mathematics, ski, and yearbook activities to the STEP dance, garden, and Amnesty International clubs. The diversity of the student population is reflected in the Cape Verdean, Asian, Jamaican, and African-American clubs designed to develop kinship and cultural awareness.

Several activities and organizations exist to foster student leadership. The National Honor Society, Skills U.S.A., and Student Council groups establish leadership roles among students by participating in decision-making at the school. Students also have the opportunity to provide service in the community. The TV and Radio Club is a unique organization operating at the school in support of the TV and radio studio. Videotaped programs link the community to sports, performances, and school issues. Now in its fourth year is the video yearbook that students designed and produced for themselves.

Publicity about the school highlights the award winning programs of band, chorus, and drama. School performers travel to local and national competitions and successfully represent the tradition of high achievement at Brockton. Equally meritorious is the athletic program that fields competitive and non-competitive teams. Numerous trophies, banners, and plaques attest to the outstanding talents of the students and their coaches. In fact, the May 2005 edition of *Sports Illustrated* recognized Brockton High School one of the best high school athletic programs in the United States. In the pride of the school and community, state championships and the development of life-long participation in sports have equal respect. The physical education building has two state-of-the-art wellness centers, a free weight room, and a pool used by the school and community each day and into the night.

The extracurricular opportunities are a legitimate source of school and community pride, especially considering that about 3,250 students participated in one or more of these activities during 2008-09. The school places a heavy emphasis on encouraging and supporting the development of student interests, aptitudes, and learning styles. The extensive extracurricular, after-school, and during-school support programs and the variety of instructional strategies used in the classrooms are evidence of the commitment to personalize education for all students. The administration uses the public address system to celebrate daily the successes and achievements of both students and teachers in athletic, academic, and other arenas. College acceptances are posted in each building as they are received. Students feel recognized as individuals even within the large educational setting of the building.

Finally, Brockton High School is a safe and orderly school, which is quite an achievement considering its size, urban setting, diverse population, and complex of buildings. The security concerns of the administration remain in the forefront of policies and practices. Teachers are provided walkie-talkies in their roles as floor teachers and cafeteria

monitors, which are regular assignments. Since teachers move between classes to relocate to office units, most staff members are in the halls with students during passing times. The school instituted identification cards, which permit staff to identify students entering the buildings and cafeterias or walking the halls. Teachers and administrators use the rules of conduct spelled out in the student handbook to enforce discipline uniformly. Many teachers post personal rules of behavior in their classrooms. Seldom are students “sent to the office,” but they are addressed with consistency when misbehaviors occur. Assistant housemasters in each of the four houses handle discipline. Brockton is safe and orderly because of the ongoing attention paid to procedures and the proactive stance taken by administration and the faculty.

In summary, the administration and faculty have been guided by the School Improvement Plan for 2008-09, which identified six specific goals:

1. To increase student achievement by setting specific, measurable student performance goals,
2. To continue the school-wide focus on literacy in all content areas,
3. To implement a comprehensive program of formative and summative assessment to improve instruction and increase proficiency,
4. To develop higher level skills that will enable BHS students to be better prepared for college, technical school or the work force,
5. To personalize the educational experience for all students,
6. To continue implementing policies for safety.

While the attainment of those goals has not been perfectly realized, much progress has been made. The following pages indicate our degree of attainment thus far. In the coming academic year, we will keep the same goals with the added goal of seeking better ways to make our students better prepared for college and other post high school pursuits. We are always focused on continuing in our efforts to improve academic achievement and personalize the educational experience of every student at Brockton High School.

VII. RESULTS AND DISCUSSION

DEGREE OF ATTAINMENT 2008-2009 GOALS

Goal 1: Increase student achievement by setting specific, measurable student performance goals.

ELA

a. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade ELA MCAS from 63% in 2007 to 67% in 2008 and 70% in 2009.

In 2008, the percent of students who scored in the proficient/advanced categories increased to 74%, matching the state's percentage of students in these categories.

b. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade ELA MCAS for Students with Disabilities from 19% in 2007 to 25% in 2008 and 34% in 2009.

In 2008, the percent of students with disabilities who scored in the proficient/advanced categories increased to 29%, exceeding the targeted goal.

c. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade ELA MCAS for English Language learners from 11% in 2007 to 23% in 2008 and 40% in 2009.

In 2008, the percent of ELL students scoring in the proficient/advanced categories was 18%, reflecting a 7% increase, but falling short of the targeted 23%.

MATH

d. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade Math MCAS from 52% in 2007 to 55% in 2008 and 60% in 2009.

In 2008, the percent of students who scored in the proficient/advanced categories increased to 54%, one percentage point short of the targeted goal.

e. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade Math MCAS for Students with Disabilities from 16% in 2007 to 25% in 2008 and 29% in 2009.

In 2008, the percent of students with disabilities who scored in the proficient/advanced categories decreased to 11%, falling short of the targeted goal.

f. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade Math MCAS for English Language Learners from 19% in 2007 to 26% in 2008 and 30% in 2009.

In 2008, the percent of ELL students who scored in the proficient/advanced categories increased to 22%, almost reaching the targeted goal.

School Improvement Objective 1: Continue the school-wide focus on literacy in all content areas so all instructors are teachers of reading, writing, speaking, and reasoning. To focus on literacy, teachers will

- model lessons that demonstrate the application of pre-, during, and post-reading strategies enabling students to better understand the thought processes of the concepts being taught, and ensure that students practice their application by requiring that they explain their thinking both verbally and in writing;
- model lessons that demonstrate the application of critical thinking skills enabling students to better understand the thought processes of the concepts being taught and ensure that students practice their application by requiring that they explain their thinking both verbally and in writing;

Degree of Attainment:

This is an on-going objective. The accomplishments we have made this year include:

1. continuing to integrate and refer to the literacy benchmarks posted in every classroom. Teachers are asked to reference literacy objectives targeted in a lesson and to post them with the daily agenda;
2. providing all students with a “user-friendly” handout of the literacy benchmarks as to provide easy reference.
3. continuing the implementation of all literacy workshops, including Open Response and Graphing, in all classes. These are monitored by the department heads and the Associate Principal;
4. providing professional development for all teachers new to BHS in all the literacy workshops including open response, graphing, vocabulary, multiple choice strategies, oral presentations, graded discussion, Tovani reading strategies, summarizing, connecting literacy activities, active reading strategies, and formative assessment;
5. providing professional development for all BHS teachers in formative assessment strategies;
6. providing regular monitoring of student work through department heads to ensure that all assignments given to students seek to address higher level skills and that there is consistency throughout each department..

School Improvement Objective 2: Implement a comprehensive program of formative and summative assessments that will increase teachers’ understanding of a variety of assessment strategies and instruct teachers to:

- provide timely feedback to students that focuses on the strengths and weaknesses of student work and include strategies and suggestions for improvement;
- use a variety of assessments to challenge students to reflect upon both their strengths and weaknesses, and apply the results of their introspection to all new work;
- revise instruction based on teachers’ on-going analysis and reflection of data obtained through student assessments.

Degree of Attainment:

We have met this objective for *BENCHMARK TESTING* by:

1. identifying benchmark skills and create tests in math, science, social studies, and English;
2. administering benchmark tests on a regular basis in subjects indicated.

We have met this objective for *CLASSROOM ASSESSMENT* by:

1. providing workshops for teachers to increase understanding and knowledge of a variety of classroom assessment strategies;
2. requiring teachers to create and use a variety of classroom assessments with a focus on quick-writes and foldables;
3. providing opportunities in faculty meetings for teachers to develop instructional strategies that are based on assessment results.

Goal #2: To develop higher level skills that will enable BHS students to be better prepared for college, technical schools, or the workforce.

Degree of Attainment:

We have met this goal by:

1. continuing to implement a study skills unit for freshmen in all freshman World History classes. The study skills are based on our literacy objectives and include
 - Reading: Active Reading Strategies- Previewing a text – Using visuals to preview a chapter
 - Writing: Note-taking – Summarizing
 - Speaking: Street talk vs. School talk – Speaking in complete sentences - Listening
 - Reasoning – Time management, Organizational strategies, Study strategies;
2. developing Educational Proficiency Plans for juniors and seniors who score in the Needs Improvement or Failing categories of MCAS;
3. requiring all juniors to take the PSAT;
4. requiring all juniors and seniors to complete SAT Prep in the English & Math department labs;
5. offering additional SAT Prep courses in the evenings and on Saturday through the Guidance Department;
6. offering an additional SAT Prep course in the summer through “Let’s Get ready SAT Prep Program” which was free to students;
7. providing sophomores, juniors and seniors with information regarding PSAT and SAT test dates through the Guidance Department.;
8. engaging students in college and career planning activities such as *Project Diploma, Bridges Choices, and Connect Edu.* with their guidance counselor;
9. continuing efforts for students to create and develop an individual student and career advisement plan with their guidance counselors;
- 10 examining PSAT results though AP Potential to identify strengths and weaknesses in scores and encourage students to pursue SAT prep, AP, or IB courses;
11. encouraging Juniors and seniors to enroll in Dual Enrollment Programs offered through Bridgewater State College and Massasoit Community College.

Goal # 3: To personalize the educational experience for each student, within the small learning communities philosophy, to ensure that freshmen and sophomores have their academic classes in their own house, and to continue to plan activities to help transition to the high school.

Needs Assessment: Research on restructuring supports the concept that students grouped in smaller units (no more than 600 students) achieve greater academic success, have better attendance, and fewer discipline problems.

- Objective(s):**
- 1.Reestablish an advocacy system for students that matches small groups of students with adult and peer advocates.
 - 2.Continue to implement a Freshman Academy that targets academically at risk freshmen for early intervention.
 - 3.Continue to implement the Credit Recovery Program to help ninth graders who have failed the first two terms gain the skills and meet the learning standards that they did not master for the first semester.
 4. Continue to implement Project Diploma, an academic and career planning tool to be used with all students and help them maneuver the path of going through high school, be a successful student, and plan for college.

Degree of Attainment to Date:

We have met this objective by:

1. Continuing the **Freshman Academy** program. This program provided a limited number of students with a smaller learning environment and provided remediation in English and math skills. This program continues to make positive

improvements. Comparison of Academic Prep Freshman English and Algebra 1 grade distribution with the same courses in Freshman Academy demonstrate the success of the program.

		Grade Distribution		Terms 1 and 2 2008-2009						
1	ALGEBRA I	P	453	39	82	110	76	123	Count	
	ALGEBRA I	P	453	9.00%	19.00%	25.50%	17.60%	28.50%	Percent	
2	ALGEBRA I	P	453	23	65	83	66	183	Count	
	ALGEBRA I	P	453	5.50%	15.50%	19.80%	15.70%	43.60%	Percent	
1	ALGEBRA I SP	P	495	3	8	7	21	37	Count	
	ALGEBRA I SP	P	495	3.90%	10.50%	9.20%	27.60%	48.70%	Percent	
2	ALGEBRA I SP	P	495	3	8	8	12	44	Count	
	ALGEBRA I SP	P	495	4.00%	10.70%	10.70%	16.00%	58.70%	Percent	
1	ALGEBRA I FR. ACADEMY			9	13	2	9	5	Count	
	ALGEBRA I FR. ACADEMY			16.00%	23.20%	35.70%	16.00%	8.90%	Percent	
2	ALGEBRA I FR. ACADEMY			6	13	19	11	7	Count	
	ALGEBRA I FR. ACADEMY			10.70%	23.20%	33.90%	19.60%	12.50%	Percent	
Term	Full Course Name		Course ID	A	B	C	D	F	Desc	
1	FRESHMAN ENGLISH	P	187	30	78	68	61	124	Count	
	FRESHMAN ENGLISH	P	187	8.30%	21.60%	18.80%	16.90%	34.30%	Percent	
2	FRESHMAN ENGLISH	P	187	20	55	69	41	160	Count	
	FRESHMAN ENGLISH	P	187	5.80%	15.90%	20.00%	11.90%	46.40%	Percent	
1	FRESH ENGLISH SP	P	156	14	18	10	22	34	Count	
	FRESH ENGLISH SP	P	156	14.30%	18.40%	10.20%	22.40%	34.70%	Percent	
2	FRESH ENGLISH SP	P	156	8	9	18	14	46	Count	
	FRESH ENGLISH SP	P	156	8.40%	9.50%	18.90%	14.70%	48.40%	Percent	
1	FRESHMAN ACADEMY	P		6	18	1	11	11	Count	
	FRESHMAN ACADEMY	P		10.70%	32.00%	17.80%	19.60%	19.60%	Percent	
2	FRESHMAN ACADEMY	P		5	11	19	4	17	Count	
	FRESHMAN ACADEMY	P		8.90%	19.60%	33.90%	7.10%	30.30%	Percent	

2. **Assemblies** for small groups of freshmen addressed areas that helped students become familiar with the discipline code, policies, and academic assistance.
 - a. "The Road to Success" – The summer orientation program conducted by teachers and students that demonstrate ways that students can meet with success at Brockton High School.
 - b. "Welcome to Brockton High School" – A fall orientation program conducted in small groups by the principal, Housemasters, and guidance department to inform students of all aspects of Brockton High School and how to be academically successful.

- c. “Freshman Road to Success” – A mid-year workshop presented to Freshmen in small groups by the members of the Student Council and the Housemasters and Assistant Housemasters to show students ways to be successful even if the first semester was difficult.
3. A **Transitioning to High School** sub-committee of the Restructuring Committee continued to address ways to assist freshmen students with a more successful 9th grade experience. This committee addressed both discipline and academics.

Programs and issues the committee worked on during the 2008 – 2009 school year:

AFTER SCHOOL HOMEWORK PROGRAM

This program is designed for students that are suspended for a group A or group B offence and are struggling academically. The Assistant Housemaster may assign the student to the two-day homework program instead of an in-school or Saturday suspension.

A student assigned to the homework program:

- Must be working on their homework
- Complete log sheets and have it signed off on by the supervising teacher

HANDBOOK COURSE

This program is designed for freshmen or new students. A student may be assigned the Handbook Course for a Group A or Group B suspension. The course is one-hour for two days after school. A student assigned to the course will have to participate in class discussions and complete reading and writing assignments. The Assistant Housemasters serve as the instructors.

CREDIT RECOVERY FOR MATH AND ENGLISH

Program Goals:

- To help those ninth graders who have failed the first two terms of English and/or math gain skills and meet learning standards that they did not master in the first semester.
- To help students develop successful study habits.
- To get students who have failed the first semester academically engaged.
- To provide an opportunity for students to make up credits missed first semester; providing them a chance to pass the course(s) or qualify for summer school **if they are successful terms three and four.**

Program Requirements:

- **Courses available:** English and math (Some students will need to take both courses).
- **Course Times:** Each course will meet two days per week, either Monday and Tuesday or Wednesday and Thursday from 2:15 – 3:10 p.m. Students will be dismissed in time to catch the late bus.
- **Course Locations:** All classes will be held at Brockton High School. Room information will be provided to students once accepted into the program.
- **Attendance:** Mandatory! This program is designed to help students make up credit. Therefore, students must attend class everyday.

Program Description:

- An instructor with the assistance of a student tutor will meet with small groups of ninth graders two days per week to complete the program assignments. **This is not a time to complete homework from regular classes.**
- The assignments will be standards based and will focus on skills and content development.
- Daily assignments and a completed portfolio will be assessed to determine credit awarded.
- Instructors will provide assessment rubrics in advance and explain standards prior to completing the lesson. Students must achieve a grade of proficient or better to qualify for credit.
- Students will be awarded a P (passing) to replace their second term grade. The P will be converted numerically and averaged in the course grade at the end of the school year.

This past year, 30 students successfully completed the English course and 34 students successfully completed the math course.

4. A **parent orientation** in February addressed parents of incoming freshmen and to orient them to the school and to assist them with the scheduling process. This year it was revised to reflect college readiness information and the role parents and students play in determining success in college. Brochures were developed to hand out at the orientation and when new students arrive to BHS on how to be a successful student, parent involvement, and study skills for success.

5. The **Newcomer's Program** was developed by the Guidance Department for newly entered students and includes a orientation that addresses a variety of adjustment topics. Peer mentors were trained to run various stations that address topics such as academics, study skills, and involvement.

6. **Project Diploma:**

The Class of 2012 was introduced to Project Diploma during the Study Skills Lessons incorporated into Freshmen World History. In particular, the time management, personal skills assessment and learning to make good decisions part of Project Diploma.

The Class Of 2011 was given the actual Project Diploma book to keep during the week of the Sophomore Presentation in January; they updated their Career Advisement Plan as well.

Repeat 9th graders went to a Project Diploma presentation in November and a graduation plan was completed for these students to demonstrate that they could still graduate on time if they made more of an effort.

Project Diploma is translated into Portuguese this school year and has been used with Cape Verdean, Portuguese and Brazilian students.

Project Diploma and the Career Advisement Plan is aligned with the Curriculum for the Occupational Resource Center Course. Units with lessons and objectives using the Career Development Education Benchmarks will be incorporated.

Different parts of the Project Diploma Planning Tool, has been used throughout the department in a pull out fashion as applicable to individual student needs.

7. **Bridges:**

The Class of 2012 went to the Computer Lab in September and October to create a Portfolio on Bridges Choices Planner. They used Bridges Choices Explorer to begin to develop their Career Advisement Plan.

All Advanced ESL Classes went to the Computer lab where they developed a portfolio and a Career Advisement Plan.

Individual Bridges registrations have been going on all year in the Guidance Suites and corresponding activities that relate the college search and application process through the Bridges program has been very successful and a meaningful activity.

Goal 6: To continue to implement policies that maintain a high degree of safety for all students, and to review, where necessary, any policies that may increase safety in the school.

Degree of Attainment to Date:

To meet this goal we have:

1. Continued to maintain a Safety Committee.
2. Reviewed the policies in the Student/Parent Handbook and made necessary changes.

VIII. ACADEMIC PERFORMANCE IMPROVEMENT MAPPING GOALS 2009-2010

Goal 1: Increase student achievement by setting specific, measurable student performance goals.

ELA

- a. Brockton High School will increase the percent of students who score in proficient/advanced categories on the tenth grade ELA MCAS from 74% in 2008 to 80% in 2009 and 86% in 2010 .
- b. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade ELA MCAS for Students with Disabilities from 29% in 2008 to 34% in 2009 and 39% in 2010.
- c. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade ELA MCAS for English Language Learners from 18% in 2008 to 25% in 2009 and 32% in 2010.

MATH

- d. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade Math MCAS from 54% in 2008 to 60% in 2009 and 66% in 2010.
- e. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade Math MCAS for Students with Disabilities from 11% in 2008 to 16% in 2009 and 21% in 2010.
- f. Brockton High School will increase the percent of students who score in the proficient/advanced categories on the tenth grade Math MCAS for English Language Learners students from 22% in 2008 to 30% in 2009 and 37% in 2010.

Needs Assessment: In-depth test and data analysis have demonstrated weaknesses in certain skills needed to increase student achievement. The following **Student Learning Objectives** have been identified and will be addressed in the subsequent action plans.

In English Language Arts all students will know/be able to:

- a. Apply test-taking strategies that include identifying clues in the introductory material, identifying distracters in multiple choice questions, and using the process of elimination.
- b. Increase the quality and depth of inferential reading skills.
- c. Identify how an author uses style and language to support his or her purpose.
- d. Identify and analyze the structure and elements of non-fiction as a way to construct meaning from the text.
- e. Identify and analyze how conventions of drama support and enhance understanding of the text.
- f. Breakdown a writing prompt (both Long Composition and Open Response) into all its parts.*
- g. Develop a thesis that targets all aspects of a question or prompt (Long Composition and Open Response).*
- h. Provide examples that detail particular scenes in a work to support a thesis (for a Long Composition).*
- i. Provide relevant and specific evidence from the work to support the thesis (for an Open Response).*

In math all students will know and be able to:

- a. Solve problems given what would normally be the answer by finding some of the information used to arrive at this answer.
- b. Interpret tables and charts to answer questions.
- c. Recognize, find and interpret the relations between linear equations in two variables and tables, slopes, intercepts, graphing, parallel and perpendicular lines.
- d. Solve multi-step problems.
- e. Understand and find relationships between inequalities and absolute values, their graphs and meanings.
- f. Breakdown a long word problem and analyze the tasks needed in each part.*
- g. Create a visual representation of a problem.*
- h. Identify and use mathematical terminology in English.*
- i. Be familiar with the English (Standard U.S.) System of Measurement and ordinal numbers.*
- j. Apply information on a reference sheet or check list to solve problems.

* While the aggregate continues to make progress, direct and explicit instruction will be given to the English Language Learners and the Students with Disabilities populations.

BHS SCHOOL IMPROVEMENT OBJECTIVES

To address the identified deficiencies, Brockton High School has developed the following **School Improvement Objectives** for all content areas to help teachers develop goals for groups of students and individual students.

Goal 1: Increase student achievement by setting specific, measurable student performance goals. (See p. 20)

School Improvement Objective 1: Continue the school-wide focus on literacy in all content areas so that all instructors are teachers of reading, writing, speaking, and reasoning and all students are able to demonstrate learned literacy skills in all classes.

Activities	Resources Needed	Measures of Implementation
All teachers will continue to integrate literacy objectives in all disciplines and refer to the literacy objectives posted in every classroom.	Challenge for Change Grant	Weekly lesson plans; student work collected and monitored by department heads and Associate Principal; formal observations and walkthroughs.
Continue to implement all literacy workshops and provide professional development for all faculty new to BHS.	Challenge for Change Grant	Weekly lesson plans; student work collected and monitored by department heads and Associate Principal; formal observations and walkthroughs; professional development delivered by IRS to new faculty members.
Continue to develop, revise, and monitor literacy initiatives to ensure that expectations for implementation and instruction are being met.	Challenge for Change Grant	Weekly lesson plans; student work collected and monitored by department heads and Associate Principal; formal observations and walkthroughs.
Provide professional development opportunities for teachers to create lessons which will contribute to a more active classroom climate where students must demonstrate competence in literacy objectives	Professional Development	Lesson plans; student work collected and monitored by department heads and Associate Principal; formal observations and walkthroughs.
Provide professional development in curriculum and best instructional practices that focus on higher level reading, writing, speaking, and reasoning with particular emphasis on pre-, during, and post reading strategies and critical thinking skills.	Professional Development	Lesson plans; student work collected and monitored by department heads and Associate Principal; formal observations and walkthroughs.
Provide professional development opportunities for teachers to create lessons where students must demonstrate and explain their thought process both verbally and in writing.	Professional Development	Lesson plans; student work collected and monitored by department heads and Associate Principal; formal observations and walkthroughs.

Goal 1: Increase student achievement by setting specific, measurable student performance goals.

- **School Improvement Objective 2:** Implement a comprehensive program of formative and summative assessments

Activities	Resources Needed	Measures of Implementation
<p><i>BENCHMARK TESTING:</i></p> <ol style="list-style-type: none"> 1. Continue to identify benchmarks and create tests in ELA, math, science, and social science. 2. Continue EduSoft training. 3. Provide structure for teachers to analyze data and determine a course of action for instruction. 4. Require teachers to write an action plan for instruction using data from benchmark tests. 	<p>Local budget</p>	<p>Curriculum Guides; Benchmark tests; EduSoft Reports; teacher developed action plans for instruction; lesson plans; formal observations; walkthroughs.</p>
<p><i>CLASSROOM ASSESSMENT</i></p> <ol style="list-style-type: none"> 1. Teachers will provide meaningful and timely feedback to students that focuses on strengths and weaknesses of student work and includes strategies and suggestions for improvement. 2. Brockton High School will provide workshops for teachers to increase their understanding and knowledge of a variety of classroom assessment strategies and incorporate them into their instruction. 3. Teachers will create and use a variety of classroom assessments that will challenge students to reflect upon both their strengths and weaknesses, and apply the results of their introspection to all new work. 4. Brockton High School will provide professional development to assist teachers with strategies for differentiated instruction that will address individual student needs and learning styles. 5. Teachers will evaluate classroom assessments and develop action plans to modify and differentiate instruction. 6. Brockton High School will provide opportunities (workshops, faculty meetings) for teachers to develop instructional strategies that are based on assessment results. 7. The Associate Principal and Department Heads will Review Action Plans developed by teachers to revise instruction based on teachers' on-going analysis and reflection of data obtained through student assessments. 	<p>Challenge for Change Grant Local Budget</p>	<p>Professional development in faculty meetings and workshops; Curriculum Guides; lesson plans; student work collected and monitored by department heads and the Associate Principal; formal observations; walkthroughs.</p>

Goal #2: Assist BHS students in developing higher level skills that will enable them to be better prepared for college, technical schools, or the workforce.

Needs Assessment: Reaching proficiency has been the goal established by the MCAS and No Child Left Behind. The skills required of students to be competitive in our global society go beyond the focus of our state assessment..

- Objectives:**
1. Decrease the number of students who score in the Needs Improvement and Failing Categories of the MCAS.
 2. Increase the number of students who take Honors, AP, and IB level courses.
 3. Increase the number of students who take the PSAT and SAT.
 4. Increase the SAT scores of Brockton students to State and National levels.

Activity	Resources Needed	Measures of Implementation
Guidance Counselors will develop an Educational Proficiency Plan for juniors and seniors who score in the Needs Improvement or Failing categories of MCAS.	Academic Support Grant	Increase in the numbers of students who pass MCAS retests. Results of EPP assessments.
Juniors and seniors will continue to be required to complete SAT Prep in the English & Math department labs.		Schedule for the labs. Pre and Post test results
The Guidance Department will provide sophomores, juniors and seniors with information regarding SAT test dates.		Guidance assemblies. Numbers of students who take the SAT
All juniors and some sophomores will participate in PSAT administration, in school, in October 2009.	Local Budget	Results of PSAT
Students will engage in college and career planning activities such as <i>Project Diploma and Bridges Choices</i> ..		Plans on file in guidance office; Lessons in cooperation with English, Social Science, and Business, Career and Technology Department
Students will create and continue to develop an individual student and career advisement plan.	Challenge for Change Grant Local Budget	Plans on file in guidance office
The Data Analysis Team will examine PSAT results to identify strengths and weaknesses in scores and encourage students to pursue SAT prep, AP, IB, and higher level courses.	Challenge for Change Grant Local Budget	Enrollment in courses

Goal # 3: To personalize the educational experience for each student, within the small learning communities philosophy, to ensure that freshmen and sophomores have their academic classes in their own house, and to continue to plan activities to help transition to the high school.

Needs Assessment: Research on restructuring supports the concept that students grouped in smaller units (no more than 600 students) achieve greater academic success, have better attendance, and fewer discipline problems.

Activity	Resources Needed	Measures of Implementation
Brockton High School will continue to explore and implement programs that will help students transition to from the 8 th to the 9 th grade.	Challenge for Change Grant Local Budget	Newly developed programs, student participation
Brockton High School will continue to implement the Freshman Academy.	Challenge for Change Grant Local Budget	Pre and post tests; student grades; student attendance; faculty assessments
Brockton High School will continue to implement Credit Recovery for Freshmen.	Challenge for Change Grant Local Budget	Participation in the credit recovery program and student grades
Students will create and continue to develop an individual student and career advisement plans through college and career planning activities such as <i>Project Diploma and Bridges Choices</i> .	Challenge for Change Grant Local Budget	Plans on file in guidance office; Lessons in cooperation with English, Social Science, and Business, Career and Technology Department

Goal # 4: To continue to implement policies that maintain a high degree of safety for all students, and to review, where necessary, any policies that may increase safety in the school.

Needs Assessment: Maintaining a safe and supportive environment is paramount to a productive learning environment.

Activity	Resources Needed	Measures of Implementation
Maintain a Safety Committee to be chaired by one of the Housemasters to include representatives from the administration, faculty, students, parents, and School Police.	Challenge for Change Grant	Committee is initiated in September and meets monthly.
Review the policies in the Student/Parent Handbook and make recommendations for any changes that may improve the safety conditions at BHS.	Challenge for Change Grant	Recommendations for any changes in the Handbook will be presented to the Principal by April, 10.
Examine/analyze discipline statistics looking for any patterns that may lead to suggested changes.	No funding necessary	Chair meets with the Principal and the Administrative Team to discuss changes supported by discipline statistics.

IX. Appendix

A. School Council Minutes



City of Brockton

BROCKTON PUBLIC SCHOOLS

Basan Nembirkow ♦ Superintendent of Schools

**Dr. Susan E. Szachowicz, Principal
Brockton High School**

Phone (508) 580-7633 Fax (508) 580-7600
SUSANSZACHOWICZ@brocktonpublicschools.com

1. MINUTES OF THE BROCKTON HIGH SCHOOL COUNCIL MEETING

September 17, 2008

PRINCIPAL'S CONFERENCE ROOM

A regular meeting of the Brockton High School Council was held on Wednesday, September 17, 2008 at 6:00 p.m. in the Principal's Conference Room of Brockton High School.

PRESENT: Susan Szachowicz, Maria LeFort, Lynda Walsh

- I Welcoming
- II Student Handbook
- III Athletic Eligibility
- IV. Calendar & Meeting Dates
- V. Open House
- VI. More Awards & Recognition
Chronicle – Airing in mid October
Council of Great City Schools
- VII. Selecting a Community School Advisory Board School Council Representative

Meeting adjourned at 7:00 p.m.

Dr. Susan E. Szachowicz, Principal

Maria LeFort, Associate Principal -Acting Secretary

Brockton High School ♦ 470 Forest Avenue ♦ Brockton, Massachusetts 02301

www.brocktonpublicschools.com

Brockton. Education. Industry. Progress.



City of Brockton

BROCKTON PUBLIC SCHOOLS

Basan Nembirkow ♦ Superintendent of Schools

**Dr. Susan E. Szachowicz, Principal
Brockton High School**

Phone (508) 580-7633 Fax (508) 580-7600
SUSANSZACHOWICZ@brocktonpublicschools.com

2. MINUTES OF THE BROCKTON HIGH SCHOOL COUNCIL MEETING

November 18, 2008

PRINCIPAL'S CONFERENCE ROOM

A regular meeting of the Brockton High School Council was held on Tuesday, November 18, 2008 at 6:00 p.m. in the Principal's Conference Room of Brockton High School.

PRESENT: Maria LeFort, Lynda Walsh, Caroline Moran, Jeanne Holmes-Kireilis, Linda Hains, Patricia O'Connor, Richard Mosesso, and Elyssa Fontes.

ABSENT: Susan Szachowicz, Patricia Joyce, Theresa Sousa, John Glynn, Annette Calloway, Annette Moore

- I Welcoming
- II Proposed Academic Level Changes at BHS
- III Athletic Eligibility
- IV. Selecting a Community School Advisory Board School Council Representative
- V. John & Abigail Adams Scholarship
- VI. New Business

Meeting adjourned at 7:00 p.m.

Maria LeFort, Associate Principal -Acting Secretary

Brockton High School ♦ 470 Forest Avenue ♦ Brockton, Massachusetts 02301

www.brocktonpublicschools.com

Brockton. Education. Industry. Progress.



City of Brockton

BROCKTON PUBLIC SCHOOLS

Basan Nembirkow ♦ Superintendent of Schools

**Dr. Susan E. Szachowicz, Principal
Brockton High School**

Phone (508) 580-7633 Fax (508) 580-7600
SUSANSZACHOWICZ@brocktonpublicschools.com

3. MINUTES OF THE BROCKTON HIGH SCHOOL COUNCIL MEETING

January 20, 2009

PRINCIPAL'S CONFERENCE ROOM

A regular meeting of the Brockton High School Council was held on Tuesday, January 20, 2009 at 6:00 p.m. in the Principal's Conference Room of Brockton High School.

PRESENT: Susan Szachowicz, Maria LeFort, Caroline Moran, Patricia O'Connor, Jeanne Holmes-Kireilis,

ABSENT: Patricia Joyce, Lynda Walsh, Theresa Sousa, John Glynn, Annette Calloway, Annette Moore, Linda Hains, Richard Mosesso, and Elyssa Fontes.

1. Updates
 - Superintendent's Advisory
 - Community Schools
2. New BHS Levels
3. Rocky
4. Athletic Eligibility
5. Superintendent Search
6. February 12, 2009 – 6:30-8:30 – Middle School Parent Orientation – BHS Auditorium
7. Other issues, questions

Meeting adjourned at 7:00 p.m.

Dr. Susan E. Szachowicz, Principal

Maria LeFort, Associate Principal -Acting Secretary

Brockton High School ♦ 470 Forest Avenue ♦ Brockton, Massachusetts 02301

www.brocktonpublicschools.com

Brockton. Education. Industry. Progress.



City of Brockton

BROCKTON PUBLIC SCHOOLS

Basan Nembirkow ♦ Superintendent of Schools

**Dr. Susan E. Szachowicz, Principal
Brockton High School**

Phone (508) 580-7633 Fax (508) 580-7600
SUSANSZACHOWICZ@brocktonpublicschools.com

4. MINUTES OF THE BROCKTON HIGH SCHOOL COUNCIL MEETING

March 17, 2009

PRINCIPAL'S CONFERENCE ROOM

A regular meeting of the Brockton High School Council was held on Tuesday, March 17, 2009 at 6:00 p.m. in the Principal's Conference Room of Brockton High School.

PRESENT: Susan Szachowicz, Maria LeFort, Caroline Moran, Patricia A. Joyce, Patricia O'Connor, Jeanne Holmes-Kireilis, Lynda Walsh, Linda H. Hains, and Richard Mosesso

ABSENT: Theresa Sousa, John Glynn, Annette Calloway, and Annette Moore

1. Updates
2. Opt Out
3. EPP
4. Infinite Campus update
5. Other issues, questions

Meeting adjourned at 7:00 p.m.

Dr. Susan E. Szachowicz, Principal

Maria LeFort, Associate Principal -Acting Secretary

Brockton High School ♦ 470 Forest Avenue ♦ Brockton, Massachusetts 02301

www.brocktonpublicschools.com

Brockton. Education. Industry. Progress.

Best Practices
2009- 2010

Best Practices 2009 – 2010

Art Department:

The study of all Arts is closely related to artists from many time periods. When artists and their styles are studied, their relationships with the contemporary political, social and artistic events of the time are connected to our world today.

Students will:

- use imaginative and reflective thinking during all phases of creating and performing.
- use analytical and critical thinking to respond to works of art.
- assess individual growth through observation, documentation and evaluation.
- study art history.
- know the value of the arts in shaping and reflecting cultural and historical heritage.
- integrate the arts and make connections among the arts and other disciplines.
- explore the use of technology to create, perform and conduct research in the arts.
- use art for personal growth and enjoyment

Teachers will:

- directly teach and model various methods of art making.
- emphasize the practical, real world application of art materials.
- engage students in visual art making.
- expose students to historical, cultural and inter- disciplinary connections.
- function as facilitators in order to help students translate their abstract ideas visually.
- document and evaluate progress through a variety of performance based assessments.
- use oral and written critiques to reinforce Literacy in Speaking.
- provide students the opportunity to display art work frequently and in a variety of venues.
- reinforce literacy skills of reading, writing, speaking and reasoning through art instruction.

Bilingual Department:

In order to better prepare English Language Learners for MCAS and for transitioning into general education classes, the Bilingual Department has:

- continued to offer Bilingual MCAS Math and ESL MCAS remedial classes for students in grades 10-12
- created an Immersion Bio Review class for students in grades 11-12 who have not yet passed the Biology MCAS
- distributed copies of released MCAS test items to all math, ESL and biology teachers to be used as practice exercises with students
- practiced open response questions and graphing activities in all classes on scheduled weeks prior to MCAS in March and May.
- incorporated teaching of novels into all full year ESL classes as preparation for the long composition.
- Submitted and analyzed student work samples focusing on reading and writing strategies from each marking period
- developed a strand within the Bilingual Program for ELLs who have arrived from their native countries with significant gaps in their formal education; i.e often , having completed the equivalent of the 4th or 6th grades. Full-year courses in ESL, Math, Science and Social Studies have specialized curriculums that target the specific literacy needs of these students with the hope of preparing them to transition to entry-level bilingual courses.

Business, Technology, and Career Education Department:

The following objectives are incorporated into all courses:

Literacy:

- Enhance reading, writing, computing, communications, and reasoning skills and apply them to the business, technical, career, and vocational environment.
- Continue to incorporate writing assignments into all content areas.

- Continue to incorporate graphs and charts into all content areas to improve student’s analytical skills.
- Apply technical skills to address business and vocational applications and emerging technologies.
- Model oral presentation lessons for students using technology.
- Incorporate personal and business ethics into all content areas.
- Facilitate and inspire student learning and creativity
- Use rubrics to assess and improve student’s writing, graphing, oral communication, and presentation skills.

Business, Technology, and Career Courses:

- Promote digital citizenship and responsibility when using the Brockton Public Schools network.
- Incorporate technology across all business, technology, and career education curricula.
- Develop communication skills necessary to address a changing business environment.
- Produce business documents using current and emerging technology.
- Develop student’s skills for success in the workplace.
- Develop student’s skills for success in post-secondary education.
- Recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability.

Vocational and Technical Courses:

- Provide curriculum and instruction for students in the vocational and technical areas to become OSHA certified with a 10-hour General Industry Safety Certification card.
- Integrate math and science into the vocational and technical courses whenever appropriate.
- Align the Certificate of Occupational Proficiency benchmarks (COP) and the new CVTE frameworks into all areas of technical, business, and vocational education.

Professional Development:

- Offer professional development for teachers in the use of new and emerging technologies and software applications for the purpose of designing digital-age learning experiences and assessments for students.
- Offer professional development for teachers to meet safety training requirements mandated by OSHA.
- Explore the use of local and global learning communities to develop and share curriculum and digital resources in support of student learning.

English Department:

The English Department initiatives for 2008-2009 focused on issues and strategies directly related to:

- Benchmark Testing in Freshman English Classes
- Professional Development
- School-Wide Literacy Initiatives
- MCAS Preparation
- College Readiness

I. Benchmark Testing

The English Department developed and administered a series of three Freshman English Benchmark Tests. The tests focused on skill development as outlined in the Freshman English Objectives in the English Department Curriculum Guide.

The **November** test reflects the reading skills and literary elements students will have practiced by the **end of Term I:**

- determining purpose
- making relevant predictions about the text
- identifying areas of text that are unclear, and formulating clarifying questions
- understanding the significance of key quotations
- determining main ideas of the text
- making inferences about the text

- determining the significance of the title
- understanding a word’s meaning through use of context clues and/or word parts
- plot/structure
- character/characterization
- setting
- conflict
- point of view

The **January** test focuses on characterization and how the author uses literary elements to develop character; focus areas reflect material students will have completed by the end of Term I. The test includes:

- plot/structure
- character/characterization
- setting
- conflict
- point of view
- theme
- mood
- symbol
- understanding a word’s meaning through use of context clues and/or word parts

The **April** test focuses on poetry, and reflects elements of the Freshman Poetry Unit as well as literary elements included in the Freshman English Objectives. The test includes:

- speaker
- imagery
- metaphor, simile, personification
- allusion
- rhyme scheme/stanza pattern
- rhythm
- sound devices
- theme
- tone
- foreshadowing
- allusion
- flashback

II. Professional Development

Workshop I Wednesday, April 29, 2009

"R U Connected? The Joy of Technology in the English Classroom"

- iPods
- Wiki pages
- Google Groups
- Podcasts
- Webinars
- Blogs
- The Blackberry
- Vision
- Interactive Whiteboards

What does it all mean? This workshop explored various ways to incorporate technology into the English classroom.

Presenters shared resources, demonstrated websites, and discussed strategies that English teachers could easily use in their own classrooms.

Workshop II Thursday, May 28,

"Why am I here? Are humans inherently good? Would I like cheese with that? How to Use THE BIG QUESTION to Drive Instruction and Impact the Classroom"

Examining the big question offers insight into most works of literature. Students are introduced to the question during pre-reading have a focus and purpose to help them through the entire unit. Teachers can use the question to help students understand the author’s intent, as well as to understand the impact of the work on their own lives. This workshop defines the big question, gives steps on how to create it, and provides examples of ways it has been used in the classroom. There is collaborative planning time to create essential questions for your own classes.

III. School-Wide Literacy Initiatives

September: Review of formative and summative assessment strategies in anticipation of 2008-2009 school year

January: Overview: Standards for Classroom Instruction

April: Follow –up to Foldable graphic organizers and quick-writes

May: “Writing is to Thinking Fluency as Phonics is to Reading Fluency.”

IV. MCAS Preparation and College Readiness

- Each teacher in the English Department follows the Freshman and Sophomore Pacing Guides as a means to prepare students for the March ELA test; the Department Head monitors the implementation of Pacing Guide timelines. In addition, teachers have turned in samples of student work four times this year, and have received feedback from the Department Head.
- In addition to meeting with teachers outside of the classroom to review MCAS strategies, the Instructional Resource Specialist delivered model lessons on MCAS strategies for new teachers in the Department.
- The English Department continues to expand materials available on the *English Department Share Drive*.
- The Department’s Steering Committee, made up of nine English teachers varying in years of service, met twice a month to plan department meetings and workshops.
- The Steering Committee reviewed the curriculum guide and modified materials to support the benchmarking initiative and the rigor/relevance framework.
- The Steering Committee created, piloted, revised, edited and finalized three Freshman English Benchmark Tests that are aligned with the Standards and the English Department Curriculum.
- The Steering Committee continues to analyze test data in order to evaluate and revise reading selections, questions and answer choices.
- The Steering Committee continues to present Benchmark Test data to teachers in order to provide informative, constructive feedback.
- The English Department has expanded the Plato Lab schedule during Semester II in order to include students in Freshman Ac Prep classes.
- The English Department has expanded the SAT Lab schedule in order to include students in Junior Ac Prep classes.
- During 2008 – 2009 English Department meetings focused on the following topics and best practices:

Family and Consumer Sciences:

The following are objectives and best practice strategies which the Family and Consumer Department seeks to implement in all courses:

- Practice and model organizational skills
- Vocabulary words posted in classrooms and included in notebooks
- Increased emphasis on writing essays
- Use of open response questions on tests, homework assignments and final exams
- Journal writing
- Model and practice strategies for answering multiple choice questions
- Emphasize critical thinking and problem solving skills
- Practice in volume, linear and weight measurements in laboratory classes
- Use of basic fractions, decimals, graphs and charts for cost analysis, budgeting , trend analysis and nutritional assessments
- Increased awareness of children’s literature and early childhood literacy skills
- Emphasis on childhood obesity and other wellness issues
- Development of rubrics for grading

Continue professional development to refine literacy strategies.

Foreign Languages Department:

The following are objectives and best practice strategies which the Foreign Languages Department seeks to implement:

- Appropriate and frequent use of target language in class on a daily basis with little or no recourse to English
- Integrated development of the four language skills of Listening, Speaking, Reading, and Writing with integration of formal and informal aspects of culture.
- Functional use of target language for every day communication by teacher and students based on the National Standards for Foreign Language Learning as well as the Massachusetts Foreign Language Frameworks (Communication, cultures, connections, comparisons, communities)
- Spontaneous, creative use of the target language for self expression by teacher and students
- Non-judgmental comparisons and contrasts between native and target cultures
- Continuing emphasis on writing assignments at all levels of instruction, including Types 1, 2, and 3, and graphic organizers
- Open Response writing practice based on target language and culture
- Graphing Activities based on target language and culture
- Inclusion of teaching strategies for multiple choice questions
- Emphasis on learning and using vocabulary in context
- Use of visuals in the text to preview, predict, and access prior knowledge about content
- Emphasis on reading for “comprehensible input” as a means to language acquisition at all levels of instruction
- Development of pre-, during-, and post-reading strategies
- Constant emphasis on speaking and writing in complete sentences, with appropriate grammar and punctuation
- Incorporation of performance based tasks and assessments in all target language classes at all levels
- Use of rubrics for oral and written projects
- Professional development workshops for teachers related to the above objectives and best practice strategies
- Curriculum is continuously updated
- All new teachers will have completed training in Literacy Strategies and Collins Writing
- All new teachers will have taken advantage of Professional Development time to observe and talk with veteran teachers in the department
- All new teachers will confer with mentors regularly

Guidance Department:

The Brockton High School Guidance Department will align the counseling program with the Mass Model: Develop and deliver counseling programs and services that provide all students the requisite knowledge and skills for success in academic/technical, workplace readiness and personal and social domains.

Guidance Curriculum

The guidance curriculum will include a sequential, standards-based plan for instruction that cultivates students’ competencies across key developmental levels.

- Bridges Choices Explorer and Planner
- Developmental Group Presentations
- Literacy Initiatives

Response Services

Counselors will plan short term counseling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school-specific situations that disrupt learning.

- Crisis Counseling
- Psycho educational workshops
- Support Groups

Individual Planning

Counselors will provide students with ongoing systemic interventions to assist students with planning, managing and monitoring their educational and career goals.

- Project Diploma
- Career Advisement Plans
- Student Educational Plans

System Support

The Guidance Department Head will establish activities that enhance and maintain optimal delivery of the school counseling program. The Guidance Department sets its goal annually and is reflected in the department improvement plan to ensure that the program is supported, carried out and modified as needed. The department improvement plan becomes a means for school counselors to ensure the school counseling program is supporting the school improvement goals by incorporating these goals in their individual professional development plans.

- Guidance Steering Committee
- Student Surveys
- Professional Development

Instructional Resources Department:

The Instructional Resources Department is fully integrated into the instructional program and serves all students and staff. Library Media Specialists collaborate with classroom teachers to teach and integrate Literacy Objectives in reading, writing, speaking and reasoning. The Instructional Resources Center (IRC) provides resources and instruction that promote students' achievement of learning goals.

- Partner with classroom teachers on projects that help students use a variety of resources, conduct research, and present their findings.
- Teach skills and strategies students need to learn and to become effective users of ideas and information.
- Instruct teachers and students how to incorporate and cite print and electronic resources in projects.
- Assist teachers and students to search out their information needs, to critically evaluate the materials they locate, and use technological means to synthesize their findings into new knowledge.
- Assess literacy skills in all classes.
- Promote reading as a life-long skill by matching students and books.

JROTC Department:

The Junior ROTC Department is focused on developing leadership in our students. Good leadership requires a high degree of literacy. Consequently, we are doing a number of things in JROTC to help students develop and reinforce their literacy skills:

- All JROTC students use active reading strategies in class and when preparing assignments.
- All JROTC students review open response writing techniques with at least one challenging open response question assigned as a major homework assignment each school year.
- At least one open response/essay question is asked on each major test and examination.
- All JROTC participate in a national JROTC essay contest each year. BHS JROTC finalist's papers are submitted to the English department for input before final selection is made.
- All JROTC students are provided with a journal. Students write their thoughts and ideas about the subject matter being studied in their journals. Periodic journal exercises are also assigned where students are required to write short essays on specific topics.
- Basic practical math skills are exercised in land navigation classes.
- Practice in reading graphs is provided when information related to the JROTC curriculum can be portrayed graphically in a meaningful way.
- Students work on reasoning skills by researching, then presenting and possibly arguing curriculum-related material in a logical way both orally and in writing.

Mathematics Department:

- All freshmen and sophomores study algebra and geometry. This practice continues as required by the Massachusetts Curriculum Frameworks and the requirements of the MCAS Test.
- Aligned texts have been used for the fifth year that support the Standards, using technology, multiple testing strategies, problem-solving and more.
- Teacher workshops were held in problem solving, smartboard use, graphing calculator use, math projects/alternative assessment, foldables/graphic organizers, quick writes and strategies for classroom management.
- Teachers continued implementation of the RASCAL method of approaching Open Response Questions (Read, Ask yourself, Set-up, Complete your Work, Answer, Look back). The format was updated so the form could be used for each separate part of the open response. Reading open response questions appropriate to mathematics were completed and teachers used the school-wide rubric for scoring. Traditional math open-response question also remain a year round focus in mathematics classes. Geometry Academic Prep students complete a series of Chapter Open Response Questions written specifically for chapter review.
- MCAS questions were presented to students in classes as warm-ups and classroom exercises to provide practice in answering multi-step problems and answering multiple choice and short answer questions.
- Teachers participated in professional development sessions during school-wide and department meetings to learn strategies that are specifically directed toward assessment. The assessment flow-chart, alternative assessment, homework as an assessment tool and grading of assessments were topics of discussion. In addition, foldables and quick writes were integrated into lessons with a positive reception from the teachers and students.
- Teachers developed and used activities and strategies that were beneficial to all students. Teachers developed graphing, open response, summarizing and reading activities. These were implemented in all classes and samples of student work were collected.
- All MCAS teachers (MCAS Math, MCAS Tutoring and Math Review teachers) used Apangea software and the reports that can be generated from that program. The paraprofessional in the computer lab continues to provide teachers with necessary help and information. In addition, upon acquiring this new Apangea software in February, all Academic Prep Geometry classes have been using the lab once a week. Apangea has also been integral in sustaining the Credit Recovery Program. Apangea provides solid problem solving strategies and allows students one-on-one tutoring when necessary.
- Mappings for all classes have been revised to better meet the needs of the Curriculum Frameworks and the students. This remains an on-going process. The course outlines are also updated on a regular basis and correlate with the mappings.
- The Instructional Resource Specialist has observed teachers working in the classroom and demonstrated effective teaching strategies, provided teachers with ideas and suggestions for improving instruction and classroom management
- Mentoring goes on both formally through the Mentoring Program and informally in the office suites; methods and materials are shared on a daily basis through these avenues.

Music Department:

The Music Department reflects the Mass. Arts Curriculum Frameworks and the Standards of the Mass. Music Educators Association.

- Setting goals, standards, levels and strategies to achieve them
- Reading literature on the following topics:
 - Composers
 - Musical periods
 - instrumentation
- Analysis of musical compositions through writing, listening, reading and performing
- Development of skills

- Applications of musical techniques
- Ensemble development, singing, and playing
- Styles of performance
- Setting performance level
- Reinforce literacy skills of reading, writing, speaking, and reasoning through music instruction

Project G.R.A.D.S. Program:

- Goal setting and development of strategies to achieve goals
- Critical thinking skills
- Applying knowledge to everyday behavior
- Decision making skills
- Journal writing
- Problem solving
- Recognizing the importance of MCAS for themselves and their children

Science Department:

The Science Curriculum is based on Massachusetts Curriculum Frameworks for Science and Technology/Engineering implemented in May 2006.

Staff Development

- Continue professional development in all aspects of the BHS Literacy Initiative with emphasis on Reasoning and Speaking Literacy.
- Continue to assist Science Department members, especially first, second, and third year teachers, with Science Fair participation details and rules for entry.
- Offer professional development activities to include: Location and proper use of lab materials, supplies, and use and care of specific equipment (video, microscope; Hoffman Apparatus, Van de Graf generator, etc.)
- Other professional development activities will focus on lesson plans on-line, prep room etiquette, classroom management techniques, and MCAS based labs.

Classroom Strategies

- Concept development should include the collection and analysis of data using available technologies.
- Computer-based and mechanical simulations of scientific phenomena should be included in concept development and refinement.
- Continue to expand cooperation between Science and Technology Education
- Work to improve classroom strategies to help students gain MCAS content mastery and raise level of MCAS test taking skills.
- Regularly include open response writing activities.
- Encourage student-prepared research assignments to be presented to the class and to be entered in the Science Fair.
- Continue to develop and refine curricula for earth science, environmental biology, and cellular biology.

Social Science Department:

Staff Development:

- First, second and third year teachers are encouraged to participate in the “Teacher as Observer” professional development, observing veteran teachers, making note of classroom management and teaching strategies to bring back to their own classroom.
- Departmental sharing of teaching and learning strategies acquired at school-wide professional development meetings (foldables; quick writes).
- All teachers submit student work samples on an on-going basis throughout the school year. The feedback they receive is in accordance with the BHS literacy and professional development initiatives, which are geared toward the improvement of instruction and assessment for all students.
- United States History teachers use benchmark exams to assess student comprehension of the material as well as inform their instruction within the standards based- classroom.

- United States History teachers have been trained in the use of the Edusoft Assessment Management System.
- World History teachers worked collaboratively to establish greater vertical articulation of the curriculum for the United States History II course.
- The Instructional Resource Specialist meets weekly with all non-professional status teachers to observe and offer feedback on teaching strategies, provide guidance in the selection of content and lesson planning, and ensure continued professional growth.

Classroom Strategies:

- Use the key graphing and open response terms when developing lessons.
- Regularly include open response writing, graphing, and reading comprehension strategies in lessons.
- Work with students on developing strategies for answering multiple-choice questions
- Submit sample open response and graphing assignments as part of MCAS preparation initiatives.
- Include open response and graphing questions on tests and quizzes; include active reading and multiple choice strategies on a regular basis in daily lessons and assessments.
- Regular assessment of literacy skills in all classes on an on-going basis.
- Incorporate historical research projects into all classes at all academic levels with appropriate scaffolding of the skills necessary to complete the task.
- Incorporate the literacy objectives in daily lessons.
- Freshman World History classes, at all academic levels, participated in a week long study skills unit focused on the 4 literacy areas of reading, writing, speaking, and reasoning as part of their introduction to the high academic expectations of Brockton High School.
- Use of higher level questioning techniques to gauge student comprehension of the material and inform classroom instruction.
- Use of formative assessment tools to inform classroom instruction and determine student strengths and weaknesses within a course of study/unit/lesson.

Special Education Department

The Brockton High School Special Education Department offers a full continuum of specialized programs and educational services (deleted repeated word) for students with disabilities in compliance with IDEA 2004. Brockton High School's Special Education Department will provide programs/services through:

- the design and implementation of Individualized Educational Programs for each student with disabilities utilizing a team approach that includes both parents and students as integral team members.
- collaboration and consultation with general education staff to assure high academic standards as measured by the MA Curriculum Frameworks.
- researched-based interventions to close the gaps in achievement (Read 180, Achieve 3000, and Apangea math)
- academic support classes that assist students in achieving at their full potential in their inclusionary classes
- specialized reading interventions using a concrete and sequential approach to reading fluency as well as comprehension strategies
- providing access to the general education curricula through co-taught and supported classes
- Behavior Intervention Plans
- occupational, daily living, and social skill development
- supported work placement
- diagnostic assessments
- bilingual classes
- functional/daily living skill development
- transitional plans to enhance post-secondary outcomes for all students beginning at age 14

Wellness Education Department:

- Literacy skills are required in each unit throughout department, including physical activity classes
- Reading of health, wellness, and fitness articles with appropriate writing assignments
- Multiple choice tests and practices presented in every class

- Bar/line graphs and pie charts used for interpretation of health and fitness activity i.e.; heart rate monitors
- Student fitness portfolios include: graphs, charts, journals, and fitness assessment
- Teachers develop lessons using data from nutrition worksheets, pedometers, heart rates, skills performance, strength training and measurements
- Students practice speaking in full sentences, specifically when asked to demonstrate a specific skill or explain a procedure
- Peer assessment used to improve skill development
- Pre and post fitness testing
- Musculoskeletal charts used to better understand strength training benefits
- Data collection and fitness analysis
- Students may use a writing assignment to make-up one class during a unit
- Nutritional analysis includes calorie expenditure, weight management techniques and understanding food labels
- Essay writing with emphasis on open response techniques and/or Collins writing techniques
- Vocabulary emphasis using root words, prefixes and suffixes
- Open-response exercises and tests to improve literacy skills
- Library resources and computer search used to enhance class work, term papers, and debates
- Application of critical thinking skills, reasoning, role-playing and decision making in health issues such as CPR, drug use, conflict resolution, stress management and human sexuality
- Creation of power point presentations
- Health/Disease Brochure development using Microsoft
- Rubric usage for classroom / physical education for formal and informal assessment
- Project Adventure problem-solving activities (classroom/gym) for improved social interaction
- Goal-setting for healthy habits and lifestyles
- Character building activities to improve social behavior
- leadership development through literacy activities and practice
- Independent student Wellness Projects
- Foldable and quick write formal assessments
- Utilization of community agencies and resources for improved learning