

# Braeburn School Development Plan

2015-16



*The mission of Braeburn Elementary School, as a child-centered community that continues to develop traditions of academic excellence and responsible citizenship, is to ensure that all children achieve their academic potential and experience the joy of learning. We will accomplish this through a caring and challenging environment that recognizes and responds to each child's uniqueness and fosters compassion for others and an awareness of the world.*



**West  
Hartford  
Public  
Schools**

*Clear paths. Bright futures. No limits.*

## **Board of Education**

Dr. Mark Overmyer-Velazquez, Chairperson

Tammy Exum, Vice Chairperson

Cheryl Greenberg

Bruce Putterman

Jay Sarzen

Terry Schmitt

Mark Zydanowicz

## **Administration**

Tom Moore, Superintendent

Dr. Nancy DePalma, Assistant Superintendent for Instruction and Curriculum Dr. Andrew Morrow, Assistant Superintendent for Administration

Roszena Haskins, Director of Continuing Education and Diversity Advancement

Richard Ledwith, Executive Director of Human Resources Paul Vicinus Jr., Director of Secondary Education

Kerry Jones, Director of Elementary Education Glenn McGrath, Director of Pupil Services

Mary Thompson, Director of Gifted and Talented

West Hartford Public Schools 50 South Main Street

West Hartford, CT 06107 (860) 561-6600

[www.whps.org](http://www.whps.org)

## West Hartford Public Schools Introduction

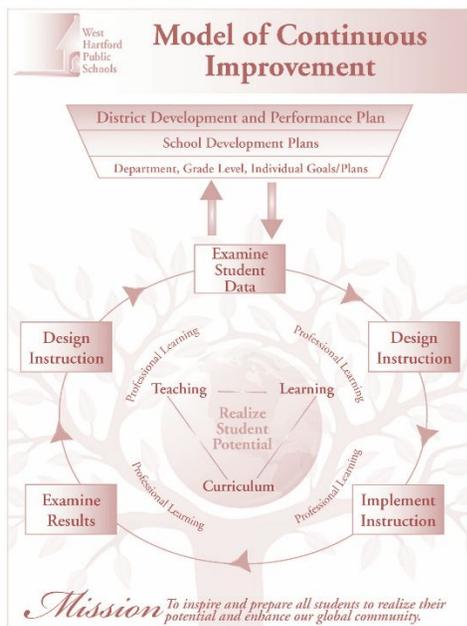
The District Development Plan (DDP) is designed to provide an overview of priorities for the West Hartford Public Schools. These priorities are driven by careful data analysis at the district, school, and classroom levels. They are developed to promote the achievement of the district's mission, core values, and goals, to help guide and facilitate building level improvement plans, and to drive continuous improvement.

Goals and priorities are identified through a synthesis of input from the Superintendent, the Board of Education, the district's PK-12 administrators and faculty, the Professional Learning and Evaluation Committee, Curriculum Council, as well as from the literature and research on curriculum, instruction and assessment. The initiatives in this District Development Plan are intended to support each student in realizing his or her potential through high expectations, a rigorous and relevant curriculum, and dynamic teaching. The collaborative work of teachers and administrators and the district's model of shared and distributed leadership reinforce the implementation of this District Development Plan. Together, the various teacher and administrator teams create a "community of practice" that works together to achieve the mission of the school system.

### The District Mission and Goals

Providing **ALL** students with high expectations, a rigorous and relevant curriculum, and dynamic teaching in order for them to realize their potential is the central goal of the West Hartford Public Schools' commitment to continuous improvement. The mission and core values (Figure A) that inform it, along with the four-year goals, all serve to drive the purpose, focus, and work of the organization. The District Model of Continuous Improvement is driven by these established goals and community expectations of the schools.

### The District Model of Continuous Improvement



The District Model of Continuous Improvement is a concrete representation of our district vision and strategy for improvement. This strategic planning process for continuous improvement, applied at all levels of the organization, fosters interdependence between and among district, school, and classroom improvement plans, priorities, and efforts. The strategic approach to district and school improvement, in its recursive nature, must be driven by data—multiple forms of performance measures and indicators that inform the cycle of improvement. The analysis of data must occur at every level of the organization. This Model of Continuous Improvement (Figure B) is grounded in the notion that “leadership” must be distributed. The knowledge base of the entire professional staff is valued as a critical variable for improvement. All members of the school community should have an opportunity to contribute to the actions and decisions that most directly affect their work.

School, program, and departmental development plans parallel the district Model of Continuous Improvement. Aligned with the district mission, goals, and development plan, school, program, and department development plans are driven by the previous year's results, outcomes, and identified needs. As with each layer of the process, these plans are anchored in data collection, analysis, and reflection.

Ideally, individual teachers and teacher teams use data to drive their own professional goals and use this process to inform instruction.

### **Supporting Professional Learning**

At each stage of the process of continuous improvement, continuous learning is central. Professional learning at all levels (individual, department, and school) is a central tenet of continuous improvement and the educator evaluation and development program. No profession can rest alone on what was learned years ago. Research and best practice continue to inform teaching and learning. Curriculum and Staff Improvement (CSI) provide opportunities for staff to examine data, review, design, or revise curriculum, design and modify instructional practices, examine results, and learn about increasingly more effective teaching strategies and approaches. Moreover, the collective knowledge and skills of staff are a key source in support of new learning as the staff continues both individual and collaborative development their own skills and knowledge base.

### **Establishing Goals & Critical Actions and Monitoring Progress**

Incorporating the Model of Continuous Improvement, the Board of Education goals define the areas of focus for the District Development Plan (DDP). Beneath each Board goal, we have defined a “District Focus” which connects the district goal to action paths at district, school, and department levels. The process of designing a development plan begins with a careful analysis of data at the district, school, and classroom level. The analyses of critical data (e.g., mandated state assessment results, district assessments, etc.) elicits key findings which in turn inform the strategic efforts to support all aspects of the Board goals. Schools and departments specify “critical actions” which define what they plan to do to realize the strategic effort. The “performance indicators” specify how and when we will know that our efforts have made a difference. The Board of Education established the performance indicators as a measure of progress. It is important to note that, with the inauguration of new state assessments 2015-16 assessment results represent a baseline for growth and development. We will continue to review and refine performance indicators over the next several years.

The Braeburn Elementary School Development Plan is designed to provide an overview of priorities for our school and to demonstrate the alignment of the priorities for our school and to demonstrate the alignment of priorities with the strategic initiatives identified by the West Hartford Public Schools. These priorities are driven by careful data analysis of student performance at the district, school and classroom levels. They are developed to promote the achievement of Braeburn School's mission, core values, and goals, and to help guide and facilitate teacher development plans and professional learning objectives.

Braeburn School's goals and priorities are identified through a synthesis of input from the Principal's Advisory, Positive Behavior Team, Technology team, Safe School Climate Committee, and Family School Partnership as well as from parents, staff and student survey data. We also drew upon professional literature and research on elementary age learners as it pertains to curriculum, instruction and assessment. The tasks and outcomes we have identified in this document are intended to support the West Hartford Public Schools mission, its core values, and its strategic initiatives outlined in the District Development Plan. Most importantly, they support each Braeburn student in realizing his/her potential through high expectations, appropriate academic and social support, a rigorous and relevant curriculum, and dynamic teaching.

### **Goal One:**

*Advance achievement for all students and reduce disparity between and among groups.*

District Mission and Core Values

Dynamic Teaching

Rigorous & Relevant Curriculum

### **District Focus:**

Using the Model of Continuous Improvement, we will strengthen standards, curriculum, instruction, and assessment to help all students achieve and realize their potential.

The focus of our work needs to rest heavily on **pedagogy** and **instruction** to develop students' **deep learning** of content, skills, and lifelong habits of mind. Professional learning targets will be rooted in our instructional framework and informed by a review of student outcomes. They should develop teachers' capacity with key instructional shifts that foster strategic and goal directed learning, creativity and imagination, critical thinking, communication and collaboration skills.

### **District Strategic Efforts**

- Using the Model of Continuous Improvement, conduct a thorough assessment of strengths and needs grounded in student data and program results to develop school, department, and program development plans. Ensure teacher professional learning objectives align to identified areas of focus, are rooted within the instructional framework, and establish rigorous yet attainable indicators for growth and development.

- Promote positive and productive curricular and instructional changes that foster deep learning of content and skills. Identify focused learning targets that emphasize critical thinking & problem solving, communication & collaboration, creativity & innovation, information & media literacy, and life & career skills. Incorporate developmentally appropriate performance measures and other authentic learning experiences.
- Incorporate principles of universal design for learning, differentiation strategies, culturally relevant pedagogy, formative assessment practices, and intervention strategies to provide equitable access to curriculum, meet individual student learning needs, and reduce disparities in achievement for all students.
- Enable college and career readiness through a rich and diverse program of study. Conduct ongoing and systemic reviews of PK-12 programming to assess the quality, equity, relevance, and vitality of program and course pathways, program structures, policies and procedures. Operate to ensure clear paths, bright futures and no limits for all students.

## **Braeburn Elementary School Critical Actions to Support District Strategic Efforts**

### **District Focus for Goal 1 - *Advance Achievement for All Students***

Using the Model of Continuous Improvement, we will strengthen standards, curriculum, instruction, and assessment to help all students achieve and realize their potential.

- We will use grade level based Professional Learning Communities (PLCs) as the primary vehicle for implementing the model for Continuous Improvement, ensuring coherence and alignment of our work to the District Development Plan.
- We will use our CSI/CIT/PLC work focused on: continued refinement of CCS unit implementation for writer's workshop and mathematics instruction; analysis of student work and assessment data for the purpose of improving instruction.
- We will develop and implement a classroom technology distribution and training based on the specific needs of each grade level in order to develop students information & media literacy/citizenship, problem solving skills, modes of communication, creativity and life & career skills.
- We will analyze a wide variety of student data on an on-going basis to determine school and student strengths and needs to drive instruction.
- We will differentiate instruction to best meet individual student needs in a variety of ways including using SIOP (Sheltered Instruction Observation Protocol) strategies, UDL (Universal Design for Learning) principles, differentiated levels of materials and different modalities of instruction.
- We will use formative and summative assessments, progress monitoring data and student work to determine individual learning needs and employ SRBI to provide students with individualized intervention strategies in Tier 1, 2 and 3 as appropriate.
- We will **Leave a Legacy of Learning** - contribute to the world of knowledge by creating for a purpose that lives beyond assignments for others to analyze closely, contemplate deeply, and improve personally.

## Goal Two:

*Nurture the intellectual, physical and emotional well-being of students and create a safe and respectful learning community where all students are held to high expectations.*

District Mission and Core Values

High Expectations for All Learners

### District Focus:

Create an inclusionary environment and community that fosters intellectually, physically, and emotionally healthy learning and living.

The focus of our work involves promoting **student engagement**, independence and interdependence with aims of developing the character, global citizenship and social-emotional skills of our students. We must actively build trusting and collaborative student, family, and community partnerships for which proactive and responsive communication is critically important. Efforts should include reflection and improvement strategies for providing **descriptive feedback**, honest communication, and relationship-building among our constituents and ourselves as a professional organization.

### District Strategic Efforts

- Create cultures that emphasize high expectations for student conduct, responsible behavior, and respect for others in order to achieve inclusive and positive learning environments that support students' safety, physical, and emotional well-being. Comprehensive educational programming should attend to character education, the development of citizenship and social emotional skills in order to prepare students to flourish and succeed within a diverse and global community.
- Develop a culture that enables learners (students, staff, and families) to be strategic and goal-directed. Promote communication patterns that provide for transparency relative to expectations and processes. Provide learners with descriptive feedback to enable continued learning and personal development as well as foster independence.
- Develop and cultivate school-family-community partnerships in order to share responsibility in supporting students' success in school and throughout life. Ensure clear, timely and responsive lines of communication with students and families regarding behavioral and learning expectations and progress toward those expectations. Continuously monitor communication systems to identify obstacles to effective communication.

## **Braeburn Elementary School Critical Actions to Support District Strategic Efforts**

### **District Focus for Goal 2 - *Create Safe and Respectful Learning Environments***

Create an environment and community that fosters intellectually, physically, and emotionally healthy learning and living.

- We will provide professional development to all staff to enable them to more effectively address the needs of students with emotional and behavioral disabilities, particularly those with autism spectrum disorders.
- We will explore, attend training and plan for implementation of R.U.L.E.R., Love and Logic, and PBIS to strengthen our relationships with students because we know that strong relationships, rather than inflexible rules, are the foundation for respect, responsibility and safety - our three school wide expectations.
- We will work in close collaboration with our extremely generous and involved parent organization, the Parents and Teachers of Braeburn (PTB), to provide our students with enriching experiences and equipment to supplement our core programs.
- We will foster a community that respects all students and works together to empower students to stand up for their beliefs to help others and to problem solve.
- We will model and provide guided practice for the expected behaviors throughout the school and post signage to remind students of expectations.
- We will provide student leadership opportunities to students such as Student Council, Student Tour Guides, Safety Patrol and Unified Sports.
- We will provide families with information in a variety of ways about student learning and school events. Classroom teachers will communicate with families regularly about classroom happenings. The school will use blogs, Blackboard, the school website, Twitter, Instagram, phone calls and email as modes of communication.

## Goal Three:

*Attract, retain and develop high quality staff by providing professional development, resources and appropriate learning environments.*

District Mission and Core Value:

Dynamic Teaching

### District Focus:

Create the conditions that promote collaborative inquiry through shared and distributed leadership.

Collaboration and professional dialogue represent our key levers for delivering effective and engaging professional learning. The district supports a self-directed model of collaborative inquiry in which learning goals are individualized to a teacher's specific learning needs. We promote **teacher leadership** and **coaching models** to build capacity in pedagogy and the effective use of technology. Our administrators seek to refine formative and evaluative feedback to enhance teacher development and performance. Building diversity within our teaching and administrative ranks remains an area for continued effort and emphasis.

- Create environments of collective inquiry that support a culture of distributed leadership, self-directed professional learning, and supervisory practices in service to teacher development. Align professional learning efforts to achieve a common understanding of effective, high quality teaching that results in enhanced learning for all.
- Build the capacity and cultural proficiency of teachers and staff to provide high quality instruction and support learners through coaching and mentoring. Schools and departments will develop structures for effective and collaborative professional dialogue and leverage district resources to enhance teacher development.
- Build the diversity of our teaching population to more closely match the diversity of our student population in order to deepen our understanding, capacity, and effectiveness in helping all students realize their full potential.

## Braeburn Elementary School Critical Actions to Support District Strategic Efforts

### District Focus for Goal 3 – *Attract, Retain, and Develop a High Quality Staff*

Create the conditions that promote collaborative inquiry through shared and distributed leadership.

- All certified staff will participate in collaborative inquiry groups on a topic of their choice related to instruction in order to improve their teaching and the achievement of students.

- We will provide staff with access to instructional coaches.
- We will provide professional development to staff to increase their expertise to using technology across the curriculum.
- We will participate in meaningful professional development based on our school initiatives. Utilize staff meetings as a time for professional learning.
- We will use weekly grade level meeting time to collaborate, analyze student work and learn about best practices.
- We will provide staff with opportunities for shared leadership through various staff committees such as Principal's Advisory, Technology Committee, Positive Behavior Team, Team Nutrition, UDL Team, School and Family Partnership and the Safe School Climate Committee
- We will screen and interview a diverse range of candidates for all vacancies.

## Indicators of Progress for Braeburn Elementary School Goals

### District Focus for Goal 1 - *Advance Achievement for All Students*

- 80% of PLC minutes will reflect on or more of the following activities throughout the year: continued refinement of CCS unit implementation for writer's workshop and mathematic instruction; analysis of student work and assessment data; utilizing information and resources received during content-focused district CSIs. The remainder of the minutes will reflect alternative grade level management activities.
- All students meeting goals as measured by the fall AIMSweb benchmark assessments, math and reading, will make one year's growth by spring 2016.
- All students not meeting goal as measured by the fall AIMSweb benchmark assessments, math and reading, will progress towards end of year benchmarks.
- All English Language Learners (ELL) will make progress in acquiring English language proficiency as measured by the Language Acquisition Survey Links assessment.
- Implementation of digital means to capture student legacy of student work samples demonstrating growth, reflection and sharing.

### District Focus for Goal 2 - *Create Safe and Respectful Learning Environments*

- 100% of students will participate in weekly Second Step lessons.
- All staff will utilize a combination of Love and Logic, Responsive Classroom and PBIS leading to a decrease in the number of office referrals.
- All staff will participate in at least one committee related to student health, well-being and achievement.
- Student, teacher and parent survey results will indicate that Braeburn is a safe and welcoming school.
- Student, teacher and parent survey results will show an improvement in all areas of communication.
- TEVAL results will reflect high ratings (effective and exemplary) for the classroom environment indicator.

### District Focus for Goal 3 – *Attract, Retain, and Develop a High Quality Staff*

- 100% of staff will report out/share new developments via faculty meetings if they participate on a district level committee.
- Teachers will meet their Professional Learning Outcomes & Student Learning Outcomes Targets.
- Monthly PLC meetings will be devoted to professional development (writer's workshop, mathematics, parent communication).

Date	Elementary	Major Focus/Planning (fluid document)	Location
8/24 a.m.	Convocation	Conard - 8:30 a.m. 11:00 - 12:00 PK-12 Department	Conard
8/24 p.m.	Building	Introductions, Team Building, Team Curriculum Planning	Building
8/25	Building (all day)	Nuts and Bolts, DCF Mandated reporting, Health Policies	Building
8/26	Building (p.m.)	Transition Team Meetings	Building
9/2	CIT/Building	CIT Series 1 (Kickoff)	Duffy
9/9	District PK-12 Department	<b>Writers' Workshop: Structuring the Writers' Workshop</b> (mini-lessons, conferencing/independent writing, share) Break-out sessions determined by school needs  PreK Department Meeting (Intro curriculum framework)	Building
9/16	Building	Positive Behavior Practices	Building
9/23	School Holiday		
9/30	District PK-12 Department	<b>PreK-5 Mathematics: Fluency</b> Sessions with grade level teams (PreK-K, Grades 1-5) 2:30 - 4:30 Grades 1-5 2:30 - 3:30 PreK & K 3:30 -4:30 K EDI presentation; PreK Dept meeting (focus on ELDS/curriculum framework)	District TBD
10/7	District	<b>PreK-5 Mathematics: Implications for our Practice</b>	Building

	PK-12 Department	Sessions with partner schools PreK Department Meeting (math focus)	
10/14	CIT	Series 1	TBD by teams
10/21	Building	Writer's Workshop	Building
10/28	Parent Conf. Prep.	Teachers prepare for parent conferences	Building
11/3	Election Day/ District PK-12 Department	<b>K-5 Writers' Workshop: Diving Deeper into Units of Study</b> (Teachers College Presentation) <b>PreK literacy</b> session @ Wintonbury (Isabel Baker)	K-2 @ Conard; 3-5 @ Cromwell Courtyard Marriott
11/4	CIT	Series 1	TBD by teams
11/11	Parent Conf. Prep.	Teachers prepare for parent conferences	Building
11/18	Parent Conference Week	Teachers engaged in parent conferences from Tues 11/17 - Friday 11/20	Building
11/25	Thanksgiving Break	No CSI Activities	
12/2	Building	Technology/Google Apps	Building
12/9	District PK-12 Department	<b>PreK-5 Mathematics: Effective Teaching Practices &amp; Routines</b> Sessions with grade level teams (PreK-K, Grades 1-5)	District TBD
12/16	District PK-12 Department	<b>PreK-5 Mathematics: Implications for our Practice</b> K-5 sessions with partner schools PreK Department Meeting (math focus)	Building TBD
12/23&12/30	Holiday Recess	No Activities	
1/6	CIT	Series 1	TBD by teams

1/13	Building	Writer's Workshop Conversations/Student Work Share	Building
1/20	District PK-12 Department	<b>K-5 Writers' Workshop: Refining the Minilesson</b> Break-out sessions determined by school needs <b>PreK Department Meeting</b> (focus on ELDS/Curriculum Framework)	Building TBD
1/27	CIT	Series 2	TBD by teams
2/3	District PK-12 Department	<b>PreK-5 Mathematics: Focus on Problem Solving: Approaches/ Strategies</b> Sessions with grade level teams (PreK-K, Grades 1-5)	District TBD
2/10	District PK-12 Department	<b>PreK-5 Mathematics: Implications for our Practice</b> K-5 sessions with partner schools PreK Department Meeting (math focus)	Building TBD
2/17	Building	Social Studies/Science	Building
2/24	Parent Conf. Prep.	Teachers prepare for parent conferences	Building
3/2	Parent Conf. Prep.	Teachers prepare for parent conferences	Building
3/9	Parent Conference Week	Teachers engaged in parent conferences from Tues. 8th - Fri. 11th	Building
3/16	CIT	Series 2	TBD by teams
3/23	Building	Positive Behavior revisited	Building
3/30	District PK-12 Department	<b>K-5 Writers' Workshop: Conferencing &amp; How Student Work Informs Teacher Moves</b> Break-out sessions determined by school needs <b>PreK Department Meeting</b> (focus on ELDS/curriculum framework)	District TBD

4/6	CIT	Series 2	TBD by teams
4/13	Spring Recess	NO Activities	
4/20	Building	Writer's Workshop Reflection & Looking Ahead	Building
4/27	CIT	Series 2	TBD by teams
5/4	Building	Placement	Building
5/11	District PK-12 Department	<b>PreK-5 Social Studies/Science: Understanding the Standards &amp; Shifts in Instructional Approach</b> Sessions by Grade level cluster (PreK-1, 2-3, 4-5)	District TBD
5/18	Building	Placement	Building
5/25	Building	Budget	Building
6/1	District PK-12 Department	<b>PreK-5 Social Studies/Science: Understanding the Standards &amp; Shifts in Instructional Approach</b> Sessions by Grade level cluster (PreK-1, 2-3, 4-5)	District TBD
6/8	Building	Record Keeping/Cumulative Record Completion	Building
	<b>SNOW DAYS</b>		