

**BROOKLYN PUBLIC SCHOOLS
DISTRICT ADVANCEMENT PLAN
2018-2019**

Proud of the Brooklyn Public Schools



2018-19

District and School Advancement Plans

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District Leadership: *The Superintendent along with district administrators will create the conditions necessary to lead all staff and students to reach their full potential. The district leadership team will work in collaboration to demonstrate positive results in student outcomes.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. The administrative team will collaborate to identify achievable goals in the two School Advancement Plans. 2. The administrative team will work collaboratively to assess the goals of the district and building advancement plans at least three times during the school year. 	<ol style="list-style-type: none"> 1. Develop aligned advancement plans and support the vertical articulation of the curriculum between the schools. 2. Advancement plans will be shared with staff, the Board of Education and the community to track student outcomes. 	<ol style="list-style-type: none"> 1. Professional development during the 2018-19 school year will include staff from both schools for mathematics, writing and related arts: PE, art, and health. 2. Student goals will be met or substantially met in 80-100% of the areas. 	<ol style="list-style-type: none"> 1. PD Schedule will be developed to begin the school year. Feedback will be gathered on value of professional development. 2. BOE presentations will occur in August, January and June

District Human Development: *Teachers will support their students as learners through meaningful and engaging curriculum and lessons.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>1. Teachers and non-certified staff will engage in professional development opportunities in the areas of language arts, mathematics, social emotional learning and related arts.</p> <p>2. Administrators will engage in professional development and discussion about teaching and learning following observations of teachers across both schools in multiple content areas.</p>	<p>1. Principals will develop a meaningful professional development schedule and provide resources that align and support teachers to enhance their curricular areas.</p> <p>2. Administrators will focus on two domains of CCT Rubric</p>	<p>1. A professional development schedule will be posted and shared with all staff members. Additional opportunities for staff to participate in meaningful professional development will be considered and supported when possible.</p> <p>2. All teachers will be observed and rated during the first 30 days of school based on areas of focus for the 2018-19 school year.</p>	<p>1. The professional development schedule will be developed at the beginning of the 2018-19 school year. PD will be ongoing and monitored by administration.</p> <p>2. All teachers will engage in formal observations or informal observations conducted by teams of administrators aligned to the focus areas around student outcomes.</p>

Community Support: The Superintendent will promote the vision and mission of the school district and Board of Education through creating opportunities to celebrate student and staff achievements as well as sharing growth of students.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Monthly student achievements will be celebrated through the Board of Education meetings. The “Brooklyn’s Best” agenda item will highlight achievement of students and staff. 2. The Superintendent will share updates 2-3 times monthly on the Blog and through school and community events. 3. Celebrations of student achievement will be highlighted through the Board of Education as well as the website. 	<ol style="list-style-type: none"> 1. Monthly achievements will be highlighted to the Board of Education and to the public. 2. The Superintendent’s website will be updated with celebrations of student and staff achievements. 3. The School Advancement Plans will be reviewed multiple times a year with administrators. 	<ol style="list-style-type: none"> 1. The Board of Education meetings will be videotaped and shared on the You-Tube channel. 2. Regular updates to the website for parents and the Brooklyn community will highlight shared vision and mission as well as the positive impact on students and teachers. 3. Updated progress on the website and Student Advancement Plans. 	<ol style="list-style-type: none"> 1. Monthly Board of Education Meetings for the 2018-19 school year. 2. 2-3 updates to the Superintendent’s Blog monthly. 3. After the initial presentation, Advancement plans will be updated in January and June. Mid-year changes made as needed.

Literacy Goal: All BES students will demonstrate vertical growth in the same area of literacy from fall to spring as evidenced by end of year benchmark assessments.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>PreK: 92% of the K eligible students will score in the 3rd or 4th benchmark on Cog. 8-14 (literacy) on the Connecticut Preschool Assessment Framework (CTPAF) (See Appendix A).</p> <p>For the 2018-2019 school year, the following percentage of students will met or exceeded their end-of-year grade-level goal on the Developmental Reading Assessment:</p> <p>Kindergarten: 75% Grade 1: 69% (59% in 2018) Grade 2: 72% (62% in 2018) Grade 3: 75% (65% in 2018) Grade 4: 68% (58% in 2018)</p>	<p>Administration and staff will further engage in conversation, collaborative lesson development, and discussions around effective instructional implementation through:</p> <ul style="list-style-type: none"> ● Grade Level Data Teams ● Professional Learning Communities ● Common planning times <p>Provide professional development and coaching on the Units of Study for Reading and Writing</p> <ul style="list-style-type: none"> ● Saturday Reunion ● EastConn contact (15 days) ● Peer observations <p>SRBI Data Day will be scheduled to introduce the SRBI process and analyze the first set of universal screens</p> <p>Administration and teachers will continue to monitor and adjust student interventions and plans throughout the year during SRBI Data Meetings</p> <p>Implement 6 SRBI cycles of targeted instruction and progress monitoring with children identified as needing Tier 2 and 3 through district universal screens</p> <p>The reading department will</p>	<p>CTPAF assessment data</p> <p>DRA2 spring data</p> <p>Data collection and progress monitoring for tiered interventions</p> <p>Observations of instructional practices</p> <p>Exit surveys and attendance from professional development offerings</p> <p>Classroom libraries will have a variety of high interest leveled and non-leveled texts</p> <p>Common language and areas of recommended focus throughout the teacher evaluation process</p>	<p>DRA will be administered 3 times a year (September, January, May)</p> <p>Units of Study professional development will be ongoing</p> <p>October 5 SRBI Data Day</p> <p>Data team meetings at the end of each of the 6 intervention cycles</p> <p>Monthly calibration meetings for building administrators</p>

	<p>work with staff to calibrate the administration and scoring of the DRA2</p> <p>Teachers will begin to level and organize their classroom libraries</p> <p>Administrators will calibrate on observations and feedback provided to staff on instructional strategies</p>		
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Numeracy Goal: All BES students will demonstrate vertical growth in the area of numeracy from fall to spring as evidenced by end of year benchmark assessments.			
Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>PreK: 92% of K eligible students will score in 3rd or 4th benchmark on Cogs, 1-7 (numeracy) on the CTPAF.</p> <p>Kindergarten: 85% of students will score at least 85% or higher on the spring revised MyMath benchmark assessments.</p> <p>For the 2018-2019 school year, the following percentage of students will met or exceeded their end-of-year grade-level goal on the STAR benchmark (gr. 1- 418, gr. 2- 529, gr. 3- 621, gr. 4- 696): Grade 1: 79% Grade 2: 82% (72% in 2018) Grade 3: 69% (59% in 2018) Grade 4: 65% (55% in 2018)</p>	<p>Administration and staff will further engage in conversation, collaborative lesson development, peer observations, and discussions around effective instructional implementation through:</p> <ul style="list-style-type: none"> • Grade Level Data Teams • Professional Learning Communities • Common planning times <p>Classroom teachers, special education teachers, and support staff will participate in SRBI Data Day to introduce the SRBI process and analyze the first set of universal screens</p> <p>Administration and teachers will continue to monitor and adjust student interventions and plans throughout the year during SRBI Data Meetings</p> <p>Implement 6 SRBI cycles of targeted instruction and progress monitoring with children identified as needing Tier 2 and 3 through district universal screens</p> <p>Administrators will calibrate on observations and feedback provided to staff on effective instructional strategies</p>	<p>CTPAF assessment</p> <p>MyMath benchmark assessment</p> <p>STAR spring data</p> <p>Data collection and progress monitoring</p> <p>Observations of instructional practices</p> <p>Exit surveys and attendance from professional development offerings</p> <p>Common language and areas of recommended focus throughout the teacher evaluation process</p>	<p>STAR will be administered 3 times a year (September, January, May)</p> <p>October 5 SRBI Data Day</p> <p>Data team meetings at the end of each of the 6 intervention cycles</p> <p>Monthly calibration meetings for building administrators</p>

School Climate Goal: BES will increase the amount of leadership opportunities provided to students.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>Increase the amount of students that feel included by their peers from 58% to 68% as indicated on question 38 of the spring 2018 parent survey (At my child's school there are groups of students in the school who exclude others and make them feel bad for not being a part of the group).</p>	<p>Develop sustainable student leadership to foster pride, ownership and inclusion within the school by:</p> <ul style="list-style-type: none"> ● Student council ● Book buddies ● Student helpers (Art room, library, classmates) <p>Investigate Peer Mediation</p> <p>Spotlight students in bi-monthly Business in Brooklyn parent forum</p> <p>Creation of a student climate survey</p> <p>Continue to expand open dialogue, communication, and sharing of practices to improve school climate and morale</p> <p>Increase Parental Engagement in district, school, and classroom initiatives</p> <p>Increase student participation with the PTO initiatives</p>	<p>Creation of BES Student Council</p> <p>Spring 2019 Parent Survey results</p> <p>Student climate survey results</p> <p>Meeting agendas and notes</p>	<p>BES Student Council creation in October and monthly meetings</p> <p>Ongoing opportunities for student helpers</p> <p>Spring parent survey</p> <p>Bimonthly Business in Brooklyn parent forum agendas</p> <p>Fall and spring student survey</p> <p>PTO meetings</p>

Parent Feedback Goal: BES will strengthen the home-school connection through improving communication with parents/guardians.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>Families will feel welcome in the school, be knowledgeable about what their child is learning, and be provided opportunities to make decisions.</p> <p>Increase the number of families that respond to the climate survey from 58 respondents to 100 respondents.</p>	<p>Availability of computers during spring conferences.</p> <p>Emphasize the importance of parent feedback during Business in Brooklyn meetings</p> <p>Increase district online presence to support and encourage parent involvement and to increase frequency of use and to provide timely communication with families</p> <p>Develop initiatives that aim at increasing parental participation and community support for the schools to foster a sense of trust. Families will be encouraged to attend:</p> <ul style="list-style-type: none"> ● <u>Business in Brooklyn</u> meetings ● Literacy Roundtable 	<p>Parents completing the survey at parent conferences</p> <p>Families use online resources</p> <p>Notes from Business in Brooklyn Meetings and roundtable discussions</p>	<p>Computers with google form will be available for parents to complete the survey at spring conferences</p> <p>Bi-monthly Business in Brooklyn meetings</p>

BMS Literacy Goal: *Teacher's College Reading Workshop (TRW) implementation will begin this year in collaboration with the elementary school.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Teachers from grades 5-8 will engage in professional development in the area of Reader's Workshop and will implement at least one unit of study. 2. Teachers will have vertical alignment through collaborative PD with BES teachers. 	<ol style="list-style-type: none"> 1. Teachers will engage in (Professional Development) PD for TRW 2. Teachers will agree to implement a minimum one unit from TRW 3. Teachers will utilize the Units of Study Rubric 4. Offer voluntary opportunity to attend Teacher's College Reunion on Sat., Oct. 20 5. Mrs. Cook will provide additional PD to support the implementation of Reader's/ Writer's Workshop model (5-8) 6. New units that are being developed will be purchased for grades 6, 7, 8 	<ol style="list-style-type: none"> 1. Teachers will attend PD with elementary teachers provided by EASTCONN 2. Teachers will provide feedback to students utilizing the assessment rubric 3. Teachers will provide feedback to students utilizing the assessment rubric 	<ol style="list-style-type: none"> 1. PD will occur during the first half of the year 2. Teachers identify unit in a google doc by December 2018

BMS Literacy Goal: *Teacher's College Writing Workshop (TWW) implementation will begin this year in grades 6-8 and continue with grade 5 in collaboration with the elementary school.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Teachers from grades 6-8 will engage in professional development in the area of Writer's Workshop and will implement at least one unit of study. 2. Grade 5-8 teachers will have vertical alignment through collaborative PD with BES teachers. 	<ol style="list-style-type: none"> 1. Teachers will engage in (Professional Development) PD for TWW 2. Teachers of grades 6-8 will agree to implement a minimum one unit from TWW 3. Teachers of grade 5 will agree to implement a minimum of 3 units from TWW 4. Teachers will utilize the Units of Study Rubrics 5. Offer voluntary opportunity to attend Teachers College Reunion on Sat., Oct. 20 6. Writing teachers will attend professional development at BES for TWW 7. Mrs. Cook will provide additional PD to support the implementation of Reader's/ Writer's Workshop model (5-8) 	<ol style="list-style-type: none"> 1. Teachers will attend PD with elementary teachers provided by EASTCONN 2. Teachers will provide feedback to students utilizing the assessment rubric 3. Teachers will document the units of study implemented in a shared googledoc 	<ol style="list-style-type: none"> 1. PD will occur during the first half of the year 2. Teachers identify unit(s) by December 2018

BMS Mathematics Goal: All students will demonstrate vertical growth in the area of numeracy from fall to spring as evidenced by end of year benchmark assessments.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>80% of students will achieve a Student Growth Percentile(SGP) of 35 or higher on STAR.</p>	<ol style="list-style-type: none"> 1. Develop & utilize formative and summative assessments. 2. Teachers will implement instruction that provides a variety of types of questions 3. Remedial Math teacher and classroom teachers (when possible) from BES will also attend PD sessions on <u>Teach Like a Champion</u> strategies and curriculum to support vertical alignment 4. Pat Susla will provide instructional feedback to staff through coaching and lesson studies 5. Provide staff with professional resources to support their work (SBAC blueprint, Claims, Item Specs, <u>Mathematical Mindset</u>, <u>Teach Like a Champion 2.0</u>) 6. Para's will be provided PD on supporting struggling learners 	<ol style="list-style-type: none"> 1. Evidence of formative and summative assessments 2. Evidence of varied types of questions in instruction 3. Inquiry based instruction evident in observation 4. Implementation of EngageNY materials across grade levels 	<ol style="list-style-type: none"> 1. Minimum of 10 sessions of PD provided by Pat Susla during the 2018-19 school year 2. Math teachers will engage in collegial observations and follow-up discussions of practice 3. STAR will be administered a minimum of 5 times per year

BMS Parent Feedback Goal: Increased communication with parents to support them helping their children at home.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none">1. Increase the number of families that respond to the climate survey by at least 100%. (38 to 76)2. Create a google form to share with parents to complete the survey	<ol style="list-style-type: none">1. Availability of computers during spring conferences.2. Emphasize the importance of parent feedback.	<ol style="list-style-type: none">1. Increase number of respondents to the climate survey2. Parents completing the survey at parent conferences	<ol style="list-style-type: none">1. Computers with google form will be available for parents to complete the survey at spring conferences

BMS Reading Goal: All students will demonstrate vertical growth in the area of literacy from fall to spring as evidenced by end of year benchmark assessments.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>80% of students will achieve a Student Growth Percentile (SGP) of 35 or higher on STAR.</p>	<ol style="list-style-type: none"> 1. Collaboration time with teaching teams/PLC's 2. STAR coaching /support 3. Develop & utilize formative assessments. 4. Regular progress monitoring and data analysis. 5. Mrs. Cook will provide coaching/PD to support instruction 6. Implementation of Reader's Workshop Units of study 7. Consideration of Interim Assessments for SBAC 	<ol style="list-style-type: none"> 1. Performance on formative assessments indicates academic growth 2. Trend line developed on STAR indicates academic growth to meet the SGP of 35+ by the end of the school year. 	<ol style="list-style-type: none"> 1. Ongoing throughout the school year 2. STAR will be administered a minimum of 5 times per year

BMS Curriculum Goal: *Work to align the curriculum with current standards in Science, Social Studies and Related Arts*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Curriculum documents will be completed and available through google documents. 2. Curriculum created addresses the new standards in these academic areas. 	<ol style="list-style-type: none"> 1. Collaboration time with teaching teams/PLC's 2. PD opportunity provided to necessary staff to create the documents 3. Collaboration among grade levels and subjects to address the curriculum grades 5-8 4. Mrs. Cook will provide necessary support to complete the curriculum work with staff members 5. Mrs. Cook and staff members will comm.need in resources and time to admin 6. Collaboration of BES and BMS related arts teachers for vert. curr. Alignment 7. Collaboration for PK-8 NGSS/ELDS 	<ol style="list-style-type: none"> 1. Evidence of progress in document shared with administration 2. Communication with administration of need for resources prior to the December budget. 	<ol style="list-style-type: none"> 1. 5-8 Science curriculum aligned with NGSS by June 2. Social Studies curriculum aligned with new frameworks 3. Related Arts curriculum is aligned with the current standards 4. PK-8 NGSS/ELDS alignment ongoing into 2018-19

Collaboration Goal: Increase and improve the collaboration between related arts faculty in both BES and BMS.

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>1. BES and BMS staff will participate in a book study on <i>The Little Book of Restorative Discipline Practices for Schools</i>.</p>	<p>1. Seek out interested staff members to participate in a book study (The Little Book of Restorative Discipline).</p> <p>2. Scheduled meeting in June, 2018, to begin discussion of topics and ideas presented in the book.</p> <p>3. <i>Little Book of Restorative Discipline for Schools</i> ordered for all district staff.</p> <p>4. Committee to be formed at BES and BMS to discuss potential implementation and protocols.</p>	<p>1. Staff participation in discussions.</p> <p>2. Implementation plan developed for BES and BMS.</p> <p>3. Evidence of restorative practices in approach to discipline and disciplinary actions.</p>	<p>1. Books provided to initial staff interested in participation prior to the end of the 2017-18 school year.</p> <p>2. Book discussion meeting held on June 26, 2018.</p> <p>3. Books ordered for all district staff for the start of the 2018-19 school year.</p>

Collaborative School Climate Goal: *To investigate / implement Restorative Discipline Practices*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>Related arts partners will collaborate to write, revise and vertically align curriculum Administration and staff will seek opportunities for professional development in and out of district through neighboring districts and EASTCONN</p>	<ol style="list-style-type: none"> 1. During scheduled PD days, the schedule will include shared time for BES and BMS related arts teachers 2. During some staff meetings, collaboration between BES and BMS related arts teachers will be scheduled 	<ol style="list-style-type: none"> 1. Evidence of improved and increased collaboration between related arts teachers. 2. Revision and creation of curriculum documents 3. Pre and post surveys on needs and effectiveness of collaboration 	<ol style="list-style-type: none"> 1. 2018-19 school year professional development days and staff meetings 2. BMS administration will communicate PD days for curriculum writing for potential collaboration 3. Pre survey on first PD day and post survey at the end of the school year