



"Create Your Tomorrow"



DISTRICT IMPLEMENTATION PLAN 2018-2021

District Name: Brookfield Public Schools

Current School Year: 2018-2020

Summary of Data:

Areas of Need: x Reading x Writing x Mathematics x Climate - Safe and Orderly School Environment

Subgroup Reading: x Students with Disabilities x English Language Learners x Black x Hispanic x Economically Disadvantaged

Subgroup Mathematics: x Students with Disabilities x English Language Learners x Black x Hispanic x Economically Disadvantaged

Goals:

1. **Leadership Development and Capacity Building:** Through leadership development Brookfield educators will collaborate in professional learning communities that foster continuous improvement, innovative and high leverage instructional strategies, and lifelong learning. Through ongoing reflective supervision and feedback, professional development will be targeted to students' and staff's learning needs. ADULT OUTCOMES
2. **Student Achievement:** Increase the academic achievement of all students ensuring that every student has access to rigorous, high quality, vertically aligned K-12 learning experiences by providing students opportunities to problem solve, comprehend increasingly complex texts, and write cohesive, evidence supported arguments. Instruction will cognitively engage students through highly effective teaching strategies, including the integration of computer technology; the use of student data to drive instructional decisions; and job embedded, ongoing professional development. STUDENT OUTCOMES
3. **Curriculum, Instruction, and Assessment:** Curriculum (what we teach), instruction (how we teach), and assessment (how we know students are learning) are at the heart of the work we do in the Brookfield Public Schools to ensure that every Brookfield High School graduate is empowered to become a critical thinker, problem-solver, effective communicator, global citizen, and life-long learner through rigorous, relevant and comprehensive educational experiences, expansive student opportunities, and active community involvement. ADULT/STUDENT OUTCOMES
4. **Culture, Climate and Communication:** Students learn best in a physically and emotionally safe and supportive school environment that promotes student learning by fostering self-reliance, willingness to share ideas, positive relationships, and a sense of belonging to the school community. Positive school climate nurtures mutual respect, listening to others, and assuming responsibility. Each school and the district will provide ongoing communications and build partnerships among students, staff and other adults in the school community. COMMUNITY OUTCOMES

Superintendent:

Date: 9/4/18

Assistant Superintendent:

Date: 9/4/18

THEORY OF ACTION

All students will succeed when they are educated in a climate of continual improvement with high expectations for learning, best instruction practices, and supportive relationships with staff and other adults in the school community.

If we, as a school system, define what excellent teaching looks like, as specified in the Common Core of Teaching Rubric for Effective Teaching (CCT) 2014 and the CCT Rubric for Effective Service Delivery 2015, and use that definition as our standards for curriculum development, instructional practice, and student assessment, then there will be greater coherence among these areas, the standards of professional practice will rise and student learning will increase. (Evidence: District and school results of improved professional practice rating levels from Educator Evaluation platform, teacher formal and informal observations, professional development plans and activities, student achievement data and artifacts.)

If we provide all stakeholders with ongoing communication about expectations, programs, and activities, then we will build stronger relationships among the adults in the school and community to support student learning. (Evidence: Parent and staff survey results, school newsletters, website usage statistics, School-Message communiqués, community forums, etc.)

If we want to achieve what we've never had, then we must be willing to do what we've never done. If we accept that one extra degree of effort separates the good from the great, then we acknowledge that we are responsible for our own results.

DISTRICT MISSION STATEMENT

To inspire, challenge and prepare all students to live meaningful and productive lives.

Every student is empowered to become a critical thinker, problem-solver, effective communicator, global citizen, and life-long learner through rigorous, relevant and comprehensive educational experiences, expansive student opportunities, and active community involvement.



DISTRICT IMPROVEMENT PLAN | BROOKFIELD PUBLIC SCHOOLS 2018 – 2021

Goal 1

Leadership Development and Capacity Building

What problems will the improvement plan attempt to solve? Ensure the success and achievement of all students through alignment of evaluation data of leaders, teachers, and students.

Leadership Development and Capacity Building: Through leadership development, Brookfield administrators will collaborate in professional learning communities focused on deep understanding of leadership expectations detailed in Domain 1 of the CT Common Core of Leading (CCL) to ensure the success and achievement of all students. Collaborative professional learning focused on Domain 1 of the CCL and the rubrics of both the CCL and Common Core of Teaching (CCT) will support ongoing reflective supervision and feedback and professional learning opportunities targeted to students' and staff's learning needs.

Objective:

Update District Professional Learning Plan (2018-19)

Each year, the district and each school will implement the district and school professional learning plan aligned to leadership, teacher, and student evaluation data.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided?	Status
Develop a District Professional Learning Plan for leaders to collaboratively become calibrated in the application of the teacher and administrator evaluation plans	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning Summer 2018 updated plan developed	District Professional learning Plan for leaders will be developed, presented and implemented. <i>Evidence: staff meeting presentation, plan posted on district website for staff, meeting agendas & minutes</i>	
Principals will participate in Collegial Calibrations using the CCL to ensure fidelity and reliability in evaluation of district administrators – with in house trainers and ReVision Learning support	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning Fall 2018- Spring 2019	Collegial Calibrations training (ReVision) and schedule of walkthrough activities will be implemented. <i>Evidence: training/ presentation, schedule of walkthroughs, documentation of outcomes</i>	

District and schools will develop a 2018-19 District and School Professional Learning Plan aligned to leadership, teacher, and student evaluation data from the 2017-18 school year	District and School Administrators Draft by October 2018	Principals will meet with the Superintendent and Assistant Superintendent to provide a draft plan for 2018-19 Professional Learning in PLCs, CLTs <i>Evidence: Plans</i>	

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Goal 2 Student Achievement

What problems will the improvement plan attempt to solve? Ensure the success and achievement of all students through (1) consistent implementation of the Gradual Release of Responsibility model for instructional delivery; (2) increased comprehension of complex grade level texts through *Close Reading*; (3) increased skills in opinion/persuasive/argumentative writing across content areas, and (4) increasing student mastery of mathematics standards by use of student math assessment data (My Math, Glencoe Math, STAR) to inform instruction and measure progress.

Student Achievement: Increase the academic achievement of all students ensuring that every student has access to rigorous, high-quality, vertically aligned K-12 learning experiences. Provide students with engaging instruction that intentionally shifts the cognitive load from teacher to students and provides opportunities to engage in Close Reading to comprehend increasingly complex texts across content areas. Develop skills in opinion/persuasive/argumentative writing across content areas, integrating computer technology, and the use of student data to drive instructional decisions. Provide data informed mathematics instruction to ensure students master the grade level standards in mathematics.

Objective 1: Gradual Release of Responsibility Model for Instructional Delivery

This goal remains for 18-21: Teachers in K-12 through improvement of their knowledge and skills regarding the Gradual Release of Responsibility (GRR) model for instructional delivery will implement GRR in their daily instruction as observed by their evaluators and documented in walkthrough and observation feedback.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Build knowledge and skills of Grade K-12 teachers regarding the GRR instructional delivery model through the provision of effective, actionable feedback and measured through the walkthrough process.	Building leaders, department heads and coaches will support implementation of GRR model of instructional delivery in their	Improved instruction and stronger student achievement. K-12 teachers will implement an instructional framework that follows all the components of the Gradual Release of Responsibility Model (GRRM): Learning	

continuing Walkthrough Protocol based upon data collected Spring 2018	- buildings. - K-12 Teachers and Administrators will engage in professional learning provided by building leaders on the GRR model of instructional delivery - Assistant Superintendent and building administrators will develop classroom walkthrough observation tool to support implementation and provision of feedback.	Target/purpose, Connection/activation of background knowledge, teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice across content areas. Administrators will observe and monitor implementation of GRR and will provide feedback to K-12 teachers as well as follow-up support using developed observation tool, as necessary. <i>Evidence: Professional development schedules, agendas and materials; Delivery of components will be evident in will be evident in lesson delivery when monitored by administrators using observation tool.</i>	
Build knowledge and skills of newly hired Grade K-12 teachers regarding the GRR instructional delivery model during 2018-19 onboarding.	Assistant Superintendent and Director of Instruction provide professional learning on GRR during new teacher orientation and Principals throughout the year.	Ensure coherence in understanding GRR and implementation of the instructional framework of gradual release district wide. <i>Evidence: Professional development schedules, agendas and material for new teacher orientation</i>	

Objective 2:
Close reading

GOAL REMAINS THE SAME FOR 18-21:

All students in K-12 will become better readers of complex text through the implementation of “close reading” across content areas.

Student progression towards this competency will be monitored by assessing grade-level foundational skills requisite to competent execution of close reading on a developmental continuum that aligned with the CT Core Standards in grades K-6.

By June 2019, **100%** of kindergarten students will be at benchmark on DIBELS Phoneme Segmentation Fluency (≥ 51 and Nonsense Word Fluency (CLS ≥ 44 ; WWR ≥ 7).

By June 2019, **100%** of grade 1 students will be at benchmark on DIBELS Nonsense Word Fluency (CLS ≥ 96 ; WWR ≥ 30) and Oral Reading Fluency

(Words Correct $\geq$ 69 and Accuracy $\geq$ 98%)

By June 2019, **100%** of grade 2 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct $\geq$ 111 and Accuracy $\geq$ 99%).

By June 2019, **100%** of grade 3 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct $\geq$ 123 and Accuracy $\geq$ 99%) and DAZE ($\geq$ 26).

By June 2019, **100%** of grade 4 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct $\geq$ 144 and Accuracy $\geq$ 99%) and DAZE ($\geq$ 31).

By June 2019, **100%** of grade 5 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct $\geq$ 162 and Accuracy $\geq$ 99% and DAZE ($\geq$ 31).

By June 2019, **100%** of grade 6 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct $\geq$ 155 and Accuracy $\geq$ 99%) and DAZE ($\geq$ 32).

By June 2019, **100%** of students in grades K-8 will achieve *grade level standard* for reading comprehension of complex grade-level text as measured by performance on blind-scored formative assessments/performance tasks.

By June 2019, **100%** of K-8 students will *show growth* as demonstrated by comparison of student performance on beginning of year (BOY) and the end of year (EOY) assessment data measuring comprehension of complex grade-level text.

By June 2019, **100%** of students in grades 9-12 will score at the "Proficient" or better level on complex non-fiction reading comprehension assessments as measured by performance on blind scored CFAs (common formative assessments).

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Build knowledge and skills of Grade K-12 teachers regarding close reading strategies.	- Administrators, department heads and coaches will support implementation of close reading strategies in all content area reading. - K-12 Teachers and administrators will engage in professional learning provided by building leaders on	Improved instruction and stronger student achievement. K-12 teachers will implement instruction in close reading, using an instructional framework that follows all the components of the Gradual Release of Responsibility Model (GRRM): Learning Target/purpose, Connection/activation of background knowledge, teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and	

Implement a multi-tiered prevention system and school-based team, based on the state of CT SRBI Full Document that was reviewed by K-12 SRBI Teams 2017-2018 PD.	close reading. • Administrative Council will refine classroom walkthrough observation tool to support implementation and provision of feedback. • Building administrators and SRBI Coordinators will work to identify and establish core SRBI problem-solving team and develop criteria for multi-tiered services.	individual practice. • Administrators will observe and monitor implementation of close reading, using GRR and will provide feedback to K-12 teachers as well as follow-up support using developed observation tool, as necessary. • K-12 teachers will provide opportunities across content areas to respond to text dependent questions/items and cite text evidence that demonstrates comprehension of complex grade level text • Continue conducting classroom walk-throughs to monitor the efficacy of the professional learning of close reading strategies and PM and adjust as appropriate.. • Intervention plans for the multi-tiered levels of intervention will be created based on student performance data. Effectiveness of instruction will be monitored and evaluated using student PM data reviewed at SRBI meetings and discussions of adequate progress and goal setting will be included in the plan, using the district forms that were created and shared in 2016. These will be revised and modified as/if necessary. <i>Evidence: Professional development schedule, agenda, materials. Delivery of instruction in and application of close reading will be evident when monitored by administrators using observation tool; student performance on formative and summative assessments of strategy application and comprehension.</i>	
Develop inspiring SLOs and IAGDs that include all students and are aligned with the district	Building administrators, Dept. Chair or Curriculum Resource Teachers or K-12	SLO and IAGD development that includes all students and addresses identified professional development needs and student	

and school improvement plans, grade-level expectations and student needs, and meaningful ways to achieve them. focusing on integrating close reading across content areas	Curriculum Leaders, and classroom teachers	needs regarding grade-level foundational skills requisite to competent execution of close reading on a developmental continuum and close reading, as evidenced by an increase IN performance on formative assessments, unit assessments and other standardized and curricular based measure and students tasks. <i>Evidence: Teacher SLOs based on student data</i> Classroom teachers will use collaboration time to plan for successful instruction, using the data team/multi-tiered SRBI process to ensure replication and fidelity of evidence based strategies/practices. <i>Evidence: Teachers' SLOs and IAGDs; planning documents, team/dept. meeting notes or minutes, student achievement data.</i>	
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Objective 3:
Opinion/Persuasive/Argumentative Writing

GOALS:

By June, 2019, all K-12 students will demonstrate growth and increased skills in opinion/persuasive/argumentative writing across content areas as measured by the comparison of fall and spring, or pre and post testing, benchmark and unit assessments in opinion/persuasive/argumentative writing.

By June 2019, **100%** of K-8 students will achieve a scaled score of 3 on the end of year (EOY) On-Demand Opinion/Persuasive/Argumentative Prompts using the Teachers College Rubric.

By June 2019, **100%** of students in grades 9-12 will score at the "Proficient" or better level on Opinion/Persuasive/Argumentative writing assignments as measured by performance on blind scored department CFAs (common formative assessments) grades 9-12.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Develop Rigorous SLOs and IAGDs	Building administrators, Dept. Chairs	SLO and IAGD development that addresses	

that are aligned with the district and school improvement plans, grade-level expectations and student needs, focusing on opinion/persuasive/argumentative writing	or Curriculum Resource Teachers, K-4 classroom teachers and 5-12 English and content teachers	identified professional development needs and student needs as evidence by an increase performance on formative, summative and unit assessments and other standardized and curricular based measure and students tasks. <i>Evidence: Teacher SLOs based on student data</i> Classroom teachers will use collaboration time to plan for successful instruction. <i>Evidence: Teachers' SLOs and IAGDs; Planning documents, team/dept. meeting notes or minutes, student achievement data.</i>	
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Objective 4: Mathematics

GOALS:

By June, 2019, all K-12 students will demonstrate growth and increased skills in grade level mathematics standards as measured by the comparison of fall and spring designated mathematics assessments.

By June 2019, **100%** of K-5 students will demonstrate mastery of grade level standards on the end of year (EOY) My Math assessment by achieving an 80% or better.

By June 2019, **100%** of 6-8 students will demonstrate mastery of grade level standards on the end of year (EOY) Glencoe Math assessment by achieving 80% or better.

By June 2019, **100%** of 6-12 students performing at benchmark on STAR Math at the beginning of the year (BOY) will be at benchmark at end of year (EOY) and **100%** of students performing below benchmark on STAR Math at the beginning of the year (BOY) will demonstrate a minimum of a year's growth in mathematics at end of year (EOY).

By June 2019, **100%** of students performing below benchmark on STAR Mat at BOY will be at benchmark by EOY.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Build knowledge and skills of Grade K-12 teachers regarding Mathematics instruction and assessment.	Assistant Superintendent will arrange for PD for implementation of My Math, Glencoe Math and STAR Math Assessment • K-8 Teachers and administrators will engage in professional learning provided by external trainers for new math programs. • 9-12 math teachers will engage in professional learning to implement use of STAR Math assessments	Improved instruction and achievement. • K-8 teachers will implement instruction in grade level mathematics using curricular tools that align with the CT Core Standards in an instructional framework that follows all the components of the Gradual Release of Responsibility Model (GRR): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice. • High School math teachers will have reliable and valid data to monitor student progress and provide differentiated instruction.	
Build knowledge and skills of Grade K-12 teachers regarding Mathematics instruction and assessment. 2018-2019.	• Grade 1-4 teachers will engage in professional learning to implement the STAR Math Assessment System for the purpose of establishing student learning goals, developing instructional foci, and monitoring the effectiveness of instruction.	• Elementary teachers will have reliable and valid data to monitor student progress and provide differentiated mathematics instruction.	
Develop Rigorous SLOs and IAGDs that are aligned with the district and school improvement plans, grade-level expectations and student needs, focusing on student math achievement.	Building administrators, Dept. Chairs, Math Coaches (WMS) and Curriculum Specialists (CES/HHES) will support K-4 classroom and 6-12 mathematics teachers to develop SLOs and IAGDs.	SLO and IAGD development that addresses identified student needs in mathematics (using available data from last year including summative assessments, SBAC, PSAT, etc.) <i>Evidence: Teacher SLOs based on student data</i>	

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Goal 3

Curriculum, Instruction, and Assessment

What problems will the improvement plan attempt to solve? Ensure the success and achievement of all students through (1) timely implementation of a curriculum revision plan; (2) creation of a system and template for universal goal setting strategies that are coherent and consistent; (3) support of instructional and adult learning strategies that ensure rigorous, digitally supported pedagogical experiences to achieve student goals for learning; and (4) use of and reporting on appropriate, valid, reliable, and balanced measures of student and adult success that are aligned with student learning goals .

Curriculum, Instruction, and Assessment: Curriculum (what we teach), instruction (how we teach), and assessment (how we know students are learning) are at the heart of the work we do in the Brookfield Public Schools to ensure that every Brookfield High School graduate is empowered to become a critical thinker, problem-solver, effective communicator, global citizen, and life-long learner through rigorous, relevant and comprehensive educational experiences, expansive student opportunities, and active community involvement.

Objective:1

Curriculum Revision

By June, 2019, the Master Curriculum Revision strategy, as developed through professional learning with Dr. Alcock, will be completed for ELA, Math, Health/PE, and World Language.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Using the established protocol for curriculum design and the Rubicon Atlas digital platform template, identify clear standards aligned learning targets in all curriculum K-12	District Curriculum Committee/Subcommittees Fall 2016 - June 2019	Documentation of agreed upon student learning targets with District Curriculum Committee/Subcommittees consistent and coherent language both across and within grade levels and content areas. These learning targets will be communicated to students as part of the GRR instructional model to set the lesson purpose and activate background knowledge to facilitate student engagement and achievement.	
Continue curriculum	District Curriculum	Regularly revised curriculum documents	

development for ELA, Math, Science, Social Studies, Health/PE and World Language.	Committee/Subcommittees Initiate Summer 2016 Revision is on-going *	aligned with current standards and best practices which serve as the blueprint/guidance of teaching and learning.	
Build knowledge and skills of Grade K-12 teachers regarding curriculum development process. • Train faculty on use of Rubicon Atlas • Expand professional learning on Alcock curriculum work beyond the design team	• Continue PD with Dr. Alcock. • Alcock “Core Curriculum Team” continues to provide in house support to colleague on curriculum writing and development • Training on Atlas Rubicon provided to core departments in initial expansion • Assistant Superintendent and Director of Instruction will develop a curriculum development timeline	• PD calendar, videos, “Brookfield Alcock Folder” • PD calendar and work in Rubicon platform • Evidence of training • Timeline completed and shared	

*with steps 1 and 3

Objective: 2
Teaching for Learning: Differentiation

By June, 2020, the district will develop capacity and resources to use digital learning and other strategies to differentiate instruction to support student learning

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Create a plan, inclusive of rubrics, to develop staff capacity and resources to use digital learning and other identified best practice strategies to support student learning.	District Data and Assessment Team Director of Technology June 2020	Effective differentiation of instruction to support student learning and develop critical and creative thinking as measured by walk-throughs and classroom observation rubrics and instructional planning documents.	

Objective: 3
Teaching for Learning: Critical Thinking

By June, 2019, the district will develop and implement focused, differentiated professional learning opportunities and effective instructional feedback for staff will be aligned with improved student engagement, higher order thinking, and a positive learning culture.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
- Provide differentiated professional development opportunities to support principals in supporting their faculty in providing/receiving effective instructional feedback to each other and their students. - Provide professional learning opportunities for teachers to support student discourse in	- ReVision training: inhouse trainers, Amy Tepper - PD at CREC on elementary and Secondary Math	- Teachers will receive collegial feedback to support improved instruction that maximizes student engagement, reflection, and higher order thinking <i>Classroom Walkthrough data will show increased and effective implementation of student engagement in "I do, you help," "You do together," and "You do" segments of the lesson</i> - Mathematics classrooms will evidence	

mathematics in the workshop model • Provide professional learning opportunities to support student inquiry in science Provide differentiated professional development opportunities to support faculty in providing/receiving effective instructional feedback to each other and their students.	Workshop; Math Coaches, Teachers, STEM Dept Head, Elementary and MS principals; Book Studies on Math Discourse Smithsonian PD K-8 District Data and Assessment Team June 2020	student-centered learning with a workshop model. Student discourse will be evident in the “You do together” segment of GRRM. <i>Walkthrough data will evidence implementation of GRRM/workshop with increase in student discourse</i> • K-8 students will demonstrate ability successfully participate in NGSS aligned inquiry lesson. <i>Science notebooks and end of module performance task data</i>	
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Objective: 4 Assessment: Measures of Learning By June, 2020, the district will develop, use and report on appropriate and balanced measures of student and adult success that are aligned with student learning goals			
What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
• Coordinate District Data & Assessment, Team and SRBI Teams for coherence	• Assistant Superintendent and Director of Instruction	• Create and implement a consistent philosophy/practice regarding the purpose and process of assessment in the district.	
• Continue improving protocols for data review at the following levels: Classroom, Grade Level, Building, District. .	• District Data and Assessment Team, Superintendent, Building Leaders	• Improve the data/feedback capacity of grade level and school-based data teams and <i>vidence: Schedule of data team, review of minutes, and improvement in student</i>	

	Fall 2016 - June 2019	<i>progress monitoring data</i>	
Provide ongoing professional learning support to all faculty in collecting, analyzing, and using data to inform instruction.	Principals, Curriculum Specialists, Reading and Math Coaches, Special Education Department Heads Fall 2016 - June 2018	Improve skillset of instructional staff to regularly, systematically and purposefully analyze student data to inform instructional decisions <i>Evidence: Review of student data demonstrating improvement in student outcomes on assessments (benchmark, pre-post, etc.).</i>	
Provide opportunities to build the assessment literacy of parents and community.	Principals with Data and SRBI Team, District PTO, BOE Fall 2016 - June 2019	- Increased mutual understanding and improved communication between parents and educators, parents and students, educators and students, the district and the community re: assessment of learning. - Authentic and Transparent communication of instructional effectiveness and student achievement. <i>Evidence: Parent Survey data</i>	
Provide opportunity for peer observation/coaching in alignment with administrative walk through protocol	Principals will provide training and arrange for scheduling of peer observations	Improved peer relationships and increased collaboration and sharing of ideas to support students <i>ce: Parent Survey data</i>	

Objective: 5
Teaching for Learning: Increase Opportunity for Science Learning K-8

By June 2019 the District will support K-8 NGSS instruction and student learning

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
- Implement with fidelity, the Physical Science and Earth Science modules of the Carolina/Smithsonian curriculum in grades 6-8 - Implement with fidelity, The Physical modules of the Carolina/Smithsonian curriculum in grades K-5	District will provide professional development through Carolina/Smithsonian to all K-8 teachers on implementation of the modules and NGSS Inquiry based instruction	K-8 students will demonstrate ability successfully participate in NGSS aligned inquiry lesson. <i>Science notebooks and end of module performance task data</i>	

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Goal 4

Culture, Climate, Communication

What problems will the improvement plan attempt to solve? Ensure the success and achievement of all students through (1) timely communication with parents about school and class information; (2) timely communication with parents regarding progress monitoring of students; and (3) positive school climate exemplified and modeled by all employees in the organization.

Culture, Climate and Communication: Students learn best when the sense of belonging to the school community is enhanced by school-family partnerships and inclusive communication strategies. Communication about school life, student academic and social/behavioral growth, and mutual progress monitoring of student growth through collaborative, proactive, real-time sharing of student progress monitoring data will strengthen the Home:School Partnership. Positive school climate nurtures mutual respect, listening to others, and assuming responsibility. Each school and the district will provide ongoing communications, build positive connections and collaboration among students, staff, parents, and other adults in the school community, and maintain a positive, respectful learning environment.

Objective:

Improve Culture and Climate through Communication Between Home and School

By June, 2019, parent responses on the school climate surveys will continue to demonstrate increased positivity with regard to questions about (1) timely communication with parents about school and class information; (2) timely communication with parents regarding progress monitoring of students; and (3) positive school climate exemplified and modeled by all employees in the organization.

Parent responses on the Panorama parent communication survey will serve as baseline for future assessment of this goal. *(Each school will establish its own growth percentages based on the results of the 2018 spring Panorama survey.)*

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Develop and implement updated communication strategies that inform families of school and class information.	Building administrators, School Climate Coordinator, and teachers Fall 2019	- Home –school partnership will be enhanced through transparent communication of school and classroom information on regular, timely basis. <i>Evidence: Parent survey data regarding effective and timely communication of school and classroom information.</i> - School administrators and teachers will meet with parents and students to	

		resolve any concerns, as they arise. <i>Evidence: School and class communication artifacts; Meeting notes; EOY survey data (baseline).</i>	
Continue to implement and plan for communication strategies that inform and engage families in monitoring progress of their students.	Building administrators, School Climate Coordinators, Teachers Fall 2019	Parent-Teacher partnership focused on student progress monitoring will be enhanced. <i>Evidence: Artifacts of progress monitoring communication; Parent survey data regarding communication of student progress monitoring data.</i>	
Utilize RULER tool to support established norms for positive climate and a culture of professionalism in each school in the district.	Building administrators, School Climate Coordinators, Teachers Fall 2019	- Continued reduction of negative behavior and barriers to establishing a positive learning climate. - Create a collaborative, collegial work environment for all learners (students and adults). <i>Evidence: Survey data (Panorama, in-house inventories)</i>	
Continue to develop district and community awareness of the role of Emotional Intelligence in learning and interacting with ourselves and each other to enhance collaboration, communication, connection, civic engagement, and student achievement.	Building administrators, School Climate Coordinators, Teachers	- Implement RULER K-8, we expect to support greater respect and stronger connections, resulting in more collaborative and engaged learning in Brookfield classrooms. - Strategies taught and the skills developed will result in children and adults working together to build trust and inspiring each other to achieve. - Children will develop skills to support them in becoming self-aware adults who lead compassionate and fulfilling lives. <i>Evidence: Use of tools provided by Yale Center for Emotional Intelligence; evidence of use of Mood Meter; development and use of classroom, school, and district Charters; and data from new questions developed for Panorama Survey.</i>	