

# Proud of the Brooklyn Public Schools



**2019-20**

## **District and School Advancement Plans**

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**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

**District Goals:** Superintendent will support BES and BMS with the Building Advancement Plans by creating the conditions necessary to increase student achievement

**District Leadership Team:** *The leadership team will meet monthly to review student achievement and discuss curriculum development.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>1. Baseline data and progress monitoring will be reviewed monthly.</p> <p>2. Classroom observations will be conducted monthly. Focus will be on the teacher evaluation rubric indicators 3A, 3B, 3C</p> <p>3. Student successes will be shared monthly during Board of Education meetings.</p> <p>4. Professional development for the leadership team will revolve around <i>Dare To Lead</i> by Dr. Brene' Brown and <i>Visible Learning</i></p>	<p>1. Assessment data will be reviewed by the leadership team and strategies shared</p> <p>2. Monthly observations at each school will include a focus for instruction and debrief to include feedback and strategies for leadership</p> <p>3. Brooklyn's best and student presentations will be a focus each month.</p> <p>4. Continued review of our leadership strengths and areas for growth individually and collectively</p>	<p>1. Shared documents and notes from the leadership team</p> <p>2. One teacher from BES, BMS and on special education or related service provider monthly will be observed by the leadership team</p> <p>3. BOE meeting agenda/minutes</p> <p>4. Leadership meeting notes and strategies as appropriate</p>	<p>1. Sept 19-June 20</p> <p>2. Monthly Sept-May</p> <p>3. September-June BOE Meetings</p> <p>4. Sept.-May</p>

EOY Summary

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

**BES Goal 1: Literacy Goal: All 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>1.80% of students that are not meeting grade level expectations on the reading STAR assessment will make more than one year's growth from Spring 2019 to Spring 2020.</p> <p>2.Students that are meeting or exceeding grade level expectations on spring 2019 STAR will continue to meet or exceed grade level expectations in Spring 2020.</p>	<p>1.Implement the reading workshop approach in grades K - 4 with a focus on regular assessment (formative and summative) of student performance.</p> <p>2.Teachers will conduct and analyze running record data to monitor student reading growth throughout the year.</p> <p>3.Teachers will assess students using the DRA2 in the winter, and spring and utilize the formal assessment data to create timely and appropriate student centered plans.</p> <p>4.Reading specialists and consultant will conduct lab sites and side-by-side coaching, planning and teaching as teacher's knowledge of the workshop strategies deepen.</p> <p>5.The Library Media Specialists will participate in collaborative planning meetings to embed educational technology and 21st century learning through planning with teachers and direct work with students.</p> <p>5.Reading and phonics workshop training will be the major focus of professional development days throughout the school year – working intimately with experts in the field so we can ask students specific questions.</p> <p>6.Special Education staff will provide co-teaching models, direct Reading instruction and a Systematic Multi-Sensory Reading Program as deemed appropriate through PPT.</p> <p>7.Through the weekly meetings, teachers will use student evidence to plan next steps for instruction and to calibrate expectations of student performance with other students.</p>	<p>1.All teachers will analyze progress of their students' performance using standardized measures of evidence: STAR Reading (Grades 1* – 4) and Early Literacy STAR (Grade 1).</p> <p>2.All teachers will analyze the progress of their students through various informal measures of evidence: reading response journals, conferring notes, reading logs, participation in mini-lessons, shared read aloud, interactive read aloud books and small group work.</p> <p>3.Data collection and progress monitoring for tiered interventions</p> <p>4.Observations of instructional practices</p> <p>5.Exit surveys and attendance from professional development offerings</p> <p>6.Classroom libraries will</p>	<p>1.DRA will be administered 2 times a year (January, May)</p> <p>2.Units of Study professional development will be ongoing</p> <p>3.Data team meetings at the end of each of the 6 intervention cycles</p> <p>4.Monthly calibration meetings for building administrators</p>

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

	<p>8. 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"> <li>● Grade Level Data Teams</li> <li>● Professional Learning Communities</li> <li>● Common planning times</li> <li>● Learning progression studies</li> </ul> <p>9. Provide professional development and coaching on the Units of Study for Reading, Writing and Phonics</p> <ul style="list-style-type: none"> <li>● Saturday Reunion</li> <li>● EastConn consultant</li> <li>● Peer observations</li> </ul> <p>10. 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>11. Administrators will calibrate on observations and feedback provided to staff on instructional strategies</p> <p>12. Teachers will create a document that explains the guaranteed common classroom expectations for all students during an ELA block</p>	<p>have a variety of high interest leveled and non-leveled texts</p> <p>7. Common language and areas of recommended focus throughout the teacher evaluation process</p>	
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EOY Summary

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

**BES Goal 2: Numeracy 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>1.80% of students that are not meeting grade level expectations on the math STAR assessment will make more than one year's growth from Spring 2019 to Spring 2020.</p> <p>2.Students that are meeting or exceeding grade level expectations on spring 2019 STAR will continue to meet or exceed grade level expectations in Spring 2020.</p>	<p>1.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"> <li>● Grade Level Data Teams</li> <li>● Professional Learning Communities</li> <li>● Common planning times</li> </ul> <p>2.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>3.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>4.Special Education staff will provide co-teaching models, classroom support and direct Mathematics instruction as deemed appropriate through PPT.</p> <p>5.Administrators will calibrate on observations and feedback provided to staff on effective instructional strategies</p> <p>6.Staff will participate in a regional collaboration with neighboring districts</p> <p>7.Math Specialists will monitor the usage and fidelity of ST Math program</p> <p>8.Teachers will develop a schedule for students to complete ST Math as recommended (K-1: 60 minutes per week; 2-4: 90 minutes per week</p>	<p>1.STAR spring data</p> <p>2.Data collection and progress monitoring</p> <p>3.Observations of instructional practices</p> <p>4.Exit surveys and attendance from professional development offerings</p> <p>5.Common language and areas of recommended focus throughout the teacher evaluation process</p> <p>6.ST Math results</p>	<p>1.STAR will be administered 3 times a year (September, January, May)</p> <p>2.Data team meetings at the end of each of the 6 intervention cycles</p> <p>3.Monthly calibration meetings for building administrators</p>

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

EOY Summary			
<b>BES</b> Goal 3: Parent Feedback Goal: <i>BES will strengthen the home-school connection and provide increased opportunities for family and community engagement to enrich student learning.</i>			
Indicators	Actions/Strategies	Indicators for Success	Timeline
<p>1. Families will feel welcome in the school, be knowledgeable about what their child is learning, and be provided opportunities to make decisions.</p> <p>2. Climate survey items that address opportunities for family and community engagement.</p>	<p>1. Availability of computers during spring conferences.</p> <p>2. Emphasize the importance of parent feedback during Business in Brooklyn meetings</p> <p>3. Increase district online presence to support and encourage parent involvement and to increase the frequency of use and to provide timely communication with families</p> <p>4. 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"> <li>• <u>Business in Brooklyn</u> meetings</li> <li>• Literacy Roundtable</li> <li>• Welcoming Atmosphere Walk-Through</li> </ul> <p>5. Invite parents to “End of Unit” celebrations</p> <p>6. Collaborate with PTO to revise and distribute Parent/Climate Survey</p>	<p>1. Parents completing the survey at parent conferences</p> <p>2. Families use online resources</p> <p>3. Notes from Business in Brooklyn Meetings</p>	<p>1. Spring conference surveys</p> <p>2. Online presence weekly</p> <p>3. Bi-monthly Business in Brooklyn meetings</p>
EOY Summary			

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

**BMS** Goal 1: Literacy Goal: *Teacher's College Reading Workshop (TRW) implementation will continue this year in collaboration with the elementary school.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
1. Teachers from grades 5-8 will engage in professional development in the area of Reader's Workshop and will implement at least three units of study.	1. Teachers will engage in (Professional Development) PD for TRW 2. Teachers will articulate the three units from TRW in a draft pacing guide 3. Offer voluntary opportunity to attend Teacher's College Reunion on Sat., Oct. 19	1. Teachers will provide feedback to students utilizing the assessment rubric 2. Students will self-assess using the rubric 3. Rubric feedback will be shared and discussed through professional development	1. PD will occur through the year 2. Teachers identify and pace the units in a Google Doc by November 2019 3. Teachers will identify the use of rubrics within the pacing guide for a unit

EOY Summary

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

**BMS** Goal 2: Literacy Goal: *Teacher's College Writing Workshop (TWW) implementation will continue this year in grades 5-8 in collaboration with the elementary school.*

Indicators	Actions/Strategies	Indicators for Success	Timeline
1. Teachers from grades 5-8 will engage in professional development in the area of Writer's Workshop and will implement at least three units of study.	1. Teachers will engage in (Professional Development) PD for TWW  2. Teachers of grades 5-8 will agree to implement a minimum of 3 units from TWW  3. Teachers will utilize the Units of Study Rubrics  4. Offer voluntary opportunity to attend Teachers College Reunion on Sat., Oct. 19  5. Mrs. Cook will provide additional PD to support the implementation of Reader's/ Writer's Workshop model (5-8)	1. Teachers will participate in professional development with Jane Cook  2. Teachers will provide feedback to students utilizing the assessment rubric  3. Rubric feedback will be shared and discussed through professional development  4. Teachers will document the units of study implemented in a shared Google Doc	1. PD will occur throughout the school year  2. Teachers identify units by November 2019

EOY Summary



**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

**BMS Mathematics Goal 3: 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"> <li>1. Develop &amp; utilize formative and summative assessments.</li> <li>2. Develop benchmark assessments for implementation in the 20-21 school year</li> <li>3. Teachers will implement EngageNY modules with fidelity</li> <li>4. Provide staff with professional resources to support their work (<a href="#">Visible Learning For Mathematics, Teacher Clarity Playbook</a>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence of formative and summative assessments</li> <li>2. Benchmark assessments developed</li> <li>3. Teachers are recording and analyzing data in the google doc for modules</li> <li>4. Clearly communicated learning outcomes evident in observations</li> <li>5. Creation of grade level pacing guides with links to curriculum documents</li> </ol>	<ol style="list-style-type: none"> <li>1. Minimum of 8 sessions of PD provided by P. Susla/D.Backhaus during the 2019-20 school year</li> <li>2. Math teachers will engage in collegial observations and follow-up discussions of practice throughout</li> </ol>

EOY Summary

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

BMS Parent Feedback Goal 4: <i>Support development of family digital literacy</i>			
Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> <li>1. Family digital literacy night supported by Connecticut State Police to provide broad overview of digital hot topics for student safety</li> <li>2. Create a Chromebook user agreement with language on digital citizenship</li> <li>3. Provide digital updates, tips and tricks through website, Principal Message and other modalities</li> </ol>	<ol style="list-style-type: none"> <li>1. Schedule an evening event to encourage parent participation</li> <li>2. Mini surveys to gather feedback from families and to share concerns and questions around internet safety and students digital interactions</li> <li>3. Plan informational opportunity for children during parent event.</li> </ol>	<ol style="list-style-type: none"> <li>1. Development of a computer use contract with new 1-1 initiative.</li> <li>2. Increase attendance at the Internet Safety Evening event from 12 to at least 36.</li> <li>3. 100% of students will return their Chromebook contracts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Schedule parent night to coincide with Open House night</li> <li>2. Send digital citizenship and user agreement at the beginning of school year</li> <li>3. Monthly digital updates through multiple modalities</li> </ol>
EOY Summary			

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

**BMS** Reading Goal 5: *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
1.80% of students will achieve a Student Growth Percentile (SGP) of 35 or higher on STAR.	<ol style="list-style-type: none"> <li>1. Collaboration time with teaching teams/PLC's</li> <li>2. STAR coaching /support</li> <li>3. Regular progress monitoring and data analysis.</li> <li>4. Mrs. Cook will provide coaching/PD to support instruction</li> <li>5. Teachers provided PD with book, <u>Teacher Clarity Playbook</u></li> <li>6. Implementation of Reader's Workshop Units of study</li> <li>7. Consideration of Interim Assessments for SBAC</li> </ol>	<ol style="list-style-type: none"> <li>1. Clearly communicated learning outcomes evident in observations</li> <li>2. Trend line developed on STAR indicates academic growth to meet the SGP of 35+ by the end of the school year.</li> <li>3. Creation of grade level pacing guides with links to curriculum documents</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing throughout the school year</li> </ol>

EOY Summary

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

**BMS Curriculum Goal 6: *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"> <li>1. Curriculum documents will be completed and available through google documents.</li> <li>2. Curriculum created addresses the new standards in these academic areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Collaboration among grade levels and subjects to address the curriculum grades 5-8</li> <li>2. Mrs. Cook will provide necessary support to complete the curriculum work with staff members</li> <li>3. Mrs. Cook and staff members will comm.need in resources and time to admin</li> <li>4. Collaboration of BES and BMS related arts teachers for vert. curr. Alignment</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning targets are evident in curriculum planning</li> <li>2. Creation of grade level pacing guides with links to curriculum documents</li> </ol>	<ol style="list-style-type: none"> <li>1. 5-8 Science curriculum aligned with NGSS ongoing</li> <li>2. Related Arts curriculum is aligned with the current standards</li> </ol>

EOY Summary

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**

<b>BES and BMS Collaborative School Climate Goal 1: <i>To investigate/implement Restorative Discipline Practices</i></b>			
Indicators	Actions/Strategies	Indicators for Success	Timeline
1. <b>BES</b> and <b>BMS</b> Restorative practices committees will meet throughout the year to discuss the impact and challenges of restorative practices establishment in the two schools	<p>1. Meet as a district team and school-based teams in August 2019 to establish overarching themes and plan for initial PD for staff.</p> <p>2. Throughout the year via staff meetings, professional development days and other common meeting times, staff will participate in workshops that focus on various restorative skills and strategies</p>	<p>1. Evidence of restorative practices in approach to discipline and disciplinary actions.</p> <p>2. Decrease in office referrals/punitive punishments BES &amp; BMS staff rely on peers for training and guidance on Restorative strategies</p> <p>3. Quantitative feedback from staff members via exit slip from PD offerings</p> <p>4. Documentation of restorative circles being implemented in referrals and classrooms</p> <p>5. BES &amp; BMS staff collaborate with colleagues for training and guidance on Restorative strategies</p>	<p>1. Professional development with Joanne Freiberg in June 2019 Targeted committee meeting August 2019</p> <p>2. Six workshops with focus on restorative practices throughout the year lead by staff.</p> <p>3. Staff meets to plan professional development to continue implementation with staff</p>
EOY Summary			

**Brooklyn Public Schools**  
**SCHOOL ADVANCEMENT PLANS**  
**2019-2020**