



City of Brockton

BROCKTON PUBLIC SCHOOLS

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2009-2010 Brockton Public Schools Strategic Goals

I. Teaching and Learning Goals

A. Road Map Coherence, Year III

The Brockton Schools lead the state in quality curriculum assessment structure. The School Department's *Road Map*, created by administrators and teachers, is an excellent vehicle for assessing teaching methods and sharing *Best Practices* among educators. During this school year, we will build on past successes and use the *Road Map* to continue to evaluate and improve on classroom instruction.

We will --

- ▶ *Utilize* the MA Curriculum Frameworks to target instruction and gauge student proficiency and academic progress.
- ▶ *Continue* to model the K-12 Standards of Learning Instruction.
- ▶ *Better communicate* Student Achievement Data around the system.
- ▶ *Focus* more effort and resources on inclusion classrooms, in which studies have shown greatly improved achievement among English Language Learners and Special Education students.
- ▶ *Develop* a stronger communication network with parents, so that they understand academic goals and expectations for their children – *our students*.

B. PreK-12 Literacy Initiative

An interdisciplinary literacy initiative similar to the highly-successful Brockton High model will be instituted at all levels, districtwide. A targeted focus on literacy goals and objectives will help to spotlight student learning and lead teachers to common practices.

To boost achievement, we will –

- ▶ *Continue to expand* on the cross-curricular Literacy Objectives at BHS.
- ▶ *Clearly articulate* the Middle School ELA Curriculum by identifying essential skills students must master to make a successful transition to high school.
- ▶ *Expand* the three-tiered Response to Intervention (RTI) model to all elementary and middle schools, ensuring that all children in need of additional academic supports receive the level of help they require.

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- ▶ *Utilize* Benchmark Exemplars, K-12, to better determine what areas of instruction need bolstering.
- ▶ *Continue to employ* K-12 Common Assessments to plan curriculum and interventions to best serve students' needs.

C. PreK-12 Numeracy

Brockton's gains in math skills have been lauded at the middle and high school levels, yet much is left to be done. We will continue to build on past successes and refocus our energies on improving math scores across grade spans.

We will –

- ▶ *Develop* higher order critical thinking skills through problem-solving – this will mean a greater emphasis on the practical implications of math versus the rote method.
- ▶ *Take* a pragmatic look at the Middle and High School algebra articulation model to find a better, clearer path for students to progress from one school level to the next without lapses in instruction.
- ▶ *Use* the three-tiered Response to Intervention (RTI) model in PreK-5 to tailor our curriculum, instruction and support models to foster the greatest understanding among individual learners. Building upon strong supports, we will help all students to achieve in math.

D. Standards-based Report Cards

We will—

- ▶ *Implement* standard-based report cards with Fidelity K-5, refining needs based on feedback.
- ▶ *Develop* standards-based report cards, Grades 6 – 8, focusing on Grade 6 in 2009-2010.

E. Student Achievement Results

We will—

- ▶ *Analyze and present* student achievement results across all levels of the school system to include system and site-level constituents.
- ▶ *Provide* gap analysis in order to focus on closing the student achievement gap based on all DESE target subgroups.

F. K-12 Alternative Pathways

Given the right approach to alternative pathways, Brockton is poised to be a leader among urban school districts. During this year, we will study existing programs, proven models and outcomes for our neediest populations and develop innovative alternatives to mainstream offerings. We recognize that our population faces varied and complex barriers to education, and we will continue to expand opportunities for our youngest learners and our at-risk students at the middle and high school levels.

During the year we will –

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- ▶ *Study* current programs both in-district and throughout the region.
- ▶ *Analyze* student achievement data to determine where interventions would best be targeted.
- ▶ *Present* program recommendations to the School Committee for implementation the following school year.

G. PreK-12 Wraparound Student Support Services

The District will work to provide a more cohesive menu of services to children identified in need of support. Whether it is for academic help, emotional support, medical needs or for referrals to outside service agencies, District personnel will better communicate and coordinate among departments to serve the needs of students and families in a more efficient and effective manner.

The District will –

- ▶ *Study* current programs both in-district and throughout the region.
- ▶ *Work* to create more Early Childhood Programs to serve populations that most need early access to education.
- ▶ *Develop* a Pyramid of Interventions to support every population: mainstream, Special Education, English Language Learners, dropouts, etc, so that all students have the best available support structure and referrals at every juncture.

H. Professional Development Alignment

Brockton Schools will continue to provide the highest quality professional development opportunities to its teachers, administrators and staff. This year, the District will work to align its professional development offerings and standards to state and national models.

We will employ –

- ▶ Data-driven, research-based Best Practices.
- ▶ Nationally-recognized leadership training programs like NISL, OATS and RBT.
- ▶ Technology to support all levels of learning so that teachers will increasingly employ the best and latest in technology-assisted instruction.
- ▶ Differentiated Instruction, all grade levels and core areas. (Standard #9 of **Focus on Results, Road Map**)
- ▶ Response to Intervention (RTI) K-8 for the 2009-2010 school year
- ▶ Checking for Understanding, all grade levels and areas. (Standard #8 of **Focus on Results, Road Map**)

II. School Climate

We will—

- ▶ *Review and revise* all student handbooks
- ▶ *Review and revise* site-level and district discipline policies
- ▶ *Analyze* student dropouts and develop prevention/retention plans
- ▶ *Analyze* all alternative options, developing a portfolio of options with specific recommendations.

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- ▶ *Engage* site-level faculty and staff in the process of redefining roles and norms to include counseling services.

III. District Operations: Budget, Capital/Facilities and Safety and Security

We will—

- ▶ *Redesign* command authority of School Police unit.
- ▶ *Enhance* budget model to include forecasting, budget preparation and strategy to ensure transparency in an all-funds approach to fiscal management.
- ▶ *Review* capital and facility plans bringing forward specific recommendations.
- ▶ *Review* district transportation, preparing FY11 based on findings in FY10.
- ▶ *Review* Community Schools: program operations and revenue.
- ▶ *Review* technology support operations and enhance service delivery

IV. School Committee and Superintendent Relations

We will—

- ▶ *Build* open, honest relations between the School Committee, Superintendent and central office
- ▶ *Improve* communications across all levels and all constituencies.
- ▶ *Engage* the Community.

We will measure the abovementioned goals using the following indicators:

- A. Quantitative:** MCAS, End of Unit Tests, Benchmark, Common Assessments, SAT, Advance Placement, International Baccalaureate, DESE Annual Measures, LASW, Walkthrough Data, DIBBELS, MAZE, Aims Web
- B. Qualitative:** Walkthrough Data, Classroom Evidence/Artifacts, LASW, PLC'S, School Review

MyDocs/MPhD/09-10 Goals/09/16/09

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