Brookfield Public Schools

"Create Your Tomorrow"

To: Board of Education
From: John W. Barile, Ed.D.
Re: 2016-2018 District Implementation Plan Update Report
Date: October 4, 2017

This memorandum serves to summarize the status relative to the achievement of the 2016-2018 District Improvement Plan (DIP) Goals, Objectives & Outcomes for the first year of implementation, 2016-2017.

In February of 2016 the Board of Education approved the Strategic Coherence Plan. The Strategic Coherence Plan consists of cornerstone goals: Goals for Learning, Teaching for Learning, Measures of Learning and Systems Alignment.

On October 5, 2016 the 2016-2018 District Implementation Plan (DIP), which serves to operationalize the Strategic Coherence Plan, was presented to the Board of Education as a two year implementation plan. The District Implementation Plan (DIP) is anchored by four goals. Each goal is articulated with objective(s), actions and outcomes.

Attached is quantifiable summary of the objectives/actions **COMPLETED** in 2016-2017 or still **IN PROGRESS** for the upcoming year, 2017-2018. The majority of the plan's objectives/actions have been completed (29.5 of 47 or 63%). Work will continue to maintain what has been accomplished and to complete the work that is currently designated as "in progress."

New, local assessments were implemented. Analysis of data indicates that considerable growth opportunity for student achievement remains. Several scores fall short of the intended targets. Targets were intentionally set high, as deficiencies in the identified areas were recognized as priorities in fall 2015. With the implementation of reliable and valid benchmarking and progress monitoring tools, educators are now developing fluency with and using student data to identify and monitor the impact of adult actions in critical academic areas. Vertically aligned assessment protocols are being fine-tuned to support the provision of targeted, evidence-based instruction aligned to individual student needs.

Teachers and administrators continue to work diligently to enhance and deepen their learning, while implementing newly acquired standards-aligned curricular tools and assessments to improve student learning outcomes. The efforts of the faculty and administration this past year serve as the foundation for next steps in realizing the goals of our Strategic Coherence Plan. Staying the course will ensure continued progress towards achievement of all DIP objectives.

DIP 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.

   ****3.5 of 4 ADULT OUTCOMES COMPLETE and CONTINUING**

   - Develop a **District Professional Learning Plan** for leaders to collaboratively become calibrated in the application of the teacher and administrator evaluation plans **COMPLETED**
   - C.O. Administrators and Principals will participate in **Collegial Calibrations** using the CCL to ensure fidelity and reliability in evaluation of district administrators **COMPLETED, Walkthrough Plan IN PROGRESS**
   - District and schools will develop a 2016-17 District and School Professional Learning Plan aligned to leadership, teacher, and student evaluation data from the 2015-16 school year **COMPLETED**
   - District and schools will develop a 2017-18 District and School Professional Learning Plan aligned to leadership, teacher, and student evaluation data from the 2016-17 school year **COMPLETED**

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. **10.5 OF 25 STUDENT OUTCOMES COMPLETED**

   Objective 1: By June, 2017, 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. ****1.5 OF 2 COMPLETED**

   - Build knowledge and skills of Grade K-12 teachers regarding the GRR instructional delivery model. **COMPLETED Walkthrough plan IN PROGRESS**
   - Build knowledge and skills of newly hired Grade K-12 teachers regarding the GRR instructional delivery model during 2017-18 onboarding. **COMPLETED**

Objective 2: All students in K-12 will become better readers of complex grade-level text through the implementation of "close reading" across content areas. **STUDENT OUTCOMES (local assessments) IN PROGRESS**

**** 3 OF 11 COMPLETED**

- 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. **(DIBELS Assessment) COMPLETED**
- 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) **IP**
- 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). **IP**
- 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). **IP**
- 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). **IP**
- 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).**IP**
- 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)). **IP**
- 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)). **IP**
- 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) **IP**
- 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) . **IP**
- By June 2017, 85% of students in grades 9-12 will score at the "Proficient" or better level on complex grade-level non-fiction reading comprehension assessments as measured by performance on blind scored CFAs (common formative assessments) (9-12: BOY 74% to EOY 96%). **COMPLETED**

Objective 2 (Continued): Build knowledge and skills of Grade K-12 teachers regarding close reading.

COMPLETED & CONTINUING

Objective 3: 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.

****4 OF 5 OUTCOMES COMPELTED**

- 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%). **COMPLETED**

- 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%). **IN PROGRESS**

- 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) (9-12: BOY 48% to EOY 87.5%). **COMPLETED**

- Build knowledge and skills of Grade K-12 teachers regarding opinion/persuasive/argumentative writing. **COMPLETED & CONTINUE**

- 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. **COMPLETED & CONTINUE**

Objective 4: 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.
**** 3 OF 5 OUTCOMES COMPLETED**

- 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 **COMPLETE** (Assessment used in K-1 not aligned with SBAC)
  Grades 2-4: 26%; Grade 5: 7%) **IN PROGRESS**

- 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%). **IN PROGRESS**

- 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%) (Grade 9-12: 25%) **IN PROGRESS**

- Build knowledge and skills of Grade K-12 teachers regarding Mathematics instruction and assessment. **COMPLETED** (Grade 1-4 beginning to use STAR Assessment)

- 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. **COMPLETED**

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.

****5 of 10 ADULT/STUDENT OUTCOMES COMPLETE**

Objective 1: By June, 2018, a master Curriculum Revision strategy, built on the district's existing Program Enhancement Plan, will be fully developed and implemented.

- Establish agreed upon language regarding student learning and learning targets. These targets will be consistently implemented and applied across curricular areas PreK - 12. **COMPLETE & CONTINUE**
- Develop a system and schedule for revising curriculum documents PreK - 12. **COMPLETE & CONTINUE**
- Define priority skills in four high leverage areas in this SCP: Communication & Collaboration, Critical Thinking & Problem Solving, Creativity & Innovation, and Character & Connection. **IN PROGRESS**

Objective 2: By June, 2018, the district will develop capacity and resources to use digital learning and other strategies to differentiate instruction to support student learning

- 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. **IN PROGRESS**

Objective 3: 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.

- Provide differentiated professional development opportunities to support faculty in providing/receiving effective instructional feedback to each other. **IN PROGRESS**

Objective 4: 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

- Constitute and Implement a District Data and Assessment Team. **COMPLETED & CONTINUE**
- Establish consistent protocols for data review at the following levels: Classroom, Grade Level, Building, District. Implement systematic ongoing data team schedule at all levels. **IN PROGRESS**
- Provide opportunity for peer observation/coaching. **IN PROGRESSS**
- Deliver ongoing professional learning support to all faculty. **COMPLETED & CONTINUE**
- Create learning materials and opportunities to build the assessment literacy of parents and community.

  COMPLETED & CONTINUE

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.

   ****13 of 14 OUTCOMES COMPLETE**

   Objective 1: 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. **COMPLETED & CONTINUE**

   - *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.)*

Action: Develop and implement communication strategies that inform families of school and class information. **COMPLETED**

- 83% (increase of 2% over previous year) of parents responded favorably to "My child's teacher(s) communicate with me as frequently as needed." **COMPLETED**
- 93% (increase 0f 1% over previous year) of parents responded favorably to "The principal or assistant principal is available to parents and willing to listen." **COMPLETED**

Action: Continue to implement communication strategies that inform and engage families in monitoring progress of their students. Parent BOY assessment meeting will occur prior to distribution of BOY Benchmark reports. Progress monitoring data to be provided aligned to assessment plans.

- 88% (same as previous year) of parents responded favorably to "I feel well-informed about my child's academic progress." **IN PROGRESS**
- 96% (increase of 2% over previous year) of parents responded favorably to "Teachers are accessible when I have a concern." **COMPLETED**

Action: Establish parameters and norms for positive climate and a culture of professionalism in each school in the district. **COMPLETED**

Overall school environment data cluster: 93% (2% increase over previous year) of parents' responses were favorable. **COMPLETED**

- 97% responded favorably to "The school is a safe place for my child." **COMPLETED**
- 94% responded favorably to "The school environment is caring and supportive." **COMPLETED**
- 96% responded favorably to; "The adults at this school treat my child with respect." **COMPLETED**
- 93% responded favorably to: "The school promotes understanding among students from different backgrounds." **COMPLETED**

COMPLETED INDIGO 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 **COMPLETED**