



Brookfield Public Schools

"Create Your Tomorrow"



Evaluation Data Update for

2015-2016 School Year

- Teacher & Administrator Evaluation
- District and School Improvement Plans



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Teacher and Administrator Evaluation Data

Teacher and Administrator Evaluation Data

	2014-15 Evaluation Data	2015-16 Evaluation Data
	TEACHERS	TEACHERS
Exemplary	53.5%	28.2%
Proficient	46.5%	71.8%
	ADMINISTRATORS	ADMINISTRATORS
Exemplary	58.3%	6.0%
Proficient	41.7%	94.0%



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District & School Improvement Plans

2015-16 Update
Brookfield Public Schools

September 21, 2016

DISTRICT IMPROVEMENT PLAN | BROOKFIELD PUBLIC SCHOOLS 2015 – 2016

Goal 1

Leadership and Capacity Building

Goal 1 :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 on-going reflective supervision and feedback and professional learning opportunities targeted to students' and staff's learning needs.

Objective 1:

By June, 2016, the district and each school will develop and implement a district and school professional learning plan aligned to leadership, teacher, and student evaluation data.

Measurement:

- ReVision learning Professional Development training
- Complete training on Feedback and Difficult Conversations; Implementation of strategies learned in teacher conferences
- Calibrations with “fishbowl” type activities w/admins, facilitated by ReVision Learning

2015-16 DIP Goal 1, Objective 1, continued

Results:

- Complete training schedule developed and executed
- Admins completed book and engaged in Admin Council activity on feedback
- Fishbowl exercises completed; Evaluation data demonstrated a shift in both teacher and admin EOY percentages at Exemplary and Proficient on final rubrics

Final Rating: Completed; Ongoing

Takeaway:

- Administrators are developing a common understanding of leadership expectations focused on Domain 1 of the CCL and the rubrics of both the CCL and Common Core of Teaching (CCT) to support on-going reflective supervision and feedback to teachers and each other. This work is just a beginning of leadership development and coherence.

2015-16 DIP Goal 2 Student Achievement

Goal 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. 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.

Objective 1: Gradual Release of Responsibility Model for Instructional Delivery

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.

Measurement:

- PD for admins on GRR
- Direct observation of GRR components during formal and informal observations

2015-16 DIP Goal 2, Objective 1, continued

Results:

- One PD training session on overview of presented to admins
- Fisher and Frey text read by admins with follow-up in admin council before 2016-17 school year
- Final rating – In Progress

Takeaway:

- Continue to support teachers and identify GRR in our instruction (Workshop, Math, etc.)

2015-16 DIP Goal 2, Objective 2

Goal 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. 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.

Objective 2:

- By June, 2016, all students in K-12 will become better readers of complex grade-level text through the implementation of “close reading” across content areas. Schools have outcome measures identified in SIPs.

Measurement:

- Provision of PD on Close Reading to all teachers and admins
- Schools set measurement goals in their individual SIPs

2015-16 DIP Goal 2, Objective 2, continued

Results:

- PD schedule: Close Reading PD provided on district PD day
- Results to be presented by school
- Final rating – Partially Met

Takeaway:

- Need to review how close reading lessons are delivered and how student success in reading is measured.

2015-16 DIP Goal 2, Objective 3

Goal 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. 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.

Objective 3:

- By June, 2016, 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.

Measurement:

- Provision of PD on Argumentation to all teachers and admins
- Schools set measurement goals in their individual SIPS

2015-16 DIP Goal 2, Objective 3, continued

Results:

- PD schedule: Argumentation PD provided on district PD day
- Results to be presented by school
- Final rating – Partially Met

Takeaway:

- Appropriate rubrics designed to measure student progress and inform instruction must be implemented.
- Valid and reliable benchmark assessments are needed to move skills forward.

2015-16 DIP Goal 3

Culture, Climate, and Communication

Goal 3: 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 and build partnerships among students, staff, parents, and other adults in the school community.

Objective 1:

- By June, 2016, parent responses on the school climate surveys will demonstrate positivity with regard to questions about (1) timely communication with parents about school and class information and (2) timely communication with parents regarding progress monitoring of students.
- Individual school outcomes identified in SIPs and determined by 2014-15 data analysis
Parent responses on the Panorama parent communication survey will serve as baseline for future assessment of this goal.

Measurement:

- Panorama survey data

2015-16 DIP Goal 3, Objective 1, continued

Results:

- To be presented by Building Admins in SIP reports

Takeaway:

- Communication can be improved in all building



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Brookfield High School 2015-16 SIP Review

2015-16 BHS SIP Goal 1, Objective 1

Goal 1:

Increase academic achievement for all students by utilizing researched-based instructional models in conjunction with established highly effective teaching strategies to provide opportunities for students to problem solve, comprehend increasingly complex texts, and write effective arguments.

Objective 1:

Reinforce the consistent usage of best instructional practice aligned to the Effective Teaching and Service Delivery rubrics.

Measurement:

- Administrative CLT minutes
- ReVision learning Professional Development training
- Review of the administrations goal meetings and observation feedback

2015-16 BHS SIP Goal 1, Objective 1

Results:

- Teacher goals tied to problem solving, reading and writing
- Expectation of growth model led to teacher “stretches” and fewer Exemplary final ratings
- Final rating - Partially met

Takeaway:

- Better alignment of focus areas in Domain 1 and Domain 3 of the evaluation rubric

2015-16 BHS SIP Goal 1, Objective 2

Goal 1:

Increase academic achievement for all students by utilizing researched-based instructional models in conjunction with established highly effective teaching strategies to provide opportunities for students to problem solve, comprehend increasingly complex texts, and write effective arguments.

Objective 2:

Integrate the Gradual Release of Responsibility model of instruction into lesson planning, teaching, and assessment.

Measurement:

- Sample lesson plans developed during GRR training sessions
- Inclusion of GRR into lesson plans on a formal and informal basis
- Direct observation of GRR components during formal and informal observations

2015-16 BHS SIP Goal 1, Objective 2

Results:

- One formal training session on one component showed a basic understanding of GRR in submitted lessons
- Anecdotal evidence of teacher implementation of GRR
- Final rating – Not Yet Met

Takeaway:

- A more coherent and unified approach is needed across departments

2015-16 BHS SIP Goal 1, Objective 3

Goal 1:

Increase academic achievement for all students by utilizing researched-based instructional models in conjunction with established highly effective teaching strategies to provide opportunities for students to problem solve, comprehend increasingly complex texts, and write effective arguments.

Objective 3:

By June 2016, 85% of Brookfield High School students will score at the "Proficient" or better level on complex grade-level non-fiction reading comprehension assessments and argumentative writing assignments as measured by performance on departmental common formative assessments and end of unit assessments.

Measurement:

- CLT minutes focused on assessment development and data analysis
- Copies of reading and writing assessments
- Teacher SLO and corresponding IAGD data

2015-16 BHS SIP Goal 1, Objective 3

Results:

- Reading
 - Baseline: 22%
 - Final: 73%
- Writing
 - Baseline: 27%
 - Final: 83%
- Final rating – Partially Met

Takeaway:

- Need to incorporate a standardized reading and writing assessment that is blind scored

2015-16 BHS SIP Goal 1, Objective 4

Goal 1:

Increase academic achievement for all students by utilizing researched-based instructional models in conjunction with established highly effective teaching strategies to provide opportunities for students to problem solve, comprehend increasingly complex texts, and write effective arguments.

Objective 4:

By June 2016, 85% of Brookfield High School students will perform at or above grade level in their ability to solve mathematical problems as measured by their performance on locally developed assessments

Adjusted to Math Standard Practice 3 “construct viable arguments and critique the reasoning of others”. Expectation was to move students 1 or more levels on 5 point rubric

Measurement:

- CLT minutes focused on assessment development and data analysis
- Copies of administered problem solving assessments
- Teacher SLO and corresponding IAGD data

2015-16 BHS SIP Goal 1, Objective 4

Results:

- Final: 690 out of 729 (95%) improved 1 or more levels
- Final rating –Met

Takeaway:

- High % of students meeting goal on teacher created assessments does not correlate with standardized performance measures. Valid and reliable benchmark assessments are needed to move skills forward.

2015-16 BHS SIP Goal 2, Objective 1

Goal 2:

Ensure a safe and orderly school environment for all students; promote respect for self and others; maintain open and ongoing communications between the school staff, students, families, and the community; increase student and faculty opportunities to nurture a positive school climate.

Objective 1:

By June 2016, parent responses on the Panorama survey related to school to home communication will improve by an average of 10%.

- "I feel well-informed about what is going on in school." Spring 2015 - 76%
- "My child's teacher(s) communicate with me as frequently as needed." Spring 2015 - 67%

Measurement:

- Panorama survey data

2015-16 BHS SIP Goal 2, Objective 1

Results:

- Baseline (Spring 2015)
 - “well informed” 76%
 - “teacher communication” 67%
- Final (Spring 2016)
 - “well informed” 82%
 - “teacher communication” 75%
- Final rating – Partially Met

Takeaway:

- A need to quantify “communication” and exploration of new ways to engage families in the sharing of information and decision making

2015-16 BHS SIP Goal 2, Objective 2

Results:

- Baseline (Spring 2015)
 - “staff expectations” 70%
 - “academic vision” 66%
 - “student expectations” 59%
- Final (Spring 2016)
 - “staff expectations” 79 %
 - “academic vision” 86%
 - “student expectations” 79%
- Final rating – Met

Takeaway:

- There was a significant positive shift in staff perception of expectations but more work needs to be done to transparently establish, with input, continued high standards of excellence.

2015-16 BHS SIP Goal 2, Objective 2

Goal 2:

Ensure a safe and orderly school environment for all students; promote respect for self and others; maintain open and ongoing communications between the school staff, students, families, and the community; increase student and faculty opportunities to nurture a positive school climate.

Objective 2:

By June 2016, staff responses on the Panorama survey related to school-wide behavioral and academic expectations and vision will improve by an average of 15%.

- "Administrators at this school let staff know what is expected of them." Spring 2015 - 70%
- "There is a clear academic vision for this school." Spring 2015 - 66%
- "Expectations for student academic achievement and behavior are high at this school." Spring 2015 - 59%

Measurement:

- Panorama survey data



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Whisconier Middle School 2015-16 SIP Review

2015-16 Whisconier Middle School SIP Goals Update

- Goal 1 - Teachers in grade 5-8 will move all students to become better readers (**integrating increasingly complex texts**) with all 5-8 students demonstrating growth as measured by the comparison of fall and spring DRP assessment data.
- Measured - Each grade level (5-8) will increase the percentage of students performing at or above grade-level expectations to between 80% and 85% as measured by the end of year DRP assessment data.

Summative Data for Reading Goal

Met Goal - 83.8% - 714 out of 852 students

- 5th grade – 84.6% Met goal or above – 59 DRP
 - Increase of 27.7% = 52 students
- 6th grade – 85.9% Met goal or above – 62 DRP
 - Increase of 12.4% = 27 students
- 7th grade – 78.0% Met goal or above – 62 DRP
 - Increase of 13.1% = 31 students
- 8th grade – 85.9% Met goal or above – 65 DRP
 - Increase of 9.4% = 19 students

Whisconier Middle School

- Goal 2 -Teachers in grades 5-8 will move all students to become better writers (**integrate opinion/argument writing**) with all 5-8 students demonstrating growth as measured by the comparison of fall and spring writing assessment data.
- Measured – Each grade level (5-8) will increase the percentage of student performing at or above grade-level expectations to between 80% and 85% as measured by the end of year writing assessment data. Based on a 4 point rubric – 3 out of 4 is goal.

Summative Data for Writing Goal

MET Goal - 81.4% - 692 out of 850 total students

- 5th grade – 83% met goal or above
 - Started at 11%
- 6th grade – 81.3% met goal or above
 - Started at 3%
- 7th grade – 76% met goal or above
 - Started at 13%
- 8th grade – 84.7% met goal or above
 - Started at 8%

Whisconier Middle School

- Goal 3 –Math teachers in grades 5-8 will improve students' **problem solving ability**, with all 5-8 students demonstrating growth as measured by the comparison of fall and spring benchmark assessments.
- Measured – each grade level (5-8) will increase the percentage of student performing at or above grade-level expectations to between 80% and 85% as measured by the end of year math assessments.

Summative Data for Math Goal

- **Partially met goal - 78.7% - 669 out of 850 total students**
- 5th grade – 72.6% met goal or above
- 6th grade – 78% met goal or above
- 7th grade – 81.2% met goal or above
- 8th grade – 83.5% met goal or above

WMS – Communication Goals

- Goal 4 – Improve the school culture and parent communication at WMS.
- Measured – Panorama Survey for parents and staff.
- **Met goal of improving all 4 areas:**
 - Staff Communication - Administrators at this school let staff know what is expected. 2016 - 87% - up from 81% in 2015
 - Staff Communication - Administrators make adjustments when things aren't working at this school. 2016 - 83% - up from 67% in 2015
 - Parent Communication - My child's teacher communicates with me as frequently as needed. 2016 - 76% - up from 74% in 2015
 - Parent Communication - I feel well informed about what is going on at the school. 2016 - 85% - up from 80% in 2015



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Huckleberry Hill Elementary School

2015-16

SIP Review

2015-16 Huckleberry Hill School SIP Goal Update

HHES Student Achievement Target #1:

The average of all scores on Part A of the Math Benchmark Assessment for grades 2-4 will increase from 29.6% in September 2015 to at least 75% in April 2016.

Spring 2016 results: Partially Met (missed target by 1.6)

The average of all scores on Part A in April 2016 was 73.6%.

2015-16 Huckleberry Hill School SIP Goal Update

HHES Student Achievement Target #2:

At least 70% of students in grades 2-4 reading on/below grade level will make at least 1 year of growth from September/October 2015 to April 2016 as measured by the Fountas and Pinnell Benchmark Assessment System administered in April 2016.

Spring 2016 results: Fully Met

73% of students reading on/below grade level made at least 1 year of growth

2015-16 Huckleberry Hill School SIP Goal Update

HHES Student Achievement Target #3:

By June 2016, at least 75% of students in grades 2-4 will perform at a level three on the grade level Opinion Writing Rubric (from the Teachers College Units of Study for Writing) for a piece of writing that is given to all grade level students in May or June. (The Fall 2015 baseline was 3% of students performing at a level 3.)

Spring 2016 results: Not Met

42% of students in grades 2-4 performed at a level three or above.

Data Implications and Planned Instructional Changes

Math

Consistency

Fidelity of instruction via coaching and My Math

Reading

Greater capacity to address underlying challenges

Systematic approach via Open Court, TC Reading Units of Study, and coaching

Writing

Well articulated Units of Study, including rubrics for assessing student work

Calibrated scoring; argumentation across content areas

2015-16 Huckleberry Hill School SIP Goal Update

HHES Communication Target:

Question 1: Parent/guardians will respond with at least a 90% favorable rate to the question “I feel well-informed about what is going on at the school.”

Question 2: Parent/guardians will respond with at least an 88% favorable rate to the question “My child’s teacher(s) communicate with me as frequently as needed.”

Spring 2016 results: Partially Met

Question 1: 84% responded favorably

Question 2: 86% responded favorably



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Center Elementary School 2015-16 SIP Review

CES 2015-2016
School Improvement Plan Update

Goal 1 - Reading

Increase the level at which kindergarten and grade one students engage with texts in instructional and independent settings. Develop student ability to engage in Close Reading by development of student capacity for using text based information to answer *text dependent* questions.

Objective 1

- *By June, 2016, Fountas and Pinnell EOY assessments will determine that at **least 85% of the kindergarten and 87% of grade one have made a full-year's growth as measured on the CES Growth Chart. 85% of kindergarten and 85% of Grade One students will have reached grade level benchmark** on the same assessment.*

Reading Goal, cont.

- Objective 2
- *By June, 2016, 75% of grade one students and 75% of kindergarten students will have reached at least a level three on a grade level PBA which asks students to answer a question related to Text Dependent questions.*
- Objective 3
- *By June, 2016, 50% of grade one students and 50% of kindergarten students not meeting benchmark on DIBELS assessments will move up at least one assessment category.*

Goal 1 Outcomes

Kindergarten Assessment/Goal	End Of Year	Grade One Assessment/Goal	End of Year
DIBELS- PSF- 50%	88%	DIBELS- ORF-50%	40%
DIBELS-NSW-50%	50%	DIBELS- NSW- 50%	75%
F and P- 85%	71% (growth)	DIBELS- PSF-50%	100%
PBA- 75%	83%	PBA- 75%	88%
		F and P-87%	87%

- Goal- 75% student score 3 on Opinion Writing
- Result- 89% score 4 or higher

Conclusions and Further Steps

- Objective 1 – Partially Met
- Objective 2 – Met
- Objective 3 - Met
- **Moving Forward**
 - Move progress monitoring closer to instruction
 - Improve understanding of writing rubric
 - Implementation of Open Court Foundations, new Teacher's College Reading/Writing Units of Study

Goal 2 - Writing

- *Students frequently express opinions on personally engaging topics using vague language and/or without supporting their thinking with evidence that will lend validity to their thinking.*
- *Objective 1*
*By June 2016, **75% of students in grade 1 and kindergarten will perform at a level three** on the grade level Opinion Writing Rubric for a piece of writing that is given to all grade level students and blind scored in May or June.*

Goal 2 Outcome and Next Steps

- 90% of students in kindergarten and grade 1 score 3 or higher.
- Additionally, 89% of students score 4 or higher, earning extension points on assessment.
- Moving Forward-
 - Continue building level professional development related to using evidence, writing opinion, and conventions.
 - Conduct professional development related to Teacher's College Opinion Writing Rubric.
 - Create exemplar sets for all genre.

Goal 3

- Family Communication
 - 85% or more positive responses to the following:
 - My child's teacher communicates as frequently as needed.
 - I feel well informed about my child's school.
- Results
 - 89% positive response responses to both questions.
- Moving Forward
 - Respond to parent needs for effective communication.
 - Continue effective communication practices.