"Create Your Tomorrow"

DISTRICT IMPLEMENTATION PLAN
2015-2018

District Name: Brookfield Public Schools

Current School Year: 2017-2018

Summary of Data:

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

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

Subgroup Mathematics: ☐x Students with Disabilities ☐x English Language Learners ☒ 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 on-going 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 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: 11/16/17

Assistant Superintendent: _____ Date: 11/16/17

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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, <u>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</u>, 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 <u>provide all stakeholders with ongoing communication about expectations, programs, and activities</u>, 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-Reach 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 2015 – 2018
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 1of the CCL and the rubrics of both the CCL and Common Core of Teaching (CCT) will support on-going reflective supervision and feedback and professional learning opportunities targeted to students' and staff's learning needs.

Objective:
Development of District Professional Learning Plan (2016-18)
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 *evidence* will be provided?	Status
Develop a **District Professional Learning Plan** for leaders to collaboratively become calibrated in the application of the teacher and adminstrator evaluation plans	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning Summer 2016 plan developed	District Professional learning Plan for leaders will be developed, presented and implemented. *Evidence: staff meeting presentation, plan posted on district website for staff, meeting agendas & minutes*	**Collegial Calibrations PD Plan** **COMPLETED**
Principals will participate in **Collegial Calibrations** using the CCL to ensure fidelity and reliability in evaluation of district administrators	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning Fall 2016- Spring 2017	Collegial Calibrations training (ReVision) and schedule of walkthrough activities will be implemented. *Evidence: training/ presentation, schedule of walkthroughs, documentation of outcomes*	**Collegial Calibrations Stage1 COMPLETED** **Walkthrough Plan IN PROGRESS for 17-18**
District and schools will develop a 2016-17 District and School Professional Learning Plan aligned to leadership, teacher, and student evaluation data from the 2016-17 school year	District and School Administrators Draft by October 2017	Principals will meet with the Superintendent and Assistant Superintendent to provide a draft plan for 2016-17 Professional Learning in PLCs, CLTs *Evidence: Plans*	**COMPLETED for 2016-17 BOE received ongoing agendas and updates IN PRGRESS FOR 17-18**

DISTRICT IMPROVEMENT PLAN | BROOKFIELD PUBLIC SCHOOLS 2015 – 2018
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 17-18: 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 *evidence* will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Build knowledge and skills of Grade K-12 teachers regarding the GRR instructional delivery model	• Building leaders, department heads and coaches will support implementation of GRR model of instructional delivery in their buildings. • K-12 Teachers and administrators will engage in professional learning provided by building leaders on the GRR model of instructional delivery	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): 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.	**Training COMPLETED 2016-17** **Walkthrough planning and implementation IN PROGRESS for 17-18**

	• Assistant Superintendent and building administrators will development classroom walkthrough observation tool to support implementation and provision of feedback.	*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,*	
Build knowledge and skills of newly hired Grade K-12 teachers regarding the GRR instructional delivery model during 2017-18 onboarding.	• Assistant Superintendent and Director of Instruction provide professional learning on GRR during new teacher orientation	Ensure coherence in understanding GRR and implementation of the instructional framework of gradual release district wide. *Evidence: Professional development schedules, agendas and material for new teacher orientation*	**COMPLETED**

Objective 2:
Close reading

GOAL REMAINS THE SAME FOR 17-18:

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

IN PROGRESS

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 2017, 90% of kindergarten students will be at benchmark on DIBELS Phoneme Segmentation Fluency (>/=51 (92% met)) and Nonsense Word Fluency (CLS>/= 44; WWR>/= 7). (81% met)

By June 2017, 90% of grade 1 students will be at benchmark on DIBELS Nonsense Word Fluency (CLS>/= 96; WWR>/= 30) (75% met) and Oral Reading Fluency (Words Correct >/= 69 and Accuracy >/= 98%) (65% met).

By June 2017, 90% of grade 2 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct >/= 111 and Accuracy >/= 99%) (56% met total Benchmark).

By June 2017, 88% of grade 3 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct >/= 123 and Accuracy >/= 99%) and DAZE (>/= 26) (49% met for DORF; 69% met for DAZE; 43% met for both).

By June 2017, 85% of grade 4 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct >/= 144 and Accuracy >/= 99%) and DAZE (>/= 31) (45% met for DORF; 63% met for DAZE; 40% met for both).

By June 2017, 85% of grade 5 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct >/= 162 (44% met) and Accuracy >/= 99%

(70% met)) and DAZE (>/= 31 (61% met)).

By June 2017, 85% of grade 6 students will be at benchmark on DIBELS Oral Reading Fluency (Words Correct >/= 155 (51% met) and Accuracy >/= 99% (85% met)) and DAZE (>/= 32 (63% met)).

By June 2017 80% 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. (Grades 2-4: 28% met; Grades 5-8: 81% met)

By June 2017, 90% 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 (Grades 2-4: 78% met; Grades 5-8: 81% met) .

By June 2017, 85% 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) Grades 9-12: 96%.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What *evidence* will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Build knowledge and skills of Grade K-12 teachers regarding close reading.	• 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 close reading. • Assistant Superintendent and building administrators will develop classroom walkthrough observation tool to support implementation and	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): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and 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 and cite text evidence that demonstrates comprehension of complex grade level text	**COMPLETED** **IN PROGRESS for 2017-18** **IN PROGRESS for 2017-18** **IN PROGRESS for 2017-18**

		• Conduct classroom walk-throughs to monitor the implementation of effective implementation of close reading. *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.*	
provision of feedback.			
Develop **SLOs and IAGDs** that are aligned with the district and school improvement plans, grade-level expectations and student needs, focusing on integrating close reading across content areas	Building administrators, Dept. Chair or Curriculum Resource Teachers or K-12 Curriculum Leaders, and classroom teachers	SLO and IAGD development that addresses identified professional development needs and student needs regarding close reading as evidenced by an increase IN performance on formative assessments, unit assessments and other standardized and curricular based measure and students tasks. *Evidence: Teacher SLOs based on student data* Classroom teachers will use collaboration time to plan for successful instruction. *Evidence: Teachers' SLOs and IAGDs; planning documents, team/dept. meeting notes or minutes, student achievement data.*	**COMPLETED** **IN PROGRESS 17-18**

Objective 3:
Opinion/Persuasive/Argumentative Writing

GOALS REMAIN THE SAME:

By June, 2017, 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 2017, 95% of K-8 students will *show growth* as demonstrated by comparison of the total points scored on their beginning of year (BOY) and their end of year (EOY) On-Demand Opinion/Persuasive/Argumentative Prompts using the Teachers College Rubric (K: 93% met; Grade 1: 100% met; Grades 2-4: 99%; Grades 5-8: 99%) .

By June 2017, 83% 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 (K-1: 90%, Grades 2-4: 60%; Grades 5-8: 31.7%) .

By June 2017, 85% 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: 87.5%.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What *evidence* will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Build knowledge and skills of Grade K-12 teachers regarding opinion/persuasive/argumentative writing.	• Administrators, department heads and coaches will support implementation of opinion/persuasive/argumentative writing, • K-12 Teachers and administrators will engage in professional learning provided by building leaders on opinion/persuasive/argumentative writing Assistant Superintendent and building administrators will develop classroom walkthrough observation tool to support implementation and provision of feedback.	Improved instruction and stronger student achievement. • K-12 teachers will implement instruction in opinion/persuasive/argumentative writing using 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 across content areas. • Administrators will observe and monitor implementation of opinion/persuasive/argumentative writing 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 in all content areas to respond to engage in opinion/persuasive/argumentative writing. • Implement and monitor the use of descriptive and corrective feedback on student opinion/persuasive/argumentative writing utilizing rubrics in order to provide opportunities for the students to make adjustments and improvements towards mastery.	**COMPLETED 2016-17 and ONGOING 2017-18** **IN PROGRESS 2017-18**

		• Support students to self-assess writing using student checklists aligned to rubrics. • Conduct classroom walk-throughs to monitor the implementation of effective opinion/persuasive/argumentative writing strategies across the curriculum. *Evidence: Professional development schedule, agenda and materials. Delivery of components will be evident in will be evident in lesson delivery when monitored by administrators using observation tool; student performance on formative and summative assessments of strategy application and writing rubrics.*	**FOCUS for 2017-18 (in alignment with Dr. Alcock work)** **IN PROGESS 2017-18**
Develop **SLOs and IAGDs** that are aligned with the district and school improvement plans, grade-level expectations and student needs, focusing on opinion/persuasive/argumentative writing	Building administrators, Dept. Chairs or Curriculum Resource Teachers, K-4 classroom teachers and 5-12 English and content teachers	SLO and IAGD development that addresses 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. *Evidence: Teacher SLOs based on student data* Classroom teachers will use collaboration time to plan for successful instruction. *Evidence: Teachers' SLOs and IAGDs; Planning documents, team/dept. meeting notes or minutes, student achievement data.*	**COMPLETED** **On-Going 17-18**

	Objective 4: Mathematics			

GOALS REMIAN THE SAME:

By June, 2017, 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 2017, 85% 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 (K: 99% met; Grade1: 96% met; Grades 2-4: 26%; Grade 5: 7%) .

By June 2017, 85% 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 (Grade 6: 66%; Grade 7: 40%; Grade 8: 23%).

By June 2017, 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) (Grades 5-8: 98.6% & Grades 9-12; 25%) and 85% 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). (Grades 5-8: 87% met)

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What *evidence* 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, Glenco 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.	**COMPLETED** **ON GOING** **COMPLETED** **ON GOING**
Build knowledge and skills of Grade K-12 teachers regarding Mathematics	• Grade 1-4 teachers will engage in professional learning to	• Elementary teachers will have reliable and valid data to monitor student progress	**2017 - 2018**

instruction and assessment. 2017-18	implement use of STAR Math assessments.	and provide differentiated mathematics instruction.	
Develop **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 HHES) and Curriculum Specialist (CES) 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.) *Evidence: Teacher SLOs based on student data*	**COMPLETED** **ON GOING**

DISTRICT IMPROVEMENT PLAN | BROOKFIELD PUBLIC SCHOOLS 2015 – 2018
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, 2018, a master Curriculum Revision strategy, built on the district's existing Program Enhancement Plan, will be fully developed and implemented.

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What *evidence* will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Establish agreed upon language regarding student learning and learning targets. These targets will be consistently implemented and applied across curricular areas PreK - 12.	District Curriculum Committee/Sub Committees Fall 2016 - June 2018	Documentation of agreed upon student learning targets with District Curriculum Committee/Sub Committees consistent and coherent language both across and within grade levels and content areas.	**IN PROGRESS – Work with Dr. Alcock**
Develop a system and schedule for revising curriculum documents PreK - 12.	District Curriculum Committee/Sub Committees Initiate Summer 2016 Revision is on-going *	Regularly revised curriculum documents aligned with current standards and best practices which serve as the blueprint/guidance of teaching and learning.	**IN PROGRESS – Work with Dr. Alcock Implementation of Atlas Rubicon digital curriculum development platform**
Define priority skills in four high leverage areas in this SCP: Communication & Collaboration, Critical Thinking	Fall 2016 - June 2018	Specific outcome descriptors for 2nd , 4th, 8th, and 12th grades articulated in district curriculum document.	**IN PROGRESS (work includes NEASC, Maker-Space Technology Pilot at WMS [Creativity and Innovation], YALE RULER tools**

& Problem Solving, Creativity & Innovation, and Character & Connection.			[Collaboration, Communication, Connection, & Character], Dr. Alcock curriculum planning (Collaboration, Critical Thinking and Problem Solving))

*with steps 1 and 3

<table>
<tr><td colspan="4" align="center">Objective: 2
Teaching for Learning: Differentiation</td></tr>
<tr><td colspan="4">By June, 2018, the district will develop capacity and resources to use digital learning and other strategies to differentiate instruction to support student learning</td></tr>
<tr><td align="center">What will be done?</td><td align="center">Who will do what - When?</td><td align="center">What is the expected effect?
How will this be evaluated?
What evidence will be provided?
(FOCUS ON CLASSROOM IMPACT)</td><td align="center">Status</td></tr>
<tr><td>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.</td><td align="center">District Data and Assessment Team
Director of Technology

Fall 2016 - June 2018</td><td>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.</td><td align="center">IN PROGRESS</td></tr>
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<tr><td colspan="4" align="center">Objective: 3
Teaching for Learning: Critical Thinking</td></tr>
<tr><td colspan="4">By June, 2018, 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.</td></tr>
<tr><td align="center">What will be done?</td><td align="center">Who will do what - When?</td><td align="center">What is the expected effect?
How will this be evaluated?
What evidence will be provided?
(FOCUS ON CLASSROOM IMPACT)</td><td align="center">Status</td></tr>
<tr><td>Provide differentiated professional development opportunities to support faculty in providing/receiving effective instructional feedback to each other and their students.</td><td align="center">District Data and Assessment Team

Fall 2016 - June 2018</td><td>Improved student engagement, higher order thinking, and positive learning culture as evidenced by student achievement measured by rubrics using Webb's Depth of Knowledge (DOK), including Level 4 (Complex Reasoning/High Cognitive Demand).</td><td>IN PROGRESS (Dr. Alcock work with DOK)</td></tr>
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Objective: 4
Assessment: Measures of Learning

By June, 2018, 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 *evidence* will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Constitute and Implement a District Data and Assessment Team	Assistant Superintendent	Regularly meet to accomplish Objective 4 as evidenced by the steps below. First order of business: Create and implement a consistent philosophy/practice regarding the purpose and process of assessment in the district.	**COMPLETED and ONGOING at elementary schools**
Establish consistent protocols for data review at the following levels: Classroom, Grade Level, Building, District. Implement systematic ongoing data team schedule at all levels. Provide opportunity for peer observation/coaching.	District Data and Assessment Team, Superintendent, Building Leaders Fall 2016 - June 2018	Improve the data/feedback capacity of grade level and school-based data teams and establish the district-wide Data and Assessment Team for the purpose of improved student performance in critical content and skill areas identified through the district's goal-setting practices. Evidence: Schedule of data team, review of minutes, documentation of peer coaching	**IN PROGRESS: ReVision Learning professional development: beginning August 2017. Alignment of ReVision professional learning on data teaming process with review of student work in Dr. Alock curriculum revision project.**
Deliver ongoing professional learning support to all faculty.	Building and District Leadership, Curriculum Specialists, Reading and Math Coaches, Special Education Department Heads Fall 2016 - June 2018	Improve technical assessment capacity of leadership and instructional staff to regularly, systematically and purposefully analyze student data to inform decision re: adult professional learning, curriculum and instruction. Evidence: Review of student data demonstrating improvement in student outcomes on assessments (benchmark, pre-post, etc.). Alignment of student data to professional learning opportunities provided to staff.	**IN PROGRESS – as discussed in Principal updates at September 6, 2017 BOE meeting.**
Create learning materials and	District Data and	Increased mutual understanding and	**INITIATON COMPLETED and**

opportunities to build the assessment literacy of parents and community.	Assessment Team, District PTO, BOE Fall 2016 - June 2018	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. Evidence: Parent Survey data	**ON GOING** **COMPLETE and ONGOING** **2017-18 Panorama Survey will collect specific data**

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, 2017, parent responses on the school climate surveys will 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 2016 spring Panorama survey.)*

What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What *evidence* will be provided? (FOCUS ON CLASSROOM IMPACT)	Status
Develop and implement communication strategies that inform families of school and class information.	Building administrators, School Climate Coordinator, and teachers Fall 2016	Home –school partnership will be enhanced through transparent communication of school and classroom information on regular, timely basis. *Evidence: Parent survey data regarding effective and timely communication of school and classroom information.* School administrators and teachers will meet with parents and students to resolve	**COMPLETE and ONGOING SURVEY DATA:** **83% (increase of 2% over previous year)of parents responded favorably to "My child's teacher(s) communicate with me as frequently as needed."** **93% (increase 0f 1% over**

		any concerns, as they arise. *Evidence: School and class communication artifacts; Meeting notes; EOY survey data (baseline).*	previous year) of parents responded favorably to "The principal of assistant principal is available to parents and willing to listen."
Continue to implement communication strategies that inform and engage families in monitoring progress of their students.	Building administrators, School Climate Coordinators, Teachers Fall 2016	Parent-Teacher partnership focused on student progress monitoring will be enhanced. *Evidence: Artifacts of progress monitoring communication; Parent survey data regarding communication of student progress monitoring data.*	**INITIATED/COMPLETE** and **ONGOING:** **Parent BOY assessment meeting will occur prior to distribution of BOY Benchmark reports. Progress monitoring data to be provided aligned to assessment plans.** **SURVEY DATA 16-17:** **IN PROGRESS** **88% (same as previous year) of parents responded favorably to "I feel well-informed about my child's academic progress."** **COMPLETED** **96% (increase of 2% over previous year) of parents responded favorably to "Teachers are accessible when I have a concern."**
Establish parameters and norms for positive climate and a culture of professionalism in each school in the district.	Building administrators, School Climate Coordinators, Teachers Fall 2016	Elimination of any negative behavior and barriers to establishing a positive learning climate. Create a collaborative, collegial work environment for all learners (students and adults). Evidence: Survey data (Panorama, in-house, inventories [Indigo, Myers Briggs, etc.]) and evaluation data.	**COMPLETED INDIGO 16-17** assessment and provided training to Administrative Council (cost prohibitive for use with teachers and students in current fiscal climate) **INITIATED:** Yale Center for Emotional Intelligence RULER tool training: Dr. Brackett addressed full staff at Convocation 2017-18

			COMPLETE **SURVEY DATA 16-17:** **Overall school environment data cluster: 93% (2% increase over previous year) of parents' responses were favorable.** **97% responded favorably to "The school is a safe place for my child."** **94% responded favorably to "The school environment is caring and supportive."** **96% responded favorably to; "The adults at this school treat my child with respect."** **93% responded favorably to: "The school promotes understanding among students from different backgrounds."**
Create a 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. 2017-2019	District Team will attend Seedlings Training for Administrators at Yale Center for Emotional Intelligence –July 2017. Dr. Brackett will kick-off Emotional Intelligence focus at 2017-18 Commencement Keynote	Convergent research substantiates that emotions drive learning, decision-making, creativity, relationships, and health. By implementing RULER, we expect to support greater respect and stronger connections, resulting in more collaborative and engaged learning in Brookfield classrooms. We expect the strategies taught and the skills developed will result in children and adults working together to build trust and inspiring each other to	**IN PROGRESS**

| | WMS team will participate in "Anchors" Training at Yale Center for Emotional Intelligence to train all WMS adults

Superintendent will participate in year-long RULER Coaching as follow-up to summer Seedlings Training

Assistant Superintendent will apply for Yale fellowship to fund training for engaging the community in Emotional Intelligence efforts | achieve. We expect that children will develop skills to support them in becoming self-aware adults who lead compassionate and fulfilling lives.

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. | |