



**DISTRICT IMPROVEMENT PLAN  
BROOKFIELD PUBLIC SCHOOLS  
2015 – 2018**

**District Name:** Brookfield Public Schools

**Current School Year:** 2015 - 2016

**Summary of Data:**

*Please check all applicable boxes below:*

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

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

Subgroup Mathematics:       Students with Disabilities    English Language Learners       Black    Hispanic    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. **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:   
Assistant Superintendent: 

Date: 9-16-15  
Date: 9-16-15

## THEORY OF ACTION (July 2015)

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

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

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



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**Goal 1**

**Leadership Development and Capacity Building**

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

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

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.

<b>What will be done?</b>	<b>Who will do what - When?</b>	<b>What is the expected effect? How will this be evaluated? What evidence will be provided?</b>
Develop a <b>District Professional Learning Plan</b> for leaders to collaboratively build a deep understanding of Domain 1 of the CCL	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning Fall 2015	District Professional learning Plan will be developed, presented and implemented. <i>Evidence: staff meeting presentation, plan posted on district website for staff, meeting agendas &amp; minutes</i>
Develop a <b>District Professional Learning Plan</b> for leaders collaboratively examine the entire CCL rubric	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning Fall 2015- Spring 2016	District Professional learning Plan will be developed, presented and implemented. <i>Evidence: staff meeting presentation, plan posted on district website for staff, meeting agendas &amp; minutes</i>
C.O. Administrators and Principals will participate in <b>Collegial Calibrations</b> using the CCL to ensure fidelity and reliability in evaluation of district administrators	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning Fall 2015- Spring 2016	Collegial Calibrations training (ReVision) and schedule of walkthrough activities will be implemented. <i>Evidence: training/ presentation, schedule of walkthroughs, documentation of outcomes</i>
Provide school administrators professional learning focused on <b>calibrating administrators' implementation of the teacher evaluation rubrics</b> (CCT 2014 and	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning On-going and annually	Meetings, presentation and activities will be provided to align administrators' implementation of the two (2) teacher evaluation rubrics. <i>Evidence: agendas and minutes of meetings, presentation</i>



SESS 2015)		<i>information</i>
Administrators will participate in professional learning focused on conducting <i>difficult supervisory/corrective feedback conversations</i> with supervisees as aligned to the CCT rubric	Superintendent, Assistant Superintendent, Ad Council, ReVision Learning Fall 2015-Spring 2016	Schedule of training on Feedback and Difficult Conversations; Implementation of strategies learned in teacher conferences. <i>Evidence: Documentation of training; observation of administrator implementation o strategies in teacher conferences; teacher survey</i>
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	District and School Administrators Draft by June 2016	Principals will meet with the Superintendent and Assistant Superintendent to provide a draft plan for 2016-17 Professional Learning. <i>Evidence: Plans</i>

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**Goal 2**

**Student Achievement**

**What problems will the improvement plan attempt to solve?** Ensure the success and achievement of all students through (1) consistent implementation of the Gradual Release of Responsibility model for instructional delivery; (2) increased comprehension of complex grade level texts through *Close Reading*; and (3) increased skills in opinion/persuasive/argumentative writing across content areas.

**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, 2016, 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.

<b>What will be done?</b>	<b>Who will do what - When?</b>	<b>What is the expected effect? How will this be evaluated? What evidence will be provided? (FOCUS ON CLASSROOM IMPACT)</b>
Build knowledge and skills of Grade K-12 teachers regarding the GRR instructional delivery model	<ul style="list-style-type: none"> <li>Assistant Superintendent will provide training to administrators, department</li> </ul>	Improved instruction and stronger student achievement. <ul style="list-style-type: none"> <li>K-12 teachers will implement an instructional framework that follows all the components of the Gradual Release of</li> </ul>

	<p>heads and coaches on GRR model of instructional delivery.</p> <ul style="list-style-type: none"> <li>• K-12 Teachers and administrators will engage in professional learning provided by building leaders on the GRR model of instructional delivery</li> <li>• Assistant Superintendent and building administrators will development classroom walkthrough observation tool to support implementation and provision of feedback.</li> </ul> <p>Fall 2015 Spring 2016</p>	<p>Responsibility Model (GRRM): teacher think-aloud, multiple guided practice with corrective feedback, student collaborative learning and individual practice across content areas.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>Evidence: Professional development schedules, agendas and materials; Delivery of components will be evident in will be evident in lesson delivery when monitored by administrators using observation tool.</i></p>
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<b>Objective 2: Close reading</b>		
<p>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. By June 2016, 80% of students in grades K-8 will achieve grade level standard for reading comprehension of complex grade-level text in ELA and Mathematics as measured by performance on formative assessments. By June 2016, 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) summative assessment data measuring comprehension of complex grade-level text in ELA and Mathematics.</p> <p>By June 2016, 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 department CFAs (common formative assessments) and text-dependent questions on end-of-unit assessments.</p>		
What will be done?	Who will do what - When?	What is the expected effect? How will this be evaluated? What <i>evidence</i> will be provided? (FOCUS ON CLASSROOM IMPACT)
<p>Build knowledge and skills of Grade K-12 teachers regarding close reading.</p>	<ul style="list-style-type: none"> <li>• Assistant Superintendent will provide training to administrators, department heads and coaches on close reading.</li> <li>• K-12 Teachers and</li> </ul>	<p>Improved instruction and stronger student achievement.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>



	<p>administrators will engage in professional learning provided by building leaders on close reading.</p> <ul style="list-style-type: none"> <li>Assistant Superintendent and building administrators will develop classroom walkthrough observation tool to support implementation and provision of feedback.</li> </ul> <p>Fall 2015</p>	<p>learning and individual practice.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>Conduct classroom walk-throughs to monitor the implementation of effective implementation of close reading.</li> </ul> <p><i>Evidence: Professional development schedule, agenda, materials. Delivery of instruction in and application of close reading will be evident when monitored by administrators using observation tool; student performance on formative and summative assessments of strategy application and comprehension.</i></p>
<p>Develop <b>SLOs and IAGDs</b> that are aligned with the district and school improvement plans, grade-level expectations and student needs, focusing on integrating close reading across content areas</p>	<p>Building administrators, Dept. Chair or Curriculum Resource Teachers or K-12 Curriculum Leaders, and classroom teachers</p> <p>2015-16</p>	<p>SLO and IAGD development that addresses identified professional development needs and student needs regarding close reading as evidence by an increase performance on formative assessments, unit assessments and other standardized and curricular based measure and students tasks.</p> <p><i>Evidence: Teacher SLOs based on student data</i></p> <p>Classroom teachers will use collaboration time to plan for successful instruction.</p> <p><i>Evidence: Teachers' SLOs and IAGDs; planning documents, team/dept. meeting notes or minutes, student achievement data.</i></p>

		<p>implementation of effective opinion/persuasive/argumentative writing strategies across the curriculum.</p> <p><i>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.</i></p>
<p>Develop <b>SLOs and IAGDs</b> that are aligned with the district and school improvement plans, grade-level expectations and student needs, focusing on opinion/persuasive/argumentative writing</p>	<p>Building administrators, Dept. Chairs or Curriculum Resource Teachers, K-4 classroom teachers and 5-12 English and content teachers</p>	<p>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.</p> <p><i>Evidence: Teacher SLOs based on student data</i></p> <p>Classroom teachers will use collaboration time to plan for successful instruction.</p> <p><i>Evidence: Teachers' SLOs and IAGDs; Planning documents, team/dept. meeting notes or minutes, student achievement data.</i></p>

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**Goal 3**

**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 and (2) timely communication with parents regarding progress monitoring of students.

**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:**

**Improve Culture and Climate through Communication Between Home and School**

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.

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.)*

<b>What will be done?</b>	<b>Who will do what - When?</b>	<b>What is the expected effect? How will this be evaluated? What evidence will be provided? (FOCUS ON CLASSROOM IMPACT)</b>
Develop and implement communication strategies that inform families of school and class information.	Building administrators, School Climate Coordinator, and teachers Fall 2015	Home –school partnership will be enhanced through transparent communication of school and classroom information on regular, timely basis. <i>Evidence: Parent survey data regarding effective and timely communication of school and classroom information.</i>  School administrators and teachers will meet with parents and students to resolve any concerns, as they arise. <i>Evidence: School and class communication artifacts; Meeting notes; EOY survey data (baseline).</i>
Develop and 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. <i>Evidence: Artifacts of progress monitoring communication;</i>



		<i>Parent survey data regarding communication of student progress monitoring data.</i>
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